

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL A-LEVEL ENGLISH LANGUAGE

Mark scheme

EN03

Unit 3 Language variation

Version 1.0 Specimen

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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 characterise work only 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 in 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; eg 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.

The below mark scheme is used to assess both Question 1 and Question 2.

0 1

“Children’s spoken language development is all about understanding what words mean and then putting them in the right order.” 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 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.	
Levels/ Marks	Performance Characteristics	Indicative Content
Level 5 9-10	<p>Students will:</p> <ul style="list-style-type: none"> • apply linguistic methods and terminology, identifying patterns and complexities • apply different levels of language analysis in an integrated way, recognising how they are connected • apply levels of language analysis with rare errors • demonstrate a synthesised, conceptualised and individual overview of issues • evaluate and challenge views, approaches and interpretations of linguistic issues. 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • describe features such as clause types, order and linking, voice and agency, structure of interaction • evaluate and challenge different ways of explaining children’s language development • synthesise ideas and conceptualise a view of the process • integrate a range of well-selected examples to support/challenge the claim in the question.
Level 4 7-8	<p>Students will:</p> <ul style="list-style-type: none"> • apply linguistic methods and terminology with precision and detail • apply two or more levels of language analysis • apply levels of language analysis with occasional errors • identify and comment on different views, approaches and interpretations of linguistic 	<p>Students are likely to</p> <ul style="list-style-type: none"> • describe features such as: overextension, under extension, overgeneralisation, ellipsis • identify and discuss significance of virtuous errors and omissions • identify language development beyond word meanings and syntax (eg turn-taking & interaction, phonological development, importance of context, pragmatics)

MARK SCHEME – INTERNATIONAL A-LEVEL ENGLISH LANGUAGE – UNIT 3 – SPECIMEN

	issues.	<ul style="list-style-type: none"> identify and comment on different theoretical arguments for children's spoken language development.
Level 3 5-6	Students will: <ul style="list-style-type: none"> apply linguistic methods and terminology consistently and appropriately label features that have value for the task label features with more accuracy than inaccuracy show detailed knowledge of linguistic ideas, concepts and research. 	Students are likely to: <ul style="list-style-type: none"> describe features such as word classes, sentence functions and phrases explain some grammatical stages (eg one-word, two-word, telegraphic, post-telegraphic etc.) show knowledge of processes of early word learning describe some 'errors' in children's early speech.
Level 2 3-4	Students will: <ul style="list-style-type: none"> use linguistic methods and terminology inconsistently and sometimes without value for the task generalise about language use with limited/unclear evidence show familiarity with linguistic ideas, concepts and research. 	Students are likely to: <ul style="list-style-type: none"> use a linguistic register of very general terms, eg sentence and word label features of children's spoken communication show awareness of research by name-dropping or undeveloped/confused references.
Level 1 1-2	Students will: <ul style="list-style-type: none"> quote or identify features of language without linguistic description present material with limited organisation discuss issues anecdotally without specialist linguistic knowledge. 	Students are likely to: <ul style="list-style-type: none"> quote examples without any linguistic comment discuss children's behaviour with no language focus.
0	Nothing relevant written	Nothing relevant written

AO2	Analyse how meanings are created in a range of texts and data.	
Levels/ 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: <ul style="list-style-type: none"> • explore use of language and representations according to context 	Students are likely to: <ul style="list-style-type: none"> • explore a range of different contexts in which children use language to create meanings • explore the importance of factors other than word meanings and syntax in the development of children's spoken language (eg morphology (past tense/comparatives/progressive aspect) and conversational interactional and input (co-construction of meanings).
Level 4 10 - 12	Students will: <ul style="list-style-type: none"> • analyse how language choices create meanings and representations • analyse how aspects of context work together to affect language use. 	Students are likely to: <ul style="list-style-type: none"> • examine a range of different functions to which language is put by the children in the data sets (eg asking questions, making statements, interacting with parents and expressing ideas) and/or from own examples • analyse language used beyond the word and clause level (eg patterns of interaction and turntaking, seeking knowledge of world around).
Level 3 7 - 9	Students will: <ul style="list-style-type: none"> • interpret significance of specific choices of language according to context • link specific language choices with an aspect of context. 	Students are likely to: <ul style="list-style-type: none"> • explain and illustrate some examples of word meanings (eg developing understanding of what a "kennel" or a "rabbit" is) and syntax development (eg development of two-word phrases "a mouse"/ "like mouse" through to telegraphic and post-telegraphic utterances "I colouring the kennel"/ "Why they doing that?") • explain and illustrate some semantic or grammatical features (eg confusion of meaning over rabbit/mouse and/or question formation/statements "I running so fast" / "What that?").

