

**OXFORD**

INTERNATIONAL  
AQA EXAMINATIONS

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# INTERNATIONAL A-LEVEL ENGLISH LANGUAGE EN03

Unit 3 Language Variation

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Mark scheme

January 2020

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Version: V1 Final Mark Scheme



2 0 1 X E N 0 3 / M S

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 Examiner.

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 [oxfordaqaexams.org.uk](http://oxfordaqaexams.org.uk)

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## International 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:** Demonstrate understanding of methods, terminology, concepts and issues in English language.

**AO2:** Analyse how meanings are shaped in a range of texts and data.

**AO3:** Demonstrate ability to use English in different ways.

#### The marking grids

The specification has generic marking grids for each assessment objective that is 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 five 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.

### **Using the grids**

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

You should write a summative comment at the end for each assessment objective and indicate the marks for each assessment objective being tested at the end of the answer in the margin in sequence. 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. Please do not write negative comments about students' work or their alleged aptitudes; this is unprofessional and it impedes a positive marking approach.

**0 1**

‘The best way to help children develop their spoken language is by encouraging them to talk about their experiences.’

To what extent do you agree with this view?

In your answer, you should refer to **Data Set 1** and **Data Set 2** and to relevant ideas from language study.

**[25 marks]**

| <b>AO1: Demonstrate understanding of methods, terminology, concepts and issues in English language.</b>  |   |  |
|--|---|--|
| Where a data analysis is the starting point for an essay, as here, AO1 also includes discussion of the concepts and issues raised by the question. |   |  |
| <b>Level/<br/>Marks</b>  | <b>Performance characteristics</b>  | <b>Indicative content</b>  |
| Level 5<br>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>demonstrate a synthesised, conceptualised and individual overview of issues</b></li> <li>• <b>evaluate and challenge views, approaches, interpretations of linguistic issues.</b></li> </ul> | <p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• evaluate and challenge different ways of explaining children’s spoken language development</li> <li>• synthesise ideas and conceptualise a view of the role of input and interaction in spoken language development</li> <li>• integrate a range of well-selected examples to address the question.</li> </ul>               |
| Level 4<br>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>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>• comment on different explanations of children’s spoken language development eg individual/physical, cognitive and innatist, social and cultural</li> <li>• identify and discuss the significance of input and interaction in spoken language development</li> <li>• show detailed knowledge of relevant research.</li> </ul> |

|                        |   |   |
|------------------------|---|---|
| <p>Level 3<br/>5–6</p> | <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>show detailed knowledge of linguistic ideas, concepts and research.</b></li> </ul> | <p>Students are likely to describe features such as:</p> <ul style="list-style-type: none"> <li>• identify <b>one</b> explanation of the nature of ‘encouraging children to talk’ eg that encouragement might take the form of scaffolding or reinforcement</li> <li>• describe the nature of ‘encouragement’ with some linguistic register eg turn-taking, correction, interrogatives</li> <li>• show knowledge of relevant research.</li> </ul> |
| <p>Level 2<br/>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>show familiarity with linguistic ideas, concepts and research.</b></li> </ul>                                   | <p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• use a linguistic register of very general terms eg sentence and word</li> <li>• label features of children’s spoken communication</li> <li>• show awareness of research by name-dropping or undeveloped/confused references.</li> </ul>   |
| <p>Level 1<br/>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> <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>• quote examples without any linguistic comment</li> <li>• discuss children’s development with no language focus.</li> </ul>  |
| <p>0</p>               | <p><b>Nothing relevant written.</b></p>   | <p>Nothing relevant written.</p>  |

