



**GCE**

**English Language**

**H470/01: Exploring language**

A Level

**Mark Scheme for June 2024**

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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.

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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Annotation	Meaning
	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 candidate response.
	Positive Recognition
	Assessment Objective 1
	Assessment Objective 2
	Assessment Objective 3
	Assessment Objective 4
	Assessment Objective 5
	Attempted or insecure
	Analysis
	Detailed
	Vague
	Irrelevant
	Link made to another text
	Incorrect

### Subject Specific Marking Instructions

These are the **Assessment Objectives** for the English Language specification as a whole.

<b>AO1</b>	Apply appropriate methods of language analysis, using associated terminology and coherent written expression.
<b>AO2</b>	Demonstrate critical understanding of concepts and issues relevant to language use.
<b>AO3</b>	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.
<b>AO4</b>	Explore connections across texts, informed by linguistic concepts and methods.
<b>AO5</b>	Demonstrate expertise and creativity in the use of English to communicate in different ways.

### WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the units and assessment objectives of the scheme of assessment is shown in the following table:

Component	% of A level					
	AO1	AO2	AO3	AO4	AO5	Total
Exploring language H470/01	11%	6%	11%	6%	6%	40%
Dimensions of linguistic variation H470/02	11%	11%	12%	6%	0%	40%
Independent language research H470/03	5%	5%	5%	0%	5%	20%
	27%	22%	28%	12%	11%	100%

## USING THE MARK SCHEME

Study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question Papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme. Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected. In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of levels for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**PAPER-SPECIFIC INSTRUCTIONS: H470/01 Exploring language**

Candidates answer all the questions on the paper. The paper addresses all of the assessment objectives:

Assessment Objectives AO1 and AO3 are addressed in question 1.

Assessment Objectives AO2 and AO5 are addressed in question 2.

Assessment Objectives AO1, AO3 and AO4 are addressed in question 3.

In each question, the assessment objectives are given equal weighting.

THE INDICATIVE CONTENT FOR EACH TASK provides an indication of what candidates are likely to cover. The notes are neither prescriptive nor exhaustive: candidates should be rewarded for any relevant response which appropriately addresses the Assessment Objectives.

THE LEVEL DESCRIPTORS FOR EACH QUESTION FOLLOW THE INDICATIVE CONTENT.

**SUBJECT-SPECIFIC INSTRUCTIONS: ENGLISH LANGUAGE**

- Each level descriptor covers the relevant assessment objectives.
- Where the assessment objectives appear in separate columns, marks should be allocated for each assessment objective independently of one another. There is no requirement for responses to be allocated marks from within the same level across each assessment objective.
- An answer does not have to meet all the requirements of a level descriptor before being placed in that level. The extent to which it meets all of the requirements of a level descriptor will determine its placement within that level.
- The extent to which the statements within the level have been achieved should be the only criteria used when deciding the mark within a level.
- Indicative content *indicates* possible points candidates might make, but this is not an exhaustive account. Any valid response should be rewarded.

**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	<p><b>Text A</b> is part of an interview with Sir Alan Sugar and Karen Brady on making <i>The Apprentice</i>. It appeared in <i>The Guardian</i> online in January 2023. <i>The Apprentice</i> is a reality TV show where contestants compete for a business cash investment.</p> <p>Giving careful consideration to the context of the text:            (a) identify and analyse uses of lexis in this text            (b) identify and analyse the way sentences are constructed in this text.</p> <p><i>Possibilities are provided below for guidance but any valid response should be rewarded.</i></p> <p>General contextual points (AO3): in terms of context of genre, the text was written for an online newspaper, so available to a large, self-selecting audience.            This interview offers a personal insight into the making of the apprentice with a second viewpoint on the topic. It tells a story from a first-person perspective.</p> <p>The interview is aimed at a wide audience which reflects the viewership (some are attracted to the age range of the participants on <i>The Apprentice</i> whilst others are long-term admirers of the show, which has been running since 2005); Sir Alan Sugar, the host and a self-made billionaire; his aide, Karren Brady, an advocate for gender equality and whose father is a self-made millionaire; and because the show focuses on business ideas as well as being a reality</p>	20	<ul style="list-style-type: none"> <li>• Identify and analyse patterns of lexical and semantic use. Possible features could be:</li> <li>• Mainly an informal register is used to target a wide audience and demonstrate natural speech whilst entertaining the audience: (e.g. ‘telly’), use of contractions (e.g. ‘I’m’, ‘I’ll’), verb phrases (e.g. ‘banging on the table’, ‘beat someone’), and idioms are used throughout to make the interview sound natural (e.g., ‘jazz it up’, ‘up my game’, ‘wipe the floor with’), some colloquialisms (e.g. ‘the monkeys at the TV company’), some use of French/Latinate vocabulary to meet the demands of an educated audience (e.g. ‘acumen’, ‘demise’, ‘authentic’)</li> <li>• There is a semantic field of business vocabulary (e.g. ‘apprentice’, ‘company’, ‘meeting’, ‘project manager’) so etymology enthusiasts will identify the words as being of French/Latinate origin as well as ‘board meeting/room’ being old English</li> <li>• Use of first person (‘I’) helps the readers to establish a connection with the interviewee, makes their story credible as the readers are being told a story by the person who experienced it. Some may comment on Karren Brady’s use of the third person</li> <li>• The interview is lively and engaging, revealing both positive and negative emotive language (‘patient’, ‘ridiculous’) in Lord Sugar’s interview. Language of opinion is hedged with modifiers (‘Maybe I need to’, ‘a bit’, ‘seem to like’)</li> </ul>

