



Oxford Cambridge and RSA

# A Level English Language

## H470/02 Dimensions of linguistic variation

Sample Resource Booklet      Version 1.1

### Date – Morning/Afternoon

Time allowed: 2 hours 30 minutes



**You must have:**

- The Question Paper
- The OCR 12-page Answer Booklet



#### INSTRUCTIONS

- The materials in this Resource Booklet are for use with the questions in **Sections A, B and C** of the question paper.

#### INFORMATION

- This document consists of **8** pages. Any blank pages are indicated.

The material in this **Resource Booklet** relates to the questions in the Question Paper.

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## Section A – Child language acquisition

### Text A

**Text A** is a transcript between Emily and Ethan from a private data source. Emily is five years and five months old; Ethan is two years old. Emily is involving Ethan in a game about school.

**Emily:** okay (.) hang on (2) you're coming as well (.) now hold my hand (.) hold my hand

**Ethan:** /baɪ/ [why]

**Emily:** in you go

**Ethan:** it's home

**Emily:** is it (.) it's home time (.) d'you have a good day at school

**Ethan:** yeah

**Emily:** come on (.) let's (.) you want a ice cream

**Ethan:** /aɪs/kin/ [ice-cream]

**Emily:** come on (.) come with me (.) your school are doing a sale (.) what book do you want

**Ethan:** (*inaudible*)

**Emily:** you want the book about ice cream (.) come on then (.) let's go back to your school

**Ethan:** /kæz/ ma /bul/ [back my school]

**Emily:** oh (.) go and get your bubbles (.) it's a fair (2) come on

**Ethan:** /hould/ /hænd/ [hold hand] (3) /'bʌb/bu/ [bubble] (2) /wi/ [whee]

**Emily:** oh (.) you left your bubbles (.) don't worry I'll go back to the fair and fetch them (.) you go  
indoors (1) here are your bubbles

#### TRANSCRIPTION KEY

(.) micropause

(1/2/3) pause in seconds

IPA has been used to indicate non-standard pronunciation.

## Section B – Language in the media

## Text B

**Text B** is an article from *the Mail on Sunday Event Magazine* by writer Rob Waugh, in the technology section of the publication. This article was published on 26 January 2014.

# THE HOME OF THE FUTURE... *IT'S HERE!*



**ROB WAUGH**  
THE BIG TREND

**E**very year, the world of technology comes up with a buzzword that plunges me into a black mood so profound that I'd reach into my drawer for my service revolver – had my wife allowed me to decorate my office the way I wanted. Sadly, my desk doesn't even have a crystal decanter of whisky in the corner, never mind a gun drawer.

This year, that phrase is 'the internet of things'. Californians spout this sort of garbage effortlessly, of course, but otherwise sane British people have begun to drop this verbal dirty bomb into idle chat, despite many not understanding it in the slightest.

You might wonder why 'things' need an internet, but the idea isn't that wheelie bins are going to start their own glum blogs – instead, 'things' like Belkin's Crock-Pot, a Wi-Fi-enabled slow cooker, respond to commands from an app (such as 'Cook my dinner') delivered, for instance, as you leave the office.

This sort of stuff has been hyped for decades but it never quite worked, unless you had thousands to spend, and didn't mind practically demolishing your home to wire it up, in order to listen to CDs in the bath. Generally speaking, 'Smart Home' systems used to be a pretty good indicator of a gentleman with too much disposable income, and often an intellect around the level of a garden snail.

Footballers loved them, naturally. Craig David had one in his old Hampstead flat, with control panels right next to the six-seater hot tub and

