GCE

English Language

H470/02: Dimensions of linguistic variation

Advanced GCE

Mark Scheme for June 2019

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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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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
	Irrelevant
	Tick
	Vague

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

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

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

WEIGHTING OF ASSESSMENT OBJECTIVES

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

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

USING THE MARK SCHEME

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

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

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

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

PAPER-SPECIFIC INSTRUCTIONS: H470/02 Dimensions of linguistic variation

Candidates answer all the questions on the paper. The paper addresses assessment objectives 1-4:
Assessment Objectives AO1 and AO2 are addressed in question 1.
Assessment Objectives AO2 and AO3 are addressed in question 2.
Assessment Objectives AO1, AO3 and AO4 are addressed in question 3.
AO5 is assessed in components 1 and 3.

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

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

SUBJECT-SPECIFIC INSTRUCTIONS: ENGLISH LANGUAGE

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

Indicative Content - *Please note:* indicative content indicates possible points candidates might make, but this is not an exhaustive account. **Any valid response should be rewarded.**

Question	Guidance	Marks	Text features
1	**Text A is a transcript from a private data source.** Beth is three and five months and Tom is four and two months. They are playing in the back of the car and are talking to their mother. **Using the appropriate terminology to explain your findings, examine the language development stage of the child-participants as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of their utterances.** **Use your knowledge of theories and concepts of child language acquisition to support your answer.** *Meaning:* • Beth uses labelling correctly 'cars' and also the more abstract concept 'direction' – this may be seen as advanced for her chronological age. • Beth initiates and directs the play throughout. • Beth shifts the terms of the play so that the play suddenly takes place in imaginary water and then the car turns into an imaginary hamburger.	**20**	*Phonology:* • There is gliding/substitution '/t/w/actor/'. • There is repetition of 'bang', twice with added emphasis; this word is also onomatopoeic. • Rhyming of 'bash splash' suggests playful experimentation with sound. • Additionally, Beth tries to mimic the sound of a car. • Beth's pronunciation of 'bath' as b/æ/th may suggest Northern accent. • Both children use largely standard pronunciation. • One of Tom's two verbal utterances is indistinct; most utterances are from Beth. *Grammar:* • Beth makes use of interrogatives, 'which way', and declaratives, 'it's landed under your leg'; the stressed word 'bang' also suggests an exclamatory. • She uses a range of pronouns and possessive determiners correctly, 'whatever I like', 'it banged off my leg onto you'. • Beth uses a range of dynamic verbs e.g. 'driving', 'landed' 'splash'. • She uses the past tense accurately but over-generalises it when making a future construction: 'it banged off my leg onto you (.) shall we banged another one'. • Some use of concrete nouns – 'car', 'leg', water' – reflecting topic/activity. • Beth uses the present progressive 'my car's driving down the road' (could link to Brown/acquisition of the -ing

	Concepts: • Tom's only distinguishable verbal utterance is directive, 'drive it out' (regulatory function – Halliday). • Beth's non-standard utterance, 'shall we banged another one', would not have been copied (supports Chomsky). The mother's interaction provides scaffolding (Bruner) and positive attention/encouragement as well as modelling of standard pronunciation of 'tractor' (Skinner).		morpheme) as well as the present simple 'it's not water' and past simple 'it banged'. • She uses modal verbs 'I can do', 'shall we banged', with varying degrees of accuracy. • Beth uses standard syntax (e.g. *subject-verb-adverbial)* appropriately 'my car's driving down the road'. **There may be specific relevant comment on the mother's interventions; these should be rewarded (although the focus needs to remain with the child participant). For example:** • The mother uses a mixture of interrogative and declarative sentence functions ('you tired', 'a hamburger') to support the children and provide scaffolding. • The mother supports Beth's imaginative leap 'oh no I'm all wet'; the emphasis suggests she is entering into the spirit of the game, up to a point. • She recasts Beth's non-standard pronunciation of 'tractor'. • Although Tom says relatively little, his mother responds to his non-verbal utterance '[yawns]'. • Many of the utterances include or revolve around objects – cars/tractors/hamburgers – supporting Nelson's findings that nouns/naming words represent 60% of children's early word production. • Tom's use of imperatives/directives 'drive it out' could be related to Goodwin's research on male assertions of power. • Capacity for imaginative play suggests cognitive development (link to Piaget) and also Halliday – imaginative function of language: 'no it's not water (1.0) it's a hamburger'.

