

GCE

English Language

H470/02: Dimensions of linguistic variation

A Level

Mark Scheme for June 2023

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

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

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

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** 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 RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

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

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:









- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

11. Annotations

| Annotation | Meaning |
|---|---|
|  | Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response. |
|  | Positive Recognition |
|  | Assessment Objective 1 |
|  | Assessment Objective 2 |
|  | Assessment Objective 3 |
|  | Assessment Objective 4 |
|  | Attempted or insecure |
|  | Irrelevant |

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 featuring a father and his son, Tom, who is two and a half. They are playing with Tom's toy cars.</p> <p>Using the appropriate terminology to explain your findings, examine the language development stage of the child-participant as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of his 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"> • Tom uses labelling of 'car' correctly and is also able to pre-modify it, e.g. 'wed/ [red] car', to create meanings that are more precise. • The father responds to Tom's suggestions and builds on them, for instance by asking about the race's finishing line – an implied reminder that it needs to have one. • Tom initiates the game and his father allows himself to be drawn in; Tom also shifts the topic and activity at the end 'let's go to a park'. • Element of competition, could be seen as stereotypically male, as could the choice of toy. • Tom transforms the game into something more imaginative by introducing the idea of the desert. | 20 | <p><i>Phonology:</i></p> <ul style="list-style-type: none"> • Repetition of sounds and words occurs throughout, 'um um <u>I won</u> (.) I won (.) I won'. • Tom uses largely standard pronunciation, apart from substitutions in /wed/ [red] and /dis/ [this]. • Tom emphasises certain words, '<u>I won</u>'. • When Tom adds emphasis 'oh <u>no</u>', the same emphasis is used by his father. • Both use rising intonation throughout to signify questions. • Both use elision frequently, 'let's play racing cars' reflecting the informal context. <p><i>Grammar:</i></p> <ul style="list-style-type: none"> • Tom uses subject and object pronouns correctly 'race your car against /dis/ [this] one'. • Almost all of Tom's utterances are in the present tense. • Some use of concrete nouns – 'car', 'park', – reflecting topic/activity. • Tom's use of prepositions is sometimes secure ('let's go to a park') and sometimes insecure, 'the park's somewhere down the desert'. • Tom uses standard syntax (e.g. <i>subject-verb-complement</i>) appropriately 'the paint's worn out'. • Tom makes use of several imperatives, 'let's play racing cars'; he also uses a full range of other sentence functions. • Use of 'racing', potentially, as an adjective as well as a verb 'let's play racing cars'. |

| | | | <p>There may be specific relevant comment on the father's interventions; these should be rewarded (although the focus needs to remain with the child participant). For example:</p> <ul style="list-style-type: none"> • The father uses interrogative sentence functions with rising intonation ('to a park') to support Tom and provide scaffolding. • The father supports Tom's premise of a race by asking where the finish line is. |
|----------|---|-------|---|
| Question | Guidance | Marks | Text features |
| 1 | <p><i>Concepts:</i></p> <ul style="list-style-type: none"> • Tom's non-standard utterances, e.g. 'dis/ [this]', would not have been copied from an adult (possible contradiction of Behaviourism) • The father's interaction provides scaffolding (Bruner) and positive attention/encouragement as well as consolidation via reinforcement (Skinner) of his son's wording, 'let's go to a park' / Father: 'to a park (<i>with rising intonation</i>)'. • The father also mirror's his son's utterances (Skinner) by echoing Tom's emphatic use of 'oh <u>no</u>'. • Chronological age would link to telegraphic stage; however, the data is strongly suggestive of post-telegraphic speech | 20 | <ul style="list-style-type: none"> • Many of the utterances include or revolve around objects – cars/park/desert – supporting Nelson's findings that nouns/naming words represent 60% of children's early word production. • Capacity for imaginative play suggests cognitive development (link to Piaget) and also Halliday – imaginative function of language: 'yes /wed/ [red] car (.) the park's somewhere down the desert'. • Some of the speech is interactional (Halliday). • Could mention Vygotsky's ZPD – the father is encouraging Tom to extend his speech by providing the word 'destination' and then explaining, implicitly, that it is a synonym for 'finish line' – a word he also supplies. |