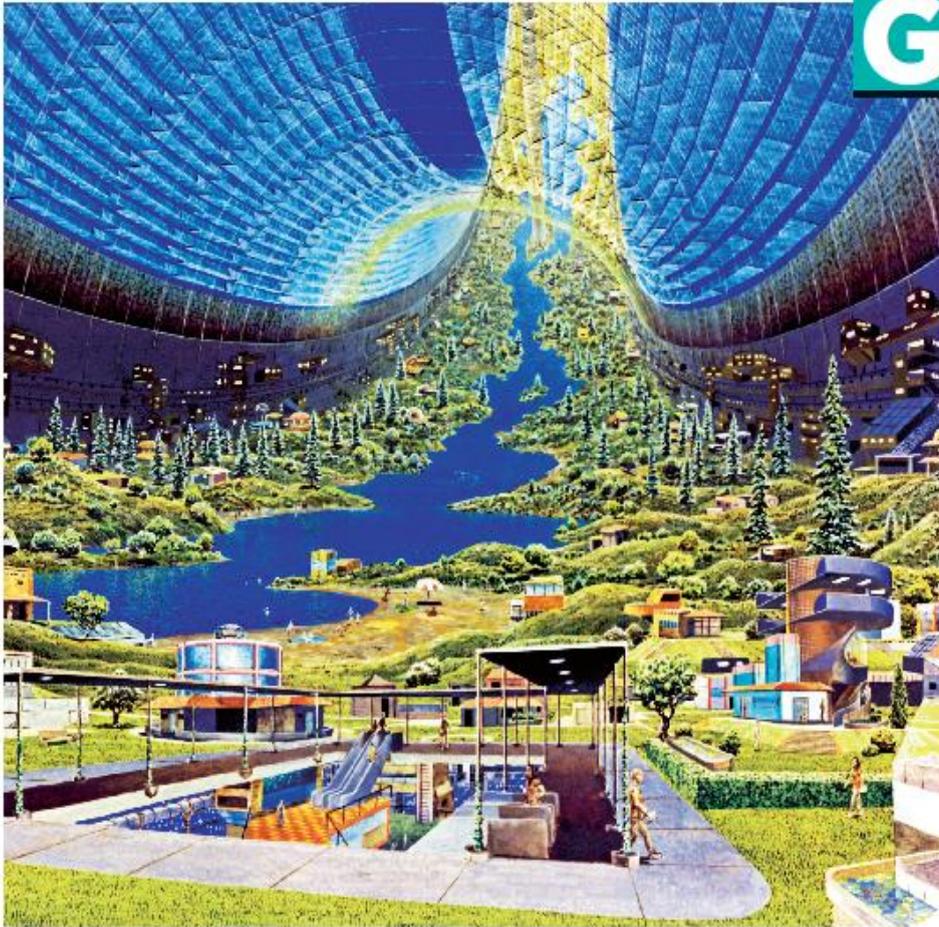
What on earth is the 'internet of things', you ask. But ignore the infuriating jargon – and you'll see how apps will soon run our lives by remote control

indoor waterfall. Now it's the turn of sane, ordinary people – courtesy of systems that work simply via Wi-Fi, with silly control panels replaced by apps. Belkin already offers light switches and other gizmos that can be controlled via the same app, as does EnergyEgg. And it's a testament to the heroic laziness of Britons that we're already buying them, saving us from intolerable chores such as getting up from the sofa to twiddle the dimmer switch.

Maplin says sales of such gizmos were up 50 per cent this Christmas. And consider the \$3.2 billion Google just paid for Nest, a company whose main product is a web-connected thermostat. Sure, the controls on the average boiler are a *bit* fiddly, but that's enough money for a nuclear defence system. Maybe they just had problems with the air-con at the office, and it was an impulse buy. Google could do that.



# GAMES



But it's clear that 'smart things' are a real trend – and now aimed at real people, not Craig David.

Systems shown off at Las Vegas's Consumer Electronics Show added extras such as control over the curtains, music systems and air conditioning – and even, scarily, the front door lock, all controlled via an app over Wi-Fi.

I fully expect battles over who has 'the app' to make previous decades' fights over the TV remote look like polite, reasoned debates. These apps – from makers such as Zonoff, Canary and Ambient Devices – will probably be mentioned in divorce cases. 'He had

*Brothers In Arms* in the toilet on a loop, for four years – and he put a lock on his phone.'

The new systems have big icons and a light-switch-esque simplicity, which means you could hand one to aged relatives without (much) fear of that call where they go, 'This app thingy – is it supposed to make the boiler explode?'

It's going to keep coming too. In ten years' time, most homes will have 50 'smart' objects, according to the Organisation for Economic Co-Operation and Development – although, for the life of me, I can't quite imagine needing quite that many 'smart' things. A sofa that says, 'You have gained 5lb, you pig?' A 'smart' comb that tracks hair loss, day by day? I wait with interest...

