



A-LEVEL

English Language

(Specification A)

ENGA3 Unit 3 Language Explorations
Mark scheme

2700
June 2016

Version 1.0: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk.

English Language Mark Scheme

How to Mark

Aims

When you are marking your allocation of scripts your main aims should be:

- 1 to recognise and identify the achievements of students
- 2 to put into a rank order the achievements of students (not to grade them – that is something that is done later using the rank order that your marking has produced)
- 3 to ensure comparability of assessment for all students, regardless of question or examiner.

Approach

It is important to be *open minded* and *positive* when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study language in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about language. It is important to assess the quality of *what the student offers*.

Do not mark scripts as though they were mere shadows of some Platonic ideal (or the answer *you* would have written). The mark schemes have been composed to assess *quality of response* and not to identify expected items of knowledge.

The Marking Grids

The specification has generic marking grids for each Assessment Objective which are customised for individual tasks. These have been designed to allow assessment of the range of knowledge, understanding and skills that the specification demands.

Within each Assessment Objective there are five broad bands representing different levels of achievement.

Do not think of bands equalling grade boundaries. Depending on the part of the examination, the bands will have different mark ranges assigned to them. This will reflect the different weighting of Assessment Objectives in particular tasks and across the examination as a whole. You may be required to give different marks to bands for different Assessment Objectives.

Using the Grids

You will need to give a mark for each Assessment Objective being tested in a particular question. To identify the mark for an Assessment Objective ask:

What descriptors reflect the answer you are marking?

On some occasions the descriptors in a band will only have one mark attached to them. On other occasions there will be a range of marks. In some bands there are upper and lower descriptors in such cases to help you.

Sometimes you will need to decide whether a script is displaying all the characteristics of a band firmly: if so, put it at the top of the band. As soon as a script has fulfilled one band and shows signs of the next, you should put it into that next band.

If a script displays some characteristics of a band barely, place it at the bottom of the band. If the script shows a range of some of the band's qualities, place it between the top and bottom of the band as seems fair.

Annotating scripts

It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment need to be made.

To this end you should:

- identify points of merit with ✓ or ✓✓ if they are from the top 2 bands (ensure that you don't go into automatic ticking mode where you tick rhythmically every 10 lines – ticks should engage with the detail of a student's thinking and analysis)
- write notes in the margin commenting on the answer's relationship to the AOs/grid/key words/focus
- identify linguistic errors with a ✖
- identify errors of spelling or punctuation by underlining, eg sentance
- write a summative comment at the end for each Assessment Objective
- indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence.

Distribution of Assessment Objectives and Weightings

The table below is a reminder of which Assessment Objectives will be tested by the questions and tasks completed by students and the marks available for them.

Assessment Objective	1	2	3	4	Total
Questions 01/02 Language Variation and Change	10	20	15		45
Question 03 Language Discourses	10	20	15		45

Section A: Language Variation and Change

Question 01/02

- Award a mark out of 10 for AO1, place in the right hand margin and ring.
- Award a mark out of 20 for AO2, place in the right hand margin and ring.
- Award a mark out of 15 for AO3, place in the right hand margin and ring.

Eg

AO1 Summative Comment (5)

AO2 Summative Comment (13)

AO3 Summative Comment (9)

Section B: Language Discourses

Question 03

- Award a mark out of 10 for AO1, place in the right hand margin and ring.
- Award a mark out of 20 for AO2, place in the right hand margin and ring.
- Award a mark out of 15 for AO3, place in the right hand margin and ring.

Eg

AO1 Summative Comment (8)

AO2 Summative Comment (18)

AO3 Summative Comment (12)

Transfer each ringed mark to the box on the front of the answer booklet. Add together and put the total mark in the box in the top right hand corner. Initial your mark.