| <b>AO2: Analyse how meanings are shaped in a range of texts and data.</b> |  |   |
|---|--|---|
| <b>Level/<br/>Marks</b>   | <b>Performance characteristics</b>   | <b>Indicative content</b><br>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<br>13–15  | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>explore use of language and representations according to context.</b></li> </ul>   | Students are likely to: <ul style="list-style-type: none"> <li>• explore a range of different examples from the data, engaging with different meanings and functions</li> <li>• explore importance of caregiver/parental talk eg role of scaffolding, nature of reinforcement, modelling adult language, bootstrapping, expanding utterances etc in developing a child's spoken language eg grammatical and semantic complexity, understanding of topic management and turn-taking, etc.</li> </ul> |
| Level 4<br>10–12  | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>analyse how language choices create meanings and representations</b></li> <li>• <b>analyse how aspects of context work together to affect language use.</b></li> </ul> | Students are likely to: <ul style="list-style-type: none"> <li>• examine how children develop more complex and varied ways of using language to describe different experiences</li> <li>• examine language used to describe specific experiences eg past events, narrative sequencing of events, cause and effect.</li> </ul>   |
| Level 3<br>7–9  | <b>Students will:</b> <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> | Students are likely to: <ul style="list-style-type: none"> <li>• discuss, illustrate and label different features of children's language eg describing actions and events, responding to questions, describing objects and places</li> <li>• link examples of children's language to specific contexts eg describing actions of crabs, explaining reasons for doing things, responding to input.</li> </ul>   |
| Level 2<br>4–6  | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>identify distinctive features of language and significant aspects of context.</b></li> </ul>   | Students are likely to: <ul style="list-style-type: none"> <li>• mention general characteristics of children's speech eg telling stories, interacting</li> <li>• label/describe examples from data eg replying to parent 'no' and 'yes to kill them'.</li> </ul>  |
| Level 1<br>1–3  | <b>Students will:</b> <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>  | Students are likely to: <ul style="list-style-type: none"> <li>• quote examples from the data without labelling/description</li> <li>• mention spoken acquisition without examples.</li> </ul>  |
| 0   | <b>Nothing relevant written</b>  | Nothing relevant written.   |

**0 2**

To what extent is the development of a child's writing a process of adding more descriptive detail?

In your answer, you should refer to **Data Set 3** and **Data Set 4** and to relevant ideas from language study.

**[25 marks]**

| <b>AO1: Demonstrate understanding of methods, terminology, concepts and issues in English language.</b><br>Where a data analysis is the starting point for an essay, as here, AO1 also includes discussion of the concepts and issues raised by the question. |  |   |
|---|--|---|
| <b>Level/<br/>Marks</b>   | <b>Performance characteristics</b>   | <b>Indicative content</b><br>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<br><br>9–10   | <b>Students will:</b> <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>demonstrate a synthesised, conceptualised and individual overview of issues</b></li> <li>• <b>evaluate and challenge views, approaches, interpretations of linguistic issues.</b></li> </ul> | Students are likely to: <ul style="list-style-type: none"> <li>• evaluate and challenge different ways of explaining children's written language development</li> <li>• synthesise ideas and conceptualise a view of the process of children's written language development</li> <li>• integrate a range of well-selected examples to address the question.</li> </ul>                      |
| Level 4<br><br>7–8  | <b>Students will:</b> <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>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>• comment on different explanations of children's written language development eg individual/physical, creativity and imagination, social and cultural, genre</li> <li>• identify and discuss the different ways in which children's writing can develop</li> <li>• show detailed knowledge of relevant research.</li> </ul> |

|                        |   |   |
|------------------------|---|---|
| <p>Level 3<br/>5–6</p> | <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>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>• identify <b>one</b> view of the nature of writing development eg children use more descriptive vocabulary as they grow older</li> <li>• describe children’s writing with some linguistic register eg sentence construction, use of sentence punctuation, formation of letter symbols, graphological skills</li> <li>• show knowledge of relevant research.</li> </ul> |
| <p>Level 2<br/>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>show familiarity with linguistic ideas, concepts and research.</b></li> </ul>                                   | <p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• use a linguistic register of very general terms eg sentence and word</li> <li>• label features of children’s written communication</li> <li>• show awareness of research by name-dropping or undeveloped/confused references.</li> </ul>  |
| <p>Level 1<br/>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> <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>• quote examples without any linguistic comment</li> <li>• discuss children’s development with no language focus.</li> </ul>  |
| <p>0</p>               | <p><b>Nothing relevant written.</b></p>   | <p>Nothing relevant written.</p>  |

