

**GCE**

**English Language**

**H070/02: Exploring contexts**

AS Level

**Mark Scheme for June 2025**

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

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

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

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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.

#### 5. **Crossed-Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

#### **Rubric Error Responses – Optional Questions**

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

**Multiple-Choice Question Responses**

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

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

**Contradictory Responses**

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

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

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

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

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

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

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. 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 is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

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 candidate response. |
|    | Positive Recognition                                                                                                                                                                              |
|    | Tick                                                                                                                                                                                              |
|    | Assessment Objective 1                                                                                                                                                                            |
|    | Assessment Objective 2                                                                                                                                                                            |
|    | Assessment Objective 3                                                                                                                                                                            |
|    | Assessment Objective 5                                                                                                                                                                            |
|    | Attempted or insecure                                                                                                                                                                             |
|  | Effect                                                                                                                                                                                            |
|  | Expression                                                                                                                                                                                        |
|  | Link                                                                                                                                                                                              |
|  | Answering the question                                                                                                                                                                            |
|  | Vague                                                                                                                                                                                             |
|  | Irrelevant                                                                                                                                                                                        |

**WEIGHTING OF ASSESSMENT OBJECTIVES**

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

| Component                  | 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%  |

## 12. Subject Specific Marking Instructions

### 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: H070/02 Texts and contexts

Candidates answer question 1, and then choose to answer either question 2 or 3. The paper addresses assessment objectives 1-3 and 5: Assessment Objectives AO2 and AO5 are addressed in question 1.

Assessment Objectives AO1, AO2 and AO3 are addressed in question 2 and 3.

AO4 is assessed in Component 01.

In question 1, the assessment objectives are given equal weighting. In questions 2 and 3, each assessment objective is weighted differently, with 6 marks for AO1, 18 marks for AO2, and 12 marks for AO3.

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.

Here is the mark scheme for this question paper.

**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, including those that deal in detail with a limited number of points.**

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

Decide on a mark for AO2 out of 12, and then a separate mark for AO5 out of 12. Add the two marks together to reach a total out of 24 marks. It is possible that candidates may achieve different levels for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

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><i>'We need to embrace linguistic variations, not condemn them.'</i></p> <p><b>Write the opening script for a podcast that critically engages in any way with the statement above and persuades listeners to agree with a particular point of view. Your podcast should be aimed at a non-specialist, reasonably well-educated audience. You should write about 500 words.</b></p> <p><b>AO5</b><br/>The writing should have a recognisable structure and be cohesive. There should be evidence that the candidate has considered the context of a podcast and thought about how to address the listeners. Engaging listeners could be through devices such as a clear salutation, direct address (e.g. with personal pronouns), humour or deliberately provocative statements or questions. The script may make use of rhetorical features such as rhetorical questions but should not be overly formal. Jargon and technical linguistic terminology should be glossed for a non-specialist audience. The podcast might use anecdotes or examples as a way of exemplifying language in use. As the script is only for the opening section of a podcast, the ending might signal further discussion to come.</p> | 24    | <p><b>AO2</b><br/>The task can be approached from a range of perspectives, as long as there is evidence that there has been critical engagement with the statement. Candidates could argue that linguistic variation is an important part of language change and / or of identity (be that individual identity, or the identity of a particular social group), or they could take a prescriptivist view that the English language is deteriorating, and Standard English should be upheld as the 'correct' form of the language.</p> <p>Candidates may consider linguistic variation in terms of gender, occupation, region, idiolect, sociolect etc.</p> <p>The following points could be made. These are by no means exclusive:</p> <p>(Prescriptivist arguments)</p> <ul style="list-style-type: none"> <li>• Discussion of the overt prestige of Standard English (linking to Labov's research)</li> <li>• Negative influence of social media / technology on language (e.g. acronyms, initialisms, slang)</li> <li>• Candidates might mention Language Academies in Italy / France which prescribe the 'correct' form of language</li> </ul> <p>(Descriptivist arguments)</p> <ul style="list-style-type: none"> <li>• Importance of language in establishing and asserting identity. This might include a discussion of sociolect, dialect, occupational</li> </ul> |

