



General Certificate of Education

English Language 2701

Specification A

ENGA3 Language Explorations

Mark Scheme

Specimen mark scheme for examinations in June 2010 onwards
This mark scheme uses the [new numbering system](#)

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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 candidates
- 2 to put into a rank order the achievements of candidates (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 candidates, 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 candidates 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 candidate 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 four 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. These marks will then be totalled up for that 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 ✓✓
(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 candidate'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
- add up the marks for each Assessment Objective
- put a ringed total in the right hand margin at the end of each question.

Eg

AO1	8
AO2	11
<u>AO3</u>	<u>14</u>

33

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 candidates and the marks available for them.

Unit 3

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

Unit 3**Section A – Language Variation and Change****Question 1**

- Award a mark out of 10 for AO1 and place in the right hand margin.
- Award a mark out of 20 for AO2 and place in the right hand margin.
- Award a mark out of 15 for AO3 and place in the right hand margin.
- Add together and give a ringed total out of 45 in the right hand margin.

Eg

AO1	8
AO2	14
<u>AO3</u>	<u>11</u>

(33)

Question 2/3

- Award a mark out of 10 for AO1 and place in the right hand margin.
- Award a mark out of 20 for AO2 and place in the right hand margin.
- Award a mark out of 15 for AO3 and place in the right hand margin.
- Add together and give a ringed total out of 45 in the right hand margin.

Eg

AO1	6
AO2	12
<u>AO3</u>	<u>9</u>

(27)

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.

Unit 3 Question 1			
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><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>analyse clause types, patterns and elements</i> • <i>organise or synthesise descriptive approaches</i> • <i>characterise different approaches to language change.</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 and quotation. Evaluates appropriateness/success.</p> <p><i>Candidates are likely to evaluate the effect of:</i></p> <ul style="list-style-type: none"> • <i>historical period regarding language</i> • <i>religious beliefs/infant mortality/attitudes to the living and the dead</i> • <i>sentence and clause patterns and structures.</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><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>describe word classes in depth</i> • <i>explore verb tenses</i> • <i>explore sentence types</i> • <i>examine morphological features.</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><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>analyse remnants of inflectional endings; 2nd & 3rd person pronoun usage; use of punctuation</i> • <i>examine effect of American location</i> • <i>analyse the effect of times within the texts</i> • <i>examine effect of genre and mode (diary/spoken).</i>
5–6	<p>Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>describe word classes.</i> 	7–9	<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><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>consider the influence of Josselin's and Lynch's status and occupation</i> • <i>analyse semantic features by looking closely at particular words' effects.</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. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>describe basic lexical and semantic features.</i> <p>3</p> <p>Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>identify fields, formality, complexity, graphology, orthography.</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. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>comment on specific spelling patterns</i> • <i>comment on first person and personal styles.</i> <p>3–4</p> <p>Identifies some features of language variation. Has broad awareness that context has influenced language use. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>identify older forms of spelling.</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>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>0</p> <p>Does not communicate.</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>Misunderstands mode/purpose/context/ content/meaning significantly.</p> <p>0</p> <p>Does not analyse texts.</p>	

Unit 3 Question 1	
Mark	AO2: Demonstrate critical understanding a range of concepts and issues related to the construction and analysis of meanings in spoken and written language
17–20	<ul style="list-style-type: none"> • Demonstrates a conceptualised overview of theories and research. • Analyses and evaluates alternative views. • Identifies and challenges standpoints. • Employs and exploratory/original/evaluative approach. • <i>Evaluates views and models of language change, eg Aitchison's damp spoon, crumbling castle and infectious disease metaphors for language change.</i> • <i>Explores how different actual readers in different contexts might interpret the texts.</i> • <i>Explores how social/cultural contexts and discourses affect construction of meanings.</i> • <i>Generates own ideas and notions about the nature of variation and change.</i>
13–16	<ul style="list-style-type: none"> • Shows depth or range of knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • <i>Shows detailed knowledge of how texts fit into a history of language variation and change.</i> • <i>Uses concepts about genre and mode to explore the texts productively.</i> • <i>Identifies and comments on prescriptivist/descriptivist views of variation and change.</i>
11–12	<ul style="list-style-type: none"> • Shows detailed knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • Develops a well supported view about causes of variation and change. • Shows understanding of ideas about how texts represent/construct ideas and meanings.
9–10	<ul style="list-style-type: none"> • Shows knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Examines features and processes of lexical and semantic variation and change.</i> • <i>Shows understanding of causes of variation and change.</i>
7–8	<ul style="list-style-type: none"> • Reveals familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • <i>Gives sustained exemplification of language variation and change.</i> • <i>Examines the creation of the writer's persona in the texts and the nature of address/audience positioning.</i>
5–6	<ul style="list-style-type: none"> • Shows awareness of linguistic ideas, concepts and research. • <i>Gives examples of variations and changes in the texts.</i> • <i>Uses concepts of fields, audience and purpose.</i> • <i>Shows some awareness of research by name-dropping or undeveloped references.</i>
3–4	<ul style="list-style-type: none"> • Is anecdotal/descriptive with implicit relevance. • <i>Makes a generalised discussion of language variation and change with little linguistic comment/few examples.</i>
1–2	<ul style="list-style-type: none"> • Has little focus on linguistic issues. • <i>Gives a general discussion of attitudes to death.</i>
0	<ul style="list-style-type: none"> • Shows no understanding of anything concerned with the study of language.

