OXFORD AQA
INTERNATIONAL QUALIFICATIONS

INTERNATIONAL A-LEVEL

ENGLISH LANGUAGE

EN03

Unit 3 Language variation

Mark scheme

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Version: 0.1 Pre-Standardisation

256XEN03/MS

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 oxfordaqa.com

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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

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.

Where?

- in the body of the script
- in the margin
- at the end of each answer.

What annotations?

Section A

AO1

Stamps in the margin at the point of credit:

- L1, L2, L3, L4, L5 stamps to indicate level of attainment.

AO2

Green ticks in the body of the script to indicate use of terminology:

- single tick for Level 1, Level 2 and Level 3 credit – ✓
- double tick for Level 4 credit – ✓✓
- triple tick for Level 5 credit – ✓✓✓

Stamps in the margin at the point of credit:

G to indicate general discussion

ID to indicate identification of a relevant point

EG to indicate a linguistic example

AN to indicate analysis of linguistic points and examples

EVAL to indicate evaluation of linguistic points and examples

DP to indicate a developed point.

Written comment

A comment box at the end of each answer for each AO:

- red comment box for AO1
- green comment box for AO2.

Section B

AO1

Green ticks in the body of the script:

- single tick for Level 1, Level 2 and Level 3 credit – ✓
- double tick for Level 4 credit – ✓✓
- triple tick for Level 5 credit – ✓✓✓

Stamps in the margin at the point of credit:

G to indicate general discussion

ID to indicate identification of a relevant point

EG to indicate a linguistic example

AN to indicate analysis of linguistic points and examples

EVAL to indicate evaluation of linguistic points and examples

DP to indicate a developed point

Q? to indicate loss of focus on the question

AO3

Blue ticks for shaping and organisation:

- single tick for Level 1, Level 2 and Level 3 credit – ✓
- double tick for Level 4 credit – ✓✓
- triple tick for Level 5 credit – ✓✓✓

Written comments

A comment box at the end of each answer for each AO:

- green comment box for AO1
- blue comment box for AO3.

You should write a summative comment at the end for each assessment objective.

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 ‘It is wrong to describe ‘errors’ in children’s speech: everything a child says is part of a process of development.’

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]

AO1: Demonstrate understanding of methods, terminology, concepts and issues in International English Language.

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.

Level/ Marks	Performance characteristics	Indicative content These are examples of ways students’ work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 9–10	**Students will:** • **demonstrate an overview of issues** • **explore different views, approaches and interpretations.**	Students are likely to: • evaluate and/or challenge different ways of explaining children’s spoken language development • synthesise research and ideas, and conceptualise a view of the role of ‘errors’ in spoken language development.
Level 4 7–8	**Students will:** • **identify different views, approaches and interpretations.**	Students are likely to: • identify **at least one** explanation of why children’s language development might demonstrate ‘virtuous errors’ being made (eg overgeneralisation and overextension), and/or the physical limitations on speech production (eg phonological issues such as substitution, consonant cluster reduction etc) • comment on different explanations of children’s spoken language development, (eg theories of cognitive development, imitation, innateness and/or interaction).
Level 3 5–6	**Students will:** • **show knowledge of relevant concepts and issues.**	Students are likely to: • identify **at least one** explanation of how ‘errors’ might be explained • comment on the idea that different factors of nature and nurture can have an influence on language development • show knowledge of relevant research.
Level 2 3–4	**Students will:** • **show familiarity with the area of study.**	Students are likely to: • show awareness of research by name-dropping or undeveloped/confused references • attempt reference to research with limited accuracy or relevance.

Level 1 1–2	**Students will:** • **discuss issues anecdotally without specialist knowledge.**	Students are likely to: • offer no reference to research • discuss children's language development generally or with no language focus.
0	**Nothing relevant written.**	Nothing relevant written.

