



Oxford Cambridge and RSA

GCE

English Language

H070/01: Exploring language

AS Level

Mark Scheme for June 2022

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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 SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris 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 scoris 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 scoris 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.
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 scoris **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 scoris 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: Not applicable in F501
- 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 |

11. Annotations

| 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 |
|  | Positive Recognition |
|  | Assessment Objective 1 |
|  | Assessment Objective 2 |
|  | Assessment Objective 3 |
|  | Assessment Objective 4 |
|  | Assessment Objective 5 |
|  | Attempted or insecure |
|  | Analysis |
|  | Detailed |
|  | Vague |
|  | Irrelevant |

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the texts which candidates have studied
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instruction for Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

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

| | |
|------------|--|
| AO1 | Apply appropriate methods of language analysis, using associated terminology and coherent written expression. |
| AO2 | Demonstrate critical understanding of concepts and issues relevant to language use. |
| AO3 | Analyse and evaluate how contextual factors and language features are associated with the construction of meaning. |
| AO4 | Explore connections across texts, informed by linguistic concepts and methods. |
| AO5 | 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 AS level | | | | | |
|----------------------------|---------------|-----|-----|-----|-----|-------|
| | AO1 | AO2 | AO3 | AO4 | AO5 | Total |
| Exploring language H070/01 | 20% | 0% | 20% | 10% | 0% | 50% |
| Exploring contexts H070/02 | 5% | 25% | 10% | 0% | 10% | 50% |
| | 25% | 25% | 30% | 10% | 10% | 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: H070/01 Exploring language

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

Assessment Objectives AO1 and AO3 are addressed in question 1.

Assessment Objectives AO1, AO3 and AO4 are addressed in question 2.

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>Text A is an extract from an email sent on behalf of a wine distribution company, <i>Naked Wines</i>, to a recipient who has recently joined their membership list.</p> <p>Giving careful consideration to the context of the text, identify and analyse features taken from different language levels.</p> <p><i>Possibilities are provided below for guidance but any valid response should be rewarded.</i></p> <p>AO3 This is an interesting digital text particularly in light of recent GDPR guidelines which students would have had direct interaction with if they had signed up to an organisation by email who would have requested continued contact in light of this legislation. Students can draw upon current contextual information regarding health initiatives being proposed by the Department for Health, the NHS and other government bodies in terms of the effects of alcohol consumption along with movements such as ‘Dry January’ to encourage removing alcohol for a month-long period. Given that it is designed to be a promotional text, candidates can also comment on the influential purpose by the wine company.</p> | 24 | <p>Candidates may focus on one or more of the points below. A response that deals with, for example, one of the points in an in-depth and detailed manner should be rewarded too.</p> <p>The list below is not prescriptive. 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.</p> <ul style="list-style-type: none"> • Use of a vocative ‘Adam’ combined with the greeting as a form of synthetic personalisation (Fairclough) to strike that close bond between company and customer. This is developed with the use of second person pronouns ‘you’ve’ and personifying the company through first person pronouns (‘me’) • Religious lexical field is present with words such as ‘Angel’ and ‘wings’; interestingly, antithesis is present with the oxymoron ‘Naked Angel’ which implies a taboo concept which draws on the chequered historical context of the role of alcohol in different faiths • Semantic field of success is integrated into the text with language that provides a ‘feel good’ quality to the receiver who is under the impression that they have already achieved but |

| | | | |
|--|--|--|--|
| | | | <p>only with the support of the company: 'We finally got you over the finishing line'</p> <ul style="list-style-type: none"> • A mixed register is present. Informal lexis is used to reduce social distance as a form of accommodation (including non-standard intensifiers 'WAY better), with the use of capitalisation emulating prosodic features of spoken conversation alongside phrases such as 'blow your socks off' and 'have a chinwag'. At other times, the register incorporates vocabulary which may appeal to a more middle class audience with adjectives such as 'stonking', 'premium', 'rummage' • Use of collocation 'put my money where my mouth is' which deliberately connects investment from the receiver into consumption of varieties of wine • Use of soft imperatives 'feel free to have a rummage/get stuck in' guide the reader to the company's website after archaic idiom 'without further ado' encouraging actions from receiver • Use of superlatives combined with hyperbolic post-modification which is expected from this text as it is designed to sell the features of membership: 'most delicious wines you'll find on planet earth' • Use of the valediction 'Cheers' to sign off the email which is typically used when raising a glass of wine in the company of others • Informalisation through use of only first name 'Eamon' and occupation 'Wine Guy' which phonetically resembles collocation of 'Wise Guy' and is an attempt to remove the classist connotations associated with 'Connoisseur' |
|--|--|--|--|