Question	Guidance	Marks	Text features
	<p>competition show. The style of the interview is both amusing ('I suppose I've got to take a bit of credit myself', for example) and informal ('good telly', for example) so may serve as entertainment for a wider audience who want some light-hearted reading. Therefore, the article may attract a target audience outside of the generally middle-class audience associated with <i>The Guardian</i>. The profiles of the interviewees, Lord Sugar and Karren Brady, fit with the newspaper's target audience. The interview assumes a knowledge of <i>The Apprentice</i> (now in its seventeenth year) which would not need any explanation regardless of social class. There is some use of business vocabulary, both formal and informal, but the language used reveals an element of competitiveness, which is similar to the TV show. The interview explains how the show has been made and the interviewees' involvement. Lord Sugar describes the show, his involvement, giving opinions about the future of the show. Karren Brady describes how she became involved with the show, relating an anecdote from her predecessor, and explains the basics of the show whilst voicing her opinion. The captions under the photographs reveal the roles played by each speaker. Sir Alan Sugar uses positive adjectives as self-promotion whilst Karren Brady shares advice she has been given.</p> <p>N.B. Karren Brady is also known as Dame Brady.</p>		<ul style="list-style-type: none"> <li>• Use of proper noun 'Christ' to express humour and surprise/shock at the previous comment. Some may comment that it is an expletive to reinforce the point being made or blasphemous</li> <li>• Identify and analyse the way sentences are constructed.</li> </ul> <p>Possible aspects could be:</p> <ul style="list-style-type: none"> <li>• Sentence types: variety of sentence types used to maintain interest (e.g., opens with a simple sentence), which explains his involvement with <i>The Apprentice</i>, but concludes with a complex sentence in the form of a hypothetical situation which creates an imaginary situation on the theme of competitiveness between the two interviewees.</li> <li>• Verb mood/function: a variety used – declarative ('Winning the Apprentice is life-changing'), indicative mood for facts and beliefs ('Alan tells the candidates what to do'), the imperative to make positive requests ('Wear comfortable shoes'), the present tense subjunctive for hypothetical situations ('If I were a candidate against Lord sugar, I'd beat him hands down')</li> <li>• Each paragraph begins with a simple sentence. The first sentence is an example, which acts as a hook ('I was contacted by the BBC to consider doing <i>The Apprentice</i>') Further on, 'One of the things I've got used to is needing patience.' highlights a switch of focus as well as 'I'd known Alan for a long time.'</li> </ul>

Question	Guidance	Marks	Text features
			<p>informs us there will be a change of voice. In contrast, some sentences are complex, such as one in the middle of the third paragraph, which contains embedded clauses ('Maybe I need to polish up my boardroom, paint it up a bit, but what changes every year is the candidates, who are what people want to see.').</p> <ul style="list-style-type: none"><li>• Simple sentences convey simple facts about making the show ('hanging around during board meetings.', 'filming in a market in high heel shoes')</li><li>• A lot of use is made of contrast using 'but', a conjunction which reinforces the informality and spoken language in an interview.</li></ul>

There is a total of 20 marks available for **Question 1**.