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|  |  |  | <p>lexis, slang etc.</p> <ul style="list-style-type: none"> <li>• Arguing that there has always been variation in language (e.g. regional variations / dialect words, youth sociolect, occupational lexis)</li> <li>• Consideration of how the English language has changed over time and is continuing to change. Candidates might consider why it is important for language to change (e.g. as a result of new technologies). They might consider examples of loanwords, portmanteau words, semantic shift etc.</li> </ul> <p>(Other arguments)</p> <ul style="list-style-type: none"> <li>• Candidates might consider how an individual chooses to employ language differently in different situations, drawing on Howard Giles' Communication Accommodation Theory and ideas of convergence and divergence</li> <li>• Discussion of Grice's conversational maxims. If the language used adheres to the maxims and communication is possible, variation doesn't matter.</li> <li>• Drawing on the impact of social changes and the media on language and how this can result in dialect levelling (Paul Kerswill) and the loss of regional variation</li> <li>• Candidates might explore gender differences in language, e.g. Deborah Tannen's Difference approach and her claims that men and women use language differently</li> </ul> |
|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Level    | AO2                                                                                                                                                                                                                                                                                                                                   | Mark         | AO5                                                                                                                                                                                                                                                                                                                                                  | Mark         |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>6</b> | <ul style="list-style-type: none"> <li>In their piece of writing, candidates show a secure knowledge and understanding of the specified concept and/or issue and its relevance to language use.</li> <li>Candidates engage critically with the specified concept and/or issue.</li> </ul>                                             | <b>11-12</b> | <ul style="list-style-type: none"> <li>Candidates create a piece of skillfully-constructed writing and show some originality in making the piece appropriate to the form specified in the task.</li> <li>Their use of appropriately chosen linguistic features shows some flair and their writing suits the audience defined in the task.</li> </ul> | <b>11-12</b> |
| <b>5</b> | <ul style="list-style-type: none"> <li>In their piece of writing, candidates show a sound level of knowledge and understanding of the specified concept and/or issue and its relevance to language use.</li> <li>In their piece, candidates show that they can take a critical angle on the specified concept and/or issue</li> </ul> | <b>9-10</b>  | <ul style="list-style-type: none"> <li>Candidates create a piece of well-constructed writing, which is appropriate to the form specified in the task.</li> <li>Their use of appropriately chosen linguistic features shows skill, and their writing is clearly pitched at the audience defined in the task.</li> </ul>                               | <b>9-10</b>  |
| <b>4</b> | <ul style="list-style-type: none"> <li>In their piece of writing, candidates show a reasonable level of knowledge and understanding of the specified concept and/or issue and its relevance to language use.</li> <li>Candidates show that they have some ability to think and write critically about the concept.</li> </ul>         | <b>7-8</b>   | <ul style="list-style-type: none"> <li>Candidates construct a piece of writing that contains a number of the main elements of the form specified in the task.</li> <li>They can clearly use appropriate linguistic features and their writing has been modulated to take some account of the audience defined in the task.</li> </ul>                | <b>7-8</b>   |
| <b>3</b> | <ul style="list-style-type: none"> <li>Candidates' knowledge and understanding of the chosen language concept or issue is mostly accurate, although likely to be somewhat thin.</li> <li>In their piece of writing, candidates have addressed the specified language concept and/or issue, although not critically.</li> </ul>        | <b>5-6</b>   | <ul style="list-style-type: none"> <li>Candidates produce writing that is attempting to match the task's purpose and which has some elements of the form specified in the task.</li> <li>They employ some appropriate language features, and some attempts have been made to take account of the audience defined in the task.</li> </ul>            | <b>5-6</b>   |

