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# English Language

7701/2

Final Mark scheme

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7701

June 2017

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Version/Stage: v1.0

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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
- AO2:** Demonstrate critical understanding of concepts and issues relevant to language use
- AO5:** Demonstrate expertise and creativity in the use of English to communicate in different ways.

#### 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 which 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.

NB In Section A, there is no additional indicative content for AO1. This is because the types of skills being tested in the essay questions are generic: applying linguistic methods, using a linguistic register and structuring an answer. The performance characteristics will suffice to help you locate the level of the work presented.

### **Using the Grids**

These level 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.

*Before you start annotating a script, check which questions the student has answered and make sure you enter your annotations for the correct response (i.e. If they have answered Question 2 on occupation, make sure you are entering annotations and marks for that question.).*

A range of annotations has been selected for marking this component on RM Assessor. A list of annotations and their intended use is also included in the Lead Examiner's Welcome on RM. We would like to keep the number of annotations to a minimum, in order to make the process more straightforward for examiners and for centres when they see marked work. This means that we will be using text boxes to write detailed comments that describe the qualities of each student's work and a limited set of symbols. The most important of these will be:

- tick
- tick 4
- tick 5

**Tick** will indicate AO2 achievement in levels 1-3 of the mark scheme, **tick 4** for level 4 and **tick 5** for level 5. These will help us identify the range and type of relevant knowledge shown by each student in their responses.

We will also make use of **x** for errors (e.g. the wrong theorist or language description), **?** for unclear points, and on Question 3 only for missing sub-editorial features - headlines, straplines and target audiences - and unclear references to linguists and technical terms. For example, if a student writes "Dale Spender described this as androcentric language" without explaining who Dale Spender is or what *androcentric* might mean to a non-specialist audience, you might add a question mark next to the name and the term.

We will also use **EG** for a missing example, a right arrow indicating an undeveloped point, **NAQ** for Not Answering Question, and lines (both wavy and straight) for uncertain expression or spelling/punctuation errors (e.g. recieved prounciation).

Please do **not** use any other annotations even if they are available to you.

At the end of each response, please write a comment, reflecting the strengths and the weaknesses of the answer in a text box for each AO. You will see examples of the kind of detail we would like you to write in the practice and standardisation scripts on the system and we would like you to keep to this level of annotation in your own marking.

By all means comment on omissions in students' work but please do not write negative comments about students or their alleged aptitudes; this is unprofessional and it impedes a positive marking approach.

### Distribution of Assessment Objectives and Weightings

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

Assessment Objective	AO1	AO2	AO5	Total
Questions 1/2	10	20		30
Question 3		20	20	40
				<b>70</b>

### Section A: Language Diversity

#### 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 onto the next AO on the grid.
- Award a mark out of 20 for AO2 and select the mark from the drop-down menu.

eg

AO1 Summative Comment

AO2 Summative Comment

### Section B: Language Discourses

#### Question 3

- Award a mark out of 20 for AO2, and select the mark from the drop-down menu. Use the right arrow button to move onto the next AO on the grid.
- Award a mark out of 20 for AO5 and select the mark from the drop-down menu.

eg

AO1 Summative Comment

AO2 Summative Comment

Be careful to enter the marks for each AO in the right box for each question. An easy mistake to make is to put the marks in for Question 1 when the student has answered Question 2, so check that you are

on the right question before entering your marks. It is worth doing this before you start annotating the script as otherwise your annotations will appear greyed-out and be linked to the wrong question. The annotations can be transferred over to the right question but this is time-consuming, so it is best to be sure you are on the right question before marking a question.

