A-level
ENGLISH LANGUAGE
7702/2

Paper 2   Language diversity and change

Mark scheme

June 2023

Version: 1.0 Final Post-Standardisation

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

English Language Mark Scheme

How to Mark

Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark band (high, low, middle) for **each** Assessment Objective
- record your judgements with brief annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective
- put into a rank order the achievements of students (not to grade them – that is done later using the rank order that your marking has produced)
- ensure comparability of assessment for all students, regardless of question or examiner.

Approach

It is important to be **open-minded** and **positive** when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study language in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about language. It is important to assess the quality of **what the student offers**.

Do not mark scripts as though they were mere shadows of some Platonic ideal (or the answer **you** would have written). The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

Assessment Objectives

This component requires students to:

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.

The marking grids

The specification has generic marking grids with a hierarchy of performance characteristics for each Assessment Objective that are customised with indicative content for individual tasks. These have been designed to allow consistent assessment of the range of knowledge, understanding and skills that the specification demands across all tasks.

Within each Assessment Objective there are five broad levels representing different levels of achievement. Do not think of levels equalling grade boundaries.

You will be giving a mark to each separate Assessment Objective tested by a task.

Depending on the question, the levels will have different mark ranges assigned to them. This will reflect the different weighting of Assessment Objectives in particular tasks and across the examination as a whole. You may be required to give different marks to bands for different Assessment Objectives.

There is the same number of marks in each level for an individual Assessment Objective. The number of marks per level will vary from two to four across different Assessment Objectives depending upon the number of marks allocated to the Assessment Objective in a particular question.

Step 1 Using the grids and annotating scripts

These levels of response mark schemes are broken down into five levels, each of which has descriptors.

On the left-hand side of the mark scheme, in bold, are the **generic descriptors** that identify the **performance characteristics** at five distinct levels. These are designed to identify clearly different levels and types of performance.

On the right-hand side are statements of **indicative content**. These give examples of the kind of things students might do that would exemplify the level. They are neither exhaustive nor required – they are simply indicative of what would appear at this level.

Having familiarised yourself with the descriptors and indicative content, read through the answer and annotate it (as instructed below) to identify the qualities that are being looked for and that it shows.

As you mark a script, use annotations to identify exactly where the student shows the performance characteristics noted in the mark scheme. You should note where they give evidence of the indicative content you have been given.

Remember they may do things not mentioned in the indicative content but of similar quality – reward these too.

You can now check the levels and award a mark.

Step 2 Writing a comment to determine a level

Look back at the script. If you have made precise, full and accurate annotations it should be easy to see what level to award the answer.

When you look at a first script, it is useful to start at the lowest level of the mark scheme and use it as a ladder to see how far the answer can go up the scale.

The descriptors for a level indicate the different qualities that might be seen in the student's answer for that level.

Good scripts will not necessarily be characterised by the descriptors in lower bands because they will be doing better things. You may find yourself thinking: no, better than that. If so, look to the level that begins to describe what it does.

As you go up the levels with good scripts you will find they do the things characterised by the descriptors. You need to keep going up through the levels to see what descriptors capture what the script has done.

If it meets all the descriptors for the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptors and the answer. With practice and familiarity, you will find that for better answers you will be able to skip through the lower levels of the mark scheme quickly.

When assigning a level, you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest.

If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level; ie if the response fulfils most but not all of level 3 with a small amount of level 4 material, it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 3 Determine a mark

Once you have assigned a level you need to decide on the mark.

It is often best to start in the middle of the level's mark range and then check and adjust.

If there is a lot of indicative content fully identifiable in the work, you need to give the highest mark in the level. If only some is identifiable or it is only partially fulfilled, then give the lower mark.

The exemplar materials used during standardisation will also help. These scripts will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the exemplar to determine if it is of the same standard, better or worse. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the exemplar.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Annotating scripts

It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment need to be made.

Where?

- In the left-hand margin.
- In the body of the script.
- At the end of the answer.

What annotations?

1 Ticks
- Used for **AO1** and **AO5**.
- Placed **in the body of the script**.
- **At a point of credit**.
- **Single** for **up to Level 3** credit – ✓
- **Double** for **Level 4** credit – ✓✓
- **Triple** for **Level 5** credit – ✓✓✓

2 Stamps
- L1 L2 L3 L4 L5.
- Used for **AO2** and **AO3** in the **body of the script**.
- Used for **AO4** in the **left-hand margin**.
- **At a point of credit**.