10 marks can be awarded for part **(a)** and 10 marks for part **(b)**. There is one mark per level for each AO. This table should be used twice – firstly to mark part **(a)** and allocate a mark out of 10, and then again to mark part **(b)** and allocate a mark out of 10. Parts **(a)** and **(b)** focus on different language levels, and therefore each part could achieve different language levels. Each part should be marked completely separately – there is no need to look for consistency in allocating marks if the responses demonstrate different levels of competency.

Level	AO1 and AO3	Mark
5	<ul style="list-style-type: none"> <li>Candidates clearly identify patterns of language use in precise relation to the linguistic level specified in the task and can closely analyse incisively chosen evidence, with application of appropriate terminology; the writing is in a secure academic register. (AO1)</li> <li>With a precise hold on the language feature specified in the task, candidates perceptively evaluate the possible effect of contextual factors on the way language is produced in this text and is received and understood by its audience. (AO3)</li> </ul>	9–10
4	<ul style="list-style-type: none"> <li>Candidates can single out and analyse relevant examples of language use related to the linguistic level specified in the task, with application of appropriate terminology and coherent written expression. (AO1)</li> <li>Focusing on the language feature specified in the task, candidates can convincingly weigh up some possible effects of contextual factors on the way language is produced in this text and the way it is received and understood by its audience. (AO3)</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>Candidates make some clear points about language use which relate to the specified language level and are supported with relevant evidence; use of terminology is mostly appropriate, although likely to be less densely packed than the level above and written expression is clear but likely not to be economical. (AO1)</li> <li>Having a reasonable sense of the language feature specified, candidates come to some clear conclusions about the possible effect of contextual factors on the way language is produced in this text and is received by its audience. (AO3)</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>Candidates attempt to make their writing relevant to the feature and language level specified in the task, pulling out the occasional piece of evidence and using terminology which is partially appropriate; written expression has some errors but the meaning is nonetheless apparent. (AO1)</li> <li>Having some sense of the language feature specified, candidates come to some fairly loose conclusions about the possible effect of contextual factors on the way language is produced in this text and is received by its audience. (AO3)</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>Candidates make some link to the specified feature and language level and some terms are used appropriately; evidence, if any, is likely to be barely relevant or only loosely defined (not actually quoted, for example) and writing may at times obscure meaning. (AO1)</li> <li>Conclusions about the possible effect of contextual factors on the way language is produced and is received by the audience will be somewhat indistinct. There may be a vague sense of the text's purpose. (AO3)</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	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	Marks	Text features
2	<p>‘Americanisms are taking over the English language.’</p> <p>Write a speech for an English class arguing for or against the statement. Aim for 500 words.</p> <p><b>AO5</b></p> <p>Possibilities are provided below for guidance, but any valid response should be rewarded. Candidates can begin their response with a strong opening taking a certain position on the topic e.g., whether they agree or disagree with the statement. This opening needs to be engaging. There could be ‘objection handling’ of the opposing argument to ensure that candidates engage critically with the statement. It is expected that students will incorporate a variety of spoken rhetorical strategies. In addition, it would be appropriate to include evidence in the form of facts/statistics and/or case studies to support points/arguments. Given the target audience is class peers of a similar age, it is expected that language and tone would be tailored to this specific age group. The content of the topical language issue should also be age-appropriate so candidates should anticipate contradictions that their peers would make in this particular context. The closing should be strong and thought-provoking.</p>	24	<p><b>AO2</b></p> <p>The task can be approached from either perspective. Whilst candidates can provide arguments in favour of the statement, to agree uncritically with it will limit marks for this AO, due to not engaging critically (as per the question) with the concept of sociolinguistics and speech communities.</p> <p>In order to sufficiently demonstrate knowledge and understanding for this topical language issue, candidates should show an understanding of some aspects of different spoken and written varieties of English, bringing to bear Americanisms permeating the English language due to social, cultural, geographical, technological and moral influences. Students can also mention how Americanisms will appeal to certain demographics and how these have an influence on the written work and spoken varieties of these people.</p> <p>Below are some areas that <b>could</b> be covered:</p> <ul style="list-style-type: none"> <li>• Historically - some Americanisms were used in Old English, but the words evolved in the 1850s-1900s (candy, the fall, fortnight) so they were exported then re-imported</li> <li>• By 2120 Americanisms will have completely absorbed the English language according to Matthew Engel</li> <li>• Cultural influence – exposure to, radio, films, books (many books use American English spellings) and music lexically, grammatically and phonetically</li> </ul>