**0 1** Discuss the idea that some accents are more attractive than others.

**[30 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>
Level 5 9-10	Students will: <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• guide the reader</li> </ul>
Level 4 7-8	Students will: <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• develop a line of argument</li> </ul>
Level 3 5-6	Students will: <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• communicate with clear topics and paragraphs</li> </ul>
Level 2 3-4	Students will: <ul style="list-style-type: none"> <li>• use linguistic methods and terminology inappropriately and/or inconsistently</li> <li>• express ideas with organisation emerging</li> </ul>
Level 1 1-2	Students will: <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>
0	Nothing written

<b>AO2: Demonstrate critical understanding of concepts and issues relevant to language use</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	Students will: <ul style="list-style-type: none"> <li>• demonstrate an individual overview of issues</li> <li>• assess views, approaches, interpretations of linguistic issues</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• assess effect of attitudes to accents on their use</li> <li>• assess use of repertoires, performance of identity and accommodation</li> <li>• give evidence for the arbitrary/social nature of attitudes</li> <li>• challenge methodology of survey</li> </ul>
Level 4 13-16	Students will: <ul style="list-style-type: none"> <li>• identify different views, approaches and interpretations of linguistic issues</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• illustrate positive attitudes to non-standard accents</li> <li>• illustrate negative attitudes to standard accents</li> <li>• explore changing attitudes to accents</li> <li>• identify different responses to attitudes to accents</li> <li>• identify specific phonological features linked to attitudes</li> </ul>
Level 3 9-12	Students will: <ul style="list-style-type: none"> <li>• show detailed knowledge of linguistic ideas, concepts and research</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• explain other positive attitudes to standard accents</li> <li>• explain other negative attitudes to non-standard accents</li> <li>• explain attitudes as social connotations of accents</li> <li>• refer to research findings to back up ideas</li> <li>• identify characteristics of accents</li> </ul>
Level 2 5-8	Students will: <ul style="list-style-type: none"> <li>• show familiarity with linguistic ideas, concepts and research</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• label standard and non-standard accents</li> <li>• note national accents as attractive</li> <li>• note rural accents as more attractive</li> <li>• note urban accents as unattractive</li> </ul>
Level 1 1-4	Students will: <ul style="list-style-type: none"> <li>• discuss issues anecdotally without specialist linguistic knowledge</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• give anecdotal examples of attitudes/uses of accents (4)</li> <li>• express own views of attractiveness of accents (3)</li> <li>• recount the rank order in Figure 1 (2)</li> <li>• discuss where people come from without focus on language (1)</li> </ul>
0	Nothing written about language concepts or issues	



**0 2** Discuss the idea that occupational language needs to be in plain English.

**[30 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>
Level 5 9-10	Students will: <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• guide the reader</li> </ul>
Level 4 7-8	Students will: <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• develop a line of argument</li> </ul>
Level 3 5-6	Students will: <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• communicate with clear topics and paragraphs</li> </ul>
Level 2 3-4	Students will: <ul style="list-style-type: none"> <li>• use linguistic methods and terminology inappropriately and/or inconsistently</li> <li>• express ideas with organisation emerging</li> </ul>
Level 1 1-2	Students will: <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>
0	Nothing written

<b>AO2: Demonstrate critical understanding of concepts and issues relevant to language use</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	Students will: <ul style="list-style-type: none"> <li>• demonstrate an individual overview of issues</li> <li>• assess views, approaches, interpretations of linguistic issues</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• assess the significance of contextual factors on style of occupational language</li> <li>• explore issues of power in occupational language</li> <li>• make some evaluative comments on examples</li> <li>• argue a case about effective occupational language</li> </ul>
Level 4 13-16	Students will: <ul style="list-style-type: none"> <li>• identify different views, approaches and interpretations of linguistic issues</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• explore varied functions of occupational language</li> <li>• explain the effects of participants / roles on occupational language</li> <li>• discuss different / competing ideas about plainness in language</li> </ul>
Level 3 9-12	Students will: <ul style="list-style-type: none"> <li>• show detailed knowledge of linguistic ideas, concepts and research</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• illustrate &amp; explain grammatical features in Text A</li> <li>• illustrate &amp; explain grammatical features in other occupations</li> <li>• discuss ideas about occupational language as a code or used as part of a discourse community</li> <li>• refer to ideas about plainness in language</li> <li>• refer to research findings to back up ideas</li> </ul>
Level 2 5-8	Students will: <ul style="list-style-type: none"> <li>• show familiarity with linguistic ideas, concepts and research</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• outline the idea of an occupational register</li> <li>• discuss lexical formality / complexity</li> <li>• discuss word choices in Text A</li> <li>• discuss vocabulary linked to other occupations</li> </ul>
Level 1 1-4	Students will: <ul style="list-style-type: none"> <li>• discuss issues anecdotally without specialist linguistic knowledge</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• discuss examples of language used in occupations without linguistic comment (4)</li> <li>• give examples of language used in occupations (3)</li> <li>• discuss language in occupations without examples (2)</li> <li>• discuss occupational behaviour without focus on language (1)</li> </ul>
0	Nothing written about language concepts or issues	

- 0 3** Write an opinion article in which you discuss the issues surrounding the ways women and men are represented in language. Before writing your article you should state your intended audience.

