

Practice paper – Set 1

A Level English Language

H470/02 Dimensions of linguistic variation

PRACTICE PAPER MARK SCHEME

Duration: 2 hours 30 minutes

MAXIMUM MARK 80

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

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

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

MARKING

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

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

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

11. Annotations

Annotation	Meaning

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

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

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. Lizzie aged five and Lara aged three are playing with their father. Lizzie is preparing a surprise for the other two.</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"> • Lara’s use of /'tɪʃu:/', meaning ‘I’d like a tissue’, is a holophrase; she is using a single word to express a more complex idea. • Both participants use labelling correctly ‘eyes’/‘fruit’ – Lizzie uses a wider range of labelling, though, and makes more sophisticated word choices. • Lizzie uses a series of imperatives ‘you close your eyes’ to organise the game. 	20	<p><i>Phonology:</i></p> <ul style="list-style-type: none"> • Lizzie uses repetition throughout to direct the others ‘no you need to shut them’ • Lara uses the voiced pause ‘mmm’ to signal compliance. • Lara uses repetition of /'tɪʃu:/' for emphasis • Both children use standard pronunciation, suggesting speech that is relatively advanced for their ages, except that one of Lara’s utterances is inaudible. • Non-standard pronunciation such as /'tɪʃu:/ unstressed syllable • One of Lara’s utterances is inaudible. <p><i>Grammar:</i></p> <ul style="list-style-type: none"> • Most of Lara’s utterances are short telegraphic constructions ‘all out’/‘close eyes’, although this may be partly because of her relatively passive role within the game. • Lara adopts her father’s pronoun use accurately in a longer utterance ‘I want one’. • Lizzie’s more sophisticated constructions include accurate use of subordinate clauses ‘you can’t open them until I say’ pronouns and negatives ‘no, you need to shut your eyes’, suggesting post-telegraphic speech. • Lizzie is able to use modal auxiliary verbs to modify her instructions ‘you can’t open them’, confirming post-telegraphic stage. • Lizzie uses standard syntax (e.g. <i>subject-verb-object</i>) appropriately ‘you shut your eyes’. The inclusion of the

	<ul style="list-style-type: none">Lara's language tends to be referential rather than expressive, e.g. 'close eyes'.		<p>possessive determiner helps confirm post-telegraphic speech.</p> <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 father uses imperative sentence functions ('come on Liz'), reflecting some underlying authority, but he also uses a compliant interrogative ('can I open them') reflecting his co-operation and willingness to participate in the game.
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Practicis

Question	Guidance	Marks	Text features
1	<p><i>Concepts:</i></p> <ul style="list-style-type: none"> • Lara's utterance 'close eyes' could be linked to Skinner (use of imitation in copying Lizzie) or to Bruner (interaction with caregivers). • The father's interaction with his daughters provides some scaffolding (Bruner), especially for Lara ('oh are you going to help me find them'). • Lizzie's use of hedging 'yeah well I'm going to do (1) you need (.) you need to just close your eyes' suggests an adaptive pragmatic response to father's growing impatience. • Lizzie's use of imperatives 'don't open your eyes' and declaratives used as mitigated imperatives 'you need to shut them Lara' – could be linked to Bruner (interactive), or to Halliday (imaginary language function) in that throughout the discourse the conventional familial hierarchy is suspended for the purposes of the game, with father asking Lizzie's permission to open his eyes. • Although father is the adult, Lizzie directs most of the discourse, although there are moments when father asserts some authority over each of the children 'come on (.) Liz' and 'blow your nose' (to Lara). 	20	<ul style="list-style-type: none"> • Most of Lara's utterances ('/tʃu:/', 'close eyes') involve nouns, supporting Nelson's findings that nouns represent 60% of children's early word production. • Lizzie's use of imperatives and father's interventions provide scaffolding for Lara's utterances, supporting Bruner's social interaction theory that care-givers encourage linguistic development. • Possible links with innatism e.g. universal grammar: Lara's use of simple S+V+O construction 'I want one'. • Lizzie uses a wider range of labelling (can be linked to Aitchison). • Lizzie's more sophisticated word choices reflected her more advanced cognitive development (link to Piaget). • Lizzie's management of the others through use of language in social context/mix of authoritative and conciliatory eg through use of modals. • The father's interaction with his daughters provides some scaffolding (Bruner), especially for Lara ('oh are you going to help me find them').