MARK SCHEME – INTERNATIONAL A-LEVEL ENGLISH LANGUAGE – UNIT 3 – SPECIMEN

Level 2 4 - 6	Students will: <ul style="list-style-type: none"> • identify distinctive features of language and significant aspects of context 	Students are likely to: <ul style="list-style-type: none"> • mention general characteristics of Data Sets 1 and 2 (eg children are labelling things and putting words together) • label/describe examples from data eg naming (kennel, mouse, rabbit).
Level 1 1 - 3	Students will: <ul style="list-style-type: none"> • paraphrase or describe content of texts • misunderstand text or context. 	Students are likely to: <ul style="list-style-type: none"> • quote examples from the data without labelling/description • mention spoken acquisition without examples.
0	Nothing relevant written	Nothing relevant written

0 2

“A child’s age is the main factor in the quality of writing that he or she produces.” To what extent do you agree with this claim?

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

[25 marks]

AO1	Demonstrate understanding of methods, terminology, concepts and issues in 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.	
Levels/ 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: <ul style="list-style-type: none"> • apply linguistic methods and terminology, identifying patterns and complexities • apply different levels of language analysis in an integrated way, recognising how they are connected • apply levels of language analysis, with rare errors • demonstrate a synthesised, conceptualised and individual overview of issues • evaluate and challenge views, approaches and interpretations of linguistic issues. 	Students are likely to: <ul style="list-style-type: none"> • describe features such as clause types, order and linking, semantic cohesion, structure of writing • synthesise ideas and conceptualise a view of the process of written language development • integrate a range of well-selected examples to support/challenge importance of age and interpretation of ‘quality’ • evaluate a range of different contexts and literary practices, such as exposure to a range of writing models, writing technology and cultural practices around writing.
Level 4 7-8	Students will: <ul style="list-style-type: none"> • apply linguistic methods and terminology with precision and detail • apply two or more levels of language analysis • apply levels of language analysis with occasional errors • identify and comment on different views, approaches and interpretations of 	Students are likely to <ul style="list-style-type: none"> • describe features such as sentence length, use of conjunctions, sentence punctuation and range of vocabulary • discuss factors other than age (eg nature of task, genre of writing, individual differences and context that writing is produced in) • identify and discuss stages using references to research (eg Kroll, Gentry, Perera et al.).

MARK SCHEME – INTERNATIONAL A-LEVEL ENGLISH LANGUAGE – UNIT 3 – SPECIMEN

	linguistic issues.	
Level 3 5-6	<p>Students will:</p> <ul style="list-style-type: none"> • apply linguistic methods and terminology consistently and appropriately • label features that have value for the task • label features with more accuracy than inaccuracy • show detailed knowledge of linguistic ideas, concepts and research. 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • describe features such as word classes, phrases & sentence functions • examine examples of presentation, handwriting, formation of letter symbols, punctuation in data • discuss age-related written language development (eg the differences in sentence construction, vocabulary and/or spellings in the two data sets).
Level 2 3-4	<p>Students will:</p> <ul style="list-style-type: none"> • use linguistic methods and terminology inconsistently and sometimes without value for the task • generalise about language use with limited/unclear evidence • show familiarity with linguistic ideas, concepts and research. 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • use a linguistic register of very general terms (eg sentence and word) • label features of children’s written communication • show awareness of research by name-dropping or undeveloped/confused references.
Level 1 1-2	<p>Students will:</p> <ul style="list-style-type: none"> • quote or identify features of language without linguistic description • present material with limited organisation • discuss issues anecdotally without specialist linguistic knowledge. 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • quote examples without any linguistic comment • discuss children’s behaviour with no language focus.
0	Nothing relevant written	Nothing relevant written

