
A-level
ENGLISH LANGUAGE
(7702/2)

Paper 2 Language Diversity and Change

Mark scheme

Specimen Material

Final Version

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 to:

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark band (high, low, middle) for **each** Assessment Objective
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective
- put into a rank order the achievements of students (not to grade them – that is done later using the rank order that your marking has produced)
- 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.

Assessment Objectives

This component requires students to:

- AO1:** Apply appropriate methods of language analysis, using associated terminology and coherent written expression
- AO2:** Demonstrate critical understanding of concepts and issues relevant to language use
- AO3:** Analyse and evaluate how contextual factors and language features are associated with the construction of meaning
- AO4:** Explore connections across texts, informed by linguistic concepts and methods
- AO5:** Demonstrate expertise and creativity in the use of English to communicate in different ways.

The Marking Grids

The specification has generic marking grids for each Assessment Objective that are customised with indicative content 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 levels representing different levels of achievement. Do not think of levels equalling grade boundaries.

On the left hand-side of the mark scheme, in bold, are the generic descriptors that identify the performance characteristics at 5 distinct levels.

On the right hand side are statements of indicative content. These give examples of the kind of things students might do that would exemplify the level. They are neither exhaustive nor required – they are simply indicative of what would appear at this level. You will find that they sometimes indicate areas of content that can be handled with increasing sophistication and subtlety. You will also find statements which only characterise work at the bottom or top of the range.

Depending on the part of the examination, the levels 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.

NB In Section A, there is no additional indicative content for AO1. This is because the types of skills being tested in the essay questions are generic: applying linguistic methods, using a linguistic register and structuring an answer. The performance characteristics will suffice to help you locate the level of the work presented.

Using the Grids

These level of response mark schemes are broken down into five levels, each of which have descriptors. The descriptors for the level show the performance characteristics of the level. There is the same number of marks in each level for an individual Assessment Objective. The number of marks per level will vary from two to four between different Assessment Objectives depending upon the number of marks allocated to the various Assessment Objectives covered by a particular question.

Having familiarised yourself with the descriptors and indicative content, read through the answer and annotate it (as instructed below) to identify the qualities that are being looked for and that it shows. You can now check the levels and award a mark.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets all the descriptors for the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptors and the answer. With practice and familiarity you will find that for better answers you will be able to skip through the lower levels of the mark scheme QUICKLY.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level; ie if the response fulfils most but not all of level 3 with a small amount of level 4 material, it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. It is often best to start in the middle of the level's mark range and then check and adjust. If there is a lot of indicative content fully identifiable in the work you need to give the highest mark in the level. If only some is identifiable or it is only partially fulfilled, then give the lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials that will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is of the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

In addition to the generic descriptors (presented in bold text), paper-specific indicative descriptors (presented in plain text) are provided as a guide for examiners. These are not intended to be exhaustive and you must credit other valid points.

An answer that contains nothing of relevance to the question must be awarded no marks.

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 levels (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
- indicate extended irrelevance with a vertical line
- identify errors of factual accuracy, or where clarity is in doubt, with a question mark
- 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.

Please do not write negative comments about students' work or their alleged aptitudes; this is unprofessional and it impedes a positive marking approach.

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	AO1	AO2	AO3	AO4	AO5	Total
Questions 1/2	10	20				30
Question 3	10		15	15		40
Question 4		20			10	30
						100

Section A – Diversity and Change

Questions 1 and 2

- 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.

Eg

AO1 Summative Comment (8)

AO2 Summative Comment (16)

Section B – Language Discourses

Question 3

- Award a mark out of 10 for AO1, place in the right-hand margin and ring.
- Award a mark out of 15 for AO3, place in the right-hand margin and ring.
- Award a mark out of 15 for AO4, place in the right-hand margin and ring.

Eg

AO1 Summative Comment (6)

AO3 Summative Comment (14)

AO4 Summative Comment (13)

Question 4

- Award a mark out of 20 for AO2, place in the right-hand margin and ring.
- Award a mark out of 10 for AO5, place in the right-hand margin and ring.