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 a series of short articles adapted from BBC News website, posted on 22 June 2015.</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 the preservation of an auditory heritage. This will raise issues requiring some kind of analytical method in order to connect the visual and auditory with the verbal. It is important that some effort be made to coalesce both features using apposite terminology. 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"> • Images raise connotations of nostalgia. There is metaphorical language for idealised (and non-idealised) memories but also reference to the use of technology to capture/record/store these for the future. • Representation of traditional element of English culture/nostalgia – familiar to most of adult readership • Basis of the article is an attempt to capture shared memories from the past but there’s also a focus on the use of modern technology to do so. • Discourse features of frequency, relevance and facticity. • Lexis a wide range of proper nouns relating to people, places and organisations. • Leading noun phrases in headlines, by-lines and authorial caption. • Sentences simple and compound declaratives – some nominalisation in clauses. A range of minor sentences/ listing. • First person singular and plural pronouns generally occur within quotations; the majority of the text is third person. • Range of adverbial structures. The connective ‘But’ used as a discourse marker. • Two references to ‘man-made sounds’ – traditional phrasing; not beholden to political correctness • Vocative voice – ‘you’ – addressing the readership at times. • Numerous collocations – ‘rich pickings’; ‘ice cream van’; ‘future generations’. Creation of lexical fields/reference to British ideology – most able candidates may identify this.

		<ul style="list-style-type: none"> • Juxtaposition of words and images/sounds (multimedia technology) to support this. • Onomatopoeia, reflecting the topic; attempts to mimic some of the sounds that will be recorded: 'swoosh'; 'splat'. • Use of numeric expression reflecting the fact that the topic relates to data-gathering. • Lexical fields of both history and technology, reflecting topic. • Use of celebrity/anecdote. <p>Pragmatics: some statements and utterances linked closely with specific cultural contexts and attempts to retain national identity, e.g. 'The trust wants thousands of recordings uploaded onto a digital map'...'It said the sounds of the coastline were constantly changing and the project would create an audio snapshot for future generations'.</p> <ul style="list-style-type: none"> • Positive representation of the past. • Assumption of readership with shared values/cultural experiences, e.g. exophoric discourse via reference to previous decades; 'The Human League' and 'Heaven 17'. • Rhetorical question as an attempt to involve reader: 'But what are the things you can really only hear at the British seaside?' • Textual cohesion: connectives used e.g. listing of 'Five sounds heard only on a British beach'. • Temporal references throughout, again links in with topic. • Multi-modality – click icon to hear recording; invitation to reader to become involved by uploading sound files themselves.
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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 a diary published by a member of the English clergy, James Woodforde, in 1788, in <i>The Diary of a Country Parson, 1758-1802</i>.</p> <p>Text D is an extract from extract from naturalist Gerald Durrell's humorous autobiography about his childhood in Greece, <i>The Garden of the Gods</i>, which was first published in 1978.</p> <p>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.</p> <p>AO3:</p> <p>Text C's general contextual features: Diary entry represents a model of the C18th approach to standardised English. Writer follows work of grammarians, who had promoted the ideas of written formality. The contents of the diary concern a parson who finds himself obliged to provide a meal for unexpected visitors at short notice. Some evenness because of purpose/context – it was not</p>	<p>36</p>	<i>Lexis and semantics</i>		
		Text C	Text D	
		<ul style="list-style-type: none"> • Capitalisation of nouns and adjectives following established conventions, but some variation within this, e.g. 'some white bread'/'a bit of White bread'. • Lexical derivations are a mixture of OE ('drank'), Latin ('Family'), and French ('returned'). • Collocations: 'plumb pudding'; 'Family Dinner'. • Consonant doubling in 'Pigg' and 'Nutts'. • Use of ampersand for Latin <i>et</i> and abbreviation of <i>cetera</i>: '&c'. • 'to day' as two words. 	<ul style="list-style-type: none"> • Lexicality well-assimilated Latin ('tantalize') and French derivations, ('treasure). • Greek lexis '<i>kefalia</i>' reflects context; reference to Vesuvius also connotes familiarity with Europe. • Lexical field of food/eating throughout • Collocations: 'Lemon juice'; 'culinary art'. • Use of figurative language throughout, e.g. 'like a beetle in the heart of a rose'. Represents his experience in a way that captures richness of sensory experience/fitting as representation of a childhood lived in that context; makes use of literary devices in doing so. Suggestion of embellishment throughout; is not confined to simple record of events. • Use of humour: 'Mother and her minions' – also gender/power • Numerous pre-modifiers, some compound: 'biscuit-brown chickens' • Nautical imagery: 'flotilla of ships' • Sensory adjective use throughout 	
		<i>Grammar and morphology</i>		
Text C	Text D			
<ul style="list-style-type: none"> • Use of listing, especially of noun phrases: 'Family Dinner'. 	<ul style="list-style-type: none"> • Sentences – compound-complex declaratives. Clause-laden (more 			