MARK SCHEME – INTERNATIONAL A-LEVEL ENGLISH LANGUAGE – UNIT 3 – SPECIMEN

AO2	Analyse how meanings are created in a range of texts and data.	
Levels/ 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: <ul style="list-style-type: none"> • explore use of language and representations according to context 	Students are likely to: <ul style="list-style-type: none"> • explore issues concerning genres using the data (eg demands of narrative forms in both Data Sets, imaginative and descriptive task in Data Set 4) • explore increasing sophistication of descriptions used in Data Sets • explore examples of 'quality of writing' in a critical and evaluative way.
Level 4 10 - 12	Students will: <ul style="list-style-type: none"> • analyse how language choices create meanings and representations • analyse how aspects of context work together to affect language use. 	Students are likely to: <ul style="list-style-type: none"> • examine the features of language related to particular genres (eg basic recount in Data Set 3 compared to imaginative reinterpretation in Data Set 4) • examine first person narrative structure in Data Set 3 (eg "I went to my old freinds house" • examine first and third person narrative structure in Data Set 4 (eg "...as I sit in the grey, concrete room..." / "Thirty criminals sit in silence finding their own amusement").
Level 3 7 - 9	Students will: <ul style="list-style-type: none"> • interpret significance of specific choices of language according to context • link specific language choices with an aspect of context. 	Students are likely to: <ul style="list-style-type: none"> • discuss key developments in construction of meanings between Data Set 3 and Data Set 4 (eg literal to figurative, amount of description, structure) • discuss relative sophistication of writing using examples from data (eg differences in descriptions and structure).
Level 2 4 - 6	Students will: <ul style="list-style-type: none"> • identify distinctive features of language and significant aspects of context 	Students are likely to: <ul style="list-style-type: none"> • describe broad links between language used in Data Sets and audience/purpose/genre (eg different types of writing) • describe features of mechanical accuracy linked to writing (eg spelling errors, letter formation).

MARK SCHEME – INTERNATIONAL A-LEVEL ENGLISH LANGUAGE – UNIT 3 – SPECIMEN

<p>Level 1 1 - 3</p>	<p>Students will:</p> <ul style="list-style-type: none"> • paraphrase or describe content of texts • misunderstand text or context. 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • give unlabelled examples of language from data • mention written acquisition without examples.
<p>0</p>	<p>Nothing relevant written</p>	<p>Nothing relevant written</p>

0 3

“The main reason for the use of English around the world is the movement of people.” 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 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.	
Levels/ Marks	Performance Characteristics	Indicative Content These are examples of ways students’ work might exemplify the performance characteristics in the question concerned. They indicate possible content and how it can be treated at different levels.
Level 5 13-15	Students will: <ul style="list-style-type: none"> • demonstrate an overview of issues • explore different views, approaches and interpretations. 	Students are likely to: <ul style="list-style-type: none"> • explore conflicting ideas about the growth of English around the world and views about it, offering an individual overview of the issues. • offer perceptive, relevant and specific examples of language use • refer to scholarship accurately and specifically • use terminology accurately and with understanding.
Level 4 10-12	Students will: <ul style="list-style-type: none"> • identify different views, approaches and interpretations 	Students are likely to: <ul style="list-style-type: none"> • explain different types of movement of English (eg 1st and 2nd diasporas) and show awareness of alternative reasons for growth of English (eg media, technology, education, functional uses as a Lingua Franca) • offer relevant and specific examples of language use • refer to scholarship accurately • use terminology mostly accurately, showing understanding.

MARK SCHEME – INTERNATIONAL A-LEVEL ENGLISH LANGUAGE – UNIT 3 – SPECIMEN

Level 3 7-9	Students will: <ul style="list-style-type: none"> • show knowledge of relevant concepts and issues 	Students are likely to: <ul style="list-style-type: none"> • offer a straightforward, relevant account of how English has moved from England to other countries (eg from England to other countries in the British Isles, USA, Africa, India etc.) and reasons for such movement (eg trade, exploration, colonisation, migration) • give relevant examples of English use around the world at a general level • refer to scholarship in general ways • use terminology with partial accuracy and understanding.
Level 2 4-6	Students will: <ul style="list-style-type: none"> • show familiarity with the area of study 	Students are likely to: <ul style="list-style-type: none"> • discuss International English very generally, with limited examples • 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: <ul style="list-style-type: none"> • discuss issues anecdotally without specialist knowledge 	Students are likely to: <ul style="list-style-type: none"> • exemplify International English with little or no discussion • discuss International English generally with no reference to language • offer no references to scholarship or use of terminology.
0	Nothing relevant written	Nothing relevant written