There are a total of 20 marks available for **Question 1**.
Decide on a mark for AO1 out of 10, and then a separate mark for AO2 out of 10. Add the two marks together to reach a total out of 20 marks. It is possible that candidates may achieve different bands for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO1	Mark	AO2	Mark
5	• The response will make assured reference to a wide range of language features, with appropriate and well-selected examples which support a focussed analysis. • The response will be enhanced by consistently accurate use of a wide range of appropriate terminology; writing is in a secure academic register.	**9–10**	• The response will make assured reference to stages of development explained and explored effectively, with well-selected examples. • 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.	**9–10**
4	• The response will make consistently accurate reference to a range of language features, with appropriate examples and developed analyses. • The response will make consistently accurate use of a range of appropriate terminology to enhance the response; written expression is coherent.	**7–8**	• 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. • 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.	**7–8**
3	• The response will make generally accurate reference to a range of language features, with appropriate examples and a clear attempt at analysis. • Accurate use of appropriate terminology will enhance the response; written expression is clear.	**5–6**	• The response will make generally accurate reference to stages of development, with appropriate examples and supporting comment or explanation. • The response will connect the elements of the participants' language usage with concepts and theories in a way that is valid and relevant.	**5–6**

Level	AO1	Mark	AO2	Mark
2	• The response will identify some relevant language features, with appropriate examples and relevant comments. • Appropriate terminology will be used accurately, although the range of terminology will be limited; written expression has some errors but the meaning remains apparent.	**3–4**	• The response will make some accurate reference/s to stages of development, with some relevant comments or appropriate examples. • The response will make valid connections between elements of the participants' language usage and concepts or theory.	**3–4**
1	• The response will identify features of the material, but will make very few relevant or valid points about these features in relation to the question. • Little or no accurate use of appropriate terminology; writing may at times obscure meaning.	**1–2**	• The response will make little or basic reference to stages of language development. • Few if any valid links between elements of participants' language and appropriate stage/s of development or other relevant concepts.	**1–2**
0	• No response or no response worthy of any credit.	**0**	• No response or no response worthy of any credit.	**0**

Indicative Content - *Please note:* indicative content indicates possible points candidates might make, but this is not an exhaustive account. **Any valid response should be rewarded.**

Question	Guidance	Marks	Text features
2	**Text B** is an extract from an online article posted on the website of The Independent newspaper on April 7th 2010. It appeared in the lifestyle section. **Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.** Possibilities are provided below for guidance but any valid response should be rewarded. This online article contains characteristic features of multi-modal texts. The programme under discussion is called 'MasterChef', and the text raises issues about gender, representation, and being a chef; candidates are also likely to link it to power, as it is about hierarchy and the capacity of women to dominate – or even succeed – within a competitive context. It presents the opinions of several industry experts, former contestants, and a 'spokesman' for the television programme – a further opportunity for candidates to explore the use of power within the article.	**24**	**Possibilities are provided below for guidance but any valid response should be rewarded.** • The accompanying image, of three male chefs, reflects the topic of the written text. Their positive body language in combination with the superlative 'best' suggests that the question posed in the headline, purportedly responding to readers' presuppositions, may be answered in the affirmative. • Starting a paragraph with a connective 'So why can't the ladies stand the heat?' creates conversational tone/sense of ongoing dialogue with reader – typical of genre. Goodman – informalisation – could also be mentioned. • Paragraph made up exclusively of interrogatives to create a sense of exploration, 'Is it the sharp forks and spiky tongues of judges Greg Wallace and John Torode?'; representation of male judges as intimidating conforms with gender stereotypes (Pilkington). • Could be linked to Cameron – assumptions engendered in modern workplace – eg females natural fit for more nurturing jobs, males for logic- based (Law) etc. – a similar assumption here that the leader of a high-pressure kitchen (coincidentally extremely well-paid) should be male. • Graphological features that are characteristic of genre e.g. links to social media. • Lexical fields of cookery and the critiquing of food, 'poached', 'ingredient', 'food writer', reflecting topic. • Range of proper nouns/names to establish credibility of views being expressed/influential power (Fairclough). • Use of intensifiers/empty adjectives in quotation from