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

| Question | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks               | Text features                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 2        | <p>Language and Power</p> <p><b>Text A is a selection of marketing materials from packaging and the website of Oatly, a brand of vegan oat drink.</b></p> <p><b>Using appropriate terminology, examine Text A in the light of the ways in which power is represented. In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• analyse the relevant language features of the text</li> <li>• explore how contextual factors and language features construct meanings</li> <li>• consider the ways in which your understanding of concepts and issues relating to power in language use illuminates the representation of power within the text</li> </ul> <p><b>AO1</b></p> <p>Candidates should analyse a range of language features using appropriate terminology. Written expression should be coherent.</p> <p><b>AO2</b></p> <p>The primary focus needs to be on the representations of power within the text, the language features derived from those representations, and critical responses to them. The representation of power needs to be explored on different levels, e.g. lexical choices/ grammatical constructions. The positioning of producer in relation to receiver needs consideration. This consideration may be illuminated by reference to</p> | <p>36</p> <p>13</p> | <ul style="list-style-type: none"> <li>• Candidates should show awareness of the multimodal nature of the text. Importance of font and images as well as language of text.</li> <li>• Awareness of reader and context of how / where text might be read. Both sections of the text will be read by people who have either bought or are interested in purchasing the product.</li> <li>• Representation of the 'ideal consumer / reader' (vegan, concerned about the environment) established through range of techniques.</li> <li>• Textual cohesion achieved through use of images such as the representation of oats within the letter 'A' and the finger pointing at the reader (an exophoric reference, reminding readers of WW2 propaganda posters implying that drinking oat milk is for the good of the country). Colours and fonts used on the section from the website mirror the colours of the packaging.</li> <li>• Representation of the company as 'fun' - may include reference to font types (e.g. Halloween style font on 'THE BORING SIDE') as well as language (e.g. 'a good way to make some new friends' and reference to 'color of their nail polish').</li> </ul> |