AO2: Analyse how meanings are created in a range of texts and data.		
Level/ Marks	**Performance characteristics**	**Indicative content** These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 13–15	**Students will:** • **explore use of language and representations according to context.**	Students are likely to: • explore how children use language in a range of different ways and for different purposes • explore how the child's context and environment can influence their developing use of spoken language • explore a range of examples of 'errors' • integrate a range of well-selected examples to discuss different aspects of the nature of children's spoken language development.
Level 4 10–12	**Students will:** • **analyse how language choices create meanings and representations** • **analyse how aspects of context work together to affect language use.**	Students are likely to: • analyse ways in which children make 'errors' • analyse how and why some 'errors' might occur • analyse **more than one** example of a child making an 'error' (eg phonological: 'dis'& 'amblance'; syntactical: 'why he going dere', 'he did leave some'; morphological: 'he drived it', 'I've falled'; semantic overextension: 'appo' for 'orange') • offer relevant and specific examples to discuss the nature of children's spoken language development.
Level 3 7–9	**Students will:** • **interpret significance of specific choices of language according to context** • **link specific language choices with an aspect of context.**	Students are likely to: • interpret ways in which children make 'errors' • interpret a child's use of language as part of a developing understanding of language and the world around them • interpret **at least one** example of a child making an 'error' (eg phonological: 'dis'& 'amblance'; syntactical: 'why he going dere', 'he did leave some'; morphological: 'he drived it', 'I've falled'; semantic overextension: 'appo' for 'orange') • link examples of children's language to specific contexts (eg correction, resistance to correction, responding to input).

Level 2 4–6	**Students will:** • **identify distinctive features of language and significant aspects of context.**	Students are likely to: • identify some 'errors' that children might make in spoken language development • identify children's 'errors' through simple language comment, (eg using the wrong word/sound/ending) • use a linguistic register of very general terms (eg sentence and word).
Level 1 1–3	**Students will:** • **paraphrase or describe content of texts** • **misunderstand text or context.**	Students are likely to: • mention age of the child as an explanation for their language use • mention spoken language development without examples.
0	**Nothing relevant written.**	Nothing relevant written.

0 2 ‘The biggest influences on children’s writing development are the texts that they see around them.’

How far do you agree with this view?

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

[25 marks]

AO1: Demonstrate understanding of methods, terminology, concepts and issues in International English Language.

AO1 in the context of this question focuses on relevant concepts and issues.

Level/ Marks	Performance characteristics	Indicative content These are examples of ways students’ work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 9–10	**Students will:** • **demonstrate an overview of issues** • **explore different views, approaches and interpretations.**	Students are likely to: • evaluate and/or challenge different ways of explaining children’s written language development eg the idea that children’s creativity depends entirely on external examples of texts that they have read; the idea that texts, rather than instruction and teaching, might be a bigger influence; the idea that many texts around them do **not** feature in children’s writing (eg social media messages, advertising, other ‘ambient’ texts) • synthesise research and ideas, and conceptualise a view of the processes of children’s written language development.
Level 4 7–8	**Students will:** • **identify different views, approaches and interpretations.**	Students are likely to: • identify **more than one** view of the nature of writing development, (eg children’s writing develops through exposure to different texts; children’s writing progresses through different stages; children’s writing is rigidly structured in classrooms; children’s writing demonstrates creativity and self-expression) • comment on different aspects of children’s writing development, (eg writing in different genres, for different purposes and audiences, development of different skills).
Level 3 5–6	**Students will:** • **show knowledge of relevant concepts and issues.**	Students are likely to: • identify **at least one** view of the nature of children’s writing development, (eg growing awareness and use of different texts and text types) • comment on the idea that children’s writing progresses in stages • show knowledge of relevant research.

Level 2 3–4	**Students will:** • **show familiarity with the area of study.**	Students are likely to: • show awareness of research by name-dropping or undeveloped/confused references • attempt reference to research with limited accuracy or relevance.
Level 1 1–2	**Students will:** • **discuss issues anecdotally without specialist knowledge.**	Students are likely to: • offer no reference to research • discuss children's written language development generally or with no language focus.
0	**Nothing relevant written.**	Nothing relevant written.