**[40 marks]**

<b>AO2: Demonstrate critical understanding of concepts and issues relevant to language use</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	Students will: <ul style="list-style-type: none"> <li>• demonstrate an individual overview of issues</li> <li>• assess views, approaches, interpretations of linguistic issues</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• assess ideas about language reform</li> <li>• explore changing representations of gender / reclamations</li> <li>• assess reflectionist vs determinist views of language</li> <li>• make some evaluative comments</li> </ul>
Level 4 13-16	Students will: <ul style="list-style-type: none"> <li>• identify different views, approaches and interpretations of linguistic issues</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• explore power of language to shape and reflect views of gender</li> <li>• identify examples of language reform</li> <li>• identify attitudes against language reform</li> </ul>
Level 3 9-12	Students will: <ul style="list-style-type: none"> <li>• show detailed knowledge of linguistic ideas, concepts and research</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• illustrate and analyse examples of sexist language</li> <li>• use general linguistic terms: eg metaphor, nouns, suffixes, pronouns, semantic fields</li> <li>• use linguistic concepts about representation and gender: eg generics, lexical over-representation</li> <li>• discuss patterns of meaning in representations</li> </ul>
Level 2 5-8	Students will: <ul style="list-style-type: none"> <li>• show familiarity with linguistic ideas, concepts and research</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• outline a view of significance of representations of gender</li> <li>• show awareness of research by name-dropping or undeveloped / confused references</li> <li>• explain representations of gender in vocabulary items</li> <li>• discuss denotational and connotational meanings</li> </ul>
Level 1 1-4	Students will: <ul style="list-style-type: none"> <li>• discuss issues anecdotally without specialist linguistic knowledge</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• discuss sexist language without linguistic comment (4)</li> <li>• give examples of sexist language (3)</li> <li>• discuss language representing women and men without examples (2)</li> <li>• discuss sexism and other issues without focus on language (1)</li> </ul>
0	Nothing written about language concepts or issues	

<b>AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways</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	Students will: <ul style="list-style-type: none"> <li>• use form creatively</li> <li>• show close attention to register, effective for context</li> <li>• write accurately</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• guide the reader</li> <li>• argue well-documented viewpoints</li> <li>• use engaging and entertaining style</li> </ul>
Level 4 13-16	Students will: <ul style="list-style-type: none"> <li>• use form convincingly</li> <li>• use and sustain register, effective for context</li> <li>• show strong control of accuracy</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• produce an effective opening and conclusion</li> <li>• write accessibly and transform linguistic ideas for audience</li> <li>• write for context of a non-specialist audience, recognising entertainment and informative functions</li> </ul>
Level 3 9-12	Students will: <ul style="list-style-type: none"> <li>• use form competently</li> <li>• use register, sometimes effective for context</li> <li>• show firm control of accuracy</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• produce an effective opening and lively sub-editorial material</li> <li>• use a linguistic register but with overly academic elements</li> <li>• write for stated audience/context</li> </ul>
Level 2 5-8	Students will: <ul style="list-style-type: none"> <li>• use form appropriately</li> <li>• use appropriate address for context</li> <li>• make occasional errors</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• use an article format eg a functional headline, sub-editorial material</li> <li>• address the reader but use an overly informal style</li> </ul>
Level 1 1-4	Students will: <ul style="list-style-type: none"> <li>• use form limited to simple elements</li> <li>• shape language broadly for context</li> <li>• make intrusive errors</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• write in paragraphs</li> <li>• write an essay-like response</li> </ul>
0	Nothing written about language concepts or issues	