

**GCE**

**English Language**

Unit **H470/02**: Dimensions of linguistic variation

Advanced GCE

**Mark Scheme for June 2017**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2017

## 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 candidate response.
	Positive Recognition
	Assessment Objective 1
	Assessment Objective 2
	Assessment Objective 3
	Assessment Objective 4
	Attempted or insecure
	Implicit

**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 from a private data source. Emma aged four and ten months is talking to her mother. Initially Emma is making something.</b></p> <p><b>Using the appropriate terminology to explain your findings, examine the language development stage of the child-participant as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of her 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>• Emma uses listing several times; this elongates her utterances.</li> <li>• She also employs pre-modification: ‘dog books’.</li> <li>• The reference to warthogs may suggest a relatively wide vocabulary (but might also be linked to a specific exposure).</li> <li>• Emma’s receptive language is evidenced more than her expressive language.</li> <li>• Emma seems familiar with prepositions and uses them accurately.</li> </ul>	20	<p><i>Phonology:</i></p> <ul style="list-style-type: none"> <li>• Throughout the transcript Emma uses substitution of d for g, eg ‘/dɒd/’, using a plosive to avoid the velar consonant.</li> <li>• She also uses assimilation eg ‘/dɑ:den/’.</li> <li>• Emma uses deletion of the final consonant on ‘laying’.</li> <li>• Emma presumably mimics her mother’s regional accent on the vowel sound in ‘fun’.</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Emma sometimes uses telegraphic constructions ‘it not sticking on’ omitting the auxiliary verb.</li> <li>• Pronoun use varies. ‘It not sticking on’ is standard (pronoun) usage but some non-standard usage too.</li> <li>• Repetition of standard syntax, SVA, in several consecutive utterances: ‘we play in the garden (.) we go on the trampoline’.</li> <li>• Verb formation - uses present rather than past tense (see previous example); omits -ed inflectional suffixes.</li> <li>• Starts using connectives ‘and also (1.0) Ella’ but sentence structures are simple and much extension derives from listing</li> <li>• Past tense verb use ‘done’ is standard (but contrast other verb use elsewhere).</li> <li>• Emma makes use of a negative construction ‘no (.) it not sticking on’.</li> <li>• On the whole Emma uses post-telegraphic speech but this is not fully assured.</li> </ul>

			<p><b>There may be specific relevant comment on parental interventions; these should be rewarded (although the focus needs to remain with the child participants). Eg:</b></p> <ul style="list-style-type: none"> <li>• Emma's mother's use of interrogatives, usually in the form of closed questions, elicits listing from Emma</li> </ul>
1	<p><i>Concepts:</i></p> <ul style="list-style-type: none"> <li>• The mother's interaction with Emma provides scaffolding (Bruner) throughout (eg 'what do you like about dog books').</li> <li>• The mother repeats Emma's utterance '<i>that's all of them</i>' but amends Emma's non-standard pronoun use – could be linked to Skinner/Bruner; parent reinforcing but also 'correcting' child's language.</li> <li>• She also provides straightforward repetition of Emma's utterances '<i>that's all</i>'/'<i>that's all</i>'; could be linked to Bruner or Skinner</li> <li>• Verb formation: omission of -ed inflectional suffix – could be linked to Brown.</li> <li>• Most of Emma's utterances involve nouns, proper or concrete, supporting Nelson's findings that nouns/naming words represent 60% of children's early word production.</li> <li>• Negative formation "no (.) it not..." could be linked to Bellugi and McNeill or to Chomsky/Pinker</li> </ul>		<ul style="list-style-type: none"> <li>• Possible links with innatism e.g. universal grammar: Emma's use of simple S+V+A construction 'we play in the /dɑ:den/ [garden]'.</li> <li>• Emma uses a range of labelling (can be linked to Aitchison (packaging)), but possible initial confusion re: hyponyms/hypernyms: 'Did you play any sports'/'PE'.</li> <li>• Representational use of language (Halliday) to relay information, 'no (.) it not sticking on'.</li> <li>• Emma's inclusion of warthogs in her list of preferred animals may be accurate but it could also be seen as humorous, evidenced by shared laughter (could be linked to Halliday's imaginative use of language).</li> <li>• Mimics regional accent – supports Skinner – Emma and her mother both use a non-standard pronunciation of 'f/u/n'.</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. 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>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 and sustained 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 and developed reference to language features from the three levels specified in the question, with appropriate examples.</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, though only exploring two out of the three levels specified in the question, 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 explanation 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 accurately identify features of the material, but will make very few relevant or valid points about these features. The response may cover only one of the language levels specified in 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 part of a list produced by <i>The Independent</i> newspaper in November 2015 of the world’s most influential people. This extract includes the introduction and the top (ie ‘highest’) entry.</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, and the topic is the world’s most influential people. The title of the piece immediately conflates power with influence, and then goes on to unpack the definition in more detail, providing a hyperlink to the methodology of the section of the newspaper, Business Insider, the findings of which the article is based on.</p> <p>Candidates should consider the representation of power created in the introduction, as well as the specific manifestation of it represented in the section on Obama. 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>• Discourse type is an extended list, with introduction – reflected in title – rather than conventional article. Two text types provided: the introduction, (frames definition of what has been assessed in compiling list), and sample entry, providing information about nature and extent of Obama’s power/influence. Template provides additional information, ‘1. Barack Obama/ Title: US president/Country: US/Age: 54’, together with an image. Creates cohesion and facticity; may give writers more authority.</li> <li>• ‘For better or worse, these people’s decisions affect millions’ – references Anglican marriage service (assumes shared cultural values or knowledge). Juxtaposition of marriage reference with ‘millions’ underlines connection between personal and political, perhaps?</li> <li>• Lexis includes a wide range of proper nouns relating to people, places and organisations.</li> <li>• Use of anaphora, ‘It isn’t just wealth. And it isn’t just control over people or resources’ dispels readers’ possible misconceptions at start – could be linked to Fairclough’s synthetic personalisation; presents readers with their imagined views and suggests amending them.</li> <li>• Lexical field of power ‘ruler’, ‘superpower’, ‘supremacy’, reflecting topic.</li> <li>• Use of imperatives by writers attempts to direct readers.</li> <li>• Use of superlatives in Obama section, ‘largest economy’ represent Obama as extremely powerful.</li> </ul>