Eg

AO2 Summative Comment

18

AO5 Summative Comment

7

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.

01	Evaluate the idea that spoken interactions between men and women are characterised by miscommunication. [30 marks]
AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression	
Level/Marks	PERFORMANCE CHARACTERISTICS
Level 5 9–10	Students will: <ul style="list-style-type: none"> • apply linguistic methods and terminology, identifying patterns and complexities • guide the reader
Level 4 7–8	Students will: <ul style="list-style-type: none"> • apply linguistic methods and terminology with precision and detail • develop a line of argument
Level 3 5–6	Students will: <ul style="list-style-type: none"> • apply linguistic methods and terminology consistently and appropriately • communicate with clear topics and paragraphs
Level 2 3–4	Students will: <ul style="list-style-type: none"> • use linguistic methods and terminology inappropriately and/or inconsistently • express ideas with organisation emerging
Level 1 1–2	Students will: <ul style="list-style-type: none"> • quote or identify features of language without linguistic description • present material with limited organisation
0	Nothing written

01	Evaluate the idea that spoken interactions between men and women are characterised by miscommunication. [30 marks]	
AO2: Demonstrate critical understanding of concepts and issues relevant to language use		
Level/Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 17–20	Students will: <ul style="list-style-type: none"> • demonstrate a synthesised, conceptualised and individual overview of issues • evaluate and challenge views, approaches, interpretations of linguistic issues 	Students are likely to: <ul style="list-style-type: none"> • evaluate deficit/dominance/difference views, research and methodologies • challenge ideas of difference: gender polarisation and dichotomies, universalising, biologism, miscommunication • conceptualise diversity views: heterogeneity of women's and men's social identities • explore gender as performance, eg roles people play in difference situations
Level 4 13–16	Students will: <ul style="list-style-type: none"> • identify and comment on different views, approaches and interpretations of linguistic issues 	Students are likely to: <ul style="list-style-type: none"> • identify and classify deficit/dominance/difference views • explore different interpretations of female/male conversational behaviours, eg tags as showing uncertainty or wielding power • consider research on/effect of other variables, eg context, age, class, ethnicity • explore other aspects of language such as differences in accent and dialect, use of other modes of communication
Level 3 9–12	Students will: <ul style="list-style-type: none"> • show detailed knowledge of linguistic ideas, concepts and research 	Students are likely to: <ul style="list-style-type: none"> • illustrate miscommunication (11–12) by giving examples • characterise and apply a difference view, eg rapport/report, co-operative/collaborative (11–12) • illustrate detailed research findings, eg Goodwin on command styles of males and females • explore use of particular features in detail: eg turns (interruptions/overlaps), tags (modal vs affective)
Level 2 5–8	Students will: <ul style="list-style-type: none"> • show familiarity with linguistic ideas, concepts and research 	Students are likely to: <ul style="list-style-type: none"> • label features of female and male communication, eg tag questions, interruptions (8) • identify specific features of female and male communication, eg "don't you", "absolutely divine" (7) • identify researchers by name, eg Coates, and general reference to research

		<ul style="list-style-type: none"> • give confused references, eg Cameron for Tannen • outline a view of female/male language as simply different
Level 1 1–4	Students will: <ul style="list-style-type: none"> • discuss issues anecdotally without specialist linguistic knowledge 	Students are likely to: <ul style="list-style-type: none"> • discuss examples of women’s and men’s communication without linguistic comment (4) • give examples of women’s and men’s communication (3) • discuss women’s and men’s communication without examples (2) • discuss female/male behaviour with no language focus (1)
0	Nothing written about language concepts or issues	Nothing written about language concepts or issues