Question	Guidance	Marks	Text features
			<ul style="list-style-type: none"> <li>• Americanisms filling a gap (tobacco, moose, maize)</li> <li>• Social influence – travel, useful, fun, fashionable.</li> <li>• Geographically – language groups, business travel</li> <li>• Taking over due to: <ul style="list-style-type: none"> <li>- neologisms</li> <li>- spellings</li> <li>- ‘totesing’ (the systematic abbreviation of words (‘totes’ instead of totally) a term coined by Lauren Spradlin and Taylor Jones) although a counterargument for this would be this is how English has always evolved (e.g. ‘fab’, ‘delish’)</li> <li>- Metaphors (e.g. ‘couch potato’)</li> <li>- vocabulary and verbing (turning nouns into verbs – dialoguing from dialogue) although Steven Pinker claims that up to one-fifth of English verbs originate from nouns (snow, rain)</li> </ul> </li> </ul> <p>or through other relevant examples.</p> <ul style="list-style-type: none"> <li>• Lexical borrowing allows language to evolve and fills in gaps in vocabulary</li> <li>• Written and oral discourse impacted</li> <li>• Paul Baker (2017) cites the erosion of gradable adverbs (booster like ‘frightfully and ‘awfully’ as well as downtoners ‘quite’ and ‘rather’) in British English which is following American English economical/direct use of language.</li> </ul>

There is a total of 24 marks available for **Question 2**.

Decide on a mark for AO2 out of 12, and then a separate mark for AO5 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	AO2	Mark	AO5	Mark
<b>6</b>	<ul style="list-style-type: none"> <li>In their piece of writing, candidates show an assured knowledge and understanding of the specified concept and issue and its relevance to language use.</li> <li>Candidates engage critically with the specified concept and issue.</li> </ul>	<b>11–12</b>	<ul style="list-style-type: none"> <li>An expertly-constructed text showing, perhaps surprising, originality in making the piece appropriate to the form specified in the task.</li> <li>The use of appropriately chosen linguistic features shows flair and the writing precisely suits the audience defined in the task.</li> </ul>	<b>11–12</b>
<b>5</b>	<ul style="list-style-type: none"> <li>In their piece of writing, candidates show a good knowledge and understanding of the specified concept and issue and its relevance to language use.</li> <li>In their piece, candidates show that they can take a critical angle on the specified concept and issue.</li> </ul>	<b>9–10</b>	<ul style="list-style-type: none"> <li>A well-constructed text, which is appropriate to the form specified in the task.</li> <li>The use of appropriately chosen linguistic features shows skill and their writing suits the audience defined in the task.</li> </ul>	<b>9–10</b>
<b>4</b>	<ul style="list-style-type: none"> <li>In their piece of writing, candidates show an essentially sound level of knowledge and understanding of the specified concept and issue and its relevance to language use.</li> <li>Candidates show that they have some ability to think and write critically about the concept/issue.</li> </ul>	<b>7–8</b>	<ul style="list-style-type: none"> <li>A deliberately constructed text, which contains most of the main elements of the form specified in the task.</li> <li>There is clear use of appropriate linguistic features and the writing has been modulated to take account of the audience defined in the task.</li> </ul>	<b>7–8</b>
<b>3</b>	<ul style="list-style-type: none"> <li>Their knowledge and understanding of the chosen language concept or issue is mostly accurate, although is likely to lack the depth needed to be convincing.</li> <li>In their piece of writing, candidates have addressed the specified concept/issue, although not critically.</li> </ul>	<b>5–6</b>	<ul style="list-style-type: none"> <li>A text which is attempting to match the task's purpose and which is at least recognisable as an example of the form specified in the task.</li> <li>There are some appropriate language features employed and some attempts have been made to take account of the audience defined in the task.</li> </ul>	<b>5–6</b>

<b>Level</b>	<b>AO2</b>	<b>Mark</b>	<b>AO5</b>	<b>Mark</b>
<b>2</b>	<ul style="list-style-type: none"> <li>• Candidates' knowledge and understanding of the concept/issue is likely to have inaccuracies or be muddled.</li> <li>• The language concept/issue is present in the piece although somewhat indistinct or confused.</li> </ul>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• A text which has some sense of the form specified in the task, but which leaves out key elements.</li> <li>• There are some attempts to use appropriate language features, although probably not employing a register which suits the audience defined in the task.</li> </ul>	<b>3–4</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Candidates do not appear to understand the concept or issue but it is possible to see one or two points relating to it.</li> <li>• The language concept or issue will be just barely detectable in the piece.</li> </ul>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Candidates produce writing which has little sense of the specified task, although there may be one or two superficial features of the form specified in the task.</li> <li>• One or two appropriate language features may be present; the audience is not understood or addressed.</li> </ul>	<b>1–2</b>
<b>0</b>	<ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>	<b>0</b>

