



Practice paper – Set 2

A Level English Language

H470/02 Dimensions of linguistic variation

PRACTICE PAPER MARK SCHEME

Duration: 2 hours 30 minutes

MAXIMUM MARK 80

This document consists of 22 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to Scoris and mark the [insert number] practice responses (“scripts”) and the [insert number] standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Scoris 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, by email or via the Scoris messaging system.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option.
8. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

Note: award 0 marks - for an attempt that earns no credit (including copying out the question).
9. The Scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the Scoris messaging system or e-mail.
10. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support. Your report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

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	<p>Text A is a transcript from a private data source. Dylan and Rory are twins aged two and five months. They are playing together with some toys and also talking to their mother.</p> <p>Using the appropriate terminology to explain your findings, examine the language development stage of both child-participants as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of their utterances.</p> <p>Use your knowledge of theories and concepts of child language acquisition to support your answer.</p> <p><i>Meaning:</i></p> <ul style="list-style-type: none"> • Both child-participants use labelling correctly ‘gates’/‘gate for animals’ – and also use demonstrative determiners accurately, switching between ‘this bit’/‘that bit’. • Rory uses a possessive determiner repeatedly to establish ownership ‘my gates (.) my gates’. • Rory seems to be more dominant within the conversation and is more emphatic (‘<u>aagh</u>’/‘<u>yay</u>’); Dylan seems to be more compliant/use of hedging (‘just making your gate Rory’). 	20	<p><i>Phonology:</i></p> <ul style="list-style-type: none"> • Four of Rory’s utterances are stressed; this is not a feature of Dylan’s speech, or of their mother’s. • There is lot of repetition throughout: R: ‘I playing the gate (.) <u>look</u> (.) I playing the gate’ /M: ‘you’re playing with the gates’ /D: ‘playing with the gates’, perhaps suggesting that once the phrasing is established it is being recycled • Both children use standard pronunciation, suggesting speech that is relatively advanced for their age • One possible exception: Rory uses clipping at one point ‘how /baut/ [about] this bit’; this could be unstressed syllable deletion – copied from adults’ informal usage or a phonological error common to the stage <p><i>Grammar:</i></p> <ul style="list-style-type: none"> • Most of children’s utterances are generally short telegraphic constructions ‘I making it’/‘that go there’, showing age/stage-characteristic omission of auxiliary verbs (could also suggest innatism) • Dylan makes use of demonstrative pronouns to create deixis ‘that go there’ • Repetition of concrete nouns ‘animals’/‘gate’/‘bit’ throughout, reflecting topic/activity • Rory omits the preposition as well as the auxiliary verb ‘I playing the gate’; again, characteristic of telegraphic speech • Rory uses an imperative ‘try and do it mum’ and he also

			<p>uses repeated declaratives separated by an imperative 'I playing the gate (.) <u>look</u> (.) I playing the gate'</p> <ul style="list-style-type: none"> Both children use standard syntax (e.g. <i>subject-verb-object</i>) appropriately ('I playing the gate'/'I making it'). <p>There may be specific relevant comment on parental interventions; these should be rewarded (although the focus needs to remain with the child participants). Eg:</p> <ul style="list-style-type: none"> The mother uses imperative sentence functions ('let me see'/'let me show you') to help move the gate-building activity along. She also recasts Rory's utterance, which has a missing preposition 'you're playing with the gates'; this is arguably then copied by Dylan. Similarly, her use of vocatives is arguably modelling a form of power/politeness which Dylan then copies
Question	Guidance	Marks	Text features
1	<p><i>Concepts:</i></p> <ul style="list-style-type: none"> Dylan seems to respond to his mother's reframing of Rory's first utterance 'playing the gate' > 'playing with the gate' – could be linked to Skinner (use of imitation) and/or to Bruner (interaction with caregivers). The mother's interaction with her sons provides scaffolding (Bruner) throughout; she supports them linguistically (see previous example) as well as on a practical level. Dylan's use of hedging 'just making your gate Rory' suggests an adaptive pragmatic response to Rory's annoyance. Imaginary language function (Halliday) evident throughout in terms of the premise of the game. 	20	<ul style="list-style-type: none"> Many of the utterances involve, include or revolve around the gates, supporting Nelson's findings that nouns/naming words represent 60% of children's early word production. Possible links with innatism e.g. universal grammar: Dylan's use of simple S+V+O construction 'I making it'; also shows common omission of auxiliary. Morphological development could also be discussed in light of Brown's research (eg stage 2/present progressives) Use of and refinement of labelling ('gate' > 'gate for the animals' can be linked to Aitchison). Capacity for imaginative play also suggests cognitive development (link to Piaget). Rory's use of imperatives/directives confirms Goodwin's work on male assertions of power

