GCE

English Language

H070/01: Exploring language

Advanced Subsidiary GCE

Mark Scheme for June 2019

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

Annotations

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no
✚	Positive Recognition
1	Assessment Objective 1
2	Assessment Objective 2
3	Assessment Objective 3
4	Assessment Objective 4
5	Assessment Objective 5
?	Attempted or insecure
AN	Analysis
DET	Detailed
V	Vague
⌇	Irrelevant

Indicative Content – *Please note:* indicative content *indicates* possible points candidates might make, but this is not an exhaustive account. **Any valid response should be rewarded.**

Question	Guidance	Marks	Text features
1	**Text A is an extract from an article in the *Guardian online,* published in May 2018 under the 'Education' tab. It concerns student performance in examinations.** **Giving careful consideration to the context of the text, identify and analyse features taken from different language levels.** *Possibilities are provided below for guidance but any valid response should be rewarded.* **AO3** This text is particularly relatable to students and there has been a lot of recent press coverage on the build-up of stress and mental health problems that students are facing given the intensity of the newly-reformed GCSE examinations which would be useful context to consider. Given that the text is published by *The Guardian*, students might be aware of the left leaning bias of the broadsheet newspaper which will take a more sympathetic and supportive view of students being assessed compared to other newspapers. Interestingly, however, rather than challenging the established system and restructuring the academic year, the journalist concludes with a status quo argument of standardised examining over the summer being more beneficial to students than personalised sittings.	24	The list below is not exhaustive. In this specification the idea of language levels – from morpheme, to word (lexis), to phrase, to sentence, to the discourse structure of the whole text is employed. However, it is not always easy to analyse language within one level and credit must be given to any response that crosses between levels. In each of the bullet points below, AO1 is covered at the start of the point and AO3 at the end. • Mixed register in title including declarative with use of Germanic, monosyllabic lexis ('don't do so well') contrasting with interrogative comprising French/Latinate polysyllabic lexis ('overhaul the academic year') illustrating an ideological pattern of the current problem reflected in unimaginative lexis with the possible solution as radical • Verb choices of 'Discuss' in standfirst simulating the question form that is commonly used in examinations that students will face and that readers can relate to from their past academic assessment experience • Material verb processes ('jammed shut', 'buffers') are used to represent active barriers to achievement which connote physical obstacles to success • Range of sentence types: minor ('And universities') combined with complex sentences ('As anyone who ever campaigned against the long school summer holiday will tell you'), typical of broadsheet, journalistic register. Occasional non-standard sentences with fronted conjunctions ('But it comes with a serious

NB. The original wording from the source text has been included and therefore '[sic]' has been used to indicate non-intentional errors.		benefit') which are more indicative of a less formal register and therefore, overall, a mixed mode • Consecutive interrogatives (quaestitio) in order to represent the challenges (to the establishment that would be expected of *The Guardian's* political position/agenda • Pre-modification highlighting bias ('distracting sports tournaments', 'deceptively simple') and for humour ('soggy May bank holidays') as a cultural, British reference about bad weather • Syndetic listing ('And universities. And the law courts') to justify concluding argument with list items separated by full stops instead of commas (initial position conjunction) in order to emphasise obstacles to change/rationale for current system • Adjacency pair discourse structure mirroring spoken conversation: ('Overly rigid? Perhaps.') suggesting journalist has already considered their audience's thoughts on the issue • Formal discourse marker 'hence', coupled with hyperbolic verb choices such as 'obliterated' is used to provide a persuasive conclusion to article

There are a total of 24 marks available for **Question 1**.