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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • No response or no response worthy of any credit. | 0 | <ul style="list-style-type: none"> • 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 | <p>Using appropriate linguistic concepts and methods, analyse the ways in which language is used in these two texts. In your answer you should:</p> <ul style="list-style-type: none"> • explore connections and variations between the texts • consider how contextual factors contribute to the construction of meaning. <p>AO3</p> <p>Relevant contextual area for candidates to discuss: the informalisation of news due to different technological platforms determining register and the status of Standard</p> | 36 | <i>Phonetics, phonology and prosodics</i> | | | |
| | | | Text B | | Text C | |
| | | | <ul style="list-style-type: none"> • Emphatic stress is used by Bradby to highlight key words within the report usually with strong, emotive connotations e.g. 'devastating' • Change of tone to quote people's verbal responses to the incident represented through quoted speech 'oh God oh God' eyewitnesses shouted' • Use of pre-recorded sounds mirroring the Big Ben gong to indicate the start of each news story in the opening news reel | <ul style="list-style-type: none"> • Producer mimics the pre-recorded Big Ben gongs in the article through inclusion of capitalised 'BONG!' at the end of each news statement in the opening paragraph (form of onomatopoeia). This creates humour from a sense of phonetic understanding from the audience who will notice the cultural significance of these pre-recorded sounds • Informal collocations based on assonance ("Huw's News") | | |

| | | | | |
|---|--|--|--|--|
| | <p>English/RP diminishing in different occupations.</p> <p>Text B, an extract from a live <i>ITV News at Ten</i> bulletin delivered by Tom Bradby, focuses on the news story of a bridge collapsing in the Italian city of Genoa. The bulletin was criticised for being too insensitive due to Bradby's informal opening remarks although candidates are not expected to be aware of this. The purpose of the text is to inform; candidates will recognise the opinion of Bradby through the broadcast.</p> <p>Text C, an extract from <i>The Independent Online</i>, explores the personal delivery style of Tom Bradby, recently promoted to news anchor, and is designed to entertain. The mode of Text B is mixed: it is delivered in the spoken mode, but all lines would have been planned beforehand and Bradby would be reading from an autocue. Text C is multimodal, primarily written but with visual and spoken elements to the text. The audience of Text B will be wider than the narrower, reasonably well-educated audience of a broadsheet.</p> | | | |
| <i>Lexis and semantics</i> | | | | |
| Text B | | Text C | | |
| <ul style="list-style-type: none"> • News reel includes informal register at places with use of inclusive pronouns (e.g. how often have all of us driven) and informal collocations (e.g. what on earth happened?) • More formal opening of first news item with greeting 'good evening' to signify expected beginnings of news bulletin • Voiceover's language is very neutral with pre-recorded opening sequence • Use of informal closing at the end of the final, more light-hearted news story aiming for 'personal touch' (yes really) • Some more low frequency terms (e.g. devastating consequences) • Use of material verbs to increase sense of pace/action/drama (e.g. crashed, swooped in, surrounded, forced) | | <ul style="list-style-type: none"> • Mixed register of article to illustrate creativity/individuality of journalist (Sean O'Grady) with more low frequency terms (e.g. bulbous, pathology) alongside informal lexis that is more indicative of spoken mode (e.g. scrummier, shoving it) • Inclusive pronouns lend themselves to producer 'speaking to receiver' as trusted confidante (e.g. as we must now learn to call it) • Former news presenters' names provided as cultural reference points for older audience (Reg Bosanquet) • Spoken discourse markers used (so) as well as initial position conjunction (And) to replicate spoken, continual discourse • Informal clippings (telly) and colloquial lexis (hooter) • Taboo personification (spanking a complacent BBC) | | |

