AS

ENGLISH LANGUAGE
7701/1

Paper 1 Language and the individual

Mark scheme

June 2019

Version: 1.0 Final

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 Assessment Writer.

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 notes, 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

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.

The Marking Grids

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

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

On the left hand-side of the mark scheme, in bold, are the generic descriptors that identify the performance characteristics at 5 distinct levels.

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. You will find that they sometimes indicate areas of content that can be handled with increasing sophistication and subtlety. You will also find statements that only characterise work at the bottom or top of the range.

Depending on the part of the examination, 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.

Using the Grids

These levels of response mark schemes are broken down into five levels, each of which has descriptors. The descriptors for the level show the performance characteristics of the level. 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 between different Assessment Objectives depending upon the number of marks allocated to the various Assessment Objectives covered by a particular question.

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. You can now check the levels and award a mark.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. 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; i.e. 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 2 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.

In addition to the generic descriptors (presented in bold text), paper-specific indicative descriptors (presented in plain text) are provided as a guide for examiners. These are not intended to be exhaustive and you must credit other valid points.

An answer that contains nothing of relevance to the question must be awarded no marks.

Annotating scripts

This paper will be marked online using RM Assessor. The symbols available to markers have been kept to a minimum whilst ensuring that points of merit are clearly identified. To this end, markers will use the ✓ symbol as well as using the text box icon to write summative comments on each question.

The process:
As you read a script, you must use the ✓ symbol to identify points of merit: this will either be a single tick or double tick depending on the question and what you are rewarding:

- Single tick: **for questions 1 and 2**, you should use ✓ to reward AO1. As this AO is concerned with identification of language features, a ✓ should be placed above, for example, the use of correct and appropriate terminology

- Double tick: **for questions 1 and 2**, you should use ✓ ✓ to reward AO3 discussion

  By using ✓ for AO1 and ✓✓ for AO3 it will be very clear how a student has performed on each AO

- Single tick: **for question 3**, you should use ✓ to reward the sole assessment objective: AO4

At the end of each question you should use the text box icon in RM assessor to write a summative comment for each AO which explains the mark awarded. 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	AO3	AO4	Total
Question 1	10	15		25
Question 2	10	15		25
Question 3			20	20
				70

Textual variations and representations

Questions 1 and 2

- Award a mark out of 10 for AO1 and select the mark from the drop-down menu. Use the right arrow button to move on to the next AO on the grid.

- Award a mark out of 15 for AO3 and select the mark from the drop-down menu.

> e.g.
>
> AO1 Summative Comment $\quad\quad$ ⑦
>
> AO3 Summative Comment $\quad\quad$ ⑪

Question 3

- Award a mark out of 20 for AO4 and select the mark from the drop-down menu.

> e.g.
>
> AO4 Summative Comment $\quad\quad$ ⑯

0 1   Analyse how **Text A** uses language to create meanings and representations.

[25 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 and exemplify features such as: • semantic patterns • pragmatic features • sentence and clause types, elements, linking • cohesion • discourse structure, topic development • intertextuality.
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: • figurative language • word classes in detail • verb tenses, aspect, voice, modals • phrases • hyperlinks.
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 • colloquialisms • word classes • verb mood • 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, complexity at a generalised level (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 description.
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 in Text A		
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:** • **explore use of language and representations according to context.**	Students are likely to: • explore how the text represents cooking as therapy or leisure • explore how audience is positioned • explore the values and attitudes surrounding cooking.
Level 4 10–12	**Students will:** • **analyse how language choices create meanings and representations** • **analyse how aspects of context work together to affect language use.**	Students are likely to: • analyse how judgements are conveyed eg about leisure activities • analyse how feelings are expressed eg nostalgia, longing, relief • analyse representation of Casey as a cook.
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 used to describe the act of cooking or 'matar saudades' • interpret vocabulary used to represent the importance of cooking • interpret vocabulary used to represent Casey's change of career.
Level 2 4–6	**Students will:** • **identify distinctive features of language and significant aspects of context.**	Students are likely to: • identify website features (search, links) • identify language about cooking • identify audience and purposes of the text.
Level 1 1–3	**Students will:** • **paraphrase or describe content of texts** • **misunderstand text or context.**	Students are likely to: • give factual information about Casey, cooking • show literal understanding of information • rely on lengthy quotations.
0	**Nothing written about the text or topic**	

0 2   Analyse how **Text B** uses language to create meanings and representations.

[25 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 and exemplify features such as: • semantic patterns • pragmatic features • clause types, elements, linking • cohesion • discourse 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: • figurative language • word classes in detail • verb tenses, aspect, voice, modals • phrases • monitoring features • false starts and repairs.
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 • colloquialisms • word classes • verb mood • fillers • emphatic stress.
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, complexity at a generalised level (4) • offer only one or two descriptions, eg a word class, a filler (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 description.
0	**Nothing written about the text or topic**	

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.
AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning in Text B		
Level 5 13–15	**Students will:** • **explore use of language and representations according to context.**	Students are likely to: • explore narratives of family and food • explore how audience is positioned • explore how values and attitudes are conveyed.
Level 4 10–12	**Students will:** • **analyse how language choices create meanings and representations** • **analyse how aspects of context work together to affect language use.**	Students are likely to: • analyse how judgements are conveyed eg about certain foods/cooking • analyse how feelings are expressed • analyse representation of the cooking habits of Lawson's mother.
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 used to describe food • interpret vocabulary used to describe cooks/the act of cooking • interpret vocabulary to represent family.
Level 2 4–6	**Students will:** • **identify distinctive features of language and significant aspects of context.**	Students are likely to: • identify spoken features • identify language about food/cooking • identify audience and purposes of the text.
Level 1 1–3	**Students will:** • **paraphrase or describe content of texts** • **misunderstand text or context.**	Students are likely to: • give factual information about food/cooking, Lawson, Lawson's mother • show literal understanding of information • rely on lengthy quotations.
0	**Nothing written about the text or topic**	

0 3   Compare and contrast **Text A** and **Text B**, showing ways in which they are similar and different in their language use.

[20 marks]

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 17–20	**Students will:** • **explore the significance of connections found across texts.**	Students are likely to: • explore how contexts contribute to creation and dissemination of discourses • explore discourses about food being connected to family/memories • explore discourses celebrating food/cooking as powerful, as act of therapy/devotion • conceptualise attitudes and values.
Level 4 13–16	**Students will:** • **examine connections between texts by linking language and context.**	Students are likely to: • compare texts' language by linking to media contexts as online article/interview • compare texts' language by linking to context of food experts • compare texts' language by linking to context of emotions/traditions surrounding food • compare texts' language by linking to contexts of production and reception.
Level 3 9–12	**Students will:** • **make connections across texts by identifying similar or different uses of language/content/context.**	Students are likely to: • compare use of first, second and third-person pronouns • compare degrees of interactivity • compare vocabulary used to describe food/cooking/cooks • compare and contrast other uses of language.
Level 2 5–8	**Students will:** • **make connections at a literal level.**	Students are likely to: • compare audiences • compare topics • contrast writers/speakers • contrast genres.
Level 1 1–4	**Students will:** • **discuss relevant aspects of texts without making connections explicitly.**	Students are likely to: • make one/two explicit connections (4) • make implicit connections by using similar topics for paragraphs (3) • write about each text separately (2) • write about one text only (1).
0	**Nothing written about the text or topic**	