**Best bit**  
Who's cooking? The robot will do it!

**Worst bit**  
Lose your phone and thieves can 'haunt' your home by turning everything on and off.

**Verdict**  
The 'internet of things' is here – but I'm sticking with a metal door key, rather than trust an app.



## PROJECT ZOMBOID

£10, PC

Even TV's *The Walking Dead* fails to capture how terrible a real zombie plague would be – this, however, does, with death totally unavoidable for your suburb, and details such as characters falling prey to clinical depression adding to the misery. ★★★★★



## INKY AND SMUDGE

£2.99, IPAD

'Educational' games have come a long way – when I was five, my parents used the 'maths' game on the Atari as an alternative to spanking. This cute game teaches colours and counting to under-fives, via a series of (genuinely) fun mini-games. ★★★★★



## CASTLE DOOMBAD

£1.99, IPAD

*Plants Vs Zombies 2* got old pretty quickly – around the point where it kept asking you for cash – so switch to this, which is far funnier, with you playing an evil lord setting traps for bold knights. It does ask for money in the end, of course – but not as insistently... ★★★★★

# APPS

**Section C - Language change****Text C**

**Text C** is an extract from a letter published in the *Spectator* magazine in 1711.

**Sir,**

I take the freedom of asking your Advice in Behalf of a Young Country Kinswoman who is lately come to Town, and under my Care for her Education. She is exceeding pretty, but you can't imagine how unform'd a creature it is. She comes to my Hands just as Nature left her, half finish'd, and without acquir'd Improvements. When I look on her I think of the Half Developed, mentioned in one of your previous Papers. Could you help me to make her comprehend the visible Graces of Speech, and the dumb Eloquence of Motion; for she is at present a perfect Stranger to both. She knows no Way to express herself but by her Tongue, and that is always to signify her Meaning. Her eyes serve her yet only to see with, and she is utterly a Foreigner to the Language of Looks and Glances: In this I fancy you could guide her better than any Body. I have bestow'd two Months in teaching her to sigh when she is not concern'd, and to smile when she is not pleas'd; and I am ashamed to own she makes little or no improvement. Then she is no more able now to walk, than she was to go at a Year old. By Walking you will easily know I mean that regular but easy Motion, which gives our Persons so irresistable a Grace as if we moved to Musick, and is a Kind of disengag'd Figure, or, if I may so speak, recitative Dancing. But the Want of this I cannot blame in her, for I find she has no Ear, and means nothing by Walking but to change her Place. I could pardon too her Blushing if she knew how to carry herself in it, and if it did not manifestly injure her Complexion.

They tell me you are a Person who have seen the World, and are a Judge of fine Breeding; which makes me ambitious of some Instructions from you for her Improvement: Which when you have favour'd me with, I shall further advise you about the Disposal of this fair Maiden in Marriage; for I will make no secret to you, that her Person and Education are to be her Fortune.

**Section C - Language change****Text D**

**Text D** is an extract from an article from the *Telegraph's* website, written by Kate Figes and published on 7 January 2014.

I am the mother of two daughters, aged 23 and 19. I see how hard it is for young women of their generation to be honest about who they are and what they want from life, to confront others and say what they think rather than what they feel they ought to say just to be liked. I see how girls are still socialised to be selfless, stepping back from opportunities with the presumption that "she doesn't deserve it", or "isn't up to it", whereas young men never think twice about their right to achieve. And I see how so many young women still assume that their needs come behind those of the boys they form relationships with, absorbing the message that they are lucky to have been chosen at all, when they are the ones who should be doing the choosing.

I have no doubt that countless girls are growing up profoundly confused by the conflicting messages they are given. Take sex. On the one hand they are as entitled to sexual exploration and fulfilment as the boys. They feel sexy and are understandably interested in sex. They are encouraged by the boys to reveal body parts that can be instantly messaged from phone to phone. But the prevailing ethos is still that "good" girls "don't". "Slag" is the number one insult hurled at girls by both sexes and rumours almost always trash another girl's reputation. Boys are never tarnished in the same way.

Girls know they have to succeed, too, on their own merits. They are, on the whole, doing better than boys at school, according to exam results.

Girls are human beings so they get just as angry as the boys but they are not allowed to express that anger. Research on siblings shows that girls fight just as much as boys when they are within the safety of their own homes. But when they get out into the wider world, girls fight half as much. So they "bitch bully", knowing how to wound each other exactly where it will hurt the most because they cannot express their rage and their impotence in any other way without compromising their reputations as "good" or "nice". Girls pull each other back when they strive to achieve, or in girl talk, "get too up themselves".