**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	
3	<p><b>Using appropriate linguistic concepts and methods, analyse the ways in which language is used in these two texts. In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• explore connections and variations between the texts</li> <li>• consider how contextual factors contribute to the construction of meaning.</li> </ul> <p><b>AO3</b> Both texts share the same subject matter of teens' experience of the Duke of Edinburgh expedition although Text B, an extract of a transcript from the Radio Scotland programme, Scotland Outdoors, explores a residential trip with some young people with additional support needs. Text C, an extract from a feature in Nottingham University's</p>	36	<i>Phonetics, phonology and prosodics</i>	
			<table border="1"> <thead> <tr> <th>Text B</th> <th>Text C</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Phonological features of the Scottish accent when Mark speaks. Features such as the phonemic substitution of /n/ for /ŋ/ at the end of present participles ('puttin' ', 'findin' ') and the slang contraction of don't know (dunno'), although natural to the host and listeners, are a contrast to the interviewees</li> <li>• Interviewees predominantly using RP, particularly Beena. Sebastian uses the informal ('yeah' and 'yer') in the latter part of the conversation, mimicking the host to reduce social distance. Some candidates may mention Howard Giles' communication accommodation theory (CAT) in which people make behavioural changes to attune their communication to their partner (message sender and receiver)</li> <li>• Beena lowers the pitch of her voice to prevent the students from hearing her and to make the audience listen more intently</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Uses a combination of standard and non-standard English with no attempt at phonetic spellings</li> <li>• The article has an unconventional structure for a feature as although the headline is in bold large font, all of the letters are capitalised whereas it is normally only the first letter of the first word that is capitalised in the sequence. In addition, each by-line comes at the end of each account. However, there is a strapline and a photograph prior to the narratives</li> <li>• There is clear cohesion: the headline outlines the subject in the article, the lead prepares us for the contents of each account, and each account focuses on a horror story.</li> <li>• Each account gives a voice to those affected and are related using a mixture of first person and first-person plural ('...as I look back on them', 'When we eventually made it...') with speech marks around each account, and are informative, containing many examples</li> </ul> </td> </tr> </tbody> </table>	Text B
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Question	Guidance	Mark	Text features	
	<p><i>Impact</i> online magazine on horror stories to come out of the Duke of Edinburgh award scheme. They both set out to inform their audiences about the Duke of Edinburgh award, but from different perspectives. Audiences of the two texts will differ. Typically, Scotland Outdoors is listened to by an older audience or those with a keen interest in Scottish nature. <i>Impact</i> online articles are typically read by a younger academic audience, typically those attending Nottingham university.</p> <p>Candidates will no doubt be aware of the context surrounding this subject matter from promotion in schools and colleges or through positive coverage in the press due to the late Queen's husband, Prince Philip, Duke of Edinburgh who started the challenges in 1956.</p> <p>The mode of both texts differs, with Text B primarily written with spoken elements, which is</p>		<ul style="list-style-type: none"> <li>• Beena cooperatively overlaps Mark, raising the tone of her voice on ('but') to show her interest in the conversation. She also raises the tone of her voice to add emphasis to ('The', 'did' and 'outstanding'), which expresses her positive feelings towards the group</li> <li>• Mark raises the tone of his voice on specific words ('it', 'too' and stresses 'CV') to add emphasis whilst Sebastian backchannels, raising his voice ('yeah') to show agreement.</li> </ul>	
<i>Lexis and semantics</i>				
			Text B	Text C
			<ul style="list-style-type: none"> <li>• Generally high frequency lexis used throughout by the interlocutors. Beena uses some lower frequently lexis ('empathetic', 'impressive'), which may reveal her education. Repetition of the adverb 'really' and 'just'.</li> <li>• Sebastian and Beena use positive lexis, mainly in the form of adjectives, ('impressive', 'great', 'nice', 'fun', 'handy' 'outstanding')</li> <li>• Lexical field connected to the expedition – collocations ('explore nature', 'connect to</li> </ul>	<ul style="list-style-type: none"> <li>• The article employs negative emotive language to reinforce the negative experiences ('chilling', 'demolished', 'nasty', 'resentment'), 'HATED' is capitalised to emphasise the emotions connected to DofE</li> <li>• Mixed register is present in the article to provide some humour through hyperbole ('as told in chilling reflections by <i>Impact</i> writers that lived to tell the tale', 'we apologise if this brings back bad memories')</li> <li>• Informal expressions indicate a younger audience may be reading this feature ('crummy', 'hassle', 'rocking up')</li> </ul>