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The response will make consistently accurate and sustained 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The response will make generally accurate and developed reference to language features from the three levels specified in the question, with appropriate examples. Accurate use of appropriate terminology will enhance the response; written expression is clear. 	5–6	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The response will identify some relevant language features, though only exploring two out of the three levels specified in the question, with appropriate examples and relevant comments. 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	<ul style="list-style-type: none"> The response will make some accurate reference/s to stages of development, with some explanation or appropriate examples. The response will make valid connections between elements of the participants' language usage and concepts or theory. 	3–4
1	<ul style="list-style-type: none"> The response will accurately identify features of the material, but will make very few relevant or valid points about these features. The response may cover only one of the language levels specified in the question. Little or no accurate use of appropriate terminology; writing may at times obscure meaning. 	1–2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> No response or no response worthy of any credit. 	0	<ul style="list-style-type: none"> No response or no response worthy of any credit. 	0

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

Question	Guidance	Marks	Text features
2	<p>Text B is an online article posted on December 17th 2014, in the <i>Women’s Corner</i> section of eu.ironman.com, a website promoting the sporting event called ‘triathlon’, which involves challenges in swimming, cycling and running. It is an account of a participator’s experiences.</p> <p>Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.</p> <p>Possibilities are provided below for guidance but any valid response should be rewarded.</p> <p>The text is multi-modal, and its topic is female participation in the triathlon, specifically within the context of an ‘Ironman’ competition. This article will raise issues of gender and representation; some candidates may also choose to link it to power, as it focuses on acquiring and demonstrating strong physical attributes, perhaps to challenge traditional representations of femininity. Candidates can legitimately focus on attitudes/representations of gender, and also on this article as a text by a female writer, embodying and/or challenging a so-called ‘female’ perspective. Some degree of selection of material, in order to give focus, is expected.</p>	24	<p>Possibilities are provided below for guidance but any valid response should be rewarded.</p> <ul style="list-style-type: none"> • The accompanying image is given centrality and does itself focus on a powerful juxtaposition: the solitary female cyclist next to the words ‘Women for Tri’ • Gendered neologism ‘Ironman’ is a central focus – the writer appropriates a range of qualities stereotypically associated with masculine strength throughout, implicitly challenging stereotypes by creating a representation of female physical and emotional strength: ‘Their stories were amazing because of all the obstacles they’d overcome: blindness, breast cancer, the loss of a husband’. • Visual and semantic cohesion is achieved through the above and also through repetition; the title is ‘Introducing Women for Tri’ and there is also the emboldened strapline, ‘Why I’m excited about “Women for Tri”’. • Collocations: strong woman’ “super-hero’ support this further; challenge traditional stereotypes regarding gender, as does the description of Mirinda Carfrae as ‘a badass’ • Lexis includes a wide range of proper nouns relating to people, places and organisations but these tend to be framed in terms of personal attributes/relationships (‘...incredibly inspirational, but almost super-human’/’Sister Madonna Buder... We took a picture together and wished each other luck’). • Use of intensifiers/empty adjectives - supports Lakoff ‘incredibly inspirational’, ‘incredibly supportive’, ‘amazing’, ‘so real’ – interesting in that the content challenges traditional views in some ways (though not in others – emphasis on solidarity/sisterhood) but the phrasing,