Raising girls – and boys – in a world that is still so profoundly unequal when it comes to its treatment of men and women requires a very particular kind of parenting. We do have to work harder to help both our sons and our daughters understand how we are socialised to behave in certain ways according to our gender. Because it is only when we find the strength as individuals to chip away at those pernicious stereotypes that we can hope to change them.

## Summary of updates

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Date	Version	Change
September 2020	1.1	Updated copyright acknowledgements in Resource Booklet.

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### Copyright Information:

Waugh, R. (25 January 2014). Mail Online. *The home of the future... It's here! How apps will soon run our lives by remote control*. Available: <http://www.dailymail.co.uk/home/event/article-2544607/The-home-future-Its-How-apps-soon-run-lives-remote-control.html>. Last accessed 6 May 2014. Reproduced with permission.

Figes, K. (7 January 2013). The Telegraph. *It has never been harder to bring up a daughter*. Available: <http://www.telegraph.co.uk/women/womens-life/9785537/It-has-never-been-harder-to-bring-up-a-daughter.html>. Last accessed 6 May 2014. Reproduced with permission from Telegraph Media Group Limited.

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Oxford Cambridge and RSA

## A Level English Language

### H470/02 Dimensions of linguistic variation

#### Sample Question Paper

**Date – Morning/Afternoon**

Version 2.0

Time allowed: 2 hours 30 minutes

**You must have:**

- The OCR 12-page Answer Booklet
- The Resource Booklet

#### INSTRUCTIONS

- Use black ink.
- Complete the boxes on the front of the Answer Booklet.
- Answer **all** the questions.
- Write your answer to each question on the Answer Booklet.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do not write in the bar codes.
- Write the number of each question you have answered in the margin.

#### INFORMATION

- The total number of marks for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- This document consists of **8** pages. Any blank pages are indicated.

## List of Phonemic Symbols and Signs (RP)

### 1. CONSONANTS OF ENGLISH

/f/	—	fat, rough
/v/	—	very, village, love
/ə/	—	theatre, thank, athlete
/ð/	—	this, them, with, either
/s/	—	sing, thinks, losses
/z/	—	zoo, beds, easy
/ʃ/	—	sugar, bush
/ʒ/	—	pleasure, beige
/h/	—	high, hit, behind
/p/	—	pit, top, spit
/t/	—	tip, pot, steep
/k/	—	keep, tick, scare
/b/	—	bad, rub
/d/	—	bad, dim
/g/	—	gun, big
/tʃ/	—	church, lunch
/dʒ/	—	judge, gin, jury
/m/	—	mad, jam, small
/n/	—	man, no, snow
/ŋ/	—	singer, long
/l/	—	loud, kill, play
/j/	—	you, pure
/w/	—	one, when, sweet
/r/	—	rim, bread

### 2. PURE VOWELS OF ENGLISH

/i:/	—	beat, keep
/i/	—	bit, tip, busy
/e/	—	bet, many
/re/	—	bat
/ʌ/	—	cup, son, blood
/ɑ:/	—	car, heart, calm, aunt
/ɒ/	—	pot, want
/ɔ:/	—	port, saw, talk
/ə/	—	about
/ɜ:/	—	word, bird
/ʊ/	—	book, wood, put
/u:/	—	food, soup, rude

### 3. DIPHTHONGS OF ENGLISH

/ei/	—	late, day, great
/ai/	—	time, high, die
/ɔi/	—	boy, noise
/aʊ/	—	cow, house, town
/əʊ/	—	boat, home, know
/iə/	—	ear, here
/eə/	—	air, care, chair
/ʊə/	—	jury, cure

Answer **all** the questions in this paper

### **Section A – Child language acquisition**

You are advised to spend about 40 minutes on this section.

Read **Text A** in your **Resource Booklet** and answer the following question.

- 1 Using the appropriate terminology to explain your findings, examine the language development stage of both participants as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of their utterances.

Use your knowledge of theories and concepts of child language acquisition to support your answer.

**[20]**

### **Section B – Language in the media**

You are advised to spend about 45 minutes on this section.