Question	Guidance	Mark	Text features	
	<p>an informal interview, whereas Text C is an informal narrative. Purposes of both texts are to inform primarily, although, arguably, Text C is also to entertain.</p> <p>AO4 Candidates should apply their knowledge of conversation analysis to Text B with a focus on Mark Stephen's role as host of the programme and how he structures the discourse with an assessor, Beena Rawlings, and a young participant Sebastian. Students can bring in relevant power concepts, given that Mark Stephens is well-known radio Scottish presenter. Power concepts can be applied to Mark's conversation with an adult compared to a younger student. Candidates can also apply their knowledge of spoken varieties with both interlocutors using nonstandard forms throughout. Power concepts can also be applied to Text C focusing on</p>		<p>wildlife', 'done the hikes') and idiom ('in the process of finishing my volunteering').</p> <ul style="list-style-type: none"> <li>• Phrasal verbs ensure natural conversation ('reeling off', 'look after')</li> <li>• Use of adverb 'just' to add emphasis to points being made</li> </ul>	<ul style="list-style-type: none"> <li>• French/Latinate polysyllabic terms used ('encountered', 'resentment') and disyllabic terms ('inhale', 'ingest') indicates a more educated audience that would be reading this review, which could link to its profile as a university magazine</li> <li>• Figurative language creates further emotive effect to influence the audience: idioms ('putting it lightly', 'we were in for', 'safe to say'), alliteration ('handful of horror'), personification ('rather friendly-looking sheep, who then turned nasty'), similes ('A horror story like no other'), triplets ('freezing cold, wet and exhausted'), second person ('we apologise if this bring back bad memories.')</li> <li>• Anaphora is used to draw the audience's attention to the point ('We had high energy, which lasted about half an hour, and high expectations, which were demolished')</li> </ul>
			<i>Grammar and syntax</i>	
			<b>Text B</b>	<b>Text C</b>
			<ul style="list-style-type: none"> <li>• The scripted speech uses grammatically complete sentences, generally keeping to one or two clauses. Interviewer uses interrogatives</li> <li>• Mark uses a mixture of explicit interrogatives (how you findin' the</li> </ul>	<ul style="list-style-type: none"> <li>• The grammar is formal, obeying prescriptive rules</li> <li>• Subordinate clauses give additional information: relative clause: ('which were demolished pretty much immediately'), reduced</li> </ul>

Question	Guidance	Mark	Text features
	<p>the representation of young people's opinions (social group power) and their bias in the news source. Equally, concepts surrounding the discourse structure of both texts would be a useful comparison.</p>		<p>residential') and statements with pragmatic implications through rising tone and stress on words (I can run with all that but (.) <b>it</b> is a fact <b>too</b> (.) it looks pretty good on yer <b>CV</b>)</p> <ul style="list-style-type: none"> <li>• Incomplete minor sentence and non-standard sentence in which Sebastian switches from using third person to second person ('and it's just something that (1) yer know (.) you know your team building stuff') as he searches for material.</li> <li>• Sebastian's use of present simple and micropauses reads like an unplanned speech ('<b>it's</b> just a great way (.) to (.) explore nature (.) to (.) connect with wildlife (.) and just (.) kind of (.)')</li> <li>• Syntactic mirroring between Mark and Sebastian illustrates a connection between the interviewer and the interviewee: Sebastian ('you know your team building stuff'), Mark ('yeah (.) you can work as a team'), Sebastian ('=yeah, you know (.) it's quite handy')</li> <li>• Reformulated syntax to locate material ('it's just(.) it's just nice to (.) explore)</li> <li>• Elision of the word 'have' in colloquial contraction ('what've')</li> <li>• Interviewees use adverbs ('really', 'just', 'definitely') to intensify their statements.</li> </ul> <p>relative clause ('wearing rucksacks twice their own body weight,..')</p> <ul style="list-style-type: none"> <li>• Non-standard syntax with fronted conjunctions to begin sentences ('But this seemed only a minor hassle when...') to introduce a new but related point</li> <li>• Use of intensifying adverbs for emphasis of points ('increasingly', 'completely' and adverbs of time repeated ('eventually')</li> <li>• Gerund sentence starters used to denote an action ('Being charged at') while infinitive is used for emphasis of a point ('To say that my Bronze Duke of Edinburgh experience was not the best is putting it lightly)</li> <li>• Hypothora/anthypophora or antipophora used in the standfirst to engage readers with the text ('- and why? For a certificate...')</li> </ul>