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|  | <p>the ideas of theorists such as Fairclough.</p> <p><b>AO3</b></p> <p>Candidates should include explicit acknowledgement of the multi-modal nature of the text and reference to the language features derived from it. This will involve a consideration of context, purpose and audience. The packaging includes both promotional material and legally required information. Candidates should show awareness of how these sections differ. The section from the website uses a similar register and style to the packaging's promotional material. The audience is likely to be health conscious, environmentally conscious people of a range of ages, though possibly targeted at a younger age group.</p> |  | <ul style="list-style-type: none"> <li>• Use of direct address – ‘you’ - synthetic personalisation used to create sense of imagined reader. May reference Fairclough here.</li> <li>• Declarative statement: ‘You are one of us now.’ Company is in control / powerful.</li> <li>• Personal pronoun ‘I’ used to create sense of text producer and build relationship between producer and receiver. Use of ‘we’ creates identity of the company as a whole.</li> <li>• Informal register / humour - ‘Oh, you say, that is not very original’ – further builds relationship between text producer and text receiver by imagining the reader’s voice.</li> <li>• Narrative style (e.g. ‘In about a day or two ...’) creates informal relationship through use of colloquial register.</li> <li>• Lexical field of diet - verbs such as ‘eating’; nouns such as ‘plants’ ‘milk’, ‘soy’ and compound noun ‘oat drink’; adjective ‘vegan’ - validates the company within the field of health food.</li> <li>• Lexical field of the environment / environmental issues - nouns such as ‘planet’, ‘impact’, ‘recycling bin’ ‘climate footprint’ - establishes the ideology of the company and has a</li> </ul> |
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|  |  |  | <p>persuasive function, appealing to the intended audience.</p> <ul style="list-style-type: none"> <li>• Lexical repetition ('No milk. No soy. No ... eh ... whatever.') emphasises what is <i>not</i> present in the product. Intended to appeal to vegan audience and those concerned about eating soy products. Minor sentences add emphasis to the negative adverb.</li> <li>• Use of adverb in '<u>Totally</u> vegan' – implies that other products are not. Persuasive feature.</li> <li>• Website section further establishes ideology of the company. Use of antithesis to set them apart from other brands: 'Most companies think .... We think ...'.</li> <li>• Use of adjective 'reckless' to describe those who pursue profits.</li> <li>• Use of the noun 'crime' suggests other companies are guilty of transgressing.</li> <li>• Declaratives assert company's beliefs clearly for the reader: 'we believe we should grow stuff to eat instead of growing stuff to feed animals that we then eat.' Transitive verb 'believe' introduces their ideology. Modal verb 'should' is deontic - indicates an obligation.</li> </ul> |
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|  |  |  | <ul style="list-style-type: none"> <li>• Conditional clause on packaging assumes compliance on the part of the reader: '<u>when</u> you [...] have folded this carton neatly and placed it in the recycling bin'.</li> <li>• Connotations of 'recycling' - part of company's ideology, establishing environmental credentials.</li> <li>• Importance of adverb 'neatly' and verb 'placed' in suggesting reader should take care of the packaging.</li> <li>• Repetition of adverb 'please' throughout the text – candidates may refer to Brown and Levinson's ideas about face and politeness strategies.</li> <li>• Contrast this with the casual / informal imperative verb choice 'Flip the carton around'. Maintains informal and 'friendly' relationship.</li> <li>• Tone of the narrative voice is self-approving. E.g. lengthy compound-complex sentence: 'you are now part of a growing group of people who understand the benefits of eating and drinking plants so your body feels good and so the planet can better cope with the impact we humans place on it.' Assumption of shared knowledge. Subordinate clause ('who understand ...') implicitly congratulates the reader on making the choice to consume this</li> </ul> |
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|  |  |  | <p>product. Co-ordinating conjunction ‘and’ indicates there are multiple benefits to consuming this product.</p> <ul style="list-style-type: none"> <li>• Use of faux humility: ‘I am just an honest person unafraid to admit my own shortcomings.’</li> <li>• Instructional and informative part of the text (which company is legally obliged to include) uses a much more formal and impersonal register.</li> <li>• Imperatives for clarity: ‘Recycle the packaging as paper carton’ and ‘See the top of the pack’.</li> <li>• Adverbial clause clarifies imperative ‘Once opened, keep refrigerated’.</li> <li>• Use of Latinate lexis for overt prestige: ‘ingredients’, ‘nutritional information’.</li> <li>• Use of scientific and technical lexis in list of ingredients: ‘Roboflavin’, ‘calcium carbonate’.</li> <li>• Cardinal numbers and scientific symbols (‘0.35 kg CO<sub>2</sub>e per kg’) give credibility to data.</li> </ul> | <p>Indicative Content – <b><i>Please note: indicative content indicates possible points candidates might make, but this is not an exhaustive account.</i></b> Any valid response should be rewarded.</p> |
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| Question | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Marks               | Text features                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 3        | <p>Language and Gender</p> <p><b>Text B is the Girl Guides</b></p> <p><b>Using appropriate terminology, examine Text B in the light of the ways in which gender is represented. In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• analyse the relevant language features of the text</li> <li>• explore how contextual factors and language features construct meanings</li> <li>• consider the ways in which your understanding of concepts and issues relating to gender in language use illuminates the representation of power within the text</li> </ul> <p><b>AO1</b></p> <p>Candidates should analyse a range of language features using appropriate terminology. Written expression should be coherent.</p> <p><b>AO2</b></p> <p>Candidates must focus on the representations of gender within the text, the language features derived from those representations, and critical responses to them. They should also make reference to the representation of gender in the images on the webpage. The representation of gender needs to be</p> | <p>36</p> <p>18</p> | <ul style="list-style-type: none"> <li>• Candidates should consider how the Girlguiding organisation is represented in the text. Audience of the text is parents but the focus is on their daughters.</li> <li>• Use of pronoun 'who' in the rhetorical question - 'Who does your daughter want to be when she grows up?' – suggests guides is about forming identity.</li> <li>• Lexical repetition of 'girl' throughout the text, including in the compound adjective 'girl-only'. Lexical repetition of female pronouns and determiners, 'she', 'her'. Strong sense of female identity throughout.</li> <li>• Semantic field around girls: 'girls', 'young women', 'daughters'. Synonyms emphasise female focus of the text.</li> <li>• Use of alliteration 'GUIDING IS GREAT FOR GIRLS' with positive adjective choice 'great'.</li> <li>• Candidates might pick up on the use of the noun phrase 'body confidence' which hints at some of the issues affecting young women today.</li> <li>• List of potential activities includes some which might be regarded as stereotypically</li> </ul> |