Read **Text B** in your **Resource Booklet** and answer the following question.

- 2 Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.

**[24]**

**Section C – Language change**

You are advised to spend about 1 hour and 5 minutes on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes writing your response.

Read **Texts C** and **D** in your **Resource Booklet** and answer the following question.

- 3** By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 18<sup>th</sup> and 21<sup>st</sup> centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.

**[36]**

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**...day June 20XX – Morning/Afternoon**

**A Level English Language**

**H470/02 Dimensions of linguistic variation**

**SAMPLE MARK SCHEME**

**Duration:** 2 hours 30 minutes

**MAXIMUM MARK 80**

**This document consists of 20 pages**

**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 [insert number] practice responses (“scripts”) and the [insert number] 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% 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, by email or via the Scoris messaging system.
5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

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. There is a NR (No Response) option.
8. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

Note: award 0 marks - for an attempt that earns no credit (including copying out the question).
9. 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.
10. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support. Your 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.

## 11. Annotations

Annotation	Meaning

**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 **Instructions 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.

<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 components and the 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 Bands 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: H470/02 Dimensions of linguistic variation**

Candidates answer all the questions on the paper. The paper addresses assessment objectives 1-4:  
Assessment Objectives AO1 and AO2 are addressed in question 1.  
Assessment Objectives AO2 and AO3 are addressed in question 2.  
Assessment Objectives AO1, AO3 and AO4 are addressed in question 3.  
AO5 is assessed in components 1 and 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 is a transcript between Emily and Ethan from a private data source. Emily is five years and five months old; Ethan is two years old. Emily is involving Ethan in a game about school.</b></p> <p><b>Using the appropriate terminology to explain your findings, examine the language development stage of both participants as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of their utterances.</b></p> <p><b>Use your knowledge of theories and concepts of child language acquisition to support your answer.</b></p> <p><i>Meaning:</i></p> <ul style="list-style-type: none"> <li>• Ethan’s use of ‘/aɪs/kin/’, meaning ‘I’d like some ice cream’, is a holophrase; he is using a single word to express a more complex idea.</li> <li>• Both participants use labelling correctly ‘ice cream’/‘bubble’/‘school’ – Emily uses a wider range of labelling, though, and makes more sophisticated word choices.</li> <li>• Emily is able to use pre-modification expressively ‘good boy’ to construct social meanings.</li> </ul>	20	<p><i>Phonology:</i></p> <ul style="list-style-type: none"> <li>• Ethan’s use of consonant cluster reduction in ‘/aɪs/kin/ /as/’ suggests he cannot yet form the ‘cr’ consonant cluster.</li> <li>• Ethan’s use of ‘/kæz/ ma /bul/’ for back my school suggests assimilation – substitution of a sound for a neighbouring sound.</li> <li>• Ethan’s use of final consonant deletion in ‘/hould/ /hænd/’ suggests that he is below the age of three.</li> <li>• Ethan’s pronunciation (‘aɪs/kin’, ‘/bul/’, ‘bʌb/bu’) seems to be an attempt at copying, suggesting children may learn by imitation, as claimed by Skinner.</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Most of Ethan’s utterances are single/two word constructions, suggesting he has not yet fully achieved the telegraphic stage, although his use of the longer utterance ‘/kæz/ ma /bul/’ suggests he is about two and is perhaps just entering it.</li> <li>• Emily’s use of more sophisticated constructions, including accurate use of pronouns and definite articles/determiners ‘<u>you</u> want <u>the</u> book about ice-cream’, suggest post-telegraphic speech.</li> <li>• Emily is able to form questions using standard syntax ‘d’you have a good day at school’/‘what book do you want’, confirming post-telegraphic stage.</li> <li>• Emily uses standard syntax (e.g. <i>subject-verb-object</i>) appropriately ‘you left your bubbles’. The inclusion of the possessive determiner helps confirm post-telegraphic speech.</li> </ul>