			<p>arguably, supports them.</p> <ul style="list-style-type: none"> • 'Explicit references to power: 'IRONMAN and Life Time are looking for a select group of influential women'. • 'A bit of a basket case' - colloquial; not beholden to political correctness. • Mainly first person; only uses the vocative voice – 'you' – when appealing for competitors to come forward, 'whether you are an age-group athlete, coach, pro'. • Use of rhetorical question explicitly to involve the reader 'Love triathlon and want to get involved?' • Lexical fields of both sport and achievement, reflecting topic. • Use of anecdote/reference to well-known figures within that specific sporting arena. <p>Pragmatics: some statements and utterances linked closely with specific cultural contexts and attempts to represent a strong female identity, e.g. 'Speaking with these female age-group athletes, I realized how you don't have to be a world-class competitor to cross the line at an IRONMAN race; you just need to have the drive and put in the time'.</p> <ul style="list-style-type: none"> • The inclusion of the writer's credentials '(former Fitness Editor for Shape Magazine)' represent her as a credible contributor who, as an editor, would have been in a position of instrumental power (Fairclough). • Representation of women as powerful, physically strong, resilient 'inspirational women', 'Olympic-distance'. • Positive representation of women throughout. • Interesting to consider in light of Tannen – this is an article about a competition (status?), but her references to other women focus on their support, 'but I did have an incredibly supportive female coach'; • 'Women's corner' – could be seen as a kind of 'marking' – somehow less central, less important than the rest?
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There are a total of 24 marks available for **Question 2**

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

Level	AO2	Mark	AO3	Mark
6	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • No response or no response worthy of any credit. 	0	<ul style="list-style-type: none"> • No response or no response worthy of any credit. 	0

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

Question	Answer	Mark	Guidance	
<p>3</p> <p>Text C is an extract from an account first published in 1693. It describes a shipwreck that occurred when a Portuguese ship ran aground on the Cape of Needles.</p> <p>Text D is part of an article from the Guardian newspaper reporting on the survival of yachting enthusiast Tony Bullimore, who suffered a sailing accident in the Southern Ocean. The article was published in January 1997.</p> <p>By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 17th and 21st centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.</p> <p>AO3:</p> <p>Text C's general contextual features: Text was written prior to normative approach to language. The long s/allograph of s is used throughout. It is a dramatic yet factual account of a shipwreck, from which, it transpires, the writer was lucky to escape. It was not necessarily intended for publication.</p>	<p>36</p>	<i>Lexis and semantics</i>		
		<p style="text-align: center;">Text C</p> <ul style="list-style-type: none"> • Pre-modifiers used to create/amplify descriptive detail 'billowy foam', 'horrible noise'. • Visual metaphors 'mountains of water'. • 'So rudely' – semantic shift • Emotive metaphor, 'the astonishment, terror and consternation that seized upon every heart in the ship'. • Lexical fields of ships/sea/fear • Some jargon, 'poop', 'bilged' suggests writer's nautical knowledge. 	<p style="text-align: center;">Text D</p> <ul style="list-style-type: none"> • Lexical field of sailing. • Humour is used, particularly near the end, 'After asking for a cup of tea, he told the chief petty officer: 'If you didn't have a beard I'd kiss you.' • Collocations: 'recovery operation', 'pitch darkness', 'weather conditions'. • Use of hyperbolic language e.g. 'atrocious', 'cowering', 'ordeal' – although perhaps this just reflects the situation he was in. • Colloquial lexis, 'a couple of guys'. • Use of bathos – 'he survived through sheer determination and nibbles of chocolate'. • Numbers: '1,400 miles', '24', '57', 500,000. 	
		<i>Grammar and morphology</i>		
		<p style="text-align: center;">Text C</p> <ul style="list-style-type: none"> • Verb choices reflect horror of situation 'tossed'/'dashed'. • Largely declarative sentences, mostly complex or complex/compound • Deviant period forms in non-standard demonstrative pronoun use – 'they that' is used twice 	<p style="text-align: center;">Text D</p> <ul style="list-style-type: none"> • Subordinating conjunction 'Despite' underlines his physical suffering, contrasting it with his 'high spirits'. • Relative clauses typical of journalistic style, 'Mr Bullimore, whose boat capsized in mountainous waves on Sunday...' • Complex sentences with embedded clauses. • Use of modal verbs: 'we would 	