AO2: Analyse how meanings are created in a range of texts and data.		
Level/ Marks	**Performance characteristics**	**Indicative content** These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 13–15	**Students will:** • **explore use of language and representations according to context.**	Students are likely to: • explore children's developing range of texts and text types when writing at different ages • explore ways that children's writing might demonstrate understanding and control of different types of text (eg discourse & narrative structure, aspects of voice) • evaluate the usefulness of different models to an understanding of children's writing development • integrate a range of well-selected examples to discuss a range of different writing.
Level 4 10–12	**Students will:** • **analyse how language choices create meanings and representations** • **analyse how aspects of context work together to affect language use.**	Students are likely to: • analyse some of the ways in which children's writing demonstrates the influence of different texts around them • analyse the significant characteristics of different text types (eg genre features, expressive language, transactional language, structure) • offer relevant and specific examples to discuss the nature of children's written language development.
Level 3 7–9	**Students will:** • **interpret significance of specific choices of language according to context** • **link specific language choices with an aspect of context.**	Students are likely to: • discuss and interpret simple ways that children understand and write different texts • interpret examples of language from Data Set 3 (eg use of: headline, report form, time references, picture and columns) • describe some examples of differences in children's written language.

Level 2 4–6	**Students will:** • **identify distinctive features of language and significant aspects of context.**	Students are likely to: • use a linguistic register of very general terms (eg sentence and word) • label/describe examples from data (eg describe features of writing in general terms)
Level 1 1–3	**Students will:** • **paraphrase or describe content of texts** • **misunderstand text or context.**	Students are likely to: • mention age of the children as an explanation for their language use • mention children's written language development generally or with no language focus.
0	**Nothing relevant written.**	Nothing relevant written.

0 3 A Nigerian English speaker who was taking classes to reduce his accent said, "I need to improve, upgrade, by learning the British accent."

To what extent do you agree with the idea that speaking with a British accent is important when learning English?

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

[25 marks]

AO1: Demonstrate understanding of methods, terminology, concepts and issues in International English Language.

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/ Marks	Performance characteristics	Indicative content These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 13–15	**Students will:** • **demonstrate an overview of issues** • **explore different views, approaches and interpretations.**	Students are likely to: • evaluate and/or challenge ideas around accent hierarchies, English-speakers around the world using UK norms, assumptions that there is one 'British accent', challenging deficit models of language • offer perceptive, relevant and specific examples of language use • refer to scholarship accurately and specifically • use terminology accurately, with understanding.
Level 4 10–12	**Students will:** • **identify different views, approaches and interpretations.**	Students are likely to: • explain how and why certain accents are promoted and some of the possible reasons for this (eg financial imperatives, mutual intelligibility, historical power structures, colonisation, English as having overt prestige) • explain some of the possible challenges to 'British accents' being seen as better • offer relevant and specific examples of language use • refer to scholarship accurately • use terminology mostly accurately, showing understanding.
Level 3 7–9	**Students will:** • **show knowledge of relevant concepts and issues.**	Students are likely to: • offer a clear understanding that accent and dialect are not the same and that some accents are more 'acceptable' than non-standard varieties • offer a straightforward discussion of the idea of 'good' English use around the world (eg accepting a prescriptive position of there being a 'better' way to use language) • give relevant examples of language use • refer to scholarship in general ways • use terminology with partial accuracy and understanding.

Level 2 4–6	**Students will:** • **show familiarity with the area of study.**	Students are likely to: • discuss, with limited examples and/or range, a kind/variety of English used around the world • attempt some references to scholarship but with limited accuracy or relevance • attempt to use terminology, but with limited accuracy and understanding.
Level 1 1–3	**Students will:** • **discuss issues anecdotally without specialist knowledge.**	Students are likely to: • mention a way English is used around the world with **more than one** example (3) • mention a way English is used around the world with **one** example (2) • mention International English generally with no reference to examples (1).
0	**Nothing relevant written.**	Nothing relevant written.