Question	Guidance	Marks	Text features
1	<ul style="list-style-type: none"> <li>• Ethan's language tends to be referential rather than expressive, eg /'hould/ /hænd/ 'bʌb/bu/.</li> </ul> <p><i>Concepts:</i></p> <ul style="list-style-type: none"> <li>• Emily's utterance 'you want your book about ice cream' suggests she has achieved what Aitchison describes as network building.</li> <li>• Emily's utterance 'oh go and get your bubbles (.) it's a fair' – suggests Halliday's imaginative function of language.</li> <li>• Ethan's utterance '/kæz/ ma /bul/' – could be linked to Skinner (use of imitation in copying Emily) or to Piaget (object permanence).</li> <li>• Emily's use of positive reinforcement 'good boy (.) good boy could be linked to Skinner.</li> <li>• Emily's use of imperatives 'now hold my hand'/'come on then'/'let's go back to your school'– could be linked to Bruner (interactive/ may be a mimicry of Child Directed Speech) or to Halliday (regulatory language function).</li> </ul>	20	<ul style="list-style-type: none"> <li>• Most of Ethan's utterances ('/aɪs/kin/', '/bul'/, 'bʌb/bu/') involve nouns, supporting Nelson's findings that nouns represent 60% of children's early word production.</li> <li>• Emily's use of interrogatives provides scaffolding for Ethan's utterances, supporting Bruner's social interaction theory that care-givers encourage linguistic development.</li> </ul>

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

Decide on a mark for AO1 out of 10, and then a separate mark for AO2 out of 10. Add the two marks together to reach a total out of 20 marks. It is possible that candidates may achieve different bands for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO1	Mark	AO2	Mark
<b>5</b>	<ul style="list-style-type: none"> <li>The response will make assured reference to a wide range of language features, with appropriate and well-selected examples which support a focussed analysis.</li> <li>The response will be enhanced by consistently accurate use of a wide range of appropriate terminology; writing is in a secure academic register.</li> </ul>	<b>9–10</b>	<ul style="list-style-type: none"> <li>The response will make assured reference to stages of development explained and explored effectively, with well-selected examples.</li> <li>The response will make discerning/perceptive links to theory or concepts in a way that suggests assured understanding of the relationship between theory and practice.</li> </ul>	<b>9–10</b>
<b>4</b>	<ul style="list-style-type: none"> <li>The response will make consistently accurate reference to a range of language features, with appropriate examples and developed analyses.</li> <li>The response will make consistently accurate use of a range of appropriate terminology to enhance the response; written expression is coherent.</li> </ul>	<b>7–8</b>	<ul style="list-style-type: none"> <li>The response will make consistently accurate reference to stages of development with appropriate examples and an analysis which demonstrates awareness of the complexity of the processes involved.</li> <li>The response will consistently connect the elements of the participants' language usage with a variety of concepts/ theories in a way that suggests secure understanding of the relationship between theory and practice.</li> </ul>	<b>7–8</b>
<b>3</b>	<ul style="list-style-type: none"> <li>The response will make generally accurate reference to a range of language features, with appropriate examples and a clear attempt at analysis.</li> <li>Accurate use of appropriate terminology will enhance the response; written expression is clear.</li> </ul>	<b>5–6</b>	<ul style="list-style-type: none"> <li>The response will make generally accurate reference to stages of development, with appropriate examples and supporting comment or explanation.</li> <li>The response will connect the elements of the participants' language usage with concepts and theories in a way that is valid and relevant.</li> </ul>	<b>5–6</b>