			stand'; 'we could hardly wait'. <ul style="list-style-type: none"> • Proper nouns 'Antarctica', 'Bristol', 'HMAS Adelaide' – facticity 	
Question	Answer	Mark	Guidance	
3	Text D's general contextual features: Extract from a broadsheet article about the survival and rescue of a yachting enthusiast, Tony Bullimore. It contains a description of his ordeal, interspersed with quotations from Bullimore and also, briefly, from his wife. AO4: Whilst both texts focus on accidents and survival within a nautical context, and both are written retrospectively, Text C is a first-hand account whereas Text D is written by journalists who quote the subject's words; it is not written by the subject himself. As well as linguistic features that relate to the temporal context, a significant difference in tone arises from the fact that Text C describes significant loss of life whereas Tony Bullimore, though in a dangerous situation, had been safely rescued and, unlike Text C, there had been no other victims. This makes it possible for the writers of Text D to adopt a tone that is often humorous and light-hearted: 'If he had never existed, Boy's Own would have had to invent him.' In Text C, on the other	36	<i>Grammar and morphology</i>	
			Text C	Text D
			<ul style="list-style-type: none"> • Strong OE verbs – made/hold; ON – cast. • non-standard spelling – pre-spelling standardisation – 'cabbin'/'girdels. • Deviant preposition use – 'letting her fall on a sudden'. • Syntactic parallelism – 'the poop bore the first shock, and accordingly was the first part that bilged'. 	<ul style="list-style-type: none"> • Use of superlative to represent his rescue as unlikely/remarkable: 'one of the world's most treacherous seas'. • Extensive pre- and post-modification. links with dramatic nature of text: 'it was heaven, absolute heaven'.
			<i>Discourse</i>	
			Text C	Text D
			<ul style="list-style-type: none"> • Textual cohesion is provided by the gradual disintegration of the ship and loss of life • No paragraph breaks, but 'Nothing was now heard' is used as a discourse marker; the following sentence contains a past progressive 'people were throwing...' which creates a sense of immediacy • Some evidence of non-standard punctuation E.g. 'should' be a 	<ul style="list-style-type: none"> • Switches between third person narration and first person quotation; structure tends to be that the journalists provide the factual scaffolding and use direct quotations from Bullimore to fill in the feelings. • Information provided in apposition, 'Mr Bullimore, aged 57', characteristic of news articles • A lot of repetition: 'I started shouting: 'I'm coming, I'm coming'; 'I really, really never thought I would reach

<p>hand, the horror is fairly unremitting; the writer describes the desperate attempts of some sailors to survive a shipwreck off the Cape of Needles, but it is clear that many perish, so that the tone is far more sombre.</p> <p>The individuality of Bullimore is emphasised; the narrator of Text C focuses more on the event and on the fate of the group he is with.</p> <p>Possibilities are provided (right) for guidance but any valid response should be rewarded. Each language level is taken in turn to illuminate the likely connections which may be explored by candidates across both texts.</p>	<p>full stop after 'lay in their way' and 'to fill the gunner's room'; contrasts with standardised punctuation in Text D</p>	<p>that far'; 'I felt like a new man. I felt like I had been brought to life again'.</p>
	<p><i>Pragmatics</i></p>	
	<p>Text C</p>	<p>Text D</p>
	<ul style="list-style-type: none"> • Religious sensibility evident – 'some prostrate upon the deck implored the assistance of Heaven'. • The language is dramatic but given the context it is difficult to class it as hyperbolic. Having said that, this was one of a number of 'sensational tales' later gathered and published in an anthology, so the ingredients of death, despair, and Nature at its fiercest clearly had contemporary appeal. 	<ul style="list-style-type: none"> • Reference to Boys Own assumes shared cultural references with readers; represents Bullimore's adventures as dramatic but faintly humorous – humour echoed in his wife's metaphorical description of him as 'a beautiful bulldog.' • Comparisons with Scott and Shackleton represent him in a quasi-heroic light as a man against the elements. • The dangerous nature of Bullimore's situation is highlighted in the choice of detail, eg 'Two days ago he ran out of water. If rescuers had delayed another 24 hours, he would have exhausted his oxygen supply'. The emphasis is on how little time he had remaining; how precarious/unlikely his rescue seemed to be. • Maximises dramatic potential/exploits narrative arc of last-minute rescue as fully as possible.