3 Question marks
- Used in the **body of the script**.
- To indicate questionable points.

4 Written comments
- A **comment box** at the end of the answer for each Assessment Objective.
- Choose the right colour:
  - **AO1 red**
  - **AO2 blue**
  - **AO3 green**
  - **AO4 purple**
  - **AO5 red**.
- Begin by writing AO1, AO2 etc to identify further.
- Don't just copy out grid statements – interpret them in the light of what the script does.

Please do not write negative comments about students' work or their alleged aptitudes. This is unprofessional and it impedes a positive marking approach.

Distribution of Assessment Objectives and Weightings

The table below is a reminder of which Assessment Objectives will be tested by the questions and tasks completed by students and the marks available for them.

Assessment Objective	AO1	AO2	AO3	AO4	AO5	Total
Question 1/2	10	20				30
Question 3	10		15	15		40
Question 4		20			10	30
						100

Section A – Diversity and change

Questions 1 and 2

- Award a mark out of 10 for AO1, place in the left-hand mark box.

- Award a mark out of 20 for AO2, place in the left-hand mark box.

Section B – Language discourses

Question 3

- Award a mark out of 10 for AO1, place in the left-hand mark box.

- Award a mark out of 15 for AO3, place in the left-hand mark box.

- Award a mark out of 15 for AO4, place in the left-hand mark box.

Question 4

- Award a mark out of 20 for AO2, place in the left-hand mark box.

- Award a mark out of 10 for AO5, place in the left-hand mark box.

E-marker2 will total the marks for you and submit them when you have saved your work.

Section A: Diversity and change

0 1   Evaluate the idea that it is an advantage to be able to switch between different varieties of language.

[30 marks]

AO1:	Apply appropriate methods of language analysis, using associated terminology and coherent written expression	
Level/ Marks	**PERFORMANCE CHARACTERISTICS**	
Level 5 9–10	**Students will:** • **apply linguistic methods and terminology, identifying patterns and complexities** • **guide the reader.**	
Level 4 7–8	**Students will:** • **apply linguistic methods and terminology with precision and detail** • **develop a line of argument.**	
Level 3 5–6	**Students will:** • **apply linguistic methods and terminology consistently and appropriately** • **communicate with clear topics and paragraphs.**	
Level 2 3–4	**Students will:** • **use linguistic methods and terminology inappropriately and / or inconsistently** • **express ideas with organisation emerging.**	
Level 1 1–2	**Students will:** • **quote or identify features of language without linguistic description** • **present material with limited organisation.**	
0	**Nothing written about the text or topic.**	

AO2: Demonstrate critical understanding of concepts and issues relevant to language use		
Level/ Marks	**PERFORMANCE CHARACTERISTICS**	**INDICATIVE CONTENT** **These are examples of ways students' work might exemplify the performance characteristics in the question above.** **They indicate possible content and how it can be treated at different levels.**
Level 5 17–20	**Students will:** • **demonstrate a synthesised, conceptualised and individual overview of issues** • **evaluate and challenge views, approaches and interpretations of linguistic issues.**	Students are likely to: • evaluate the social and cultural status of different varieties of language • evaluate arguments about authenticity and identity • evaluate arguments about the value of accommodation • evaluate links between code-switching and social and cultural power.
Level 4 13–16	**Students will:** • **identify and comment on different views, approaches and interpretations of linguistic issues.**	Students are likely to: • explore the effects of attitudes to language on code-switching • explore status-based explanations of code-switching • explore solidarity-based explanations of code-switching • explore ideas about performance and identity.
Level 3 9–12	**Students will:** • **show detailed knowledge of linguistic ideas, concepts and research.**	Students are likely to: • explain when standard varieties would be used • explain when non-standard varieties would be used • explain convergence and divergence • show knowledge of research on uses of different forms or varieties of language.
Level 2 5–8	**Students will:** • **show familiarity with linguistic ideas, concepts and research.**	Students are likely to: • explain the idea of being able to code-switch • identify a range of non-standard varieties of English, eg as L2 / creoles / pidgins / regional varieties • identify some features of standard and non-standard language • identify researchers and ideas by name only and general or confused reference.
Level 1 1–4	**Students will:** • **discuss issues anecdotally without specialist linguistic knowledge.**	Students are likely to: • discuss uses of different types of English without linguistic comment (4) • give examples of different uses of language (3) • discuss language use without examples (2) • give a general discussion of changing non-linguistic behaviours (1).
0	**Nothing written about the text or topic.**	

| 0 | 2 | Evaluate the idea that language change is caused by contact between different social groups.