02	Evaluate the idea that the English language is changing and breaking up into many different Englishes. [30 marks]
AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression	
Level/Marks	PERFORMANCE CHARACTERISTICS
Level 5 9–10	Students will: <ul style="list-style-type: none"> • apply linguistic methods and terminology, identifying patterns and complexities • guide the reader
Level 4 7–8	Students will: <ul style="list-style-type: none"> • apply linguistic methods and terminology with precision and detail • develop a line of argument
Level 3 5–6	Students will: <ul style="list-style-type: none"> • apply linguistic methods and terminology consistently and appropriately • communicate with clear topics and paragraphs
Level 2 3–4	Students will: <ul style="list-style-type: none"> • use linguistic methods and terminology inappropriately and/or inconsistently • express ideas with organisation emerging
Level 1 1–2	Students will: <ul style="list-style-type: none"> • quote or identify features of language without linguistic description • present material with limited organisation
0	Nothing written

02	Evaluate the idea that the English language is changing and breaking up into many different Englishes. [30 marks]	
AO2: Demonstrate critical understanding of concepts and issues relevant to language use		
Level/Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 17–20	Students will: <ul style="list-style-type: none"> • demonstrate a synthesised, conceptualised and individual overview of issues • evaluate and challenge views, approaches, interpretations of linguistic issues 	Students are likely to: <ul style="list-style-type: none"> • evaluate the importance of 'inner circle' standards, eg Am. Eng., UK. Eng. • evaluate the significance of other Englishes, English as a lingua franca • evaluate issues of definitions and nature of varieties • conceptualise and evaluate issues, eg economics, identity, intelligibility, demographic power, relationships between varieties, gatekeeping, ownership, post-colonialism
Level 4 13–16	Students will: <ul style="list-style-type: none"> • identify and comment on different views, approaches and interpretations of linguistic issues 	Students are likely to: <ul style="list-style-type: none"> • explore effect of codification, education, technology, communication on standardisation • explore specific local factors leading to divergence and diversification • explore effect of positive attitudes to non-standard varieties eg identity, resistance • consider research and others' views
Level 3 9–12	Students will: <ul style="list-style-type: none"> • show detailed knowledge of linguistic ideas, concepts and research 	Students are likely to: <ul style="list-style-type: none"> • explore effect of negative attitudes to non-standard varieties, eg incorrectness, laziness, lack of education • explore effect of positive attitudes to standards, eg correctness, clarity, social prestige • describe models of World Englishes in detail, eg McArthur, Kachru • outline reasons for standardisation within global English: business, communication, understanding
Level 2 5–8	Students will: <ul style="list-style-type: none"> • show familiarity with linguistic ideas, concepts and research 	Students are likely to: <ul style="list-style-type: none"> • outline reasons for possible divergent developments eg geographical separation, different contexts (8) • illustrate and describe different forms of English from across the world eg pronoun differences, use of copular verbs, plural forms (6–7) • identify a range of non-standard varieties of English, eg as L2, creoles, pidgins (5) • identify researchers by name and general reference eg Kachru and circles model • misattribute research/show partial knowledge or understanding

Level 1 1–4	Students will: <ul style="list-style-type: none"> • discuss issues anecdotally without specialist linguistic knowledge 	Students are likely to: <ul style="list-style-type: none"> • give examples of different forms of English from across the world eg vocabulary items, pronunciations, grammatical uses without linguistic comment (4) • identify major national varieties (3) • discuss use of English across the world with little linguistic comment or examples (2) • give a general non-linguistic discussion of global developments and issues (1)
0	Nothing written about language concepts or issues	Nothing written about language concepts or issues