Unit 3 Question 2			
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><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>analyse types of turn-taking and tags in detail</i> • <i>organise or synthesise descriptive approaches</i> • <i>characterise different approaches to gender and interaction.</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 and quotation. Evaluates appropriateness/success.</p> <p><i>Candidates are likely to evaluate the effect of:</i></p> <ul style="list-style-type: none"> • <i>medical setting and roles</i> • <i>facework.</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><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>describe interactive features of speech</i> • <i>describe verbs forms and modality.</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><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>analyse tag questions and (un)certainty</i> • <i>analyse feedback, monitoring features and hedges</i> • <i>explore turn-taking: overlaps and interruptions</i> • <i>link features to gender.</i>
5–6	<p>Applies linguistic frameworks consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.</p> <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>describe verb moods, word classes.</i> 	7–9	<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><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>analyse commands and questions</i> • <i>analyse intensifiers</i> • <i>analyse choice of words.</i>

<p>4</p> <p>3</p>	<p>Applies a linguistic framework with some errors. Clarifies some linguistic aims. Describes methodology. Expresses ideas with organisation emerging. Makes occasional technical errors. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>describe basic lexical and semantic features.</i> <p>Attempts to use linguistic description with occasional accuracy of description. Conveys basic ideas with some organisation. Frequent errors. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>identify fields, formality, complexity, non-fluency.</i> 	<p>5–6</p> <p>3–4</p>	<p>Understands effect of context. Illustrates some effects of producer/audience/mode/ purpose/field. Begins to interpret what text communicates. Illustrates using quotations. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>comment on stress</i> • <i>John’s topic control as doctor.</i> <p>Identifies some features of language variation. Has broad awareness that context has influenced language use. <i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>identify non-fluency features</i> • <i>identify formality.</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>

Unit 3 Question 2	
Mark	AO2: Demonstrate critical understanding a range of concepts and issues related to the construction and analysis of meanings in spoken and written language
17–20	<ul style="list-style-type: none"> • Demonstrates a conceptualised overview of theories and research. • Analyses and evaluates alternative views. • Identifies and challenges standpoints. • Employs and exploratory/original/evaluative approach. • <i>Evaluates implications of difference approach.</i> • <i>Explores diversity and discourse based approaches.</i> • <i>Demonstrates overview of history of gender and interaction as an object of study.</i> • <i>Generates own ideas and notions about the nature of constructing gender in interaction.</i> • <i>Debates issues of the value of gendered language and the analyst's position.</i>
13–16	<ul style="list-style-type: none"> • Shows depth or range of knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • <i>Identifies and analyses dominance vs difference approaches.</i> • <i>Examines men and women as heterogenous groups.</i> • <i>Able to explore specific contexts to analyse factors other than gender.</i>
11–12	<ul style="list-style-type: none"> • Shows detailed knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • <i>Develops a difference interpretation of female/male conversational behaviours.</i> • Explores the effects/significance of particular female/male conversational behaviours.
9–10	<ul style="list-style-type: none"> • Shows knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • <i>Examines difference views of interaction: report vs rapport; competitive vs collaborative.</i>
7–8	<ul style="list-style-type: none"> • Reveals familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • <i>Gives sustained exemplification of male and female talk.</i> • <i>Reports research findings to illustrate differences.</i> • <i>Tends to offer a dominance interpretation.</i>
5–6	<ul style="list-style-type: none"> • Shows awareness of linguistic ideas, concepts and research. • <i>Gives examples of male and female talk.</i> • <i>Gives some limited linguistic comment on examples.</i> • <i>Shows some awareness of research by name-dropping or undeveloped references.</i> • <i>Relies on gender stereotypes.</i>
3–4	<ul style="list-style-type: none"> • Is anecdotal/descriptive with implicit relevance. • <i>Makes a generalised discussion of gender and interaction with little linguistic comment/few examples.</i>
1–2	<ul style="list-style-type: none"> • Has little focus on linguistic issues. • <i>Gives a general discussion of male and female behaviours.</i>
0	<ul style="list-style-type: none"> • Shows no understanding of anything concerned with the study of language.