			female winner – supports Lakoff 'particularly… very…brilliant'; she also reports the way that the male judges enabled her to feel she was sufficiently 'strong' to succeed. • Military metaphor reflecting competitive element, 'as last night's finalists battled it out'. Pragmatics: • The intensifier adverb 'really' in the title suggests that the article is exploring an assumption that readers (or the general public) may hold. • Represents women as being emotionally fragile compared to men 'So why can't the ladies stand the heat?' – writers' positioning in relation to this view (and whether the potentially patronising, non-pc word 'ladies' is being used ironically) is unclear. • Some challenging of gender stereotypes in final line: 'Her bacon, scallop, beetroot and chervil concoction reduced judge John Torode to tears'. • The article plays on prejudices that men may make better chefs – seems to support this in its choice of anecdote ('Food critic Kate Spicer physically retched on tasting the gin and tonic jelly with white chocolate mousse offered by the last lady to be eliminated') and the reference to the Michelin stars as 'objective' indicators of prowess – instrumental power within this context? • Assumptions are made about shared cultural references: Aeschylus/ Miguel de Cervantes/Gilbert O' Sullivan/The Female Eunuch became an international bestseller. Although the first three are located for readers who may be unfamiliar with them, the fourth is not, suggesting an expectation of prior knowledge in readers (could be linked to Fairclough's members' resources). • Idiomatic reference to 'the fairer sex' may (or may not be) tongue-in-cheek. May link to semantic derogation/use of

			‘ladies’. • Use of humour in cookery and gender-based metaphor, ‘all three competitors, as last year, shared one seemingly crucial ingredient: a generous dollop of Y chromosome’.

There are a total of 24 marks available for **Question 2**
Decide on a mark for AO2 out of 12, and then a separate mark for AO3 out of 12. Add the two marks together to reach a total out of 24 marks. It is possible that candidates may achieve different bands for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO2	Mark	AO3	Mark
6	• Candidates show an assured knowledge and understanding of relevant concepts and issues. • Candidates engage critically with the ways concepts and issues inform their analysis of the text's patterns of language use.	**11–12**	• Candidates offer a discerning exploration of a range of contextual factors and language features, and how they are associated with the construction of meaning. • Candidates evaluate in perceptive detail how contextual features inherent in the text are associated with the construction of meaning.	**11–12**
5	• Candidates show a good knowledge and understanding of relevant concepts and issues. • Candidates use their knowledge and understanding of concepts and issues to offer informed comment of the text's patterns of language use.	**9–10**	• Candidates respond in detail to a range of contextual factors and language features, and how they are associated with the construction of meaning. • Candidates will analyse in detail how contextual features inherent in the text are associated with the construction of meaning.	**9–10**
4	• Candidates show a sound level of knowledge and understanding of relevant concepts and issues. • Candidates use their knowledge and understanding of concepts and issues to comment on some language features in the text.	**7–8**	• 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. • Candidates make clear, relevant response to the contextual features inherent in the text and how these are associated with the construction of meaning.	**7–8**
3	• Candidates show a largely accurate knowledge and understanding of language concepts or issues, although is likely to lack the depth needed to be convincing. • Candidates use their knowledge and understanding of concepts and issues to comment generally on language use in the text.	**5–6**	• 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. • 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.	**5–6**

Level	AO2	Mark	AO3	Mark
2	• Candidates' knowledge and understanding of concepts/issues is likely to have inaccuracies or be muddled. • Candidates use concepts/issues to comment on the text, although connections may be lacking or confused.	**3–4**	• Candidates make a limited response to contextual factors and language features and how they are associated with the construction of meaning. • Candidates show a basic understanding of how contextual features inherent in the text contribute to the overall meaning.	**3–4**
1	• Candidates select irrelevant or unconnected concepts or issues, or presents erroneous accounts of concepts. • Candidates attempt to use concepts or issues to the text, although these will be superficial.	**1–2**	• 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. • Candidates make little attempt to show understanding of how one or more contextual features inherent in the text contribute to the overall meaning.	**1–2**
0	• No response or no response worthy of any credit.	**0**	• No response or no response worthy of any credit.	**0**

Indicative Content - *Please note:* indicative content indicates possible points candidates might make, but this is not an exhaustive account. **Any valid response should be rewarded.**

<table>
<tr><th>Question</th><th>Answer</th><th>Mark</th><th colspan="2">Guidance</th></tr>
<tr><td rowspan="3">3</td><td rowspan="3">Text C is an extract from a book called ‘A Treatise on the Management of Bees’ by Thomas Wildman. It was published in 1770.

