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A-level  
**ENGLISH LANGUAGE**  
**7702/2**

Paper 2 Language diversity and change

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Mark scheme

June 2019

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Version: 1.0 Final

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](http://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 level and in the appropriate part of that level (high, low, middle) for **each** Assessment Objective
- record your judgements with brief 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 with a hierarchy of performance characteristics for each Assessment Objective that are customised with indicative content for individual tasks. These have been designed to allow consistent assessment of the range of knowledge, understanding and skills that the specification demands across all tasks.

Within each Assessment Objective there are five broad levels representing different levels of achievement. Do not think of levels equalling grade boundaries.

You will be giving a mark to each separate assessment objective tested by a task.

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Depending on the question, 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.

There is the same number of marks in each level for an individual question Assessment Objective. The number of marks per level will vary from two to four across different Assessment Objectives depending upon the number of marks allocated to the Assessment Objective in a particular question.

### **Step 1 Using the grids and annotating scripts**

These levels of response mark schemes are broken down into five levels, each of which has descriptors.

On the left hand-side of the mark scheme, in bold, are the **generic descriptors** that identify the **performance characteristics** at 5 distinct levels. These are designed to identify clearly different levels and types of performance.

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.

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.

As you mark a script, use annotations to identify exactly where the student does the performance characteristics noted in the mark scheme. You should note where they give evidence of the indicative content you have been given.

Remember they may do things not mentioned in the indicative content but of similar quality – reward these too.

You can now check the levels and award a mark.

### **Step 2 Writing a comment to determine a level**

Look back at the script. If you have made precise, full and accurate annotations it should be easy to see what level to award the answer.

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.

The descriptors for a level indicate the different qualities that might be seen in the student's answer for that level. Good scripts will not necessarily be characterised by the descriptors in lower bands because they will be doing better things.

If a script meets all the descriptors for one level and some from the next one it should be given a mark in the higher level.

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.

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 3 Determine a mark**

Once you have assigned a level you need to decide on the mark.

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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. These scripts will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the exemplar to determine if it is of the same standard, better or worse. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the exemplar.

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.

### 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.

#### Where?

- In the body of the script
- In the left-hand margin
- At the end of the answer

#### What annotations?

##### 1 Ticks

- used for **AO1**
- placed **in the body of the script**
- **at a point of credit**
- **single** for **up to Level 3** credit - ✓
- **double** for **Level 4** credit - ✓✓
- **triple** for **Level 5** credit - ✓✓✓

##### 2 Stamps

- L1 L2 L3 L4 L5
- used for **AO2** and **AO3** in the **body of the script**
- used for **AO4** in the **left-hand margin**
- **at a point of credit**

##### 3 Written comments

- A **comment box** at the end of the answer for each AO
- Choose the right colour:
  - **AO1 Red**
  - **AO2 Blue**
  - **AO3 Green**
  - **AO4/5: Purple**
- Begin by writing AO1, AO2 etc. to identify further
- Don't just copy out grid statements – interpret them in the light of what the script does

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

**Section A: Diversity and change**

<b>0</b>	<b>1</b>
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 Evaluate the idea that language variation has decreased over time.
**[30 marks]**

<b>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression</b>	
<b>Level/Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>
Level 5 9–10	<b>Students will:</b> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• guide the reader.</li> </ul>
Level 4 7–8	<b>Students will:</b> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• develop a line of argument.</li> </ul>
Level 3 5–6	<b>Students will:</b> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• communicate with clear topics and paragraphs.</li> </ul>
Level 2 3–4	<b>Students will:</b> <ul style="list-style-type: none"> <li>• use linguistic methods and terminology inappropriately and/or inconsistently</li> <li>• express ideas with organisation emerging.</li> </ul>
Level 1 1–2	<b>Students will:</b> <ul style="list-style-type: none"> <li>• quote or identify features of language without linguistic description</li> <li>• present material with limited organisation.</li> </ul>
0	<b>Nothing written about the text or topic</b>