| <b>AO2: Analyse how meanings are shaped in a range of texts and data.</b> |  |  |
|---|--|--|
| <b>Level/<br/>Marks</b>   | <b>Performance characteristics</b>   | <b>Indicative content</b><br>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<br>13–15  | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>explore use of language and representations according to context.</b></li> </ul>   | Students are likely to: <ul style="list-style-type: none"> <li>• explore issues concerning what 'descriptive detail' might involve using the data and/or other types of writing</li> <li>• explore how language is used to construct different meanings and representations in the texts, eg to tell stories and/or to describe people and places in both data sets.</li> </ul>  |
| Level 4<br>10–12  | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>analyse how language choices create meanings and representations</b></li> <li>• <b>analyse how aspects of context work together to affect language use.</b></li> </ul> | Students are likely to: <ul style="list-style-type: none"> <li>• examine the nature of the different texts in terms of their design, layout and discourse structure</li> <li>• examine and describe different types of descriptive detail in both data sets eg use of dialogue in Data Set 4, use of syntax to convey more information in Data Set 4, use of evaluative adjectives in both data sets, use of narrative conventions in both data sets.</li> </ul> |
| Level 3<br>7–9  | <b>Students will:</b> <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> | Students are likely to: <ul style="list-style-type: none"> <li>• discuss, illustrate and label different language choices in each text linked to descriptions eg adjectives, adverbials, verb choices, conjunctions</li> <li>• discuss language choices and meanings linked to the nature of the genre eg storytelling structures, page design and titles.</li> </ul>  |
| Level 2<br>4–6  | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>identify distinctive features of language and significant aspects of context.</b></li> </ul>   | Students are likely to: <ul style="list-style-type: none"> <li>• describe general features of descriptive language</li> <li>• label/describe features of mechanical accuracy and/or teachers' comments.</li> </ul>   |
| Level 1<br>1–3  | <b>Students will:</b> <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>  | Students are likely to: <ul style="list-style-type: none"> <li>• quote examples from the data without labelling/description</li> <li>• mention spoken acquisition without examples.</li> </ul>   |
| 0   | <b>Nothing relevant written</b>  | Nothing relevant written.  |

**0 3** 'English is now the language of the world.'

How far do you agree with this view?

In your answer, you should refer to relevant ideas from language study.

**[25 marks]**

| <b>AO1: Demonstrate understanding of methods, terminology, concepts and issues in English language.</b>   |   |   |
|---|---|---|
| AO1 in the context of this discussion essay focuses on the concepts and issues, along with their associated terminology, that are relevant to the question. |   |   |
| <b>Level/<br/>Marks</b>   | <b>Performance characteristics</b>  | <b>Indicative content</b><br>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<br>13–15  | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>demonstrate an overview of issues</b></li> <li>• <b>explore different views, approaches and interpretations.</b></li> </ul> | Students are likely to: <ul style="list-style-type: none"> <li>• evaluate and challenge different ideas and views about the development of English language around the world eg historical legacy, lingua franca role, development of International English, 'ownership' and identity</li> <li>• offer perceptive, relevant and specific examples of language use</li> <li>• refer to scholarship accurately and specifically</li> <li>• use terminology accurately, with understanding.</li> </ul> |
| Level 4<br>10–12  | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>identify different views, approaches and interpretations.</b></li> </ul>  | Students are likely to: <ul style="list-style-type: none"> <li>• explain how and why English is used in different places and settings, advancing a supported view of its roles, and attitudes towards those roles</li> <li>• offer relevant and specific examples of language use</li> <li>• refer to scholarship accurately</li> <li>• use terminology mostly accurately, showing understanding.</li> </ul>  |
| Level 3<br>7–9  | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>show knowledge of relevant concepts and issues.</b></li> </ul>  | Students are likely to: <ul style="list-style-type: none"> <li>• offer a straightforward, relevant account of the growth of English around the world</li> <li>• give relevant examples of language use</li> <li>• refer to scholarship in general ways</li> <li>• use terminology with partial accuracy and understanding.</li> </ul>   |