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|  | <p>explored on different levels, e.g. lexical choices and grammatical structures. The response may consider the ideas of theorists such as Lakoff and Tannen as well as the representation of gender in society.</p> <p><b>AO3</b><br/>Candidates should make reference to the multi-modal nature of the text and the language features derived from it. This will involve a consideration of audience, purpose and context. The text is aimed at an adult audience of parents of young girls. Candidates should consider the primary purpose of the text which is to persuade.</p> |  | <p>male – e.g. ‘Try her hand at car maintenance’ – in an effort to show that Girlguiding is not a gender stereotyped organisation.</p> <ul style="list-style-type: none"> <li>• Images show girls engaging in range of activities outdoors. Candidates might comment on the bright colours of clothing and fact clothing is casual / practical. The pink wellington boots shown are covered in mud – subverting the gender stereotype.</li> <li>• Language used echoes message of the images. Girlguides representing themselves as innovative and up-to-date. E.g. ‘Fresh perspectives on growing up a girl today’, ‘relevant to girls today’.</li> <li>• Focus on safety of girls shows awareness of parent audience with rule of three: ‘a safe, welcoming, girl-only space’.</li> <li>• Representation of girls as empowered: ‘We’re dedicated to girls leading the way’ and the left-branching sentence, ‘Because girls shape and lead everything we do, we know that we’re offering the best opportunities and experiences for girls today.’</li> <li>• Use of military language presents girls as strong: ‘Conquer her fears’</li> </ul> |
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|  |  |  | <ul style="list-style-type: none"> <li>• Candidates could consider the language used by the girls in the direct quotations and how this relates to their study of spoken language and gender.</li> <li>• E.g. Use of standard speech forms (Trudgill and Cheshire – overt prestige)</li> <li>• E.g. ‘I’m excited ...’ ‘I love’ could be related to Tannen’s difference theory - women talk more about feelings</li> <li>• Representation of feminist ideology in Olivia’s declarative statement: ‘Being a part of Girlguiding has helped me to get through some tough times and find my voice.’</li> <li>• Candidates could also consider language of the mother (Sarah) e.g. Lakoff’s empty adjectives evident in ‘beautiful memories’ and ‘wonderful experience’.</li> </ul> <p><b>Other features</b></p> <ul style="list-style-type: none"> <li>• Use of hyperlinks on webpage</li> <li>• Use of bold font</li> <li>• Use of colour (pink and blue font)</li> </ul> | <p>Indicative Content – <b><i>Please note: indicative content indicates possible points candidates might make, but this is not an exhaustive account.</i></b> Any valid response should be rewarded.</p> |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

There are a total of 36 marks available for **Questions 2 or 3**.

There are a total of 6 marks for AO1, 18 marks for AO2 and 12 marks for AO3. Each bullet point beneath each level represents one mark within that level. Decide on a mark for AO1 out of 6, and then a separate mark for AO2 out of 18 and a separate mark for AO3 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     | AO2                                                                                                                                                                                                                                                                                                                                                                         | Mark         | AO3                                                                                                                                                                                                                                                                                                                            | Mark         |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>6</b> | <ul style="list-style-type: none"> <li>Candidates explore a wide range of language features illuminated by very appropriate examples and methods. They apply appropriate terminology; the writing is in a secure academic register.</li> </ul> | <b>6</b> | <ul style="list-style-type: none"> <li>Candidates show an assured knowledge and understanding of relevant concepts and issues.</li> <li>Candidates identify patterns of language use within the text with assurance.</li> <li>Candidates engage critically with the ways concepts and issues inform their analysis of the text's patterns of language use.</li> </ul>       | <b>16-18</b> | <ul style="list-style-type: none"> <li>Candidates offer a discerning exploration of a range of contexts and their potential influences on the language in the text.</li> <li>Candidates evaluate in perceptive detail how contextual features inherent in the text are associated with the construction of meaning.</li> </ul> | <b>11-12</b> |
| <b>5</b> | <ul style="list-style-type: none"> <li>Candidates analyse a range of language features with very appropriate examples and methods. They apply appropriate terminology and written expression is coherent.</li> </ul>                           | <b>5</b> | <ul style="list-style-type: none"> <li>Candidates show a good knowledge and understanding of relevant concepts and issues.</li> <li>Candidates identify patterns of language use within the text effectively.</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> | <b>13-15</b> | <ul style="list-style-type: none"> <li>Candidates respond in detail to a range of contexts and their potential influences on the language in the text.</li> <li>Candidates will analyse in detail how contextual features inherent in the text are associated with the construction of meaning.</li> </ul>                     | <b>9-10</b>  |