		<ul style="list-style-type: none"> <li>• Hyperbolic lexis ‘full-blown recession’, ‘killing off’, ‘icy’ represent Obama’s actions as significant.</li> </ul> <p>Pragmatics:</p> <ul style="list-style-type: none"> <li>• Representation of power is largely but not exclusively financial. Military power also emphasised, particularly in relation to Obama.</li> <li>• Introduction suggests that while many people see power in mainly instrumental terms, (Fairclough) influential power is also important.</li> <li>• Comment-worthy description of Obama in relation to the US economy ‘he’s helped nurse it back to health’ – conflates power with nurture. Contrasts with metaphorical ‘flexed his power again’.</li> <li>• Academic lexis (e.g. ‘logarithm’, ‘metrics’) gives air of expertise; contrasts with emotive/evaluative lexis such as ‘clout’ and ‘shake’, ‘players’.</li> <li>• Writers use a range of means to represent themselves as authoritative: ‘To <i>determine</i> the ranking, we <i>considered more than 100</i>’. (Verb choices/emphasis on size of sample/placing of themselves as being able to submit an authoritative judgement.)</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. 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	
<p><b>3</b></p> <p><b>Text C is an extract from a committee’s report, published in 1799, on Bridewell Hospital, listing different ways in which the hospital should use its resources locally.</b></p> <p><b>Text D is an extract from <i>Down and Out in Paris and London</i>, an autobiographical work by George Orwell, a political thinker and writer based on a time he spent in poverty. First published in 1933, it is based on a time he spent living as a beggar in the two capital cities. This extract describes attitudes to beggars.</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 20<sup>th</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><b>Text C’s</b> general contextual features: The report has been produced by a committee and has a formal register. It makes a number of moral judgements reflecting contemporary attitudes and values, e.g.</p>		<p><b>36</b></p>	<i>Lexis and semantics</i>	
			<p style="text-align: center;"><b>Text C</b></p> <ul style="list-style-type: none"> <li>• Capitalisation of nouns and adjectives following established conventions, but some variation within this with regard to nouns, adjectives and verbs, e.g. ‘Articles of clothing’, ‘Beggary’, ‘Profligate’, ‘to Steal or Starve’.</li> <li>• Lexical derivations are a mixture of OE (‘time’), Latin (‘Profligate’), and French (‘distress’). Formal register/erudition reflects era/values of text.</li> <li>• Collocations: ‘Discharged Prisoners’; ‘Royal Founder’.</li> <li>• Semantic shift evident in words such as ‘peculiar’/‘gentle’.</li> <li>• Archaic adjective ‘froward’.</li> <li>• Mostly standard orthography but some non-standard ‘intirely’.</li> <li>• Abbreviation ‘Viz’.</li> <li>• Use of ampersand.</li> </ul>	<p style="text-align: center;"><b>Text D</b></p> <ul style="list-style-type: none"> <li>• Polysyllabic, Latinate lexis ‘excrescence, tolerated’, ‘essentially despicable’.</li> <li>• Numerous pre-modifiers, ‘humane age’, ‘sole thing’.</li> <li>• Lexical fields of reflecting social preoccupations: ‘service’, ‘livelihood’, ‘community’.</li> <li>• Metaphor to describe popular representations of beggars ‘they are parasites’; use of hyperbole to heighten this further ‘worthless in their very nature’.</li> </ul>
			<i>Grammar and morphology</i>	
			<p style="text-align: center;"><b>Text C</b></p> <ul style="list-style-type: none"> <li>• Use of extended listing; clauses fronted by ‘That...’. Sentences are long, complex and convoluted.</li> <li>• Largely declarative sentences,</li> </ul>	<p style="text-align: center;"><b>Text D</b></p> <ul style="list-style-type: none"> <li>• Punctuation - use of inverted commas to distance writer (and reader?) from views represented.</li> <li>• Rhetorical questions ‘what is work?’ ‘Then the question arises, Why are</li> </ul>