Question 1

0	1	Assessment focus:	
<ul style="list-style-type: none"> Analyse how Text A uses language to give advice about bringing up children. Referring to Text A, Text B and your own studies, how far do you agree with the view that language change is a process of evolution? 			
Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language
9-10	Applies accurately a sophisticated and searching range of frameworks in depth to enhance and illuminate understanding. Guides reader structurally and stylistically. Makes very few technical errors. Students are likely to: <ul style="list-style-type: none"> <i>describe sentence and clause types, patterns and elements</i> <i>organise or synthesise descriptive approaches.</i> 	13-15	Demonstrates analytical grasp of how language works across different levels. Places analysis in wider contexts. Shows perceptive/conceptualised/illuminating/open-minded approach. Uses interesting and judicious examples/quotation. Evaluates appropriateness/success. Students are likely to: <ul style="list-style-type: none"> <i>analyse sentence, clause and phrase effects</i> <i>analyse modality</i> <i>conceptualise attitudes to education, childhood, nature, gender roles.</i>
7-8	Applies a relevant range of linguistic frameworks, showing some depth and detail, and with rare errors. Develops a line of argument in a controlled linguistic register. Shows firm control of technical accuracy. Students are likely to: <ul style="list-style-type: none"> <i>describe phrase types, simple sentences</i> <i>describe types of word classes</i> <i>describe verb forms, tense and aspect.</i> 	10-12	Analyses language features, their explanatory context and their communicative impact confidently. Makes a subtle interpretation integrating various levels of description. Explores texts' meaning, purpose and effects. Makes evaluative comments which are well supported. Students are likely to: <ul style="list-style-type: none"> <i>comment on effect of tense and aspect</i> <i>analyse presentation of mischief/mental well-being</i> <i>analyse the critique of way girls are treated.</i>

<p>5-6</p>	<p>Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors. Students are likely to:</p> <ul style="list-style-type: none"> • <i>describe word classes</i> • <i>describe sentence functions</i> • <i>describe pronoun person and number.</i> 	<p>7-9</p>	<p>Analyses meanings of a range of language features. Analyses context's influence in detail. Engages with texts' communicative intent. Quotes aptly. Makes some evaluative comment tied to textual detail. Students are likely to:</p> <ul style="list-style-type: none"> • <i>analyse presentation of activities for boys</i> • <i>analyse presentation of activities for girls</i> • <i>analyse presentation of physical well-being.</i>
<p>4</p>	<p>Applies a linguistic framework with some errors. Clarifies some linguistic aims. Describes methodology. Expresses ideas with organisation emerging. Makes occasional technical errors. Students are likely to:</p> <ul style="list-style-type: none"> • <i>describe basic pronouns</i> • <i>describe lexical and semantic features: fields.</i> 	<p>5-6</p>	<p>Understands effect of context. Illustrates some effects of producer/audience/mode/purpose/field. Begins to interpret what text communicates. Illustrates using quotations. Students are likely to:</p> <ul style="list-style-type: none"> • <i>identify direct address</i> • <i>identify pronoun and noun labelling of male/female children.</i>
<p>3</p>	<p>Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. Students are likely to:</p> <ul style="list-style-type: none"> • <i>identify formality, complexity, punctuation.</i> 	<p>3-4</p>	<p>Identifies some features of language variation. Has broad awareness that context has influenced language use. Students are likely to:</p> <ul style="list-style-type: none"> • <i>identify semantic fields of play and childhood</i> • <i>illustrate advise, instruct and inform purposes.</i>
<p>2</p> <p>1</p> <p>0</p>	<p>Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.</p> <p>Minimal engagement with language of the data. Quotes/refers to data rarely. Has major flaws in language that impede communication.</p> <p>Does not communicate.</p>	<p>2</p> <p>1</p> <p>0</p>	<p>Gives simple/generalised/descriptive accounts of the content of texts and data. Paraphrases. Quotes excessively. Gives well selected but unanalysed quotations.</p> <p>Misunderstands mode/purpose/context/content/meaning significantly.</p> <p>Does not analyse texts.</p>

0 1	Assessment focus: <ul style="list-style-type: none"> • Analyse how Text A uses language to give advice about bringing up children. • Referring to Text A, Text B and your own studies, how far do you agree with the view that language change is a process of evolution?
Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language
17-20	<p>Demonstrates a conceptualised overview of theories and research. Analyses and evaluates alternative views. Identifies and challenges standpoints. Employs an exploratory/original/evaluative approach.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>conceptualise nature of language change as a process</i> • <i>explore and evaluate ideas about language and representation, eg reflectionism, determinism, political correctness</i> • <i>debate value of specific language changes</i> • <i>evaluate and challenge views of language change (eg applying evolution, progress and decay metaphors etc) using specific examples.</i>
13-16	<p>Shows depth or range of knowledge about linguistic concepts, theories and research. Identifies different views and interpretations. Comments on others' ideas.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>explore specific case studies to analyse a range of causes of language change, eg social attitudes and values, political correctness</i> • <i>examine changes to grammar, accents, dialects, communication styles, conventions</i> • <i>explain and illustrate prescriptivist/descriptivist views about change</i> • <i>show knowledge of theories about how changes develop.</i>
11-12	<p>Shows detailed knowledge of linguistic ideas, concepts and research. Develops views on linguistic issues.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>identify and analyse examples of a range of word formation processes and semantic shifts</i> • <i>argue that change is caused by changes in society/is natural/is evolution.</i>
9-10	<p>Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>explain some causes of lexical/semantic changes, eg fields, specific inventions and discoveries</i> • <i>identify prescriptivist vs descriptivist views very broadly, without development.</i>
7-8	<p>Reveals familiarity with linguistic ideas, concepts and research. Makes sustained explanations.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>give sustained and organised exemplification of new words and meanings.</i> • <i>examine processes of lexical and semantic change with errors and uncertainty/limited range.</i>