AO3: Demonstrate ability to use English in different ways.		
Level/ Marks	**Performance characteristics**	**Indicative content** These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 9–10	**Students will:** • **use form expertly** • **use and sustain register, effective for context** • **show outstanding technical control.**	Students are likely to: • guide the reader through a line of argument by using clear signposting • make effective connections between points and paragraphs • write with clarity and accuracy throughout.
Level 4 7–8	**Students will:** • **use form convincingly** • **use register, effective for context** • **show skilful technical control.**	Students are likely to: • demonstrate a line of argument • cover points in a well-organised way • write with clarity and accuracy, showing only an occasional error.
Level 3 5–6	**Students will:** • **use form competently** • **use register, mainly effectively, for context** • **show competent technical control.**	Students are likely to: • communicate with clear topics and paragraphs • group points in a sensible way • write with general clarity and accuracy.
Level 2 3–4	**Students will:** • **use form with some lack of control** • **use register appropriate for context at times** • **show basic technical control.**	Students are likely to: • attempt an academic format, with uneven result • achieve an academic style but inconsistently • show lapses in clarity and accuracy.
Level 1 1–2	**Students will:** • **use form limited to simple elements** • **shape language broadly for context** • **show limited technical control.**	Students are likely to: • make some points but with little or no organisation • attempt a formal style, with limited success • lack clarity and accuracy, impeding communication.
0	**Nothing relevant written.**	Nothing relevant written.

0 4 ‘Attempts to make people use standard forms of English will always fail.’

How far do you agree with this view?

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

[25 marks]

AO1: Demonstrate understanding of methods, terminology, concepts and issues in International English Language.

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/ Marks	Performance characteristics	Indicative content These are examples of ways students’ work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 13–15	**Students will:** • **demonstrate an overview of issues** • **explore different views, approaches and interpretations.**	Students are likely to: • evaluate and/or challenge different ideas about standard English (eg the idea that one variety of English should be seen as ‘better’ than another; that standards can be imposed; that non-standard varieties are not as complex or developed as standard forms), using historical/current examples of efforts to impose standard English • offer perceptive, relevant and specific examples of language use • refer to scholarship accurately and specifically • use terminology accurately, with understanding.
Level 4 10–12	**Students will:** • **identify different views, approaches and interpretations.**	Students are likely to: • explain different arguments about standard English (eg the need for a standard and/or the historical reasons for standard varieties emerging) • explain how standard language ideology has been challenged • offer relevant and specific examples of language use • refer to scholarship accurately • use terminology mostly accurately, showing understanding.
Level 3 7–9	**Students will:** • **show knowledge of relevant concepts and issues.**	Students are likely to: • offer a straightforward, relevant discussion of the growth of English use around the world • offer a straightforward discussion of the development of standard English • give relevant examples of language use • refer to scholarship in general ways • use terminology with partial accuracy and understanding.

Level 2 4–6	**Students will:** • **show familiarity with the area of study.**	Students are likely to: • discuss, with limited examples and/or range, some ways in which English is used around the world • attempt some references to scholarship but with limited accuracy or relevance • attempt to use terminology, but with limited accuracy and understanding.
Level 1 1–3	**Students will:** • **discuss issues anecdotally without specialist knowledge.**	Students are likely to: • mention **more than one** example of International English (3) • mention **one** example of International English (2) • mention International English generally with no reference to examples (1).
0	**Nothing relevant written.**	Nothing relevant written.

AO3: Demonstrate ability to use English in different ways.		
Level/ Marks	**Performance characteristics**	**Indicative content** These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 9–10	**Students will:** • **use form expertly** • **use and sustain register, effective for context** • **show outstanding technical control.**	Students are likely to: • guide the reader through a line of argument by using clear signposting • make effective connections between points and paragraphs • write with clarity and accuracy throughout.
Level 4 7–8	**Students will:** • **use form convincingly** • **use register, effective for context** • **show skilful technical control.**	Students are likely to: • demonstrate a line of argument • cover points in a well-organised way • write with clarity and accuracy, showing only an occasional error.
Level 3 5–6	**Students will:** • **use form competently** • **use register, mainly effectively, for context** • **show competent technical control.**	Students are likely to: • communicate with clear topics and paragraphs • group points in a sensible way • write with general clarity and accuracy.
Level 2 3–4	**Students will:** • **use form with some lack of control** • **use register appropriate for context at times** • **show basic technical control.**	Students are likely to: • attempt an academic format, with uneven result • achieve an academic style but inconsistently • show lapses in clarity and accuracy.
Level 1 1–2	**Students will:** • **use form limited to simple elements** • **shape language broadly for context** • **show limited technical control.**	Students are likely to: • make some points but with little or no organisation • attempt a formal style, with limited success • lack clarity and accuracy, impeding communication.
0	**Nothing relevant written.**	Nothing relevant written.