Question	Guidance	Mark	Text features	
			<ul style="list-style-type: none"> <li>Omission of words: preposition 'in' ('July), 'the' ('from 'internet') by Sebastian highlights the casual conversation, whereas the verb omission by Mark ('how you findin' the residential') is colloquial</li> <li>Non-standard use of past simple tense by Sebastian ('I completed my bronze and silver awards over the last few years').</li> </ul>	
			<i>Discourse</i>	
			<b>Text B</b>	<b>Text C</b>
			<ul style="list-style-type: none"> <li>The structure takes the form of an informal interview with Mark and Beena, which then moves to an unprepared presentation from a student, Sebastian, about the benefits of DofE, and reverts to an interview. The presentation gives some context to the DofE residential at Mar Lodge Estate</li> <li>Mark's role in the text is the agenda setter and he frames the discourse. Eliciting information is mainly through interrogatives ('=so what've you done <b>so far</b> then)</li> <li>Mark uses informal discourse marker ('so') to continue the discourse in a more fluid structure to avoid stilted Q&amp;A pattern</li> <li>Backchannelling used as a form of cooperative speech ('// yeah') and many instances of latching on, which suggests a</li> </ul>	<ul style="list-style-type: none"> <li>The structure takes the form of an informal feature in which the standfirst sets the scene and three participants give hyperbolic first-person accounts of their horror stories on DofE</li> <li>Narrative discourse of personal accounts which describe incidents chronologically with opinions, biases and knowledge that influences the readers ('The horrors of DofE seem to get increasingly more life-threatening...')</li> <li>Minimal use of discourse markers ('The first problem', 'To conclude') which is indicative of a first person narrative</li> <li>Anaphoric references are used throughout the text as clear signposting features (For every kid that had a fabulous time on their Duke of Edinburgh expeditions, there are masses that HATED every second of it')</li> </ul>

Question	Guidance	Mark	Text features
			<p>close understanding of each other's transition relevance places</p> <ul style="list-style-type: none"> <li>• There is only one cooperative overlap, where Beena finishes Mark's sentence ('<b>but</b> it does, it does (.) it really does (1)) in which Beena's raised tone and repetition which culminates in the addition of an adverb to emphasise her enthusiastic support and agreement with Mark's comment.</li> <li>• Mark sighs before saying something difficult, ('[sighs] I'm puttin' this awkwardly') perhaps as a way of showing his discomfort at raising the point.</li> </ul> <ul style="list-style-type: none"> <li>• Social media hyperlinks are provided ('Twitter', 'Facebook') in different colours due to it being an online article, therefore, signposting receivers to a different webpage for further information as a form of publicity</li> </ul>

There is a total of 36 marks available for **Question 3**.

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
<b>6</b>	<ul style="list-style-type: none"> <li>Candidates apply a range of appropriate methods in an assured and systematic way, using appropriate terminology and writing in a secure academic register.</li> <li>They deftly establish and explore patterns of language use and can closely analyse incisively chosen evidence.</li> </ul>	<b>11–12</b>	<ul style="list-style-type: none"> <li>Candidates make discerning points about the possible effect of contextual factors on particular features of language, both in terms of production and reception.</li> <li>They perceptively evaluate their points, suggesting alternatives for how context might account for variations in language use.</li> </ul>	<b>11–12</b>	<ul style="list-style-type: none"> <li>Candidates selectively and methodically apply confident knowledge of appropriate linguistic concepts across both texts.</li> <li>Candidates compare particular linguistic features in the two texts, making illuminating connections between them which clearly establish some of the varied ways that language is used.</li> </ul>	<b>11–12</b>
<b>5</b>	<ul style="list-style-type: none"> <li>Candidates apply a range of appropriate methods to the texts in a systematic way, using appropriate terminology and coherent written expression.</li> <li>They establish patterns of language use and can analyse well-chosen evidence in some depth.</li> </ul>	<b>9–10</b>	<ul style="list-style-type: none"> <li>Candidates make strong and helpful points about relevant contextual factors, showing how context might affect language use, both in terms of production and reception.</li> <li>They show that they can weigh up how contextual factors might account for variations in language use.</li> </ul>	<b>9–10</b>	<ul style="list-style-type: none"> <li>Candidates methodically apply sound knowledge of appropriate linguistic concepts across both texts.</li> <li>Candidates compare linguistic features in the two texts, making helpful connections between them which show some of the ways that language varies.</li> </ul>	<b>9–10</b>