Decide on a mark for AO1 out of 12, and then a separate mark for AO3 out of 12. Add the two marks together to reach a total out of 24 marks. It is possible that candidates may achieve different levels for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO1	Mark	AO3	Mark
6	• Candidates apply a range of appropriate methods in an assured, systematic way; they explore patterns of language use with support from well-chosen evidence. • The writing is in a secure academic register, including a full range of appropriate terminology.	11–12	• Through an exploration of a range of appropriate language features, candidates perceptively evaluate the possible effects of contextual factors on the way language is produced in this text. • Through an exploration of a range of appropriate language features, candidates perceptively evaluate ways that the text might be received and understood by its audience.	11–12
5	• Candidates apply a range of linguistic levels; they can clearly identify patterns of language use and can closely analyse well-chosen evidence. • The writing is in a secure, formal register, including a wide range of appropriate terminology.	9–10	• Through analysing a range of appropriate language features, candidates explore the possible effects of contextual factors on the way language is produced in this text. • Through analysing a range of appropriate language features, candidates explore ways that the text might be received and understood by its audience.	9–10
4	• Candidates can single out examples of language use related to particular linguistic levels, analysing well-chosen evidence. • Written expression is coherent, including consistently accurate use of a range of appropriate terminology.	7–8	• Focusing on some appropriate language features, candidates can convincingly weigh up some possible effects of contextual factors on the way language is produced in this text. • Focusing on some appropriate language features, candidates can convincingly weigh up the ways the text might be received and understood by its audience.	7–8
3	• Candidates make some clear points about language use that relate to some linguistic levels and are supported with relevant evidence. • Written expression is clear but likely not to be economical; use of terminology is mostly appropriate, although likely to be less densely packed than the level above.	5–6	• Making links to a few key language features, candidates come to clear conclusions about the possible effect of contextual factors on the way language is produced in this text. • Making links to a few key language features, candidates come to clear conclusions about the ways this text might be received by its audience.	5–6

Level	AO1	Mark	AO3	Mark
2	• Candidates attempt to consider language levels, pulling out the occasional piece of evidence. • Written expression has some errors but the meaning is nonetheless apparent and uses terminology which is partially appropriate.	3–4	• With some relation to one or two language features, candidates come to some fairly loose conclusions about the possible effect of contextual factors on the way language is produced in this text. • With some relation to one or two language features, candidates come to some fairly loose conclusions about the possible effect of contextual factors on the way this text might be received by its audience.	3–4
1	• Candidates make some vague link to at least one language level; evidence, if supplied, is likely to be barely relevant or only loosely defined (not actually quoted, for example). • Writing may at times obscure meaning; some terms are used, with occasional appropriateness.	1–2	• Conclusions about the possible effect of contextual factors on the way language is produced will be somewhat indistinct, although there may be a vague sense of the text's purpose. • Conclusions about the possible effect of contextual factors on the way the text is received by the audience will be somewhat indistinct, although there may be a vague sense of the text's purpose.	1–2
0	• No response or no response worthy of any credit.	0	• No response or no response worthy of any credit.	0

Indicative Content – *Please note:* indicative content *indicates* possible points candidates might make, but this is not an exhaustive account. **Any valid response should be rewarded.**

Question	Guidance	Mark	Text features	
2	**Using appropriate linguistic concepts and methods, analyse the ways in which language is used in these two texts. In your answer you should:** • **explore connections and variations between the texts** • **consider how contextual factors contribute to the construction of meaning.** **AO3** Clear comparison of subject concerning the MPs' financial crisis which was brought to light in 2009 (as indicated in Text C) but remains a contentious issue nearly a decade afterwards which students should be able to access due to the connotations of mistrust associated with politicians. Text B, an extract from a Radio 4 current affairs programme, *World at One*, is an interview between a caller and ex-Prime Minister, Gordon Brown. The purpose is	**36**	*Phonetics, phonology and prosodics*	
			Text B	**Text C**
			• Emphatic stress is used by both the caller and Brown to emphasise emotional response to the scandal '**stag**gered', '**ang**ered' • Overlapping speech is used by both interlocutors: by the caller to argue his position and by Brown to defend his political decision to set up a regulatory body to control MPs' expenses • Clippings of certain words by Brown during overlaps due to being cut off by the caller including '*bu(t)*' and '*self-regulat*' with the intention of appearing as an active listener and not wanting to 'speak over' a member of the electorate	• Standard English is used throughout with no attempt at phonetic spellings.
			Lexis and semantics	
			Text B	**Text C**
			• Formal greetings addressed to both interlocutors '*good afternoon*' typical of register associated with Radio 4 (Standard English) • Lexical field of politics (e.g. '*quango*', '*government*', '*House of Commons*') • Possessive determiners used by caller ('*your government*') in order to appoint	• French/Latinate lexis providing a more formal register ('*expose*', '*irate*') and to highlight distance of MPs' lives from the electorate's with extreme examples of expenses' claims such as '*ornamental duck houses*' and '*moat-cleaning*'

primarily to inform as is Text C, an extract from *The Telegraph* reviewing the MPs' expenses scandal over 5 years; however, Text B also has an entertaining function as a radio interview. The mode of Text B is spoken with limited input from the host, Martha Kearney, in terms of discourse structure and Text C is primarily in written mode with occasional colloquial terms. Text C has a wider audience being an online form of the The Telegraph but still aiming towards a centre-right readership; Text B has a more niche, older audience who perhaps have actively sought out the programme to listen to.