There is 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"> The response will make assured reference to a wide range of language features, with appropriate and well-selected examples which support a focussed analysis. The response will be enhanced by a 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 reference to a range of language features, with appropriate examples and a clear attempt at analysis. Accurate use of appropriate terminology will enhance the response; written expression is clear. | 5–6 | <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, 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 relevant comments or appropriate examples. The response will make valid connections between elements of the participants' language usage and concepts or theory. | 3–4 |
| 1 | <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 from <i>The Guardian's</i> website. It was published October 2019.</p> <p>Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.</p> <p><i>Possibilities are provided below for guidance but any valid response should be rewarded.</i></p> <p>This online article contains characteristic features of multi-modal texts. It raises questions about the wisdom and implications of expectant parents holding gender reveal parties and speculates about attitudes towards – and representations of – males and female children. As well as raising issues about gender, candidates may also link it to power, as it presents examples of influential power exerted by celebrities and the media; there are also references to patriarchy and the inclusion of comment by industry experts.</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, of a pink and blue celebration cake, reflects the topic of the written text. The cake is filled with gendered representations of footballs, prams, dolls and cars. • By using the post-modifier 'mother who started gender reveal parties', further information about the focus of the article is provided. • The article begins with an anecdote providing the context, including information such as the date and name of the woman concerned. • Hyperbolic language used to describe the reaction to the announcement that a daughter was expected, 'There were gasps, tears and someone shrieked', complies with Tannen's theory of genderlect in emphasising feelings over information. • Representation of (female) professor as successful in what has traditionally been a male-dominated subject is presumably intended to disarm gender stereotypes (could link to Pilkington). • Graphological features that are characteristic of genre e.g., links to social media. • Latinate/relatively sophisticated lexical choices – 'simultaneously', 'expectant', 'patriarchal', 'inspiration' – reflect broadsheet context. • Lexical field of giving birth, 'pregnancies', 'expectant', 'born', reflecting topic. • Also lexical field of celebration: 'parties', 'confetti', 'streamers', 'balloons'. |

| | | | |
|--|--|--|---|
| | | | <ul style="list-style-type: none"> • Proper nouns/names to establish credibility of views being expressed/influential power (Fairclough), particularly that of Sarah Knott, a Cambridge professor in the field. (Also, see pragmatics.) <p>Pragmatics:</p> <ul style="list-style-type: none"> • Suggests that traditional, binary representations of gender are problematic. • Metaphorical appropriation of the verb ‘to birth’ as a way of representing Karvundis’s creation of the gender-reveal party but ‘that day she did unwittingly birth something’. • The article focuses on Karvundis’s regret, and there is an irony in the fact that her daughter, whose gender-reveal party seemingly started the trend, is photographed ‘dressed in a suit’ and ‘sporting an “androgynous” haircut’. • Assumptions are made about shared frames of reference, with mentions made of Twitter and John Lewis. Also, focus is on the US, where Karvundis lives. • Idiomatic simile ‘the story spread like wildfire’ may anticipate slightly older readership. • Comparison with the real wildfire started in Arizona implicitly represents the trend as potentially damaging/destructive. • Metaphorical verb ‘unleashed’ reflecting Karvundis’ discomfort with the trend she purportedly initiated. • Uses a relatively high proportion of the Karvundis’ own words, also represents her as increasingly concerned about the popularity of gender-reveal parties: ‘her unease about gender-reveals started soon after they began to take off’. • Use of influential power (Fairclough) – reference to actor Kate Hudson and Professor Sarah Knott to provide expert opinion. |
|--|--|--|---|