|                |   |  |
|----------------|---|--|
| Level 2<br>4–6 | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>show familiarity with the area of study.</b></li> </ul>                 | Students are likely to: <ul style="list-style-type: none"> <li>• discuss English around the world with limited examples and little focus on its damaging or useful effects</li> <li>• attempt some references to scholarship but with limited accuracy or relevance</li> <li>• attempt to use terminology, but with limited accuracy and understanding.</li> </ul> |
| Level 1<br>1–3 | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>discuss issues anecdotally without specialist knowledge.</b></li> </ul> | Students are likely to: <ul style="list-style-type: none"> <li>• mention International English with <b>more than one</b> example (3)</li> <li>• mention International English with <b>one</b> example (2)</li> <li>• mention International English without examples (1).</li> </ul>  |
| 0              | <b>Nothing relevant written.</b>  | Nothing relevant written.  |

| <b>AO3: Demonstrate ability to use English in different ways.</b> |  |  |
|---|--|--|
| <b>Level/<br/>Marks</b>   | <b>Performance characteristics</b>   | <b>Indicative content</b><br>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<br>9–10   | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>use form expertly</b></li> <li>• <b>use and sustain register, effective for context</b></li> <li>• <b>show outstanding technical control.</b></li> </ul> | Students are likely to: <ul style="list-style-type: none"> <li>• guide the reader through a line of argument by using clear signposting</li> <li>• make effective connections between points and paragraphs</li> <li>• write with clarity and accuracy.</li> </ul> |
| Level 4<br>7–8  | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>use form convincingly</b></li> <li>• <b>use register, effective for context</b></li> <li>• <b>show skilful technical control.</b></li> </ul>             | Students are likely to: <ul style="list-style-type: none"> <li>• demonstrate a line of argument</li> <li>• cover points in a well organised way</li> <li>• write with clarity and accuracy, showing only an occasional error or lapse.</li> </ul>                  |
| Level 3<br>5–6  | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>use form competently</b></li> <li>• <b>use register, mainly effectively, for context</b></li> <li>• <b>show competent technical control.</b></li> </ul>  | Students are likely to: <ul style="list-style-type: none"> <li>• communicate with clear topics and paragraphs</li> <li>• group points in a sensible way</li> <li>• write with general clarity and accuracy</li> </ul>  |

|                        |  |  |
|------------------------|--|--|
| <p>Level 2<br/>3–4</p> | <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>use form with some lack of control</b></li> <li>• <b>use register appropriate for context at times</b></li> <li>• <b>show basic technical control.</b></li> </ul> | <p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• attempt an academic format, with uneven result</li> <li>• achieve an academic style but inconsistently</li> <li>• show lapses in clarity and accuracy.</li> </ul>                    |
| <p>Level 1<br/>1–2</p> | <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>use form limited to simple elements</b></li> <li>• <b>shape language broadly for context</b></li> <li>• <b>show limited technical control.</b></li> </ul>         | <p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• make some points but with little or no organisation</li> <li>• attempt a formal style, with limited success</li> <li>• lack clarity and accuracy, impeding communication.</li> </ul> |
| <p>0</p>               | <p><b>Nothing relevant written</b></p>   | <p>Nothing relevant written.</p>   |

|          |          |
|----------|----------|
| <b>0</b> | <b>4</b> |
|----------|----------|

'In theory, no variety of International English should be seen as inferior to another. In practice, many are seen as inferior.'

How far do you agree with this view?

In your answer, you should refer to relevant ideas from language study.

**[25 marks]**

| <b>AO1: Demonstrate understanding of methods, terminology, concepts and issues in English language.</b><br>AO1 in the context of this discussion essay focuses on the concepts and issues, along with their associated terminology, that are relevant to the question. |   |   |
|--|---|---|
| Level/<br>Marks  | Performance characteristics   | Indicative content  |
| Level 5<br><br>13–15   | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>demonstrate an overview of issues</b></li> <li>• <b>explore different views, approaches and interpretations.</b></li> </ul> | Students are likely to: <ul style="list-style-type: none"> <li>• evaluate and/or challenge notions of 'superiority' and 'inferiority', show understanding of the range of different ways in which English is used, show understanding of why language and identity are closely linked</li> <li>• offer perceptive, relevant and specific examples of language use</li> <li>• refer to scholarship accurately and specifically</li> <li>• use terminology accurately, with understanding.</li> </ul> |
| Level 4<br><br>10–12   | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>identify different views, approaches and interpretations.</b></li> </ul>  | Students are likely to: <ul style="list-style-type: none"> <li>• explain and illustrate different attitudes towards International English, advancing a supported view that acknowledges different positions</li> <li>• offer relevant and specific examples of language use</li> <li>• refer to scholarship accurately</li> <li>• use terminology mostly accurately, showing understanding.</li> </ul>  |
| Level 3<br><br>7–9   | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>show knowledge of relevant concepts and issues.</b></li> </ul>  | Students are likely to: <ul style="list-style-type: none"> <li>• offer an account of some attitudes to <b>two</b> or more different varieties of English around the world</li> <li>• give relevant examples of language use</li> <li>• refer to scholarship in general ways</li> <li>• use terminology with partial accuracy and understanding.</li> </ul>  |