Unit 3 Question 3			
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	<ul style="list-style-type: none"> • 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><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>analyse clause types, patterns and elements</i> • <i>organise or synthesise descriptive approaches</i> • <i>characterise lexical and semantic features perceptively.</i> 	13–15	<ul style="list-style-type: none"> • 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 and quotation. • Evaluates appropriateness/success. <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>evaluate metaphors and their implications.</i> • <i>evaluate modality, nominalisation</i> • <i>conceptualise the competing discourses about variation present.</i>
7–8	<ul style="list-style-type: none"> • 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><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>describe word classes in depth: verb tenses, aspect, modals, adverb types</i> • <i>describe sentence types.</i> 	10–12	<ul style="list-style-type: none"> • 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><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>evaluate representation of participants</i> • <i>explore self-presentation of the writers</i> • <i>explore creation of authority</i> • <i>make productive comparisons and connections.</i>
5–6	<ul style="list-style-type: none"> • Applies linguistic frameworks consistently and largely accurately. • Communicates clearly with clear topics and paragraphs. • Makes infrequent technical errors. <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>describe sentence functions</i> • <i>describe word classes.</i> 	7–9	<ul style="list-style-type: none"> • 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><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>analyse word classes used to describe accents and dialects</i> • <i>analyse shaping of ideal reader's response.</i>

<p>4</p> <ul style="list-style-type: none"> • Applies a linguistic framework with some errors. • Clarifies some linguistic aims. • Describes methodology. • Expresses ideas with organisation emerging. • Makes occasional technical errors. <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>describe pronouns</i> • <i>describe basic lexical and semantic features.</i> <p>3</p> <ul style="list-style-type: none"> • Attempts to use linguistic description with occasional accuracy of description. • Conveys basic ideas with some organisation. • Frequent errors. <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>identify fields, formality, complexity, graphology, orthography.</i> 		<p>5–6</p> <ul style="list-style-type: none"> • Understands effect of context. • Illustrates some effects of producer/audience/mode/ purpose/field. • Begins to interpret what text communicates. • Illustrates using quotations. <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>explain views about language</i> • <i>analyse address.</i> <p>3–4</p> <ul style="list-style-type: none"> • Identifies some features of language variation. • Has broad awareness that context has influenced language use. <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> • <i>identify inform, persuade and argue functions</i> • <i>make broad deductions about audience.</i> 	
<p>2</p> <ul style="list-style-type: none"> • Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. • Makes basic errors that intrude on communication. <p>1</p> <ul style="list-style-type: none"> • Minimal engagement with language of the data. • Quotes/refers to data rarely. • Has major flaws in language that impede communication. <p>0</p> <ul style="list-style-type: none"> • Does not communicate. 		<p>2</p> <ul style="list-style-type: none"> • Gives simple/generalised/descriptive accounts of the content of texts and data. • Paraphrases. Quotes excessively. • Gives well selected but unanalysed quotations. <p>1</p> <ul style="list-style-type: none"> • Misunderstands mode/purpose/context/ content/meaning significantly. <p>0</p> <ul style="list-style-type: none"> • Does not analyse texts. 	

Unit 3 Question 3	
Mark	AO2: Demonstrate critical understanding a range of concepts and issues related to the construction and analysis of meanings in spoken and written language
17–20	<ul style="list-style-type: none"> • Demonstrates a conceptualised overview of theories and research. • Analyses and evaluates alternative views. • Identifies and challenges standpoints. • Employs and exploratory/original/evaluative approach. • <i>Evaluates arguments about standard and non-standard language in education.</i> • <i>Explores definition and construction of ideas of standard and non-standard dialects and accents.</i> • <i>Explores whether dialect diversity is diminishing and the pressures it is facing.</i> • <i>Explores ideas with understanding of social and cultural contexts and the changing position over time.</i>
13–16	<ul style="list-style-type: none"> • Shows depth or range of knowledge about linguistic concepts, theories and research. • Identifies different views and interpretations. • Comments on others' ideas. • <i>Identifies and explains prescriptivist and descriptivist views.</i> • <i>Identifies and comments on different views of accents and dialects in education.</i> • <i>Explores how standard varieties have emerged.</i> • <i>Explores solidarity approaches and importance of social networks to use of accents and dialects.</i>
11–12	<ul style="list-style-type: none"> • Shows detailed knowledge of linguistic ideas/concepts/research. • Develops views on linguistic issues. • Develops a view about accent/dialect repertoires. • Explores accommodation theory: convergence and divergence. • Examines matched guise methodologies and findings.
9–10	<ul style="list-style-type: none"> • Shows knowledge of linguistic ideas, concepts and research. • Outlines views on linguistic issues. • Uses quantitative approaches to explain status based explanations in terms of user-related variation. • <i>Makes some comments on social vs linguistic origins of attitudes to dialects and accents.</i>
7–8	<ul style="list-style-type: none"> • Reveals familiarity with linguistic ideas, concepts and research. • Makes sustained explanations. • <i>Gives sustained exemplification of attitudes to standard and non-standard accents.</i> • <i>Uses status and prestige based explanations.</i>
5–6	<ul style="list-style-type: none"> • Shows awareness of linguistic ideas, concepts and research. • <i>Gives examples of accent and dialect features.</i> • <i>Gives some limited linguistic comment on examples.</i> • <i>Shows some awareness of research by name-dropping or undeveloped references.</i>
3–4	<ul style="list-style-type: none"> • Is anecdotal/descriptive with implicit relevance. • <i>Makes a generalised discussion of accents and dialects with little linguistic comment/few examples.</i>
1–2	<ul style="list-style-type: none"> • Has little focus on linguistic issues. • <i>Gives a general discussion of educational issues.</i>
0	<ul style="list-style-type: none"> • Shows no understanding of anything concerned with the study of language.