Text D is an extract from an informative book for beekeepers by R.O.B. Manley, called ‘Honey Farming’. It was published in 1946 and this extract was taken from the chapter on Pests and Diseases.

By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 18th and 20th centuries. Answers should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.

AO3:
Text C’s general contextual features: The text was part of a treatise advising beekeepers about various ‘enemies’ of hives and bees. The focus is on the creatures that may attack the hive and possible steps the beekeeper</td><td rowspan="3">36</td><td colspan="2">Lexis and semantics</td></tr>
<tr><td>Text C</td><td>Text D</td></tr>
<tr><td>• Nature of document – about the process of physical attack by insects and other creatures – lends itself to multiple concrete nouns. Most of these would be well known to the reader, eg ‘slugs and snails’; the house lark is described briefly, ‘a little dun bird with a black bill’ as some readers may be new to beekeeping and/or may not be familiar with this species of bird.
• Some Latinate language, ‘proprietor’, ‘endeavour’, ‘provided’, although not as much as may be expected in a text from this era.
• Abstract nouns reflect the impact of invaders on the hives, ‘havock’, ‘disturbance’, ‘confusion’.
• Lexical fields of wildlife: ‘field mouse’, ‘swallow’, ‘ants’; of beekeeping: ‘combs’, ‘wax’, ‘honey’, and of wrongdoing: ‘destroy’, ‘rob’, ‘molesting’.
• Hyperbole used to represent predators in a negative light, eg the field mouse ‘<u>seizes</u> on the <u>richest treaʃure</u>: nor does the <u>evil</u> end here’.
• Semantic shift in the verb ‘reckon’; pejoration of ‘molesting’.</td><td>• Concrete nouns to refer to the bees, their predators, and the environment, ‘combs’, ‘wax’, ‘wasps’.
• Numerous prepositions, ‘in’, ‘into’, and adverbials of place, ‘about the hives’ – instructional text.
• Lexical field of conflict, ‘battle', ‘manoeuvres’, ‘destroy’.
• Use of jargon: ‘queen-right colonies’, ‘summer nuclei’, but audience is assumed to be familiar with it.
• Military metaphor ‘on opening the robbed hive after the battle’.
• Use of dates to highlight specific events ‘in 1942 and 1944’, also numbers, ‘thousands of bloated wasps’.
• Adjectives relating to size and temperature – ‘large’, ‘cold’, ‘warm’, etc. – appear throughout, reflecting different key aspects of the topic.
• Field specific lexis relating to different stages of development of bees and their predators, ‘cocoons’, ‘larvae’, ‘eggs’.</td></tr>
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<table>
<tr><td></td><td>can take to offset these attacks. There is a high moral tone throughout; the enemies of bees are represented as destructive, dirty and dishonest.</td><td></td><td colspan="2">Grammar and morphology</td></tr>
<tr><td></td><td></td><td></td><td>Text C</td><td>Text D</td></tr>
<tr><td></td><td></td><td></td><td>• Archaic orthography ‘havock’, and use of long s throughout.
• Clause-laden sentences but not necessarily as sprawling/embedded as others of the period. There are a potentially surprising number of simple sentences for the time period and mode.
• Active sentences foreground the creatures that damage the hives, ‘At firſt it deſtroys the loweſt parts of the combs’.
• Verb choices reflect/create representation of predators as dangerous and/or avaricious: ‘destroys’/ ‘seizes’.
• Largely declarative sentences, mostly complex or complex/compound.
• Use of present tense throughout, ‘Spiders ſeem’, to describe an ongoing situation.
• Temporal adverbials, ‘soon’ etc, to describe aspects of the process
• First person inclusive plural used to create a sense of shared interest throughout, eg ‘we may reckon’.
• Archaic intensifier ‘great plenty’ and adverb ‘whither’. ‘Well knowing’ (not archaic but in less common usage now).</td><td>• Primary auxiliary/copular verb usage ‘is’/’are’ conveying factual information.
• Complex sentences with embedded clauses, eg conditional subordinate ‘The large moth’s caterpillars will very quickly destroy combs stored away <u>if once introduced to them</u>’.
• Use of dynamic verbs: ‘destroy’, ‘fumigating’ and idiomatic verb phrases ‘wiped out’.
• Comparative adjectives to distinguish the qualities of predators and bees: ‘far <u>stronger</u> and <u>more determined</u>’
• Pre-modifying adjectives to distinguish different species of predator: ‘lesser wax moth’, ‘large moth’.
• Proper noun/name given in very formal register: ‘Mr. Wedmore‘.
• Declarative sentences used throughout.
• Adversative conjunction ‘but’ indicates statements which the author then qualifies: ‘The lesser wax moth is also a nuisance in stored combs, but it gets into sections of comb honey too’.
• The ‘of which they are made’ formal by today’s standards. Similarly with ‘had occasion to’.</td></tr>
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<tr><td></td><td></td><td></td><td colspan="2"></td></tr>
<tr><td>Question</td><td>Answer</td><td>Mark</td><td colspan="2">Guidance</td></tr>
<tr><td>3</td><td>Text D's general contextual features: Extract from a book published in 1946 designed to advise beekeepers about the best methods of protecting bees/hives from pests and diseases. Metaphors relating to war/embattlement may or may not be linked to historical context.