|                |   |   |
|----------------|---|---|
| Level 2<br>4–6 | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>show familiarity with the area of study.</b></li> </ul>                 | Students are likely to: <ul style="list-style-type: none"> <li>• advance a deficit view of some varieties being 'inferior' with no acknowledgement of an alternative view</li> <li>• attempt some references to scholarship but with limited accuracy or relevance</li> <li>• attempt to use terminology, but with limited accuracy and understanding.</li> </ul>           |
| Level 1<br>1–3 | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>discuss issues anecdotally without specialist knowledge.</b></li> </ul> | Students are likely to: <ul style="list-style-type: none"> <li>• mention 'errors' or 'incorrect' language with <b>more than one</b> example of language use (3)</li> <li>• mention 'errors' or 'incorrect' language with <b>one</b> example of language use (2)</li> <li>• mention 'errors' or 'incorrect' language generally with no reference to examples (1).</li> </ul> |
| 0              | <b>Nothing relevant written.</b>  | Nothing relevant written.   |

| <b>AO3: Demonstrate ability to use English in different ways.</b> |  |  |
|---|--|--|
| <b>Level/<br/>Marks</b>   | <b>Performance characteristics</b>   | <b>Indicative content</b><br>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<br>9–10   | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>use form expertly</b></li> <li>• <b>use and sustain register, effective for context</b></li> <li>• <b>show outstanding technical control.</b></li> </ul> | Students are likely to: <ul style="list-style-type: none"> <li>• guide the reader through a line of argument by using clear signposting</li> <li>• make effective connections between points and paragraphs</li> <li>• write with clarity and accuracy.</li> </ul> |
| Level 4<br>7–8  | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>use form convincingly</b></li> <li>• <b>use register, effective for context</b></li> <li>• <b>show skilful technical control.</b></li> </ul>             | Students are likely to: <ul style="list-style-type: none"> <li>• demonstrate a line of argument</li> <li>• cover points in a well organised way</li> <li>• write with clarity and accuracy, showing only an occasional error or lapse.</li> </ul>                  |
| Level 3<br>5–6  | <b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>use form competently</b></li> <li>• <b>use register, mainly effectively, for context</b></li> <li>• <b>show competent technical control.</b></li> </ul>  | Students are likely to: <ul style="list-style-type: none"> <li>• communicate with clear topics and paragraphs</li> <li>• group points in a sensible way</li> <li>• write with general clarity and accuracy.</li> </ul>   |

|                        |  |  |
|------------------------|--|--|
| <p>Level 2<br/>3–4</p> | <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>use form with some lack of control</b></li> <li>• <b>use register appropriate for context at times</b></li> <li>• <b>show basic technical control.</b></li> </ul> | <p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• attempt an academic format, with uneven result</li> <li>• achieve an academic style but inconsistently</li> <li>• show lapses in clarity and accuracy.</li> </ul>                    |
| <p>Level 1<br/>1–2</p> | <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>use form limited to simple elements</b></li> <li>• <b>shape language broadly for context</b></li> <li>• <b>show limited technical control.</b></li> </ul>         | <p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• make some points but with little or no organisation</li> <li>• attempt a formal style, with limited success</li> <li>• lack clarity and accuracy, impeding communication.</li> </ul> |
| <p>0</p>               | <p><b>Nothing relevant written</b></p>   | <p>Nothing relevant written.</p>   |