| | | |
|--|---|---|
| <p>A04</p> <p>Students should be wary about applying spoken language theories which would be inappropriate given the pre-scripted, didactic delivery. The key concept to focus on (which is likewise addressed in Text C) is the informality of the bulletin; they might mention Accommodation Theory (convergence) with ITV's rationale for its changes of register to reduce the social distance between the producer and receiver (explored in Text C). Text C's mode, although primarily written, mimics the spoken register and discourse structure that we expect from news bulletins such as the opening sequence.</p> | <i>Grammar and syntax</i> | |
| | Text B | Text C |
| | <ul style="list-style-type: none"> • Use of interrogatives to begin news broadcast to allow for more of a 'dialogue' between news anchor and audience at home (e.g. so what on earth happened?) • Declarative to provide answers to the questions posed highlighting investigative journalism (e.g. we go back to the days it was built to search for clues) • Use of present tense to relay immediacy of news (e.g. England cricketeer Ben Stokes is sensationally cleared) • Ellipted sentences in news reel (e.g. a car outside Parliament this morning having crashed into a security barrier) | <ul style="list-style-type: none"> • Deliberate ellipted sentences to replicate opening news reel (e.g. New handsome presenter for jaded news show pulls in half a million new viewers) • Non-standard syntax with relative pronoun beginning sentence (e.g. Which is more than could be said) to represent more spontaneous structure of speech • Imperatives to structure argument (e.g. But now look.) and to emulate spoken dialogue (e.g. Don't get me wrong.) creating synthetic personalisation • Use of embedded phrases/clauses to offer asides to the audience for humour (not, maybe to his relief, compared to George Clooney any more) |
| | <i>Discourse</i> | |
| Text B | Text C | |
| <ul style="list-style-type: none"> • Discourse is framed by pre-recorded gongs to introduce each news story • Q&A format of news stories • Use of spatial deixis to indicate change of location (e.g. it has been a busy news day back here too) • Change of camera focus also structures discourse with commentary focussed on related film footage before returning to Bradby • Use of coordinating conjunction to indicate end of news reel (And strange encounters of our time) | <ul style="list-style-type: none"> • Online news article form is adhered to with declarative title, standfirst, name of journalist, journalist's Twitter account, time and date of publication and picture relevant to content with caption • Interactive opportunities given online form with imperative (Click to follow The Independent) • Opening paragraph mimics discourse structure of news bulletin • Multiclausal sentences, typical of written discourse, provides individual journalist's voice and opinion (e.g. which has been lacking for some years,) | |

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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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. One or two simple points are made, with little or tenuous evidence; assertive rather than analytical. | 3–4 | <ul style="list-style-type: none"> Candidates can comment on context, although this is unlikely to show proper grasp of production and reception and so is of very limited use. 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. | 3–4 | <ul style="list-style-type: none"> Where linguistic concepts are in evidence for each text, understanding is shallow and knowledge of them is likely to be muddled. 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. | 3–4 |
| 1 | <ul style="list-style-type: none"> Candidates struggle to apply the linguistic methods; terminology, if present, is inappropriate and accuracy of written expression is very limited. There may be the odd point made but there is no analysis with evidence. | 1–2 | <ul style="list-style-type: none"> One or at the most two references are made to the context with no link to language production or reception. Little or no attempt to draw conclusions about the effect of context on uses of language. | 1–2 | <ul style="list-style-type: none"> Any knowledge of linguistic concepts is likely to be mostly inaccurate with perhaps a very vague sense of understanding both texts present. The notion of comparison is essentially lost in this level. There may be one or two connections here and there to little real effect. | 1–2 |
| 0 | <ul style="list-style-type: none"> No response or no response worthy of any credit. | 0 | <ul style="list-style-type: none"> No response or no response worthy of any credit. | 0 | <ul style="list-style-type: none"> No response or no response worthy of any credit. | 0 |

APPENDIX 1

Assessment Objective weightings are given as percentages.

Assessment Objectives Grid

| Question | AO1% | AO2% | AO3% | AO4% | AO5% | Total% |
|-----------------|-------------|-------------|-------------|-------------|-------------|---------------|
| 1 | 10 | 0 | 10 | 0 | 0 | 20 |
| 2 | 10 | 0 | 10 | 10 | 0 | 30 |
| Totals | 20% | 0% | 20% | 10% | 0% | 50% |

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