

**GCE**

**English Language**

Unit **H070/01**: Exploring language

Advanced Subsidiary GCE

**Mark Scheme for June 2017**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

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. Place in body of answer
	Assessment Objective 1. Place in left hand margin
	Assessment Objective 2. Place in left hand margin
	Assessment Objective 3. Place in left hand margin
	Assessment Objective 4. Place in left hand margin
	Assessment Objective 5. Place in left hand margin
	Attempted or insecure
	Analysis. Use esp for answers in Bands 5 and 6. Place in right hand margin.
	Detailed. Use esp for answers in Bands 5 and 6. Place in right hand margin.
	Effect NA
	Expression NA
	Link NA
	Answering the question NA
	Vague
	Irrelevant

**PAPER-SPECIFIC INSTRUCTIONS: H070/01 Exploring language**

Candidates answer both the questions on the paper. The paper addresses assessment objectives 1, 3 and 4: Assessment Objectives AO1 and AO3 are addressed in question 1. Assessment Objectives AO1, AO3 and AO4 are addressed in question 2. AO2 and AO5 is assessed in component 2.

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.

Question	Guidance	Marks	Text Features
1	<p><b>Text A is both sides of a card which was inserted inside the transparent plastic packaging for a metal comb which can be used to remove lice from hair.</b></p> <p><b>Giving careful consideration to the context of the text, identify and analyse features taken from different language levels.</b></p> <p>This piece of packaging has a number of likely purposes. It is mainly a persuasive text, designed to attract potential buyers to the product, with an implied audience of parents and carers, and to also cement a 'relationship' with the purchaser, since part of the text is only visible when the comb has been removed from the packaging ('Congratulations! You have just bought...') In addition it has some features of an advisory text, with its three-step instruction on the back face.</p>	24	<p>The list below is not exhaustive. In this specification the idea of language levels – from morpheme, to word (lexis), to phrase, to sentence, to the discourse structure of the whole text is employed. However, it is not always easy to analyse language within one level and credit must be given to any response that crosses between levels. In each of the bullet points below, AO1 is covered at the start of the point and AO3 at the end.</p> <ul style="list-style-type: none"> <li>• Register: informal, with use of colloquial contractions ('we've') to set up a synthetic conversation</li> <li>• Pronoun use: direct address ('You have just bought...') used throughout as part of fake relationship with reader</li> <li>• Field-specific lexis: 'louse', 'head lice', and 'nits' would be socially taboo, but is appropriate to product and goes with serious aspect of a health condition which many parents want to cure naturally ('Needs NO chemicals!'); softened by the chatty nature of the rest of the text and the seriousness of its effectiveness ('Nothing else works...')</li> <li>• Semantic field: family-related lexis (e.g. 'mum', 'mums', 'parents', 'whole family') clearly establishes implied audience of parents</li> <li>• Discourse structure: implied problem-solution with this being the solution (e.g. the bold declarative 'Removes all head lice'); advisory section on the back (e.g. 1... 2... 3...)</li> <li>• Multimodality: close-up of the spiral teeth clarifies the term 'micro-spiral' in adjacent text, defines product as unique</li> </ul>

Question	Guidance	Marks	Text Features
			<ul style="list-style-type: none"> <li>• Sentence types: minor sentences like ‘And brilliant.’ mimic spoken mode, to maintain conversational warmth</li> <li>• Verb mood: mostly declarative, but with exclamations attached, to raise excitement levels (e.g. ‘help you ‘beat the bugs!’); moves into the imperative (e.g. ‘Clear each section...’), without mitigation, for the more serious instructional section</li> <li>• Pre-modification of noun phrase: ‘the award-winning...’ down to ‘NitFree Comb!’ designed to overwhelm reader with the qualities of the product</li> <li>• Pragmatics: supporting statement in box above product name, from Rebecca Abrams of <i>The Daily Telegraph</i>, has implied meaning of ‘buy this product’; cleaning advice in small print (‘toothbrush is ideal for cleaning’) avoids direct imperative but it is implied</li> </ul>

There are a total of 24 marks available for **Question 1**.