There is 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 present erroneous accounts of concepts. • Candidates attempt to use concepts or issues to comment on 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 | |
|----------|--|------|---|---|
| 3 | <p>Text C is from an article titled ‘The Structure, Diseases and Management of the Human Teeth’. It was written by an American dentist in 1824.</p> <p>Text D is from an online article produced by Carefree Dental, an American company that provides dental services. It was published in March 2016.</p> <p>By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 19th and 21st 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: the text was part of a treatise written by a dentist describing the nature and problems of human dentition. The focus is on the damage done from using tooth powders, and the harmful ingredients these products contain. In general, it is scientific in its approach, although there are also moments when the tone verges on the hyperbolic.</p> | 36 | <i>Lexis and semantics</i> | |
| | | | Text C | Text D |
| | | | <ul style="list-style-type: none"> Nature of document – about human teeth and the alleged perils of using tooth powders – lends itself to multiple concrete nouns. Most of these would be known to the general reader, e.g. ‘instrument’, ‘hands’ and ‘tooth powder’. Usage of ‘ruinous’ quite archaic; also ‘spiritous’; ‘infusion’ less so but noteworthy. Formal register: ‘I shall make some observations on their composition and nature’. Some Latinate language, ‘corrosive’, ‘infusion’, ‘composition’, ‘accumulations’. Lexical field of dentition linking with purpose of the treatise: ‘detrific’, ‘set of teeth’, ‘tooth brush’. Some noun phrases with emotive overtones used to represent the lack of dental hygiene, ‘foul matter’, ‘foul accumulation’. Some scientific language; ‘corrosive’, ‘detrific’, ‘tincture’, | <ul style="list-style-type: none"> The nature of the document – about the history of toothpaste and its relation to tooth powder – generates two distinct semantic fields: time and teeth. Temporal words/phrases such as ‘ancient history’, ‘forever’, ‘thousands of years’, and ‘once upon a time’ help to place the information provided in context. The topic lends itself to multiple concrete nouns, especially regarding the ingredients of the products mentioned: ‘eggshells’, ‘herbs’, ‘honey’, and ‘brick dust’, for example. Lexical field of scientific experimentation, ‘mixture’, ‘component’, ‘substances’, ‘added’. Quasi jargon e.g., ‘remineralise’ and medical lexis such as ‘antiseptic’ and ‘saliva production’ help to establish scientific credibility. Specialist lexis naming the ingredients, ‘Xylitol’, ‘Bentonite Clay’. Familiar collocations ‘clean and fresh’ and ‘minty and fresh’ reflect provenance – text produced by company supplying dental services. |

| | | | |
|---|---|--|--|
| | <p>Text D’s general contextual features: this is an extract from an online article produced by Carefree Dental, a US-based company supplying dental services. It was published in March 2016 and informs readers about the services the company offers.</p> | <p>‘insoluble’.</p> <ul style="list-style-type: none"> • Contrast between self-representation of scientific explanation ‘to shew the injury of these applications, I shall make some observations’ and emotive choice of premodifiers ‘ruinous compositions’. • Archaic spelling of ‘shew’. • Use of listing to show the ingredients of tooth powders. • Representation of tooth powder as being dangerous through premodifiers and verb choices, ‘its powerful qualities will not fail, essentially to injure, if not wholly to ruin the finest set of teeth.’ • Archaic use of ‘&c. &c’ and ‘thro’ negligence’. | <ul style="list-style-type: none"> • Use of dates and historical figures – ‘1000 A.D.’, ‘Cleopatra’ – reflect topic. • Range of sensory adjectives reflecting topic, ‘minty’, ‘fresh’, ‘abrasive’. |
| <i>Grammar and morphology</i> | | | |
| Text C | | Text D | |
| <ul style="list-style-type: none"> • Clause-laden sentences characteristic of the period and directly comparable with other text. • Relative clauses used to qualify/provide additional information ‘united with powder which often consists of brick dust’. • Non-standard capitalisation of ‘Suitable’. • Starting sentences with conjunctions, ‘But should the’, | | <ul style="list-style-type: none"> • Sentences are often simple ‘Here you’ll find out everything you need to know about this tooth cleaner’ or compound ‘Peppermint oil is a great choice for dental powder because it is naturally antiseptic and antibacterial’; overall there is much less complexity than in Text C. • There are also several sentences starting with conjunctions in a way that mimics speech: ‘So they created a milder substance using burnt snail shells, herbs, and honey’. | |

| | | | | |
|-----------------|---------------|-------------|---|---|
| | | | <p>‘And to shew’.</p> <ul style="list-style-type: none"> • Some passive sentences, ‘When this operation has been performed’, contribute to the scientific flavour of the text. • Active sentences mainly foreground the writer’s/reader’s role, ‘we may infer the necessity’, ‘I shall make’. • Largely declarative sentences, mostly complex or complex/compound. • Mainly present tense but some use of the conditional/auxiliary verbs to warn against dangers, ‘should...will not fail’. • Use of plural first-person pronoun at start; shifts to first person as he demonstrates his own knowledge, ‘I shall make’. • Frequent use of pre-modifiers, ‘watery infusion’, ‘aromatic nature’, ‘gritty powder’ to facilitate precision. • Use of adverbs, ‘essentially’, ‘wholly’, ‘generally’, to strengthen or qualify the claims being made. | <ul style="list-style-type: none"> • Use of dynamic verbs: ‘brush’, ‘mixed’, ‘added’ reflecting physicality of process/product. • Idiomatic verb use ‘toothpaste... was born’. • Plural inclusive at start: ‘We all know’ producing sense of shared response to the topic. • Comparatives – ‘milder’, ‘sweeter’ – help chart the fine-tuning of the production process. • Mixture of tense/aspect to describe different aspects of the creation of toothpaste and the writer’s reporting of it. • Pre-modifying adjectives ‘<u>metal</u> toxins’, ‘<u>mercury</u> fillings’ add credibility and precision. • Proper nouns such as ‘Egypt’; other geographical references ‘Greeks’, ‘Chinese’, ‘Romans’. • Use of interrogatives at start to engage reader, ‘What’s the deal with dental powder? Is it better than toothpaste?’ • Demonstrative pronoun, ‘Here’ creates deixis at the start, representing the article as the source of information which will enable the reader to answer these questions, (bordering on hypophora). • Declarative sentences used primarily. |
| Question | Answer | Mark | Guidance | |