	the Protestant work ethic is very evident. The contents of the report comprise a		mostly clause-laden; use of parenthesis and apposition. <ul style="list-style-type: none"> <li>Largely present tense but some past; comment on aspect..</li> </ul>	beggars despised?', to encourage readers to question their
<b>Question</b>	<b>Answer</b>	<b>Mark</b>	<b>Guidance</b>	
<b>3</b>	range of recommendations regarding the treatment of local people who are destitute, ill, or without employment.  <b>Text D's</b> general contextual features: Extract from Orwell's autobiographical writing, describing and challenging the position of beggars within 1930s society. He explores and explains some of the prejudices they face. (Candidates are not expected to know that the author is a well-known political writer/thinker although some may well be familiar with Animal Farm); this information has been provided because it could inform their analysis.  Authorial style is largely standard written English, but clauses are more complex than might be the case in a more modern text.  <b>AO4:</b>  Whilst both texts focus on social issues, and on the role of beggars in particular, candidates should foreground a comparison of linguistic features rather than being drawn into a descriptive/social	<b>36</b>	<i>Grammar and morphology (cont.)</i>	
			<b>Text C</b>	<b>Text D</b>
			<ul style="list-style-type: none"> <li>Modal auxiliary verbs providing direction 'should be adopted' and possibility 'may be effected'.</li> <li>Syntactic parallelism 'by a marked distinction between the industrious and the idle, and between the Vicious, and the well-disposed'</li> <li>Variety of adverbials enhancing complexity of sentences.</li> </ul>	<p>own/prevaling beliefs.</p> <ul style="list-style-type: none"> <li>Syntactic parallelism 'He is honest compared with the sellers of most patent medicines, high-minded compared with a Sunday newspaper proprietor, amiable compared with a hire-purchase tout'.</li> <li>Use of passive voice to distance writer from views expressed 'It is taken for granted'.</li> <li>Use of strong simple sentences making powerful statements 'Money has become the grand test of virtue'.</li> </ul>
			<i>Discourse</i>	
			<b>Text C</b>	<b>Text D</b>
			<ul style="list-style-type: none"> <li>Discourse is a report, comprising a list of findings; 'that' is cohesive device used to introduce each element.</li> <li>Extensive use of antithesis also works as a cohesive device and heightens the moralistic message, e.g. 'a marked distinction between the industrious and the idle, and between the Vicious, and the</li> </ul>	<ul style="list-style-type: none"> <li>Uses first person to present own views directly 'I think', 'I believe', and also third person pronouns 'he' and 'one' to represent beggars and the public respectively.</li> <li>Listing of different forms of work used as a cohesive device.</li> <li>Sentences beginning with conjunctions create a conversational tone.</li> </ul>

<p>treatise. Comparing both texts should enable and illuminate historical variation. Responses should therefore explore the source and significance of these variations; they could also refer to prescriptivist vs descriptivist attitudes to language.</p> <p>Possibilities are provided (right) for guidance but any valid response should be rewarded. Each language level is taken in turn to illuminate the likely connections which may be explored by candidates across both texts.</p>	<p>well- disposed’.</p>	
	<p><i>Pragmatics</i></p>	
	<p><b>Text C</b></p>	<p><b>Text D</b></p>
	<ul style="list-style-type: none"> <li>• A context of social action and binary morality; industry is represented as virtuous.</li> <li>• Moralistic tone reflected in lexical field: ‘profligate’, ‘vice’, ‘disgrace’.</li> <li>• Abstract nouns reflect moral values and judgements; binary morality ‘disgrace’, ‘kindness’.</li> <li>• Poverty linked to individual depravity rather than financial circumstances;</li> <li>• Reification: ‘the industrious’, ‘the idle’.</li> </ul>	<ul style="list-style-type: none"> <li>• Repetition is used to represent beggars in a sympathetic light ‘he pays for it over and over in suffering’.</li> <li>• Directive; implied command ‘Yet if one looks closely’; readers invited to reconsider their own viewpoint and to recognise its limitations.</li> <li>• Takes on voices of other speakers ‘They are a race apart’; reader inference is that he holds different view.</li> <li>• Identifies capitalist ideology; represents it in an unfavourable light: ‘the sole thing demanded is that it shall be profitable’.</li> <li>• Underpinning awareness of social injustice; contrast between appearance and reality.</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. 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
6	<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>	11–12	<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>	11–12	<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>	11–12
5	<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>	9–10	<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>	9–10	<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>	9–10

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>

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2017