AO4

Text B sees the caller purposefully wishing to diverge from the then Prime Minister (Giles, Accommodation Theory) causing friction in the discussion. Interestingly, Gordon Brown tries to 'close the gap' by using leading questions as a form of overt prestige (Labov) and to convey himself as positively as possible given the upcoming general election that year. Brown's use of language

blame towards Brown as the most senior, elected representative of the government (even though he was never elected as prime minister by the electorate) • Use of contractions as expected in spoken discourse (e.g. '*wasn't*') • Adjectival phrases to express indignation by caller (e.g. '*utterly ludicrous*')	• Use of superlatives in order to link to base purpose of selling newspapers (e.g. '*most explosive*', '*biggest banks*') • Modified noun phrases illustrating bias (e.g. '*reckless banks*') • Idioms as a form of modification with more colloquial connotations (e.g. '*jaw-dropping*', '*double-dipping*') • Semantic field of oppression (e.g. '*deepest recession*', '*storm broke over*') • Infantile lexical terms to refer to new MPs ('*boys and girls*')

Grammar and morphology

Text B	**Text C**
• Non-standard grammar used by Brown as he tries to formulate a response to the caller who has accused him and his government of incompetence ('*but hold on I (.) what we've*') • Examples of syntactic breakdown after Brown tries to elicit agreement from caller with no completion of the utterance '*move from self-regulation…*' • Use of declaratives with modal auxiliary verbs by Brown pragmatically functioning as closed interrogatives to encourage agreement from caller in order to be perceived as 'winner of the argument' (e.g. '*you would agree with me*')	• Varied sentence types indicative of journalistic register with lots of embedded clauses (- *complete with jaw-dropping details*…) contrasting with simple sentence illustrating commonly held perceptions ('*Voters were already furious with the Establishment*'.) • Standard syntax given predominantly written mode but inverted ('*says a veteran MP*') in order to change generally formulaic discourse structure • Use of titular declarative including future tense with negative modal verb '*A scandal that will not die*' to indicate length of crisis with no foreseeable conclusion

Pragmatics

Text B	**Text C**
• Lack of address term given in greetings sequence from caller compared to use of vocative '*Robert*' in order to reduce social distance by Brown • Change of perspective from first person possessive determiner '*my point*'	• Use of extreme examples of expense claims by journalist ('*moat-cleaning*') in order to purposely create distance between the reader and '*the Establishment*'

deliberately distances himself from other MPs, projecting responsibility for action onto the caller with his final declarative. In comparison, Text C largely in written mode, uses more retrospective, low frequency descriptive passages and rhetorical devices increasing the distance between reader and politician.		illustrating ownership to using the first person plural pronoun '*we've all just lived*' in order to demonstrative collective (social) power against establishment • Explicit awareness of breaking turn-taking cues by caller due to conviction of argument (e.g. '*I'm sorry for cutting across you*')	• Use of present continuous tense ('*are still affecting*') to convey ongoing concerns coupled with polysemic word '*fortunes*' both referring to their economic and political worth • Direction of blame towards new regulatory body and away from MPs themselves: '*A few years of dealing with IPSA seems to have given them a new perspective*'

Discourse

Text B	**Text C**
• Host initially frames discourse with non-standard declarative using deixis ('*now*') to convey to the audience the live nature of the programme but apart from this plays a passive role • Interruptions with overlapping speech are prevalent throughout due to competitive nature of discourse • Use of adverb '*basically*' by Brown to summarise political, historical context	• Standfirst includes retrospective analysis of crisis with use of time adverbial '*five years on*' • Use of comparative discourse as rhetorical device (juxtaposition) by emphasising the insult to the electorate that in a time of austerity, MPs were caught '*with their hands in the till*' • Discourse represents relentless errors from MPs with build-up of understandable frustration from the electorate through the initial narrative of a lack of financial regulation for banks leading to bail-outs