Decide on a mark for AO1 out of 12, and then a separate mark for AO3 out of 12. It is possible that candidates may achieve different levels for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO1	Mark	AO3	Mark
6	<ul style="list-style-type: none"> <li>Candidates apply a range of appropriate methods in an assured, systematic way; they explore patterns of language use with support from well-chosen evidence.</li> <li>The writing is in a secure academic register, including a full range of appropriate terminology.</li> </ul>	11-12	<ul style="list-style-type: none"> <li>Through an exploration of a range of appropriate language features, candidates perceptively evaluate the possible effects of contextual factors on the way language is produced in this text.</li> <li>Through an exploration of a range of appropriate language features, candidates perceptively evaluate ways that the text might be received and understood by its audience.</li> </ul>	11-12
5	<ul style="list-style-type: none"> <li>Candidates apply a range of linguistic levels; they can clearly identify patterns of language use and can closely analyse well-chosen evidence.</li> <li>The writing is in a secure formal register, including a wide range of appropriate terminology.</li> </ul>	9-10	<ul style="list-style-type: none"> <li>Through analysing a range of appropriate language features, candidates explore the possible effects of contextual factors on the way language is produced in this text.</li> <li>Through analysing a range of appropriate language features, candidates explore ways that the text might be received and understood by its audience.</li> </ul>	9-10
4	<ul style="list-style-type: none"> <li>Candidates can single out examples of language use related to particular linguistic levels, analysing well-chosen evidence.</li> <li>Written expression is coherent, including consistently accurate use of a range of appropriate terminology.</li> </ul>	7-8	<ul style="list-style-type: none"> <li>Focusing on some appropriate language features, candidates can convincingly weigh up some possible effects of contextual factors on the way language is produced in this text.</li> <li>Focusing on some appropriate language features, candidates can convincingly weigh up the ways the text might be received and understood by its audience.</li> </ul>	7-8
3	<ul style="list-style-type: none"> <li>Candidates make some clear points about language use that relate to some linguistic levels and are supported with relevant evidence.</li> <li>Written expression is clear but likely not to be economical; use of terminology is mostly</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Making links to a few key language features, candidates come to clear conclusions about the possible effect of contextual factors on the way language is produced in this text.</li> <li>Making links to a few key language features, candidates</li> </ul>	5-6

	appropriate, although likely to be less densely packed than the level above.		come to clear conclusions about the ways this text might be received by its audience.	
<b>2</b>	<ul style="list-style-type: none"> <li>• Candidates attempt to consider language levels, pulling out the occasional piece of evidence.</li> <li>• Written expression has some errors but the meaning is nonetheless apparent and uses terminology which is partially appropriate.</li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li>• With some relation to one or two language features, candidates come to some fairly loose conclusions about the possible effect of contextual factors on the way language is produced in this text.</li> <li>• With some relation to one or two language features, candidates come to some fairly loose conclusions about the possible effect of contextual factors on the way this text and might be received by its audience.</li> </ul>	<b>3-4</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Candidates make some vague link to at least one language level; evidence, if there, is likely to be barely relevant or only loosely defined (not actually quoted, for example).</li> <li>• Writing may at times obscure meaning; some terms are used, with occasional appropriateness.</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Conclusions about the possible effect of contextual factors on the way language is produced will be somewhat indistinct, although there may be a vague sense of the text's purpose.</li> <li>• Conclusions about the possible effect of contextual factors on the way the text is received by the audience will be somewhat indistinct, although there may be a vague sense of the text's purpose.</li> </ul>	<b>1-2</b>
<b>0</b>	<ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>	<b>0</b>



**Indicative Content** – Please note: indicative content (Text features) indicates possible points candidates might make, but this is not an exhaustive account. Any valid response should be rewarded.

