



---

AS

# English Language

7701/1 Paper 1 Language and the Individual  
Final Mark scheme

---

7701  
June 2017

---

Version/Stage: v1.0

---

---

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](http://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; 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 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. There will be an answer in the standardising materials that will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is of the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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**

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.

To this end you should:

- identify points of merit with ✓ or ✓✓. For questions 1 & 2 reward A01 with ✓ and reward A03 with ✓✓. For q3 reward A04 with ✓.
- write a summative comment for each AO at the end of each question. Use the text box icon from the annotation tool bar.

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.

<b>Assessment Objective</b>	<b>A01</b>	<b>A03</b>	<b>A04</b>	<b>Total</b>
Question 1	10	15		25
Question 2	10	15		25
Question 3			20	20
				<b>70</b>

## Textual Variations and Representations

### Questions 1 and 2

- Award a mark out of 10 for AO1, place in the right-hand margin and ring.
- Award a mark out of 15 for AO3, place in the right-hand margin and ring.

eg

AO1 Summative Comment

7

AO3 Summative Comment

11

### Question 3

- Award a mark out of 20 for AO4, place in the right-hand margin and ring.

eg

AO4 Summative Comment

16

Transfer each ringed mark to the box on the front of the answer booklet. Add together and put the total mark in the box in the top right-hand corner. Initial your mark.

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

**[25 marks]**

<b>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression</b>		
<b>Level/Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b> 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	<b>Students will:</b> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• apply different levels of language analysis in an integrated way, recognising how they are connected</li> <li>• apply levels of language analysis with rare errors</li> <li>• guide the reader</li> </ul>	Students are likely to describe features such as: <ul style="list-style-type: none"> <li>• semantic patterns</li> <li>• pragmatic features</li> <li>• clause elements and linking</li> <li>• cohesion</li> <li>• discourse structure: topic development, turns and adjacency</li> <li>• ellipsis</li> </ul>
Level 4 7–8	<b>Students will:</b> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• apply two or more levels of language analysis</li> <li>• apply levels of language analysis with occasional errors</li> <li>• develop a line of argument</li> </ul>	Students are likely to describe features such as: <ul style="list-style-type: none"> <li>• figurative language</li> <li>• word classes in detail</li> <li>• verb tenses, aspect, voice, modals</li> <li>• phrases</li> <li>• false starts and repairs</li> </ul>
Level 3 5–6	<b>Students will:</b> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• label features that have value for the task</li> <li>• label features with more accuracy than inaccuracy</li> <li>• communicate with clear topics and paragraphs</li> </ul>	Students are likely to describe features such as: <ul style="list-style-type: none"> <li>• connotations</li> <li>• colloquialisms</li> <li>• word classes</li> <li>• verb moods</li> <li>• stressed syllables</li> <li>• fillers</li> </ul>
Level 2 3–4	<b>Students will:</b> <ul style="list-style-type: none"> <li>• use linguistic methods and terminology inconsistently and sometimes without value for the task</li> <li>• generalise about language use with limited/unclear evidence</li> <li>• label features with more inaccuracy than accuracy</li> <li>• express ideas with organisation emerging</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• refer to elements of language that do not illuminate the analysis</li> <li>• make unsupported generalisations about language used</li> <li>• use a linguistic register of very general terms eg sentence and word</li> <li>• quote imprecisely to illustrate descriptions</li> <li>• mislabel word classes and sentences</li> <li>• discuss formality, complexity at a generalised level</li> </ul>
Level 1 1–2	<b>Students will:</b> <ul style="list-style-type: none"> <li>• quote or identify features of language without linguistic description</li> <li>• present material with limited organisation</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• quote relevant examples without any linguistic description</li> </ul>
0	<b>Nothing written</b>	



<b>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning in Text A</b>		
<b>Level/Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b> <b>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.</b>
Level 5 13–15	<b>Students will:</b> <ul style="list-style-type: none"> <li>• explore use of language and representations according to context</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• explore how the Goth weekend is represented as a news item</li> <li>• evaluate the representation of the Goth community</li> <li>• explore the representation of the Goth weekend as a business story</li> <li>• explore how values and attitudes are conveyed</li> </ul>
Level 4 10–12	<b>Students will:</b> <ul style="list-style-type: none"> <li>• analyse how language choices create meanings and representations</li> <li>• analyse how aspects of context work together to affect language use</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• analyse how audience is positioned</li> <li>• analyse how language is used to represent changes in Whitby</li> <li>• analyse representations of different types of people who attend the Goth weekend</li> <li>• analyse self-representation of interview participants</li> </ul>
Level 3 7–9	<b>Students will:</b> <ul style="list-style-type: none"> <li>• interpret significance of specific choices of language according to context</li> <li>• link specific language choices with an aspect of context</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• interpret vocabulary used to describe the Goth weekend</li> <li>• interpret vocabulary to represent Whitby</li> <li>• link choices of language to audience, purpose, interview</li> </ul>
Level 2 4–6	<b>Students will:</b> <ul style="list-style-type: none"> <li>• identify distinctive features of language and significant aspects of context</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• identify purposes of the text to express, inform, entertain</li> <li>• identify language about the tourist industry, Whitby, Goths</li> <li>• identify nature of interview</li> <li>• identify audience as website users or by interest</li> </ul>
Level 1 1–3	<b>Students will:</b> <ul style="list-style-type: none"> <li>• paraphrase or describe content of texts</li> <li>• misunderstand text or context</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• give factual information about Whitby Goth Weekend</li> <li>• show literal understanding of information</li> <li>• rely on lengthy quotations</li> </ul>
0	<b>Nothing written about the text or topic</b>	