[30 marks]

AO1:	**Apply appropriate methods of language analysis, using associated terminology and coherent written expression**
Level/ Marks	**PERFORMANCE CHARACTERISTICS**
Level 5 9–10	**Students will:** • **apply linguistic methods and terminology, identifying patterns and complexities** • **guide the reader.**
Level 4 7–8	**Students will:** • **apply linguistic methods and terminology with precision and detail** • **develop a line of argument.**
Level 3 5–6	**Students will:** • **apply linguistic methods and terminology consistently and appropriately** • **communicate with clear topics and paragraphs.**
Level 2 3–4	**Students will:** • **use linguistic methods and terminology inappropriately and / or inconsistently** • **express ideas with organisation emerging.**
Level 1 1–2	**Students will:** • **quote or identify features of language without linguistic description** • **present material with limited organisation.**
0	**Nothing written about the text or topic.**

AO2: Demonstrate critical understanding of concepts and issues relevant to language use		
Level/ Marks	**PERFORMANCE CHARACTERISTICS**	**INDICATIVE CONTENT** **These are examples of ways students' work might exemplify the performance characteristics in the question above.** **They indicate possible content and how it can be treated at different levels.**
Level 5 17–20	**Students will:** • **demonstrate a synthesised, conceptualised and individual overview of issues** • **evaluate and challenge views, approaches and interpretations of linguistic issues.**	Students are likely to: • conceptualise a synthesised view of the nature and causes of language change as a process • evaluate attitudes to pidgins and creoles / world Englishes / English as a Lingua franca • evaluate how interaction between social groups can cause language change • evaluate and challenge prescriptivist and corruption / invasion views of language change.
Level 4 13–16	**Students will:** • **identify and comment on different views, approaches and interpretations of linguistic issues.**	Students are likely to: • identify and classify negative explanations of change by contact, eg infectious disease / corruptions / broken language / invasion • identify and classify different descriptive explanations of change by contact, eg social and cultural borrowing / functional theory / accommodation • identify social and historical contexts affecting change because of contact • identify other causes of language change.
Level 3 9–12	**Students will:** • **show detailed knowledge of linguistic ideas, concepts and research.**	Students are likely to: • give examples of specific contact situations • give examples of effects of contact on different levels of language • show knowledge of theories of diffusion • show knowledge of theories about how language changes because of contact, eg substratum theory.
Level 2 5–8	**Students will:** • **show familiarity with linguistic ideas, concepts and research.**	Students are likely to: • illustrate changes caused by contact, eg borrowings • identify varieties created by contact, eg pidgins and creoles • identify types of social groups • identify researchers and ideas by name and general reference, eg prescriptivism / descriptivism / Aitchison.
Level 1 1–4	**Students will:** • **discuss issues anecdotally without specialist linguistic knowledge.**	Students are likely to: • discuss language change without linguistic comment (4) • give general examples of language change (3) • discuss language change without examples (2) • discuss social change with no language focus (1).
0	**Nothing written about the text or topic.**	

Section B: Language discourses

0 3   Analyse how language is used in **Text A** and **Text B** to present views about changing uses of language.

In your answer you should:
- examine any similarities and differences you find between the two texts
- explore how effectively the texts present their views.

[40 marks]