03	<p>Text A, printed on the insert, is a blog post about language change from The Guardian online. Text B, printed on page 3, is the start of an article about language change from The Daily Telegraph online.</p> <p>Analyse how language is used in Text A and Text B to present views about the nature of language change. In your answer you should:</p> <ul style="list-style-type: none"> • examine any similarities and differences you find between the two texts • explore how effectively the texts present their views [40 marks] 	
AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression		
Level/ Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 9–10	<p>Students will:</p> <ul style="list-style-type: none"> • apply linguistic methods and terminology, identifying patterns and complexities • apply different levels of language analysis in an integrated way, recognising how they are connected • apply levels of language analysis with rare errors • guide the reader 	<p>Students are likely to describe features such as for example:</p> <ul style="list-style-type: none"> • parallel clauses • antithesis • clause order • clause elements and order • patterns of metaphor • cohesion and positioning the ideal reader
Level 4 7–8	<p>Students will:</p> <ul style="list-style-type: none"> • apply linguistic methods and terminology with precision and detail • apply two or more levels of language analysis • apply levels of language analysis with occasional errors • develop a line of argument 	<p>Students are likely to describe features such as for example:</p> <ul style="list-style-type: none"> • tenses: present • aspect: progressive, perfective • noun phrases • noun types: abstract, concrete, proper • superlative adjectives • sentence adverbs / other adverb types, eg manner, time, degree • sentence types: simple, compound-complex • semantic fields • ironic use of 'literally' • use of hyperbole
Level 3 5–6	<p>Students will:</p> <ul style="list-style-type: none"> • apply linguistic methods and terminology consistently and appropriately • label features that have value for the task • label features with more accuracy than inaccuracy • communicate with clear topics and paragraphs 	<p>Students are likely to describe features such as for example:</p> <ul style="list-style-type: none"> • word classes: verbs, adjectives, adverbs, nouns • pronouns • interrogatives/questions • declaratives • imperatives • connotations • hyperlinks • graphological features: font, speech bubbles, photograph

Level 2 3–4	Students will: <ul style="list-style-type: none"> • use linguistic methods and terminology inconsistently and sometimes without value for the task • generalise about language use with limited/unclear evidence • label features with more inaccuracy than accuracy • express ideas with organisation emerging 	Students are likely to: <ul style="list-style-type: none"> • refer to elements of language that do not illuminate the analysis • make unsupported generalisations about nature of sentences • use a linguistic register of very general terms like sentence and word • quote imprecisely to illustrate descriptions • mislabel word classes and sentences • discuss formality, complexity at a generalised level
Level 1 1–2	Students will: <ul style="list-style-type: none"> • quote or identify features of language without linguistic description • present material with limited organisation 	Students are likely to: <ul style="list-style-type: none"> • quote relevant examples without any linguistic examples
0	Nothing written	

03	<p>Text A, printed on the insert, is a blog post about language change from The Guardian online. Text B, printed on page 3, is the start of an article about language change from The Daily Telegraph online.</p> <p>Analyse how language is used in Text A and Text B to present views about the nature of language change. In your answer you should:</p> <ul style="list-style-type: none"> • examine any similarities and differences you find between the two texts • explore how effectively the texts present their views [40 marks] 	
<p>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p>		
Level/ Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT
		<p>These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.</p>
Level 5 13–15	<p>Students will:</p> <ul style="list-style-type: none"> • evaluate use of language and representations according to context • explore analysis within wider social and cultural contexts 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • evaluate the use of metaphors to describe language and language change: eg 'floral', 'epidemic', 'decay', 'Ming vase', 'breaking up' • evaluate metaphors as part of discourses of language change: infectious disease, decay, laziness • evaluate examples of modality and persuasiveness: eg 'very convincingly', description of Parry as a 'leading author', use of copular verbs ('is') and modal verbs 'We'll get' • evaluate positioning of audience by sentence structure and clause orders (eg 'You can say that....a literal meaning as well') • evaluate use of playfulness and humour eg 'literally the biggest of the week', provocation 'Save our literacy', 'shoot that damn word' • evaluate how links and email/comments and their language help to promote and disseminate the discourse
Level 4 10–12	<p>Students will:</p> <ul style="list-style-type: none"> • analyse how a range of language choices create meanings and representations • analyse how aspects of context work together to affect language use 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • analyse language used to represent the nature of English: eg traditional 'traditionally', as beautiful cultural artefact 'cultural property', 'floral', 'Ming vase' • analyse language used to represent language change, eg verbs 'annihilated', adverbs 'promiscuously', adjectives and nouns 'inveterate trashers', 'ugly' • analyse language of journalism to create significance and anxiety: eg 'everywhere nowadays', 'has become so commonplace' • analyse how the reader is positioned by pronoun use: eg 'the richest cultural property we possess', • analyse how Parry, Clegg and Sutherland are (self-) represented: eg 'Writer and comedian', 'Deputy Prime Minister', 'one', 'on my part'