MARK SCHEME – INTERNATIONAL A-LEVEL ENGLISH LANGUAGE – UNIT 3 – SPECIMEN

AO3	Demonstrate ability to use English in different ways.	
Levels/ Marks	Performance characteristics	Indicative content These are examples of ways students' work might exemplify the performance characteristics in the question concerned. They indicate possible content and how it can be treated at different levels.
Level 5 9-10	Students will: <ul style="list-style-type: none"> • use form expertly • use and sustain register, effective for context • show outstanding technical control. 	Students are likely to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • use form convincingly • use register, effective for context • show skilful technical control. 	Students are likely to: <ul style="list-style-type: none"> • demonstrate a line of argument • cover points in a well-organised way • write with clarity and accuracy, showing only an occasional error or lapse.
Level 3 5-6	Students will: <ul style="list-style-type: none"> • use form competently • use register, mainly effectively, for context • show competent technical control. 	Students are likely to: <ul style="list-style-type: none"> • communicate with clear topics and paragraphs • group points in a sensible way • write with general clarity and accuracy.
Level 2 3-4	Students will: <ul style="list-style-type: none"> • use form with some lack of control • use register appropriate for context at times • show basic technical control. 	Students are likely to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • use form limited to simple elements • shape language broadly for context • show limited technical control. 	Students are likely to: <ul style="list-style-type: none"> • 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

How far do you agree that all varieties of International English should be equally valued?

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

[25 marks]

AO1	Demonstrate understanding of methods, terminology, concepts, and issues in 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.	
Levels/ Marks	Performance characteristics	Indicative content These are examples of ways students' work might exemplify the performance characteristics in the question concerned. They indicate possible content and how it can be treated at different levels.
Level 5 13-15	Students will: <ul style="list-style-type: none"> • demonstrate an overview of issues • explore different views, approaches and interpretations. 	Students are likely to: <ul style="list-style-type: none"> • explore conflicting ideas about the value of different varieties of International English, showing understanding of a range of opinions (eg ELF and its functions, deficit models used to describe non-standard varieties, descriptivist views of language) • offer perceptive, relevant and specific examples of language use • refer to scholarship accurately and specifically • use terminology accurately and with understanding.
Level 4 10-12	Students will: <ul style="list-style-type: none"> • identify different views, approaches and interpretations 	Students are likely to: <ul style="list-style-type: none"> • explain different views about varieties of International Englishes, offering a clear and linguistically informed opinion on the issue (eg showing understanding of issues such as intelligibility and comprehension and/or descriptions of varieties as exhibiting non-standard features) • offer relevant and specific examples of language use • refer to scholarship accurately • use terminology mostly accurately and showing understanding.

MARK SCHEME – INTERNATIONAL A-LEVEL ENGLISH LANGUAGE – UNIT 3 – SPECIMEN

Level 3 7-9	Students will: <ul style="list-style-type: none"> • show knowledge of relevant concepts and issues 	Students are likely to: <ul style="list-style-type: none"> • offer a straightforward, relevant discussion of two or more varieties of International English, with clear and linguistically-informed examples, offering some judgement about their value. • give relevant examples of language use at a general level • refer to scholarship in general ways • use terminology with partial accuracy and understanding.
Level 2 4-6	Students will: <ul style="list-style-type: none"> • show familiarity with the area of study 	Students are likely to: <ul style="list-style-type: none"> • discuss varieties of International English use very generally, with limited examples • 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: <ul style="list-style-type: none"> • discuss issues anecdotally without specialist knowledge 	Students are likely to: <ul style="list-style-type: none"> • exemplify International English use with little or no discussion • discuss the Internet generally with no reference to language • offer no references to scholarship or use of terminology.
0	Nothing relevant written	Nothing relevant written

MARK SCHEME – INTERNATIONAL A-LEVEL ENGLISH LANGUAGE – UNIT 3 – SPECIMEN

AO3	Demonstrate ability to use English in different ways.	
Levels/ Marks	Performance characteristics	Indicative content These are examples of ways students' work might exemplify the performance characteristics in the question concerned. They indicate possible content and how it can be treated at different levels.
Level 5 9-10	Students will: <ul style="list-style-type: none"> • use form expertly • use and sustain register, effective for context • show outstanding technical control. 	Students are likely to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • use form convincingly • use register, effective for context • show skilful technical control. 	Students are likely to: <ul style="list-style-type: none"> • demonstrate a line of argument • cover points in a well-organised way • write with clarity and accuracy, showing only an occasional error or lapse.
Level 3 5-6	Students will: <ul style="list-style-type: none"> • use form competently • use register, mainly effectively, for context • show competent technical control. 	Students are likely to: <ul style="list-style-type: none"> • communicate with clear topics and paragraphs • group points in a sensible way • write with general clarity and accuracy.
Level 2 3-4	Students will: <ul style="list-style-type: none"> • use form with some lack of control • use register appropriate for context at times • show basic technical control. 	Students are likely to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • use form limited to simple elements • shape language broadly for context • show limited technical control. 	Students are likely to: <ul style="list-style-type: none"> • 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

GET HELP AND SUPPORT

Visit our website for information, guidance, support and resources at oxfordaqaexams.org.uk

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