Question	Guidance	Mark	Text features	
2	<p>Text B is a transcription of a farewell speech by Sir Alex Ferguson, the former manager of Manchester United Football Club, delivered to a packed stadium in May 2013 and widely televised. Ferguson’s Scottish accent has been represented by phonetic spelling in places.</p> <p>Text C is an extract from the last part of <i>I Am The Secret Footballer</i>, a book by a Premier League footballer who keeps his identity a secret. It was published in 2012.</p> <p>Using appropriate linguistic concepts and methods, analyse the ways in which language is used in these two texts. In your answer you should:</p> <ul style="list-style-type: none"> <li>• explore connections and variations between the texts</li> <li>• consider how contextual factors contribute to the construction of meaning.</li> </ul> <p><b>AO3</b></p> <p>Both these texts address football fans of one kind or another. Text B is quite</p>	36	<i>Phonetics, phonology and prosodics</i>	
			<b>Text B</b>	<b>Text C</b>
			<ul style="list-style-type: none"> <li>• Stress placed on key moments, where Ferguson wants to draw a contrast, for instance (‘able to now enjoy’ watchin’ ‘em’)</li> <li>• Some informal elision (‘gonnu’) and ellipsis (‘em’) at key moments, for example for humour or at moments of warmth or emotion</li> </ul>	<ul style="list-style-type: none"> <li>• Informal standard English, with some spoken mode features (e.g. contractions, ‘can’t’ etc)</li> </ul>
			<i>Pragmatics</i>	
			<b>Text B</b>	<b>Text C</b>
			<ul style="list-style-type: none"> <li>• Mostly informative and implicature therefore not layered. Perhaps a hint made that he’s going to celebrate before going home? (‘I’m goin’ inside for a while’)</li> <li>• Euphemistic in the way he calls on players to keep playing well (‘the expectation is always there’)</li> </ul>	<ul style="list-style-type: none"> <li>• Some humour, such as ‘1 piece of chewing gum...’ – a joke suggesting Ferguson would not change his gum during a match</li> <li>• Mostly surface meanings</li> </ul>
			<i>Grammar and morphology</i>	
<b>Text B</b>	<b>Text C</b>			
<ul style="list-style-type: none"> <li>• Has quality of planned speech (even though Ferguson says not) – e.g. the use of parallelisms (‘not just the...’, ‘stood by me’)</li> <li>• Use of complex sentences unusual</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of sentence types, with particular use of short sentences for effect (e.g. rhetorical ‘What about me, though?’ and the dramatic line ‘It was an awful moment’) to redirect</li> </ul>			