Level	AO1	Mark	AO2	Mark
2	<ul style="list-style-type: none"> <li>The response will identify some relevant language features with appropriate examples and relevant comments.</li> <li>Appropriate terminology will be used accurately, although the range of terminology will be limited; written expression has some errors but the meaning remains apparent.</li> </ul>	3–4	<ul style="list-style-type: none"> <li>The response will make some accurate reference/s to stages of development, with some relevant comments or appropriate examples.</li> <li>The response will make valid connections between elements of the participants' language usage and concepts or theory.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>The response will identify features of the material, but will make very few relevant or valid points about these features in relation to the question.</li> <li>Little or no accurate use of appropriate terminology; writing may at times obscure meaning.</li> </ul>	1–2	<ul style="list-style-type: none"> <li>The response will make little or basic reference to stages of language development.</li> <li>Few if any valid links between elements of participants' language and appropriate stage/s of development or other relevant concepts.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	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><b>Text B is an article from the <i>Mail on Sunday Event Magazine</i> by writer Rob Waugh, in the technology section of the publication. This article was published on 26 January 2014.</b></p> <p><b>Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.</b></p> <p>Possibilities are provided below for guidance but any valid response should be rewarded.</p> <p>The text is multi-modal. This will raise issues requiring some kind of analytical method in order to connect the visual with the verbal. It is important that some effort be made to coalesce both features using apposite terminology. Since the passage is quite lengthy, some degree of selection of material, in order to give focus, is expected.</p>	24	<p><b>Possibilities are provided below for guidance but any valid response should be rewarded.</b></p> <ul style="list-style-type: none"> <li>• Images raise connotations, metaphorical language(s) for idealised and technocentric world.</li> <li>• Print layout columnar with multi paragraphs.</li> <li>• Discourse features of frequency, relevance and facticity.</li> <li>• Lexis a wide range of proper nouns/count nouns linked to products; some C20th/21st century neologisms.</li> <li>• Leading NP's in headlines, by-lines and authorial caption.</li> <li>• Sentences simple and compound declaratives – some nominalisation in clauses.</li> <li>• Range of adverbial structures. Sure used adverbially as sentence modifier/discourse marker.</li> <li>• Vocative voice – you – addressing the readership.</li> <li>• Numerous collocations – ambient devices; smart home systems; light-switch-esque.</li> <li>• Phatic discourse – footballers loved them; smart things are a real trend; for the life of me.</li> <li>• Exophoric discourse via brand-names and reference to – previous decades; Brothers In Arms.</li> <li>• Pragmatics: some statements and utterances linked closely with specific cultural contexts ranging across countries. Hidden contextualisation of global commodification.</li> <li>• Textual cohesion: Logical connectives are uneven. Temporal connectives: Every year the world; this Christmas; previous decade; ten years' time. There are also a number of technological nouns that provide specific cohesive links.</li> </ul>

There are a total of 24 marks available for **Question 2**

Decide on a mark for AO2 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 bands for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO2	Mark	AO3	Mark
6	<ul style="list-style-type: none"> <li>Candidates show an assured knowledge and understanding of relevant concepts and issues.</li> <li>Candidates engage critically with the ways concepts and issues inform their analysis of the text's patterns of language use.</li> </ul>	11–12	<ul style="list-style-type: none"> <li>Candidates offer a discerning exploration of a range of contextual factors and language features, and how they are associated with the construction of meaning.</li> <li>Candidates evaluate in perceptive detail how contextual features inherent in the text are associated with the construction of meaning.</li> </ul>	11–12
5	<ul style="list-style-type: none"> <li>Candidates show a good knowledge and understanding of relevant concepts and issues.</li> <li>Candidates use their knowledge and understanding of concepts and issues to offer informed comment of the text's patterns of language use.</li> </ul>	9–10	<ul style="list-style-type: none"> <li>Candidates respond in detail to a range of contextual factors and language features, and how they are associated with the construction of meaning.</li> <li>Candidates will analyse in detail how contextual features inherent in the text are associated with the construction of meaning.</li> </ul>	9–10
4	<ul style="list-style-type: none"> <li>Candidates show a sound level of knowledge and understanding of relevant concepts and issues.</li> <li>Candidates use their knowledge and understanding of concepts and issues to comment on some language features in the text.</li> </ul>	7–8	<ul style="list-style-type: none"> <li>Candidates make a sound attempt to respond to a range of contextual factors and language features, and how they are associated with the construction of meaning.</li> <li>Candidates make clear, relevant response to the contextual features inherent in the text and how these are associated with the construction of meaning.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>Candidates show a largely accurate knowledge and understanding of language concepts or issues, although is likely to lack the depth needed to be convincing.</li> <li>Candidates use their knowledge and understanding of concepts and issues to comment generally on language use in the text.</li> </ul>	5–6	<ul style="list-style-type: none"> <li>Candidates make some attempts to respond to contextual factors and language features and make some points about how they are associated with the construction of meaning.</li> <li>Candidates make general comments regarding the contextual features inherent in the text, showing some understanding of how these are associated with the construction of meaning.</li> </ul>	5–6