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	<ul style="list-style-type: none"> • Candidates apply a range of appropriate methods in an assured and systematic way, using appropriate terminology and writing in a secure academic register. • They deftly establish and explore patterns of language use and can closely analyse incisively chosen evidence. 	11–12	<ul style="list-style-type: none"> • Candidates make discerning points about the possible effect of contextual factors on particular features of language, both in terms of production and reception. • They perceptively evaluate their points, suggesting alternatives for how context might account for variations in language use. 	11–12	<ul style="list-style-type: none"> • Candidates selectively and methodically apply confident knowledge of appropriate linguistic concepts across both texts. • Candidates compare particular linguistic features in the two texts, making illuminating connections between them which clearly establish some of the ways that language has varied over time. 	11–12
5	<ul style="list-style-type: none"> • Candidates apply a range of appropriate methods to the texts in a systematic way, using appropriate terminology and coherent written expression. • They establish patterns of language use and can analyse well-chosen evidence in some depth. 	9–10	<ul style="list-style-type: none"> • Candidates make strong and helpful points about relevant contextual factors, showing how context might affect language use, both in terms of production and reception. • They show that they can weigh up how contextual factors might account for variations in language use. 	9–10	<ul style="list-style-type: none"> • Candidates methodically apply sound knowledge of appropriate linguistic concepts across both texts. • Candidates compare linguistic features in the two texts, making helpful connections between them which show some of the ways that language has varied over time. 	9–10

Level	AO1	Mark	AO3	Mark	AO4	Mark
4	<ul style="list-style-type: none"> • Candidates apply some appropriate methods in a sound way, using mostly appropriate terminology and coherent if uneconomical writing. • Analysis is characterised by either a fairly limited number of well-developed points, with relevant evidence, or a larger number of valid supported points that lack depth. 	7–8	<ul style="list-style-type: none"> • Candidates make some valid points about context, showing how contextual factors can affect language production and reception. • They come to some sound conclusions about how contextual factors could cause variations in language. 	7–8	<ul style="list-style-type: none"> • Candidates apply accurate knowledge of linguistic concepts to language features in a way that is mostly appropriate, across both texts. • They make some comparisons of linguistic features in the two texts, making some connections between them which show ways in which language use has varied over time. 	7–8
3	<ul style="list-style-type: none"> • Candidates attempt to apply linguistic methods with some success, and terminology is at times appropriate; written expression contains some errors. • Analysis is uneven and is characterised by either scattered points that are supported with evidence or points which may have validity but are unsupported. 	5–6	<ul style="list-style-type: none"> • Candidates make a few successful attempts at showing how basic contextual factors affect the way language is produced and received. • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> Candidates make a vague attempt to apply linguistic methods to the texts and some terms are used, with occasional appropriateness; writing is likely to contain errors which sometimes obscure meaning. One or two simple points are made, with little or tenuous evidence; assertive rather than analytical. 	3–4	<ul style="list-style-type: none"> Candidates can comment on context, although this is unlikely to show proper grasp of production and reception and so is of very limited use. Evaluation of points is not happening in this 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	<ul style="list-style-type: none"> Where linguistic concepts are in evidence for each text, understanding is shallow and knowledge of them is likely to be muddled. Some loose connections between the texts are established in one or two places in the answer. These connections are likely to be simple matching or contrasting of features with very little demonstration of how language use has varied over time. 	3–4
1	<ul style="list-style-type: none"> Candidates struggle to apply the linguistic methods; terminology, if present, is inappropriate and accuracy of written expression is very limited. There may be the odd point made but there is no analysis with evidence. 	1–2	<ul style="list-style-type: none"> One or at the most two references are made to the context with no link to language production or reception. Little or no attempt to draw conclusions about the effect of context on different uses of language. 	1–2	<ul style="list-style-type: none"> Any knowledge of linguistic concepts is likely to be mostly inaccurate with perhaps a very vague sense of understanding both texts 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	<ul style="list-style-type: none"> No response or no response worthy of any credit. 	0	<ul style="list-style-type: none"> No response or no response worthy of any credit. 	0	<ul style="list-style-type: none"> No response or no response worthy of any credit. 	0

APPENDIX 1

Assessment Objective weightings are given as percentages.

Assessment Objectives Grid

Question	AO1%	AO2%	AO3%	AO4%	AO5%	Total%
1	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%