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

**[25 marks]**

<b>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression</b>		
<b>Level/Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b> 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	<b>Students will:</b> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• apply different levels of language analysis in an integrated way, recognising how they are connected</li> <li>• apply levels of language analysis with rare errors</li> <li>• guide the reader</li> </ul>	Students are likely to describe features such as: <ul style="list-style-type: none"> <li>• semantic patterns</li> <li>• pragmatic features</li> <li>• clause sentence types, elements and linking</li> <li>• cohesion</li> <li>• discourse structure</li> <li>• ellipsis</li> </ul>
Level 4 7–8	<b>Students will:</b> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• apply two or more levels of language analysis</li> <li>• apply levels of language analysis with occasional errors</li> <li>• develop a line of argument</li> </ul>	Students are likely to describe features such as: <ul style="list-style-type: none"> <li>• figurative language</li> <li>• word classes in detail</li> <li>• verb tenses, aspect, voice, modals</li> <li>• phrases</li> </ul>
Level 3 5–6	<b>Students will:</b> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• label features that have value for the task</li> <li>• label features with more accuracy than inaccuracy</li> <li>• communicate with clear topics and paragraphs</li> </ul>	Students are likely to describe features such as: <ul style="list-style-type: none"> <li>• connotations</li> <li>• colloquialisms</li> <li>• word classes</li> <li>• verb moods</li> <li>• hyperlinks</li> <li>• graphological features</li> </ul>
Level 2 3–4	<b>Students will:</b> <ul style="list-style-type: none"> <li>• use linguistic methods and terminology inconsistently and sometimes without value for the task</li> <li>• generalise about language use with limited/unclear evidence</li> <li>• label features with more inaccuracy than accuracy</li> <li>• express ideas with organisation emerging</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• refer to elements of language that do not illuminate the analysis</li> <li>• make unsupported generalisations about language used</li> <li>• use a linguistic register of very general terms eg sentence and word</li> <li>• quote imprecisely to illustrate descriptions</li> <li>• mislabel word classes and sentences</li> <li>• discuss formality, complexity at a generalised level</li> </ul>
Level 1 1–2	<b>Students will:</b> <ul style="list-style-type: none"> <li>• quote or identify features of language without linguistic description</li> <li>• present material with limited organisation</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• quote relevant examples without any linguistic description</li> </ul>
0	Nothing written	

<b>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning in Text B</b>		
<b>Level/Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b> 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	<b>Students will:</b> <ul style="list-style-type: none"> <li>• explore use of language and representations according to context</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• explore the creation of subcultural identities and divisions</li> <li>• explore how values and attitudes are conveyed and ambivalence towards Whitby</li> <li>• explore intertextual elements and text as part of wider discourse</li> </ul>
Level 4 10–12	<b>Students will:</b> <ul style="list-style-type: none"> <li>• analyse how language choices create meanings and representations</li> <li>• analyse how aspects of context work together to affect language use</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• analyse how audience is positioned</li> <li>• analyse how language is used to represent different groups of people</li> <li>• analyse representations of Whitby</li> <li>• analyse self-representation of the blogger</li> </ul>
Level 3 7–9	<b>Students will:</b> <ul style="list-style-type: none"> <li>• interpret significance of specific choices of language according to context</li> <li>• link specific language choices with an aspect of context</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• interpret vocabulary used to represent Whitby Goth Weekend</li> <li>• interpret vocabulary used to represent finance</li> <li>• examine use of first-person blogging</li> <li>• link choices of language to audience, purpose, online blog</li> </ul>
Level 2 4–6	<b>Students will:</b> <ul style="list-style-type: none"> <li>• identify distinctive features of language and significant aspects of context</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• identify language about the tourist industry, Whitby, Goths</li> <li>• identify audience of Text B as goths and other interested web surfers</li> <li>• identify purposes to inform and entertain</li> <li>• identify blog site features (word cloud, tags, posts, blog stats, My tweets)</li> </ul>
Level 1 1–3	<b>Students will:</b> <ul style="list-style-type: none"> <li>• paraphrase or describe content of texts</li> <li>• misunderstand text or context</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• give factual information about Whitby Goth Weekend</li> <li>• show literal understanding of information</li> <li>• rely on lengthy quotations</li> </ul>
0	<b>Nothing written about the text or topic</b>	

**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]**

<b>AO4: Explore connections across texts, informed by linguistic concepts and methods</b>		
<b>Level/Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b> 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	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>explore the significance of connections found across texts</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• explore how internet contexts contribute to creation and dissemination of discourses</li> <li>• explore competing views of Goths and WGW across the texts</li> <li>• explore discourses about Goths and other subcultures</li> <li>• explore discourses about WGW as a financial phenomenon</li> <li>• conceptualise attitudes and values</li> </ul>
Level 4 13-16	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>examine connections between texts by linking language and context</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• compare texts' language by linking to media/internet contexts as videoclip/online blog (mode/genre)</li> <li>• compare texts' language by linking to the business and tourism context</li> <li>• compare texts' language by linking to contexts of production and reception</li> </ul>
Level 3 9-12	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>make connections across texts by identifying similar or different uses of language/content/context</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• compare use of first, second and third-person discourses</li> <li>• compare degrees of interactivity</li> <li>• compare vocabulary used to describe Goths/Whitby/the weekend</li> <li>• compare and contrast other uses of language</li> </ul>
Level 2 5-8	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>make connections at a literal level</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• compare audiences/users</li> <li>• compare topics</li> <li>• contrast writers/producers</li> <li>• contrast genres</li> </ul>
Level 1 1-4	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>discuss relevant aspects of texts without making connections explicitly</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• make one/two explicit connections (4)</li> <li>• make implicit connections by using similar topics for paragraphs (3)</li> <li>• write about each text separately (2)</li> <li>• write about one text only (1)</li> </ul>
0	<b>Nothing written about the text or topic</b>	