Level	AO2	Mark	AO3	Mark
2	<ul style="list-style-type: none"> <li>• Candidates' knowledge and understanding of concepts/issues is likely to have inaccuracies or be muddled.</li> <li>• Candidates use concepts/issues to comment on the text, although connections may be lacking or confused.</li> </ul>	3–4	<ul style="list-style-type: none"> <li>• Candidates make a limited response to contextual factors and language features and how they are associated with the construction of meaning.</li> <li>• Candidates show a basic understanding of how contextual features inherent in the text contribute to the overall meaning.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• Candidates select irrelevant or unconnected concepts or issues, or presents erroneous accounts of concepts.</li> <li>• Candidates attempt to use concepts or issues to the text, although these will be superficial.</li> </ul>	1–2	<ul style="list-style-type: none"> <li>• Candidates make only one or at the most two references to contextual factors and language features and how they are associated with the construction of meaning.</li> <li>• Candidates make little attempt to show understanding of how one or more contextual features inherent in the text contribute to the overall meaning.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>	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	Answer	Mark	Guidance	
3	<p><b>Text C is an extract from a letter published in the <i>Spectator</i> magazine in 1711.</b></p> <p><b>Text D is an extract from an article from the <i>Telegraph's</i> website, written by Kate Figes and published on 7 January 2014.</b></p> <p><b>By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 18<sup>th</sup> and 21<sup>st</sup> centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.</b></p> <p><b>AO3:</b></p> <p>Text C's general contextual features: Letter represents a model of the C18th approach to standardised English. Writer follows work of grammarians, who had promoted the ideas of written formality. The contents of the letter concern a young woman who is about to come out socially into urban society.</p>	36	<i>Lexis and semantics</i>	
			<b>Text C</b>	<b>Text D</b>
			<ul style="list-style-type: none"> <li>Capitalisation of nouns and adjectives following established conventions.</li> <li>Lexical derivations are a mixture of OE, Latin and French.</li> <li>Collocations: Graces of speech; Eloquence of motion; Fair Maiden.</li> <li>Deviant period forms: it pronoun instead of she; in behalf of instead of on behalf of; exceeding as verbal substantive instead of adverbial exceedingly; Musick still common ending in period for music.</li> </ul>	<ul style="list-style-type: none"> <li>Lexicality well-assimilated Latin and French derivations – OE sibling. Some modern idiomatic terms. Constant use of gender-linked substantives.</li> <li>Collocations: Bitch bully; girl talk; prevailing ethos.</li> <li>Idiolect: slag; get too up themselves.</li> <li>Some strong adjectival – countless, conflicting, prevailing, sexual.</li> </ul>
			<i>Grammar and morphology</i>	
			<b>Text C</b>	<b>Text D</b>
			<ul style="list-style-type: none"> <li>Many compound-complex sentences largely declarative, multiple clausal embedding.</li> <li>Several if conditionals in clause structure seeking advice and approval.</li> <li>Prepositional phrases as post modifiers – your advice on behalf of.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences – compound-complex declaratives. Possible imperative: we do have to work harder.</li> <li>Minor sentence – take sex.</li> <li>Range of conjunctions – additive, adversative, subordinating, introducing clauses.</li> <li>Numerous adverbials – some fronting sentences – <i>then the whole sex thing.</i></li> </ul>



There are 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 bands 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 wide 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 ways that language has varied over time.</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 has varied over time.</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 has varied over time.</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 across both texts, although sometimes unconvincingly.</li> <li>• They will make more general connections and will attempt to compare particular features associated with the ways language use has varied over time, but with only partial success.</li> </ul>	5–6

Level	AO1	Mark	AO3	Mark	AO4	Mark
2	<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 obscure meaning.</li> <li>One or two simple points are made, with little or tenuous evidence; assertive rather than analytical.</li> </ul>	3–4	<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 band 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>	3–4	<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 or contrasting of features with very little demonstration of how language use has varied over time.</li> </ul>	3–4
1	<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>	1–2	<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>	1–2	<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 band. There may be one or two connections here and there but these do not help with notions of how language use has varied over time.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	0

**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	5	0	0	0	<b>10</b>
<b>2</b>	0	6	6	0	0	<b>12</b>
<b>3</b>	6	0	6	6	0	<b>18</b>
<b>Totals</b>	<b>11%</b>	<b>11%</b>	<b>12%</b>	<b>6%</b>	<b>0%</b>	<b>40%</b>

**Summary of updates**

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<b>Date</b>	<b>Version</b>	<b>Change</b>
March 2019	2.0	Amendment to the wording of the levels of response criteria in the mark scheme (pages 10, 11 and 17)