	<p>specific to the moment, in that the immediate audience are directly relevant to the subject matter. They will be football fans of all ages, perhaps with a high proportion of males. In Text C the author does not truly know his audience and so he is writing a generally entertaining text about football (hence the joke, early on). Text B, being a speech, has a kind of slightly dishevelled, free-wheeling quality (it's not the kind of speech that we get on autocue), whereas C has a clearly defined shape, befitting the expectations of writing and of a book which, no doubt, goes on for many more pages (Text B, by contrast, is complete in itself). The audience for Text B, although perhaps smaller than the total readership of Text C, is perhaps broader, which might affect lexical choices.</p> <p><b>AO4</b> Both texts cover the field of football, with a particular overlap relating to Ferguson's retirement. They both also seek to keep the attention of a wide audience with a (probably deliberate) level of informality. Despite this, however, Text B has a level of rhetorical force that might undermine the speaker's claim to be speaking off the cuff. Similarly, C is quite literate ('tragedy', 'flaws') in places. Both texts are emotive in one way or another, showing that they both mean to move their listeners/readers to reflect on the power and importance of football.</p>		<p>for speech, again suggesting planning</p> <ul style="list-style-type: none"> <li>• Proper nouns used suggest shared knowledge between Ferguson and the crowd</li> </ul>	<p>reader, to add tension and so on</p> <ul style="list-style-type: none"> <li>• Use of minor sentence '1 piece of chewing gum...' is punchline to joke</li> <li>• Use of 1<sup>st</sup> person singular and 1<sup>st</sup> person plural, suggesting that readers share interest in fate of key footballer</li> <li>• Proper nouns used suggest shared knowledge between author and readership</li> </ul>
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		<i>Lexis and semantics</i>	
		<b>Text B</b>	<b>Text C</b>
		<ul style="list-style-type: none"> <li>• Fields: football (e.g. 'defeats', 'players', 'club') needing a certain amount of shared knowledge, perhaps cements relationship with loyal crowd, balanced with a broadly accessible register</li> <li>• Idiomatic ('ramble on', 'stood by me'), typical of speech and suited to informality of the speech as a whole</li> <li>• Some emotive language (e.g. 'unbelievable experience') fits a heartfelt goodbye</li> </ul>	<ul style="list-style-type: none"> <li>• Similar fields to B, with lexical field of football ('fans', 'Cups', 'titles') requiring a degree of specialist knowledge balanced with low frequency core vocabulary that fits the expectations of the general reader</li> <li>• More 'literate' language (e.g. 'tragedy', 'flaws') than B – perhaps linked to different audiences</li> <li>• 'Bolton' is taken by reader to mean a football team – certain expectation of reader's knowledge</li> <li>• More uses of figurative language than Text B (e.g. the space shuttle image)</li> <li>• Emotive language choices ('can unite people' etc)</li> </ul>
		<i>Discourse</i>	
		<b>Text B</b>	<b>Text C</b>
		<ul style="list-style-type: none"> <li>• Speech, so one 'turn', but moving from topic to topic (general thank yous, challenges, wishing well to particular players, expectations and so on)</li> <li>• Listening crowd are participants up to a point, in that they give a live reaction to his thank yous, which they take to be partially directed at them – punctuates and gives a shape to the discourse</li> <li>• Typical non-fluency features, with more early on, perhaps to indicate a certain discomfort with the situation</li> </ul>	<ul style="list-style-type: none"> <li>• More structured than B with Ferguson's retirement leading on to thoughts of the author's own retirement, 'sandwiching' a middle section about what can happen to players who continue and the power of football – shows the planned nature of written discourse</li> <li>• Use of the joke on Twitter following a distinct pattern, with the ironic punchline saved for the end of the list – this is a text designed to entertain</li> <li>• Shifts and changes in the discourse are clearly marked – eg. use of the</li> </ul>

			<ul style="list-style-type: none"><li>• Pattern of rhetorical devices, particularly the lists, aimed partially at representing the club well but also at representing himself as loyal and to demonstrate his values</li><li>• A complete text, with a beginning and end</li></ul>	<p>rhetorical question or the way the final paragraph bounces off the previous one with the fronted conjunction 'But that isn't the reason...'</p> <ul style="list-style-type: none"><li>• A defined sequence on retirement, from a longer text</li></ul>
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There are a total of 36 marks available for **Question 2**.

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 levels for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO1	Mark	AO3	Mark	AO4	Mark
<b>6</b>	<ul style="list-style-type: none"> <li>Candidates apply a range of appropriate methods in an assured, systematic way, using appropriate terminology and writing in a secure academic register.</li> <li>They establish and explore patterns of language use and can closely analyse incisively chosen evidence.</li> </ul>	<b>11–12</b>	<ul style="list-style-type: none"> <li>Candidates make discerning points about the possible effect of contextual factors on particular features of language, both in terms of production and reception.</li> <li>They perceptively evaluate their points, suggesting alternatives for how context might affect language use.</li> </ul>	<b>11–12</b>	<ul style="list-style-type: none"> <li>Candidates selectively and methodically apply confident knowledge of appropriate linguistic concepts across both texts.</li> <li>Candidates compare particular linguistic features in the two texts, making illuminating connections between them which clearly establish their similarities and differences.</li> </ul>	<b>11–12</b>
<b>5</b>	<ul style="list-style-type: none"> <li>Candidates apply a range of appropriate methods to the texts in a systematic way, using appropriate terminology and coherent written expression.</li> <li>They show some ability to establish patterns of language use and can analyse well-chosen evidence in some depth.</li> </ul>	<b>9–10</b>	<ul style="list-style-type: none"> <li>Candidates make strong and helpful points about relevant contextual factors, showing how context might affect language use, both in terms of production and reception.</li> <li>They show that they can weigh up how contextual factors might affect language use.</li> </ul>	<b>9–10</b>	<ul style="list-style-type: none"> <li>Candidates methodically apply sound knowledge of appropriate linguistic concepts across both texts.</li> <li>Candidates compare linguistic features in the two texts, making helpful connections between them which show some of their similarities and differences.</li> </ul>	<b>9–10</b>