<p>5-6</p>	<p>Shows awareness of linguistic ideas, concepts and research. Students are likely to:</p> <ul style="list-style-type: none"> • <i>give unlinked examples of new words and expressions</i> • <i>show some awareness of research by name-dropping or partial/inaccurate references.</i>
<p>3-4</p>	<p>Is anecdotal/descriptive with implicit relevance. Students are likely to:</p> <ul style="list-style-type: none"> • <i>give a broad history of the English language</i> • <i>make a generalised discussion of language change without examples.</i>
<p>1-2</p>	<p>Has little focus on linguistic issues. Students are likely to:</p> <ul style="list-style-type: none"> • <i>give a general discussion of social changes without reference to language.</i>
<p>0</p>	<p>Shows no understanding of anything concerned with the study of language</p>

Question 2

0	2	Assessment focus:	
		<ul style="list-style-type: none"> • Analyse how the writer uses language in Text C to create the characters of Moses and Tolroy and explore their lives and feelings. • Referring to Text C, Text D and your own studies, how far do you agree with the view that non-standard varieties of English are inferior to standard English? 	
Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language
9-10	<p>Applies accurately a sophisticated and searching range of frameworks in depth to enhance and illuminate understanding. Guides reader structurally and stylistically. Makes very few technical errors.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>describe sentence and clause types, patterns and elements</i> • <i>describe standard and non-standard rules accurately</i> • <i>describe morphological features.</i> 	13-15	<p>Demonstrates analytical grasp of how language works across different levels. Places analysis in wider contexts. Shows perceptive/conceptualised/illuminating/open-minded approach. Uses interesting and judicious examples/quotation. Evaluates appropriateness/success.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>analyse effects of sentence and clause patterns</i> • <i>conceptualise Moses' values</i> • <i>conceptualise presentation of immigration experience.</i>
7-8	<p>Applies a relevant range of linguistic frameworks, showing some depth and detail, and with rare errors. Develops a line of argument in a controlled linguistic register. Shows firm control of technical accuracy.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>describe phrase types, simple sentences</i> • <i>describe types of word classes</i> • <i>describe verb forms, tense and aspect; ellipsis of to be.</i> 	10-12	<p>Analyses language features, their explanatory context and their communicative impact confidently. Makes a subtle interpretation integrating various levels of description. Explores texts' meaning, purpose and effects. Makes evaluative comments which are well supported.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>analyse use of tense</i> • <i>analyse the presentation of thoughts and feelings about experiences</i> • <i>analyse non-standard forms.</i>

<p>5-6</p>	<p>Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>describe verb moods</i> • <i>describe word classes</i> • <i>describe sentence functions</i> • <i>describe pronoun person and number.</i> 	<p>7-9</p>	<p>Analyses meanings of a range of language features. Analyses context's influence in detail. Engages with texts' communicative intent. Quotes aptly. Makes some evaluative comment tied to textual detail.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>analyse presentation of setting/events</i> • <i>analyse presentation of characters</i> • <i>identify dialect grammar.</i>
<p>4</p>	<p>Applies a linguistic framework with some errors. Clarifies some linguistic aims. Describes methodology. Expresses ideas with organisation emerging. Makes occasional technical errors.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>describe pronouns</i> • <i>describe basic lexical and semantic feature: fields.</i> 	<p>5-6</p>	<p>Understands effect of context. Illustrates some effects of producer/audience/mode/purpose/field. Begins to interpret what text communicates. Illustrates using quotations.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>identify 3rd person narrative / 1st person dialogue</i> • <i>identify dialect vocabulary.</i>
<p>3</p>	<p>Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>identify spelling, informality, spokenness.</i> 	<p>3-4</p>	<p>Identifies some features of language variation. Has broad awareness that context has influenced language use.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>identify fields concerning London/Caribbean life</i> • <i>illustrate descriptive and expressive purposes.</i>
<p>2</p> <p>1</p> <p>0</p>	<p>Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.</p> <p>Minimal engagement with language of the data. Quotes/refers to data rarely. Has major flaws in language that impede communication.</p> <p>Does not communicate.</p>	<p>2</p> <p>1</p> <p>0</p>	<p>Gives simple/generalised/descriptive accounts of the content of texts and data. Paraphrases. Quotes excessively. Gives well selected but unanalysed quotations.</p> <p>Misunderstands mode/purpose/context/content/meaning significantly.</p> <p>Does not analyse texts.</p>