|          |                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |              |                                                                                                                                                                                                                                                                                                                                                                                           |            |
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| <b>4</b> | <ul style="list-style-type: none"> <li>Candidates make generally accurate reference to language features with appropriate examples and methods. Their use of terminology is mostly appropriate, although likely to be less densely packed than the level above, and written expression is clear but likely not to be economical.</li> </ul> | <b>4</b> | <ul style="list-style-type: none"> <li>Candidates show a sound level of knowledge and understanding of relevant concepts and issues.</li> <li>Candidates demonstrate competence in identifying patterns of language use within the text.</li> <li>Candidates use their knowledge and understanding of concepts and issues to comment on some language features in the text.</li> </ul>                                                               | <b>10-12</b> | <ul style="list-style-type: none"> <li>Candidates make a sound attempt to respond to a range of contexts and their potential influences on the language in the text.</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>                                          | <b>7-8</b> |
| <b>3</b> | <ul style="list-style-type: none"> <li>Candidates make some reference to language features with appropriate examples and methods. Their use of terminology is at times appropriate; written expression contains some errors.</li> </ul>                                                                                                     | <b>3</b> | <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 demonstrate soundness in identifying patterns of language use within the text.</li> <li>Candidates use their knowledge and understanding of concepts and issues to comment generally on language use in the text.</li> </ul> | <b>7-9</b>   | <ul style="list-style-type: none"> <li>Candidates make some attempts to respond to contexts and make some points about their potential influences on the language used in the text.</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> | <b>5-6</b> |

|          |                                                                                                                                                                                                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                          |            |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>2</b> | <ul style="list-style-type: none"> <li>Candidates make limited reference to language features with some appropriate examples. They use some terms with occasional appropriateness; writing is likely to contain errors which sometimes obscure meaning.</li> </ul> | <b>2</b> | <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 demonstrate limited ability to identify patterns of language use within the text.</li> <li>Candidates use concepts/issues to comment on the text, although connections may be lacking or confused.</li> </ul> | <b>4-6</b> | <ul style="list-style-type: none"> <li>Candidates make a limited response to contexts and to their potential influences on the language used in the text.</li> <li>Candidates show a basic understanding of how contextual features inherent in the text contribute to the overall meaning.</li> </ul>                                                   | <b>3-4</b> |
| <b>1</b> | <ul style="list-style-type: none"> <li>Candidates offer few appropriate examples, if any; little or basic reference to language features. Terminology, if present, is inappropriate and accuracy of written expression is very limited.</li> </ul>                 | <b>1</b> | <ul style="list-style-type: none"> <li>Candidates select irrelevant or unconnected concepts or issues, or presents erroneous accounts of concepts.</li> <li>Candidates demonstrate weaknesses in identifying patterns of language use within the text.</li> <li>Candidates attempt to use concepts or issues to examine the text, although these will be superficial.</li> </ul>  | <b>1-3</b> | <ul style="list-style-type: none"> <li>Candidates make only one or at the most two references to context(s), identifying a potential influence on the language used in the text.</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> | <b>1-2</b> |
| <b>0</b> | <ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>                                                                                                                                                                 | <b>0</b> | <ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>                                                                                                                                                                                                                                                                                | <b>0</b>   | <ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>                                                                                                                                                                                                                                                       | <b>0</b>   |

APPENDIX 1 – this contains a generic mark scheme grid

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>        | 0           | 10          | 0           | 0           | 10          | 20           |
| <b>2 or 3</b>   | 5           | 15          | 10          | 0           | 0           | 30           |
| <b>Totals</b>   | <b>5%</b>   | <b>25%</b>  | <b>10%</b>  | <b>0%</b>   | <b>10%</b>  | <b>50%</b>   |

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