Level 3 7–9	Students will: <ul style="list-style-type: none"> • interpret significance of specific choices of language according to context • link specific language choices with an aspect of context 	Students are likely to: <ul style="list-style-type: none"> • interpret vocabulary used to represent Clegg’s use of language: eg ‘incorrectly’, ‘completely misusing’, ‘slip’ • interpret vocabulary used to represent Parry’s and Sutherland’s views: eg ‘was scathing’, ‘wonderful’, ‘mishandling’ • interpret address to audience as direct (2nd person), personal (1st person), reporting (3rd person)
Level 2 4–6	Students will: <ul style="list-style-type: none"> • identify distinctive features of language and significant aspects of context 	Students are likely to: <ul style="list-style-type: none"> • identify, by quoting, words indicating attitudes to language, illustrating journalistic context, address to audience • comment on significant aspects of audience: potential attitudes / experiences as Guardian/Telegraph readers: interest in language, culture, languages, science • identify and exemplify purposes of texts: to report, to argue, to inform, to provoke
Level 1 1–3	Students will: <ul style="list-style-type: none"> • paraphrase or describe content of texts • misunderstand text or context 	Students are likely to: <ul style="list-style-type: none"> • show literal understanding of ideas: explain focus on use of ‘literally’ and objections/summarise information • give factual information about sources, producers and audiences: the Guardian, the Telegraph, Sutherland, Ford Rojas, website readers • rely on lengthy quotations • misread attitudes and ideas
0	Nothing written	Nothing written about the text or topic

03	<p>Text A, printed on the insert, is a blog post about language change from The Guardian online. Text B, printed on page 3, is the start of an article about language change from The Daily Telegraph online.</p> <p>Analyse how language is used in Text A and Text B to present views about the nature of language change. In your answer you should:</p> <ul style="list-style-type: none"> • examine any similarities and differences you find between the two texts • explore how effectively the texts present their views [40 marks] 	
AO4: Explore connections across texts, informed by linguistic concepts and methods		
Level/ Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 13–15	<p>Students will:</p> <ul style="list-style-type: none"> • evaluate the significance of connections found across texts 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • evaluate discourse and representations of language change as decay • evaluate discourse and representations of correctness and communication/clarity • evaluate discourses and representations of beauty and ugliness • evaluate effects of journalistic contexts on representations of language
Level 4 10–12	<p>Students will:</p> <ul style="list-style-type: none"> • explore connections in texts' language use by reference to context 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • place texts within a discourse about language change as decay • place texts within discourses about correctness and communication/clarity • place texts within discourses about beauty and ugliness • explore journalistic contexts and classifications: blogs, culture, dramatisation and newsworthiness, online environment, hyperlinks and interactiveness
Level 3 7–9	<p>Students will:</p> <ul style="list-style-type: none"> • make connections across texts by identifying similar or different uses of language 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • compare use of first- and second-person pronouns • compare use of metaphor and simile • contrast use of sentence functions • compare and contrast any other uses of language
Level 2 4–6	<p>Students will:</p> <ul style="list-style-type: none"> • make connections across texts at the level of content and/or context 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • compare newspaper audiences • identify focus on 'literally' and the OED/Clegg stories • identify hostile attitudes to the language change described
Level 1 1–3	<p>Students will:</p> <ul style="list-style-type: none"> • discuss relevant aspects of texts without explicitly making connections 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • make implicit connections by using similar topics for paragraphs (3) • write about both texts separately (2) • write about one text only (1)
0	Nothing written about the texts	Nothing written about the texts