0 2	Assessment focus: <ul style="list-style-type: none"> Analyse how the writer uses language in Text C to create the characters of Moses and Tolroy and explore their lives and feelings. Referring to Text C, Text D and your own studies, how far do you agree with the view that non-standard varieties of English are inferior to standard English?
Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language
17-20	Demonstrates a conceptualised overview of theories and research. Analyses and evaluates alternative views. Identifies and challenges standpoints. Employs an exploratory/original/evaluative approach. Students are likely to: <ul style="list-style-type: none"> evaluate social basis of judgements, show overview of linguistic arbitrariness explore nature, causes and origins of variation/processes of standardisation explore specific/changing social contexts for attitudes debate significance of / response to attitudes held.
13-16	Shows depth or range of knowledge about linguistic concepts, theories and research. Identifies different views and interpretations. Comments on others' ideas. Students are likely to: <ul style="list-style-type: none"> explain attitudes by social connotations/distribution: class, location, power of standard examine specific research findings and ideas, eg quantitative sociolinguistics, matched guise experiments, code-switching and accommodation theory classify and explore attitudes to specific language features distinguish accent and dialect issues and different types of variety.
11-12	Shows detailed knowledge of linguistic ideas, concepts and research. Develops views on linguistic issues. Students are likely to: <ul style="list-style-type: none"> explore covert prestige and positive attitudes to non-standard accents and dialects explore drawbacks of standard language.
9-10	Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. Students are likely to: <ul style="list-style-type: none"> give examples of positive attitudes to standard language: eg authority, status, education (1 eg =9; more =10)
7-8	Reveals familiarity with linguistic ideas, concepts and research. Makes sustained explanations. Students are likely to: <ul style="list-style-type: none"> give examples of negative attitudes to non-standard language: eg lazy, incorrect, ugly, unintelligent. (1 eg =7; more =8)
5-6	Shows awareness of linguistic ideas, concepts and research. Students are likely to: <ul style="list-style-type: none"> identify non-standard varieties identify standard varieties of English.

<p>3-4</p>	<p>Is anecdotal/descriptive with implicit relevance. Students are likely to:</p> <ul style="list-style-type: none"> • <i>make use of anecdotes and experiences without specific linguistic knowledge/approaches.</i>
<p>1-2</p>	<p>Has little focus on linguistic issues. Students are likely to:</p> <ul style="list-style-type: none"> • <i>give a general non-linguistic discussion of immigration and identity issues.</i>
<p>0</p>	<p>Shows no understanding of anything concerned with the study of language</p>

Question 3

0	3	Assessment focus:	
<ul style="list-style-type: none"> • Analyse and evaluate how Text E and Text F use language to present ideas about the effect of technology and social media on language. • Evaluate these ideas about the effect of technology and social media on language, using your knowledge and study of language change. 			
Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language
9-10	<p>Applies accurately a sophisticated and searching range of frameworks in depth to enhance and illuminate understanding. Guides reader structurally and stylistically. Makes very few technical errors.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>describe sentence and clause types, patterns and elements</i> • <i>organise or synthesise descriptive approaches.</i> 	13-15	<p>Demonstrates analytical grasp of how language works across different levels. Places analysis in wider contexts. Shows perceptive/conceptualised/illuminating/open-minded approach. Uses interesting and judicious examples/quotation. Evaluates appropriateness/success.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>analyse sentence and clause patterns and effects</i> • <i>analyse shaping of response/positioning of reader: modality/certainty</i> • <i>conceptualise attitudes to change and technology.</i>
7-8	<p>Applies a relevant range of linguistic frameworks, showing some depth and detail, and with rare errors. Develops a line of argument in a controlled linguistic register. Shows firm control of technical accuracy.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>describe phrase types, simple sentences</i> • <i>describe types of word classes</i> • <i>describe verb forms, tense and aspect.</i> 	10-12	<p>Analyses language features, their explanatory context and their communicative impact confidently. Makes a subtle interpretation integrating various levels of description. Explores texts' meaning, purpose and effects. Makes evaluative comments which are well supported.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>analyse presentation of Fiennes, Davidson</i> • <i>analyse effects of tense and aspect</i> • <i>respond to the presentation of the complexities in Davidson's position/views.</i>