Level	AO1	Mark	AO3	Mark	AO4	Mark
4	<ul style="list-style-type: none"> <li>Candidates apply some appropriate methods in a sound way, using mostly appropriate terminology and coherent if uneconomical writing.</li> <li>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.</li> </ul>	7–8	<ul style="list-style-type: none"> <li>Candidates make some valid points about context, showing how contextual factors can affect language production and reception.</li> <li>They come to some sound conclusions about how contextual factors could cause variations in language.</li> </ul>	7–8	<ul style="list-style-type: none"> <li>Candidates apply accurate knowledge of linguistic concepts to language features in a way that is mostly appropriate, across both texts.</li> <li>They make some comparisons of linguistic features in the two texts, making some connections between them which show ways in which language use varies.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>Candidates attempt to apply linguistic methods with some success, and terminology is at times appropriate; written expression contains some errors.</li> <li>Analysis is uneven and is characterised by either scattered points that are supported with evidence or points which may have validity but are unsupported.</li> </ul>	5–6	<ul style="list-style-type: none"> <li>Candidates make a few successful attempts at showing how basic contextual factors affect the way language is produced and received.</li> <li>Conclusions drawn tend to be assertive and simplistic rather than weighed in the balance and are sometimes unconvincing; there may be an elementary sense of how context affects language variation.</li> </ul>	5–6	<ul style="list-style-type: none"> <li>Candidates have a loose grasp of linguistic concepts and attempt to apply them to both texts, although sometimes unconvincingly.</li> <li>They will make more general connections and will attempt to compare particular features but with only partial success.</li> </ul>	5–6

Level	AO1	Mark	AO3	Mark	AO4	Mark
<b>2</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• One or two simple points are made, with little or tenuous evidence; assertive rather than analytical.</li> </ul>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Candidates can comment on context, although this is unlikely to show proper grasp of production and reception and so is of very limited use.</li> <li>• 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.</li> </ul>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Where linguistic concepts are in evidence for each text, understanding is shallow and knowledge of them is likely to be muddled.</li> <li>• Some loose connections between the texts are established in one or two places in the answer. These connections are likely to be simple matching and contrasting of features with very little demonstration of how language varies.</li> </ul>	<b>3–4</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Candidates struggle to apply the linguistic methods; terminology, if present, is inappropriate and accuracy of written expression is very limited.</li> <li>• There may be the odd point made but there is no analysis with evidence.</li> </ul>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• One or at the most two references are made to the context with no link to language production or reception.</li> <li>• Little or no attempt to draw conclusions about the effect of context on different uses of language.</li> </ul>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Any knowledge of linguistic concepts is likely to be mostly inaccurate with perhaps a very vague sense of understanding both texts being present.</li> <li>• The notion of comparison is essentially lost in this level. There may be one or two connections here and there but these do not help with notions of the varieties of language use.</li> </ul>	<b>1–2</b>
<b>0</b>	<ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>	<b>0</b>

**APPENDIX 1**

Assessment Objective weightings are given as percentages.

**Assessment Objectives Grid**

<b>Question</b>	<b>AO1%</b>	<b>AO2%</b>	<b>AO3%</b>	<b>AO4%</b>	<b>AO5%</b>	<b>Total%</b>
<b>1</b>	5	0	5	0	0	<b>10</b>
<b>2</b>	0	6	0	0	6	<b>12</b>
<b>3</b>	6	0	6	6	0	<b>18</b>
<b>Totals</b>	<b>11%</b>	<b>6%</b>	<b>11%</b>	<b>6%</b>	<b>6%</b>	<b>40%</b>

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