AO4:

Whilst both texts focus on beekeeping in general and enemies of bees in particular, the ways in which the creatures which attack bees/hives are represented are different, with the earlier text being slightly more moralistic and hyperbolic.

There is a stronger sense of the individual beekeeper in Text D; as well as writing in the first person, he refers to specific experiences he has had and the years in which they occurred.

Whereas Text C is very structured in its approach, Text D is more discursive, and the order in which the various pests are described seems more haphazard. At times the tone becomes conversational,</td><td>36</td><td colspan="2">Discourse
Text C
• Textual cohesion is provided by listing – the author establishes that there are three categories of enemies in the first (the introduction to the chapter/topic) and then works through them.
• The text is divided into paragraphs detailing the nature of the threat posed by each enemy and steps that can be taken to defend hives/bees against them.
• Within each paragraph there is chronological sequencing outlining the different stages of the process of the attack and evaluating the consequences.

Text D
• Informative but also anecdotal style; the underlying structure is an extended list of each predator in turn.
• Information provided in apposition, 'The moths may be found by hundreds, sometimes, in neglected hives of combs, and in such cases the whole will be a mass of webbing and excreta, with cocoons and larva. characteristic of informative purpose and style.
• Syntactic parallelism provides cohesion, 'You can destroy their nests… I have destroyed a great many in some seasons'.

Pragmatics
Text C
• The attacks on the bees are framed largely as an attack on property: 'treasure', 'guarded'.
• Represent bees as vulnerable creatures which need human protection: '…ſhould next be as careful to guard them from the many enemies which either annoy or ſeek to prey upon them'; represents reader as guardian.
• Moral overtones throughout; binary

Text D
• Emphasis on attack as being against a shared interest: 'Wasps, therefore, do sometimes rob our colonies of bees'.
• Personification of wasps: 'they are, apparently, more intelligent, and almost seem to employ reason in their manoeuvres'.
• A certain amount of empathy for the pests that are destroyed, 'It is hard</td></tr>
</table>

	and there is more emphasis on creating a sense of comradeship with other beekeepers. 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.		value system: mice are represented as 'enemies' that cause the bees to feel 'ſo diſguſted'. • Sense of historical rural context: 'hire boys to rob their neſts'. • Assumptions re: gender and framing of beekeeping as a form of ownership, 'THE proprietor having provided for his bees as great plenty of paſture as he poſſibly can'.	on the caterpillars and moths but one can't be sentimental at such times'. • Emphasis on shared experience – inclusive pronouns throughout and reference to another beekeeper, 'Mr. Wedmore', creates a sense of a community with shared interests; tentative tone, 'I suppose', represents writer as one practitioner among many rather than an expert. • The mention of Mr. Wedmore may also be an indirect jibe at a rival beekeeper, though, as the action he took was only necessary because his hives were infested by moths – according to the author this only happens when the beekeeper does not 'know his job'. • Assumptions re: gender, competence and location of reader: 'Neither of these insects is a really serious menace in the British Isles if the beekeeper knows his job and stores his combs away suitably'. • Much drawing on personal experience, 'I have only suffered considerable loss from these creatures on two or three occasions'.