<p>5-6</p>	<p>Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>describe word classes</i> • <i>describe sentence functions</i> • <i>describe pronoun person and number.</i> 	<p>7-9</p>	<p>Analyses meanings of a range of language features. Analyses context's influence in detail. Engages with texts' communicative intent. Quotes aptly. Makes some evaluative comment tied to textual detail.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>analyse representation of language use</i> • <i>analyse representation of language change</i> • <i>analyse presentation of views and opinions.</i>
<p>4</p>	<p>Applies a linguistic framework with some errors. Clarifies some linguistic aims. Describes methodology. Expresses ideas with organisation emerging. Makes occasional technical errors.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>describe basic pronouns</i> • <i>describe basic lexical and semantic features: fields, Twitter vocabulary.</i> 	<p>5-6</p>	<p>Understands effect of context. Illustrates some effects of producer/audience/mode/purpose/field. Begins to interpret what text communicates. Illustrates using quotations.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>identify 3rd person accounts and use of reported speech</i> • <i>explain the views of Fiennes, Davidson and Burton.</i>
<p>3</p>	<p>Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>identify informality, contractions, complexity.</i> 	<p>3-4</p>	<p>Identifies some features of language variation. Has broad awareness that context has influenced language use.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>identify semantic fields of Twitter and language change</i> • <i>illustrate, inform, give opinion, argue purposes.</i>
<p>2</p>	<p>Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.</p>	<p>2</p>	<p>Gives simple/generalised/descriptive accounts of the content of texts and data. Paraphrases. Quotes excessively. Gives well selected but unanalysed quotations.</p>
<p>1</p>	<p>Minimal engagement with language of the data. Quotes/refers to data rarely. Has major flaws in language that impede communication.</p>	<p>1</p>	<p>Misunderstands mode/purpose/context/content/meaning significantly.</p>
<p>0</p>	<p>Does not communicate.</p>	<p>0</p>	<p>Does not analyse texts.</p>

0 3	<p>Assessment focus:</p> <ul style="list-style-type: none"> • Analyse and evaluate how Text E and Text F use language to present ideas about the effect of technology and social media on language. • Evaluate the ideas in Text E and Text F about the effect of technology and social media on language, using your knowledge and study of language change.
Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language
17-20	<p>Demonstrates a conceptualised overview of theories and research. Analyses and evaluates alternative views. Identifies and challenges standpoints. Employs an exploratory/original/evaluative approach.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>evaluate and challenge specific views from Texts E and F</i> • <i>evaluate and challenge prescriptivist/descriptivist attitudes to effects of technology and social media</i> • <i>explore social and cultural contexts of attitudes to change/technology/social media</i> • <i>develop an overview of the nature of language change.</i>
13-16	<p>Shows depth or range of knowledge about linguistic concepts, theories and research. Identifies different views and interpretations. Comments on others' ideas.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>explore grammar, genre, functions and conventions of social media/communications technology</i> • <i>explain and illustrate descriptivist views about effects of technology and social media</i> • <i>explain and illustrate prescriptivist views about effects of technology and social media</i> • <i>classify and characterise Fiennes', Davidson's and Burton's views.</i>
11-12	<p>Shows detailed knowledge of linguistic ideas, concepts and research. Develops views on linguistic issues.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>explain contextual reasons for creation of technology-related vocabulary</i> • <i>explore word formation processes in technology-related vocabulary.</i>
9-10	<p>Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>identify descriptivist views/functional theory, without application to context</i> • <i>identify prescriptivist views very broadly, without development or reference to context.</i>
7-8	<p>Reveals familiarity with linguistic ideas, concepts and research. Makes sustained explanations.</p> <p>Students are likely to:</p> <ul style="list-style-type: none"> • <i>give sustained and organised exemplification of words linked to communication technologies</i> • <i>examine processes of lexical and semantic change with errors and uncertainty/limited range.</i>

5-6	Shows awareness of linguistic ideas, concepts and research. Students are likely to: <ul style="list-style-type: none">• <i>give unlinked examples of words introduced by new communication technologies</i>• <i>show awareness of research by name-dropping or partial / inaccurate references.</i>
3-4	Is anecdotal/descriptive with implicit relevance. Students are likely to: <ul style="list-style-type: none">• <i>give a broad history of the English language/ discussion of other areas of change</i>• <i>explain the ideas and examples in Texts E and F.</i>
1-2	Has little focus on linguistic issues. Students are likely to: <ul style="list-style-type: none">• <i>give a general discussion of social media without reference to language.</i>
0	Shows no understanding of anything concerned with the study of language