	necessarily intended for publication.		<ul style="list-style-type: none"> • Largely declarative sentences, mostly compound • Sustained past tense, reflecting chronological sequencing of text. • Prepositional phrases as post modifiers – ‘sent early to me’. • Deviant period forms: ‘We had not a bit of White bread’; ‘We gave the Company for Dinner some Fish and Oyster Sauce’. 	<p>than Text C) and with use of parenthesis.</p> <ul style="list-style-type: none"> • Use of two short sentences for impact at start and end of paragraphs: ‘At last everything was ready; We could hardly wait for the party’. • Use of modal verbs: ‘we would stand’; ‘we could hardly wait’. • Repeated use of past perfect: ‘The <i>kefalia</i> I had brought from the lake were now browned’.
Question	Answer	Mark	Guidance	
3	Text D’s general contextual features: Extract from an autobiography, describing a meal that occurred in the author’s childhood. (Candidates are not expected to know that the author is a well-known naturalist but this information has been provided because it could inform their analysis, e.g. in the emphasis on colour/ choice of simile etc). Authorial style is largely standard written English, but clauses are more complex than might be the case in a more modern text. The source provides a description of a lavish party and as well as the details about the food, there is also evidence of authorial humour. AO4: Whilst both texts focus on food and hospitality, candidates should foreground a comparison of linguistic features rather	36	<i>Grammar and morphology</i>	
			Text C	Text D
			<ul style="list-style-type: none"> • Variety of adverbials enhancing complexity of sentences. 	<ul style="list-style-type: none"> • Extensive pre- and post-modification. links with literary ambitions of text. • Some use of direct address to include reader as a guest at the feast: ‘you felt you would be eating a magnificent garden’.
			<i>Discourse</i>	
			Text C	Text D
			<ul style="list-style-type: none"> • Discourse written primarily for self as reader. • First person, normally plural, used throughout – refers to household’s attempts to provide for visitors. • Textual cohesion – chronological, reflecting diary form. 	<ul style="list-style-type: none"> • Uses first person to describe his involvement/anticipation and third person to describe the scene. • Syntactic parallelism used to create cohesion: ‘Here was...’ repeated as discourse marker throughout. • Listing of different dishes used as a cohesive device. • Child’s viewpoint but narrated retrospectively with adult

<p>than being drawn into a descriptive/social treatise. Comparing both texts should enable and illuminate historical variation. Responses should therefore explore the source and significance of these variations.</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>perspective/vocabulary etc e.g. 'minions', 'carunculated'.</p>	
	<p><i>Pragmatics</i></p>			
			<p>Text C</p>	<p>Text D</p>
		<ul style="list-style-type: none"> • A context of social politeness/hospitality; asymmetry between genders e.g. with reference to travelling/action. • Observation of social niceties and obligations very prominent. • References to titles – deference to power could be inferred. 	<ul style="list-style-type: none"> • The discourse communicates enjoyment of the lavishness of the meal; it is presented as a feast for all the senses, and one in which the reader is invited to share. The assumption is that the audience would be non-vegetarians who would be tantalised by the account of the food. • The physicality of the descriptions, e.g. the emphasis on colour and shape as well as the natural similes/metaphors employed perhaps reflects Durrell's role as a naturalist. 	

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%