| | | | | |
|-------------------|---|-----------|--|--|
| 3 | AO4: While both texts focus on dentition and tooth-care, the accounts are different, as Text C is advising readers about good dental hygiene practice whereas Text D is relating the history and development of toothpaste. Text C is more emotive and almost moralistic in tone; Text D is more neutral, informal in terms of its register, and faintly humorous. The first text relates the dangers of various substances people use in an attempt to care for their teeth; the second takes an informative historical overview. Both suggest, directly and indirectly, the importance of dental hygiene. Less of the lexis in Text D is Latinate, and sentences are shorter and grammatically less complex. 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. | 36 | <i>Discourse</i> | |
| | | | Text C | Text D |
| | | | <ul style="list-style-type: none"> • The text begins with listing the various challenges healthy teeth can withstand. • Syntactic parallelism, ‘the summer’s heat, and winter’s cold’ offer fuller explanation within the context of an informative treatise. • Textual cohesion is provided by the treatise format, to some extent – the author describes different aspects of tooth care and warns against the use of tooth powders. (See below.) • The text is divided into paragraphs describing the right way to care for the teeth and then detailing the effect and ingredients of ‘tooth powders’. • The most explicit engagement with the reader is near the end, as the author launches into his explanation. | <ul style="list-style-type: none"> • Informative style providing historical overview of the history of toothpaste as a product, its ingredients and function. • The article is structured chronologically, posing a series of questions at the start and then going on to narrate the events that would enable the reader to answer them. Relatively frequent use of temporal markers, ‘once upon a time’, ‘the first use of’; repetition of phrasal verb ‘dates back’. • Short paragraphs and sub headings characteristic of online articles. • Graphological features including headline typical of article genre, also the series of interrogatives at the start pose a question the rest of the article sets out to answer. • Syntactic parallelism used to elaborate on the role of different ingredients, ‘Borax for a foaming effect, and glycerin turning the powder into a paste’. • Some American orthography and phrasing reflect provenance, ‘remineralize’, ‘realized’, ‘What’s the deal...’. |
| <i>Pragmatics</i> | | | | |

| | | | Text C | Text D |
|--|--|--|---|---|
| | | | <ul style="list-style-type: none"> • The description of the damage done using tooth powders is framed as being serious • The military metaphor of ‘guarding the teeth’ against ‘every foul accumulation’ provides a quasi-moralistic tone, reinforced by the characterisation of a lack of dental hygiene as a form of ‘negligence’. • Some emphasis on status, both in offering scientific explanations to a vulnerable public and in his reference to the expertise of himself and his colleagues in treating the accumulation of debris, which, he says, ‘can only be properly removed, by Suitable instruments, in the hands of a dentist’. • The capitalisation of ‘Suitable’ and its semantic opacity, raises the status of the dentists, as they are the only ones who are privy to this specialist knowledge. | <ul style="list-style-type: none"> • The unnamed author writing on behalf of ‘Carefree Dental’ sets themselves up as being able to offer insights into the origin of toothpaste. • The opening frames the article as a response to the imagined reader’s questions. • Further assumptions about the stance of the imagined reader and the shared experience of reader and writer are made at the start: ‘We all know what goes into a normal, healthy dental regimen’. • Use of direct address early on heightens the sense of reader/writer relationship ‘And even if you don’t do the last two steps, toothpaste has always been a staple tooth cleaner since what seems like forever. But did you know that once upon a time...’. • Use of genre-typical reference ‘<u>How Stuff Works</u>’ attributes another source for the information presented. • Factual content framed as a narration of the story of how present-day product came into being ‘once upon a time’. |

There is 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 wide range of appropriate methods in an assured and systematic way, using appropriate terminology and writing in a secure academic register. They deftly establish and explore patterns of language use and can closely analyse incisively chosen evidence. | 11–12 | <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% |

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