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression		
Level/ Marks	**PERFORMANCE CHARACTERISTICS**	**INDICATIVE CONTENT** **These are examples of ways students' work might exemplify the performance characteristics in the question above.** **They indicate possible content and how it can be treated at different levels.**
Level 5 9–10	**Students will:** • **apply linguistic methods and terminology, identifying patterns and complexities** • **apply different levels of language analysis in an integrated way, recognising how they are connected** • **apply levels of language analysis with rare errors** • **guide the reader.**	Students are likely to describe features such as: • semantic patterns • pragmatic features • sentence and clause types, elements and linking • cohesion and textual structure.
Level 4 7–8	**Students will:** • **apply linguistic methods and terminology with precision and detail** • **apply two or more levels of language analysis** • **apply levels of language analysis with occasional errors** • **develop a line of argument.**	Students are likely to describe features such as: • metaphors and similes • word classes in detail • verb tenses / voice / aspect / modals • phrases.
Level 3 5–6	**Students will:** • **apply linguistic methods and terminology consistently and appropriately** • **label features that have value for the task** • **label features with more accuracy than inaccuracy** • **communicate with clear topics and paragraphs.**	Students are likely to describe features such as: • connotations • semantic fields • word classes • verb moods • graphology.
Level 2 3–4	**Students will:** • **use linguistic methods and terminology inconsistently and sometimes without value for the task** • **generalise about language use with limited / unclear evidence** • **label features with more inaccuracy than accuracy** • **express ideas with organisation emerging.**	Students are likely to: • discuss formality and / or complexity (4) • offer only one or two descriptions, eg a word class / a sentence function (4) • make unsupported generalisations about language used (3) • use a linguistic register of very general terms, eg sentence and word (3) • quote imprecisely to illustrate descriptions (3).

Level 1 1–2	**Students will:** • **quote or identify features of language without linguistic description** • **present material with limited organisation.**	Students are likely to: • quote relevant examples without any linguistic terminology.
0	**Nothing written about the text or topic.**	

AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning		
Level/ Marks	**PERFORMANCE CHARACTERISTICS**	**INDICATIVE CONTENT** **These are examples of ways students' work might exemplify the performance characteristics in the question above.** **They indicate possible content and how it can be treated at different levels.**
Level 5 13–15	**Students will:** • **evaluate use of language and representations according to context** • **explore analysis within wider social and cultural contexts.**	Students are likely to: • evaluate persuasiveness / self-presentation of writers / creation of authority • evaluate modality / positioning of audience / shaping of responses • explore discourses of tradition / correctness / clear communication / 'snowflakery' / prescriptivism.
Level 4 10–12	**Students will:** • **analyse how a range of language choices create meanings and representations** • **analyse how aspects of context work together to affect language use.**	Students are likely to: • analyse language used to represent the 'snowflake' generation • analyse how language is used to represent the older generation • analyse how language is used to represent language change.
Level 3 7–9	**Students will:** • **interpret significance of specific choices of language according to context** • **link specific language choices with an aspect of context.**	Students are likely to: • interpret vocabulary to represent full stops • interpret vocabulary to represent what full stops convey • interpret first and second person address to audience.
Level 2 4–6	**Students will:** • **identify distinctive features of language and significant aspects of context.**	Students are likely to: • identify, by quoting, words indicating views of full stop use and users / address to the audience • identify significant features of audiences • identify and exemplify purposes of texts: to argue / persuade / inform / satirise.
Level 1 1–3	**Students will:** • **paraphrase or describe content of texts** • **misunderstand text or context.**	Students are likely to: • show literal understanding of passages: explain focus on full stops / technology • summarise information / rely on lengthy quotation • misread attitudes and ideas.
0	**Nothing written about the text or topic.**	

AO4: Explore connections across texts, informed by linguistic concepts and methods		
Level/ Marks	**PERFORMANCE CHARACTERISTICS**	**INDICATIVE CONTENT** **These are examples of ways students' work might exemplify the performance characteristics in the question above.** **They indicate possible content and how it can be treated at different levels.**
Level 5 13–15	**Students will:** • **evaluate the importance / significance / effect of connections found across texts.**	Students are likely to: • evaluate discourses about or representations of language change • evaluate effects of genre, purpose and audiences on representation • evaluate strategies of argument, persuasion and authority.
Level 4 10–12	**Students will:** • **explore connections between texts by linking language and context.**	Students are likely to: • place examples of texts' language and representations within a discourse about generational 'snowflakery' and being 'woke' • place examples of texts' language within a discourse about tradition • place examples of texts' language within discourses about correctness and clear communication.
Level 3 7–9	**Students will:** • **make connections across texts by identifying similar or different uses of language / content / context.**	Students are likely to: • compare and contrast any uses of language, eg word classes / address pronouns / sentence functions • compare and contrast views of full stops / technology / language change • compare and contrast the purposes of the two texts.
Level 2 4–6	**Students will:** • **make connections at a literal level.**	Students are likely to: • compare and label audiences • compare and label genres • compare shared focus on full stops / technology / language change.
Level 1 1–3	**Students will:** • **discuss relevant aspects of texts without making connections explicitly.**	Students are likely to: • make implicit connections by using similar topics for paragraphs on each text (3) • write about both texts separately (2) • write about one text only (1).
0	**Nothing written about the text or topic.**	

0 4   Write an opinion article on views about the changing uses of language.