<b>AO2: Demonstrate critical understanding of concepts and issues relevant to language use</b>		
<b>Level/ Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b>  <b>These are examples of ways students' work might exemplify the performance characteristics in the question above.</b>  <b>They indicate possible content and how it can be treated at different levels.</b>
Level 5 17–20	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>demonstrate a synthesised, conceptualised and individual overview of issues</b></li> <li>• <b>evaluate and challenge views, approaches and interpretations of linguistic issues.</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• conceptualise and synthesise views of competing forces of standardisation and variation</li> <li>• explore how variations come and go</li> <li>• evaluate whether variation is a good or a bad thing</li> <li>• evaluate different prescriptivist and descriptivist attitudes to variation.</li> </ul>
Level 4 13–16	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>identify and comment on different views, approaches and interpretations of linguistic issues.</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• show knowledge of why social and geographical variation might have decreased</li> <li>• identify and explore effect of codification, education, technology, communication on reducing variation</li> <li>• show knowledge of why social and geographical variation might have increased</li> <li>• identify and explore effect of technology, social identities, travel, colonialism, contexts etc on causing variation.</li> </ul>
Level 3 9–12	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>show detailed knowledge of linguistic ideas, concepts and research.</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• illustrate research findings on variation</li> <li>• illustrate examples of social and geographical variation</li> <li>• show knowledge of processes of standardisation</li> <li>• illustrate either increase or decrease in variation.</li> </ul>
Level 2 5–8	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>show familiarity with linguistic ideas, concepts and research.</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• outline a view of the reduction or increase in variation</li> <li>• identify a range of non-standard varieties of English, e.g. as L2, creoles, pidgins, regional varieties</li> <li>• identify a range of global or national standard Englishes</li> <li>• identify researchers and ideas by name only and general or confused reference.</li> </ul>
Level 1 1–4	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>discuss issues anecdotally without specialist linguistic knowledge.</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• give examples of different forms of English without linguistic comment (4)</li> <li>• identify major varieties (3)</li> <li>• discuss use of English without examples (2)</li> <li>• give a general non-linguistic discussion of social changes (1).</li> </ul>
0	<b>Nothing written about the text or topic</b>	

0 2

Evaluate the idea that changes in communication technologies have had a damaging effect on the English language.

[30 marks]

<b>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression</b>	
<b>Level/Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>
Level 5 9–10	<b>Students will:</b> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• guide the reader.</li> </ul>
Level 4 7–8	<b>Students will:</b> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• develop a line of argument.</li> </ul>
Level 3 5–6	<b>Students will:</b> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• communicate with clear topics and paragraphs.</li> </ul>
Level 2 3–4	<b>Students will:</b> <ul style="list-style-type: none"> <li>• use linguistic methods and terminology inappropriately and/or inconsistently</li> <li>• express ideas with organisation emerging.</li> </ul>
Level 1 1–2	<b>Students will:</b> <ul style="list-style-type: none"> <li>• quote or identify features of language without linguistic description</li> <li>• present material with limited organisation.</li> </ul>
0	<b>Nothing written about the text or topic</b>

<b>AO2: Demonstrate critical understanding of concepts and issues relevant to language use</b>		
<b>Level/ Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b>  <b>These are examples of ways students' work might exemplify the performance characteristics in the question above.</b>  <b>They indicate possible content and how it can be treated at different levels.</b>
Level 5 17–20	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>demonstrate a synthesised, conceptualised and individual overview of issues</b></li> <li>• <b>evaluate and challenge views, approaches and interpretations of linguistic issues.</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• conceptualise nature and causes of language change as a process</li> <li>• explore views of language change (e.g. decay metaphors, evolution views, progress, functional theory etc.) using specific examples</li> <li>• evaluate and challenge descriptivist stances</li> <li>• evaluate and challenge prescriptivist and decay views.</li> </ul>
Level 4 13–16	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>identify and comment on different views, approaches and interpretations of linguistic issues.</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• identify and explore different negative explanations of change, e.g. laziness, infectious disease</li> <li>• identify and explore different descriptive explanations of change, e.g. functional theory, analogy, economy</li> <li>• explore examples of change using different explanations</li> <li>• argue for/against damaging.</li> </ul>
Level 3 9–12	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>show detailed knowledge of linguistic ideas, concepts and research.</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• illustrate how changes in language occur in detail</li> <li>• illustrate why changes in language occur</li> <li>• show knowledge of theories about how language changes, e.g. potential, diffusion</li> <li>• show knowledge of how changes are implemented, e.g. word formation processes.</li> </ul>
Level 2 5–8	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>show familiarity with linguistic ideas, concepts and research.</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• outline a view of changes as damaging</li> <li>• identify a range of areas of change, e.g. texting, Twitter, TV, radio</li> <li>• identify a range of linguistic changes, e.g. vocabulary, graphology, spelling, punctuation</li> <li>• identify researchers and ideas by name only and general or confused reference.</li> </ul>
Level 1 1–4	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>discuss issues anecdotally without specialist linguistic knowledge.</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• discuss language change without linguistic comment (4)</li> <li>• give examples of language change (3)</li> <li>• discuss language change without examples (2)</li> <li>• discuss technological change with no language focus (1).</li> </ul>
0	<b>Nothing written about the text or topic</b>	

**Section B: Language discourses**

**0 3** Analyse how language is used in **Text A** and **Text B** to present views about accents.

In your answer you should:

- examine any similarities and differences you find between the two texts
- explore how effectively the texts present their views.