There are a total of 36 marks available for **Question 2**.
Decide on a mark for AO1 out of 12, and then a separate mark for AO3 out of 12, and a separate mark for AO4 out of 12. Add the three marks together to reach a total out of 36 marks. It is possible that candidates may achieve different levels for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO1	Mark	AO3	Mark	AO4	Mark
6	• Candidates apply a range of appropriate methods in an assured and systematic way, using appropriate terminology and writing in a secure academic register. • They establish and explore patterns of language use and can closely analyse incisively chosen evidence.	11–12	• Candidates make discerning points about the possible effect of contextual factors on particular features of language, both in terms of production and reception. • They perceptively evaluate their points, suggesting alternatives for how context might affect language use.	11–12	• Candidates selectively and methodically apply confident knowledge of appropriate linguistic concepts across both texts. • Candidates compare particular linguistic features in the two texts, making illuminating connections between them which clearly establish their similarities and differences.	11–12
5	• Candidates apply a range of appropriate methods to the texts in a systematic way, using appropriate terminology and coherent written expression. • They show some ability to establish patterns of language use and can analyse well-chosen evidence in some depth.	9–10	• Candidates make strong and helpful points about relevant contextual factors, showing how context might affect language use, both in terms of production and reception. • They show that they can weigh up how contextual factors might affect language use.	9–10	• Candidates methodically apply sound knowledge of appropriate linguistic concepts across both texts. • Candidates compare linguistic features in the two texts, making helpful connections between them which show some of their similarities and differences.	9–10

Level	AO1	Mark	AO3	Mark	AO4	Mark
4	• Candidates apply some appropriate methods in a sound way, using mostly appropriate terminology and coherent if uneconomical writing. • Analysis is characterised by either a fairly limited number of well-developed points, with relevant evidence, or a larger number of valid supported points that lack depth.	7–8	• Candidates make some valid points about context, showing how contextual factors can affect language production and reception. • They come to some sound conclusions about how contextual factors could affect language use.	7–8	• Candidates apply accurate knowledge of linguistic concepts to language features in a way that is mostly appropriate, across both texts. • They make some comparisons of linguistic features in the two texts, making some connections between them which show how they differ or are similar.	7–8
3	• Candidates attempt to apply linguistic methods with some success, and terminology is at times appropriate; written expression contains some errors. • Analysis is uneven and is characterised by either scattered points that are supported with evidence or points which may have validity but are unsupported.	5–6	• Candidates make a few successful attempts at showing how basic contextual factors affect the way language is produced and received. • There may be an elementary sense of how context affects language use; conclusions drawn tend to be assertive and simplistic rather than weighed in the balance and are sometimes unconvincing.	5–6	• Candidates have a loose grasp of linguistic concepts and attempt to apply them to both texts, although sometimes unconvincingly. • They will make more general connections and will attempt to compare particular features but with only partial success.	5–6

Level	AO1		Mark	AO3		Mark	AO4		Mark
2	•	Candidates make a vague attempt to apply linguistic methods to the texts and some terms are used, with occasional appropriateness; writing is likely to contain errors which sometimes obscures meaning.	3–4	•	Candidates can comment on context, although this is unlikely to show proper grasp of production and reception and so is of very limited use.	3–4	•	Where linguistic concepts are in evidence for each text, understanding is shallow and knowledge of them is likely to be muddled.	3–4
	•	One or two simple points are made, with little or tenuous evidence; assertive rather than analytical.		•	Evaluation of points is not happening in this level because there is no real exploration of language, but there may be one or two generalisations made about the effects of context on the language.		•	Some loose connections between the texts are established in one or two places in the answer. These connections are likely to be the simple matching and contrasting of features.	
1	•	Candidates struggle to apply the linguistic methods; terminology, if present, is inappropriate and accuracy of written expression is very limited.	1–2	•	One or at the most two references are made to the context with no link to language production or reception.	1–2	•	Any knowledge of linguistic concepts is likely to be mostly inaccurate with perhaps a very vague sense of understanding both texts present.	1–2
	•	There may be the odd point made but there is no analysis with evidence.		•	Little or no attempt to draw conclusions about the effect of context on uses of language.		•	The notion of comparison is essentially lost in this level. There may be one or two connections here and there to little real effect.	
0	•	No response or no response worthy of any credit.	0	•	No response or no response worthy of any credit.	0	•	No response or no response worthy of any credit.	0

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