In your article you should:
- assess the ideas and issues raised in **Text A** and **Text B**
- refer to ideas from language study
- argue your own views.

[30 marks]

AO2: Demonstrate critical understanding of concepts and issues relevant to language use		
Level/ Marks	**PERFORMANCE CHARACTERISTICS**	**INDICATIVE CONTENT** **These are examples of ways students' work might exemplify the performance characteristics in the question above.** **They indicate possible content and how it can be treated at different levels.**
Level 5 17–20	**Students will:** • **demonstrate a synthesised, conceptualised and individual overview of issues** • **evaluate and challenge views, approaches and interpretations of linguistic issues.**	Students are likely to: • conceptualise the nature and causes of language change as a process • evaluate views of language change using specific examples • evaluate and challenge evolution / progress / technological determinism views • evaluate and challenge incorrectness / laziness / decay views.
Level 4 13–16	**Students will:** • **identify and comment on different views, approaches and interpretations of linguistic issues.**	Students are likely to: • identify and explore different negative explanations of change, eg laziness / decay / 'snowflakery' / 'wokeness' • identify and explore different descriptive explanations of change, eg functional theory / economy / technological determinism / reflectionism / determinism • explore examples of change using different explanations • argue for and against punctuation changes.
Level 3 9–12	**Students will:** • **show detailed knowledge of linguistic ideas, concepts and research.**	Students are likely to: • show knowledge of ideas about why language changes, eg potential / technology • show knowledge of how changes are implemented • show knowledge of how language changes spread • show knowledge of effect on language of being 'woke'.
Level 2 5–8	**Students will:** • **show familiarity with linguistic ideas, concepts and research.**	Students are likely to: • outline a view of changes in use of full stops • identify several areas of change because of technology, eg social media / the media / the internet / printing • identify a range of linguistic changes, eg vocabulary / graphology / spelling / punctuation • identify researchers and ideas by name only and general or confused reference.

Level 1 1–4	**Students will:** • **discuss issues anecdotally without specialist linguistic knowledge.**	Students are likely to: • paraphrase the sources (4) • give examples of changing uses of language (3) • discuss changing uses of language without examples (2) • discuss technological or social change with no language focus (1).
0	**Nothing written about the text or topic.**	

AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways		
Level/ Marks	**PERFORMANCE CHARACTERISTICS**	**INDICATIVE CONTENT** **These are examples of ways students' work might exemplify the performance characteristics in the question above.** **They indicate possible content and how it can be treated at different levels.**
Level 5 9–10	**Students will:** • **use form creatively and innovatively** • **use register creatively for context** • **write accurately.**	Students are likely to: • use a range of cohesion strategies to guide the reader • transform and explore ideas relevantly and interestingly for audience, showing their significance to the reader • show close control of sentence effects.
Level 4 7–8	**Students will:** • **use form convincingly** • **show close attention to register, effective for context** • **show strong control of accuracy.**	Students are likely to: • produce an effective opening and conclusion • argue well-documented viewpoints, that provide information accessibly • use an engaging and entertaining style.
Level 3 5–6	**Students will:** • **use form competently** • **use and sustain register, effective for context** • **show firm control of accuracy.**	Students are likely to: • produce an effective opening and lively sub-editorial material • write accessibly and transform linguistic ideas for audience • write for context of a non-specialist audience, recognising entertainment and informative functions.
Level 2 3–4	**Students will:** • **use form appropriately** • **use appropriate language for context** • **make occasional errors.**	Students are likely to: • use article format, eg a functional headline / sub-editorial material • use a linguistic register but be overly academic • address the audience but be overly informal.
Level 1 1–2	**Students will:** • **use form limited to simple elements** • **shape language broadly for context** • **make intrusive errors.**	Students are likely to: • write an essay-like response • use paragraphs.
0	**Nothing written about the text or topic.**	