**[40 marks]**

<b>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression</b>		
<b>Level/ Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b>
		<p><b>These are examples of ways students' work might exemplify the performance characteristics in the question above.</b></p> <p><b>They indicate possible content and how it can be treated at different levels.</b></p>
Level 5 9–10	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>apply linguistic methods and terminology, identifying patterns and complexities</b></li> <li>• <b>apply different levels of language analysis in an integrated way, recognising how they are connected</b></li> <li>• <b>apply levels of language analysis with rare errors</b></li> <li>• <b>guide the reader.</b></li> </ul>	<p>Students are likely to describe features such as:</p> <ul style="list-style-type: none"> <li>• semantic patterns</li> <li>• pragmatic features</li> <li>• sentence and clause types, elements and linking</li> <li>• cohesion and textual structure.</li> </ul>
Level 4 7–8	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>apply linguistic methods and terminology with precision and detail</b></li> <li>• <b>apply two or more levels of language analysis</b></li> <li>• <b>apply levels of language analysis with occasional errors</b></li> <li>• <b>develop a line of argument.</b></li> </ul>	<p>Students are likely to describe features such as:</p> <ul style="list-style-type: none"> <li>• metaphors and similes</li> <li>• word classes in detail</li> <li>• verb tenses, voice, aspect, modals</li> <li>• phrases.</li> </ul>
Level 3 5–6	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>apply linguistic methods and terminology consistently and appropriately</b></li> <li>• <b>label features that have value for the task</b></li> <li>• <b>label features with more accuracy than inaccuracy</b></li> <li>• <b>communicate with clear topics and paragraphs.</b></li> </ul>	<p>Students are likely to describe features such as:</p> <ul style="list-style-type: none"> <li>• connotations</li> <li>• semantic fields</li> <li>• word classes</li> <li>• verb moods</li> <li>• hyperlinks</li> <li>• graphological features.</li> </ul>

<p>Level 2 3–4</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>use linguistic methods and terminology inconsistently and sometimes without value for the task</b></li> <li>• <b>generalise about language use with limited/unclear evidence</b></li> <li>• <b>label features with more inaccuracy than accuracy</b></li> <li>• <b>express ideas with organisation emerging.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• discuss formality and/or complexity (4)</li> <li>• offer only one or two descriptions, e.g. a word class, a sentence function (4)</li> <li>• make unsupported generalisations about language used (3)</li> <li>• use a linguistic register of very general terms e.g. sentence and word (3)</li> <li>• quote imprecisely to illustrate descriptions (3).</li> </ul>
<p>Level 1 1–2</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>quote or identify features of language without linguistic description</b></li> <li>• <b>present material with limited organisation.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• quote relevant examples without any linguistic terminology.</li> </ul>
<p>0</p>	<p><b>Nothing written about the text or topic</b></p>	

<b>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</b>		
<b>Level/ Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b>
		<p><b>These are examples of ways students' work might exemplify the performance characteristics in the question above.</b></p> <p><b>They indicate possible content and how it can be treated at different levels.</b></p>
Level 5 13–15	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>evaluate use of language and representations according to context</b></li> <li>• <b>explore analysis within wider social and cultural contexts.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• evaluate persuasiveness, modality and positioning of audience</li> <li>• evaluate self-presentation of writers and creation of authority</li> <li>• evaluate use of sentence and clause effects/patterns to shape responses</li> <li>• explore discourses of correctness, self-determination, careers success, education, cultural prestige.</li> </ul>
Level 4 10–12	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>analyse how a range of language choices create meanings and representations</b></li> <li>• <b>analyse how aspects of context work together to affect language use.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• analyse verbs used to represent effects of accents</li> <li>• analyse how language is used to represent changing accents</li> <li>• analyse how language is used to represent English speakers, elocution lessons and teachers.</li> </ul>
Level 3 7–9	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>interpret significance of specific choices of language according to context</b></li> <li>• <b>link specific language choices with an aspect of context.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• interpret nouns/verbs/adverbs used to label/characterise accents</li> <li>• interpret adjectives used to describe/characterise accents</li> <li>• interpret 1st, 2nd and 3rd person address to audience.</li> </ul>
Level 2 4–6	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>identify distinctive features of language and significant aspects of context.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• identify, by quoting, words indicating attitudes to accent, address to the audience</li> <li>• identify significant features of audience</li> <li>• identify and exemplify purposes of texts: to persuade, to inform.</li> </ul>
Level 1 1–3	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>paraphrase or describe content of texts</b></li> <li>• <b>misunderstand text or context.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• show literal understanding of passages: explain focus on accents/summarise information</li> <li>• rely on lengthy quotation</li> <li>• misread attitudes and ideas.</li> </ul>
0	<b>Nothing written about the text or topic</b>	