Level	AO1	Mark	AO3	Mark	AO4	Mark
4	<ul style="list-style-type: none"> <li>Candidates apply some appropriate methods in a sound way, using mostly appropriate terminology and coherent if uneconomical writing.</li> <li>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.</li> </ul>	7–8	<ul style="list-style-type: none"> <li>Candidates make some valid points about context, showing how contextual factors can affect language production and reception.</li> <li>They come to some sound conclusions about how contextual factors could affect language use.</li> </ul>	7–8	<ul style="list-style-type: none"> <li>Candidates apply accurate knowledge of linguistic concepts to language features in a way that is mostly appropriate, across both texts.</li> <li>They make some comparisons of linguistic features in the two texts, making some connections between them which show how they differ or are similar.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>Candidates attempt to apply linguistic methods with some success, and terminology is at times appropriate; written expression contains some errors.</li> <li>Analysis is uneven and is characterised by either scattered points that are supported with evidence or points which may have validity but are unsupported.</li> </ul>	5–6	<ul style="list-style-type: none"> <li>Candidates make a few successful attempts at showing how basic contextual factors affect the way language is produced and received</li> <li>There may be an elementary sense of how context affects language use; conclusions drawn tend to be assertive and simplistic rather than weighed in the balance and are sometimes unconvincing</li> </ul>	5–6	<ul style="list-style-type: none"> <li>Candidates have a loose grasp of linguistic concepts and attempt to apply them to both texts, although sometimes unconvincingly.</li> <li>They will make more general connections and will attempt to compare particular features but with only partial success.</li> </ul>	5–6

2	<ul style="list-style-type: none"> <li>• 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.</li> <li>• One or two simple points are made, with little or tenuous evidence; assertive rather analytical.</li> </ul>	3–4	<ul style="list-style-type: none"> <li>• Candidates can comment on context, although this is unlikely to show proper grasp of production and reception and so is of very limited use</li> <li>• Evaluation of points is not happening in this level 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</li> </ul>	3–4	<ul style="list-style-type: none"> <li>• Where linguistic concepts are in evidence for each text, understanding is shallow and knowledge of them is likely to be muddled.</li> <li>• Some loose connections between the texts are established in one or two places in the answer. These connections are likely to be the simple matching or contrasting of features.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• Candidates struggle to apply the linguistic methods; terminology, if present, is inappropriate and accuracy of written expression is very limited.</li> <li>• There may be the odd point made but there is no analysis with evidence.</li> </ul>	1–2	<ul style="list-style-type: none"> <li>• One or at the most two references are made to the context with no link to language production or reception.</li> <li>• Little or no attempt to draw conclusions about the effect of context on uses of language.</li> </ul>	1–2	<ul style="list-style-type: none"> <li>• Any knowledge of linguistic concepts is likely to be mostly inaccurate with perhaps a very vague sense of understanding both texts present.</li> <li>• The notion of comparison is essentially lost in this level. There may be one or two connections here and there to little real effect.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>• No response or no response worthy of any credit</li> </ul>	0

**APPENDIX 1**

Assessment Objective weightings are given as percentages.

**Assessment Objectives Grid**

<b>Question</b>	<b>AO1%</b>	<b>AO2%</b>	<b>AO3%</b>	<b>AO4%</b>	<b>AO5%</b>	<b>Total%</b>
<b>1</b>	10	0	10	0	0	<b>20</b>
<b>2</b>	10	0	10	10	0	<b>30</b>
<b>Totals</b>	<b>20%</b>	<b>0%</b>	<b>20%</b>	<b>10%</b>	<b>0%</b>	<b>50%</b>



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