There are a total of 36 marks available for **Question 3**.
Decide on a mark for AO1 out of 12, and then a separate mark for AO3 out of 12, and a separate mark for AO4 out of 12. Add the three marks together to reach a total out of 36 marks. It is possible that candidates may achieve different bands for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO1	Mark	AO3	Mark	AO4	Mark
6	• Candidates apply a wide range of appropriate methods in an assured and systematic way, using appropriate terminology and writing in a secure academic register. • They deftly establish and explore patterns of language use and can closely analyse incisively chosen evidence.	**11–12**	• Candidates make discerning points about the possible effect of contextual factors on particular features of language, both in terms of production and reception. • They perceptively evaluate their points, suggesting alternatives for how context might account for variations in language use.	**11–12**	• Candidates selectively and methodically apply confident knowledge of appropriate linguistic concepts across both texts. • Candidates compare particular linguistic features in the two texts, making illuminating connections between them which clearly establish some of the ways that language has varied over time.	**11–12**
5	• Candidates apply a range of appropriate methods to the texts in a systematic way, using appropriate terminology and coherent written expression. • They establish patterns of language use and can analyse well-chosen evidence in some depth.	**9–10**	• Candidates make strong and helpful points about relevant contextual factors, showing how context might affect language use, both in terms of production and reception. • They show that they can weigh up how contextual factors might account for variations in language use.	**9–10**	• Candidates methodically apply sound knowledge of appropriate linguistic concepts across both texts. • Candidates compare linguistic features in the two texts, making helpful connections between them which show some of the ways that language has varied over time.	**9–10**

Level	**AO1**	**Mark**	**AO3**	**Mark**	**AO4**	**Mark**
4	• Candidates apply some appropriate methods in a sound way, using mostly appropriate terminology and coherent if uneconomical writing. • Analysis is characterised by either a fairly limited number of well-developed points, with relevant evidence, or a larger number of valid supported points that lack depth.	**7–8**	• Candidates make some valid points about context, showing how contextual factors can affect language production and reception. • They come to some sound conclusions about how contextual factors could cause variations in language.	**7–8**	• Candidates apply accurate knowledge of linguistic concepts to language features in a way that is mostly appropriate, across both texts. • They make some comparisons of linguistic features in the two texts, making some connections between them which show ways in which language use has varied over time.	**7–8**
3	• Candidates attempt to apply linguistic methods with some success, and terminology is at times appropriate; written expression contains some errors. • Analysis is uneven and is characterised by either scattered points that are supported with evidence or points which may have validity but are unsupported.	**5–6**	• Candidates make a few successful attempts at showing how basic contextual factors affect the way language is produced and received. • 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.	**5–6**	• Candidates have a loose grasp of linguistic concepts and attempt to apply them across both texts, although sometimes unconvincingly. • 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.	**5–6**

Level	AO1	Mark	AO3	Mark	AO4	Mark
2	• 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. • One or two simple points are made, with little or tenuous evidence; assertive rather than analytical.	**3–4**	• Candidates can comment on context, although this is unlikely to show proper grasp of production and reception and so is of very limited use. • Evaluation of points is not happening in this 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.	**3–4**	• Where linguistic concepts are in evidence for each text, understanding is shallow and knowledge of them is likely to be muddled. • Some loose connections between the texts are established in one or two places in the answer. These connections are likely to be simple matching or contrasting of features with very little demonstration of how language use has varied over time.	**3–4**
1	• Candidates struggle to apply the linguistic methods; terminology, if present, is inappropriate and accuracy of written expression is very limited. • There may be the odd point made but there is no analysis with evidence.	**1–2**	• One or at the most two references are made to the context with no link to language production or reception. • Little or no attempt to draw conclusions about the effect of context on different uses of language.	**1–2**	• Any knowledge of linguistic concepts is likely to be mostly inaccurate with perhaps a very vague sense of understanding both texts being present. • 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.	**1–2**
0	• No response or no response worthy of any credit.	**0**	• No response or no response worthy of any credit.	**0**	• No response or no response worthy of any credit.	**0**

APPENDIX 1
Assessment Objective weightings are given as percentages.

Assessment Objectives Grid

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

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