04	Write an opinion article about language change in which you assess the ideas and issues raised in Text A and Text B and argue your own views. [30 marks]	
AO2: Demonstrate critical understanding of concepts and issues relevant to language use		
Level/Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 17–20	Students will: <ul style="list-style-type: none"> • demonstrate a synthesised, conceptualised and individual overview of issues • evaluate and challenge views, approaches, interpretations of linguistic issues 	Students are likely to: <ul style="list-style-type: none"> • develop an overview of the nature of language change • evaluate ideas of progress/decay • challenge prescriptivist stances • challenge descriptivist stances • evaluate specific changes as good, bad, neutral
Level 4 13–16	Students will: <ul style="list-style-type: none"> • identify and comment on different views, approaches and interpretations of linguistic issues 	Students are likely to: <ul style="list-style-type: none"> • analyse and explain degeneration/evolutionary views of language • illustrate degeneration/evolutionary views of language • identify evolutionary views of language: eg functional theory, waves/tides images, progress metaphors • identify degeneration views of language - eg Text A: breaking up, mishandling, lack of care, ugliness, destruction/trashing/ annihilation; Text B: erosion • place views in Text A and B in wide contexts – eg citing other writers
Level 3 9–12	Students will: <ul style="list-style-type: none"> • show detailed knowledge of linguistic ideas, concepts and research 	Students are likely to: <ul style="list-style-type: none"> • outline own view of change as good/bad/neutral • consider accounts of processes of change, eg wave theory, PIDC model (potential, implementation, diffusion, codification) • classify and organise different types and causes of language change • explain causes of language change
Level 2 5–8	Students will: <ul style="list-style-type: none"> • show familiarity with linguistic ideas, concepts and research 	Students are likely to: <ul style="list-style-type: none"> • illustrate how English has changed/is changing (8) • describe examples of language change, eg word formation processes (7) • give examples of language change (6) • outline a history of language change events (5)

Level 1 1–4	Students will: <ul style="list-style-type: none">• discuss issues anecdotally without specialist linguistic knowledge	Students are likely to: <ul style="list-style-type: none">• offer generalised reaction to ideas in Text A and Text B (4)• make a generalised discussion of language change without linguistic comment (3)• rely on and repeat ideas of Text A and Text B (2)• discuss social/cultural change without language focus (1)
0	Nothing written about language concepts or issues	Nothing written about language concepts or issues

04	Write an opinion article about language change in which you assess the ideas and issues raised in Text A and Text B and argue your own views. [30 marks]	
AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways		
Level/Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT
		These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate how form and register can be treated at different levels.
Level 5 9–10	Students will: <ul style="list-style-type: none"> • use form creatively and innovatively • use register creatively for context • write accurately 	Students are likely to: <ul style="list-style-type: none"> • use a range of cohesion strategies to guide the reader • transform and explore ideas relevantly and interestingly for audience, showing their significance to the reader • show close control of sentence effects
Level 4 7–8	Students will: <ul style="list-style-type: none"> • use form convincingly • show close attention to register, effective for context • show strong control of accuracy 	Students are likely to: <ul style="list-style-type: none"> • produce an effective opening and conclusion • argue well-documented viewpoints, that provide information accessibly • use engaging and entertaining style
Level 3 5–6	Students will: <ul style="list-style-type: none"> • use form competently • use and sustain register, effective for context • show firm control of accuracy 	Students are likely to: <ul style="list-style-type: none"> • produce an effective opening and lively sub-editorial material • write accessibly and transform linguistic ideas for audience • write for context of a non-specialist audience, recognising entertainment and informative functions
Level 2 3–4	Students will: <ul style="list-style-type: none"> • use form appropriately • use appropriate language for context • make occasional errors 	Students are likely to: <ul style="list-style-type: none"> • use article format eg a functional headline, sub-editorial material • use a linguistic register but be overly academic • address the audience but be overly informal
Level 1 1–2	Students will: <ul style="list-style-type: none"> • use form limited to simple elements • shape language broadly for context • make intrusive errors 	Students are likely to: <ul style="list-style-type: none"> • write essay-like response • use paragraphs
0	Nothing written	Nothing written

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