<b>AO4: Explore connections across texts, informed by linguistic concepts and methods</b>		
<b>Level/ Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b>
		<p><b>These are examples of ways students' work might exemplify the performance characteristics in the question above.</b></p> <p><b>They indicate possible content and how it can be treated at different levels.</b></p>
Level 5 13–15	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>evaluate the importance/significance/effect of connections found across texts.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• evaluate discourse and representations of accents as creating/restricting opportunity</li> <li>• evaluate discourse and representations of RP as correct, proper, prestigious, attractive</li> <li>• evaluate effects of genre, purpose and audiences on representation.</li> </ul>
Level 4 10–12	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>explore connections between texts by linking language and context.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• place examples of texts' language within a discourse about the problems of non-standard accents</li> <li>• place examples of texts' language within a discourse about the advantages and cultural prestige of standard accents</li> <li>• place examples of texts' language within discourses about speakers of English, education, class or careers.</li> </ul>
Level 3 7–9	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>make connections across texts by identifying similar or different uses of language/content/context.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• compare and contrast any uses of language: e.g. word classes, address pronouns, sentence functions</li> <li>• compare and contrast views of accents and elocution</li> <li>• compare and contrast the purposes of the two texts.</li> </ul>
Level 2 4–6	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>make connections at a literal level.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• compare and label different audiences</li> <li>• compare and label different genres</li> <li>• compare shared focus on elocution lessons and attitudes to accents.</li> </ul>
Level 1 1–3	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>discuss relevant aspects of texts without making connections explicitly.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• make implicit connections by using similar topics for paragraphs on each text (3)</li> <li>• write about both texts separately (2)</li> <li>• write about one text only (1).</li> </ul>
0	<b>Nothing written about the text or topic</b>	

0 4

Write an opinion article on views about accents. In your article you should assess the ideas and issues raised in **Text A** and **Text B**. You should refer to ideas from language study and argue your own views.

[30 marks]

<b>AO2: Demonstrate critical understanding of concepts and issues relevant to language use</b>		
<b>Level/ Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b>
		<p><b>These are examples of ways students' work might exemplify the performance characteristics in the question above.</b></p> <p><b>They indicate possible content and how it can be treated at different levels.</b></p>
Level 5 17–20	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>demonstrate a synthesised, conceptualised and individual overview of issues</b></li> <li>• <b>evaluate and challenge views, approaches and interpretations of linguistic issues.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• explore social and cultural contexts, examining debates about standard and non-standard language</li> <li>• evaluate validity of attitudes to accents</li> <li>• evaluate effect of attitudes to accents on their use</li> <li>• evaluate ideas of a repertoire and accommodation.</li> </ul>
Level 4 13–16	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>identify and comment on different views, approaches and interpretations of linguistic issues.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• identify and discuss the view that standard accents are desirable</li> <li>• identify and discuss the view that non-standard accents are undesirable</li> <li>• identify and discuss the view that standard accents might be undesirable</li> <li>• identify and discuss the view that non-standard accents might be desirable.</li> </ul>
Level 3 9–12	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>show detailed knowledge of linguistic ideas, concepts and research.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• exemplify attitudes to standard accents beyond those in Texts A and B</li> <li>• exemplify attitudes to non-standard accents beyond those in Texts A and B</li> <li>• refer to research findings, e.g. matched guise</li> <li>• explain links between social and regional variation.</li> </ul>
Level 2 5–8	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>show familiarity with linguistic ideas, concepts and research.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• identify uses of standard accents</li> <li>• identify uses of non-standard accents</li> <li>• identify attitudes to accents from Texts A and B</li> <li>• identify researchers and ideas by name only and general or confused reference.</li> </ul>
Level 1 1–4	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>discuss issues anecdotally without specialist linguistic knowledge.</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• offer generalised reactions to Text A and Text B (4)</li> <li>• make generalised comments on accents without linguistic comment (3)</li> <li>• rely on and repeat ideas in Text A and Text B (2)</li> <li>• discuss non-linguistic issues (1).</li> </ul>
0	<b>Nothing written about the text or topic</b>	

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