AQA

A-Level
English Language
7702/2 Language diversity and change
Final Mark scheme

7702
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

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

AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning

AO4: Explore connections across texts, informed by linguistic concepts and methods.

AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.

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.

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. 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 ✓✓ if they are from the top 2 levels
  (ensure that you don't go into automatic ticking mode where you tick rhythmically every
  10 lines – ticks should engage with the detail of a student's thinking and analysis)
- write notes in the margin commenting on the answer's relationship to the AOs/grid/key words/focus
- identify errors of factual accuracy, or where clarity is in doubt, with a question mark
- identify errors of spelling or punctuation by underlining, eg <u>sentance</u>
- write a summative comment at the end for each Assessment Objective
- indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence.

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	AO2	AO3	AO4	AO5	Total
Question 1/2	10	20				30
Question 3	10		15	15		40
Questions 4		20			10	30
						100

Section A – Diversity and change

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 20 for AO2, place in the right-hand margin and ring.

eg

AO1 Summative Comment ◯

AO2 Summative Comment ◯

Section B – Language discourses

Question 3

- 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.

- Award a mark out of 15 for AO4, place in the right-hand margin and ring.

eg

AO1 Summative Comment ◯

AO3 Summative Comment ◯

AO4 Summative Comment ◯

Question 4

- Award a mark out of 20 for AO2, place in the right-hand margin and ring.

- Award a mark out of 10 for AO5, place in the right-hand margin and ring.

eg

AO2 Summative Comment ◯

AO5 Summative Comment ◯

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.

Section A: Diversity and change

0 1   Evaluate the idea that a person's language use is completely determined by the social groups
they belong to.

[30 marks]

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression	
Level/Marks	**PERFORMANCE CHARACTERISTICS**
Level 5 9–10	**Students will:** • **apply linguistic methods and terminology, identifying patterns and complexities** • **guide the reader**
Level 4 7–8	**Students will:** • **apply linguistic methods and terminology with precision and detail** • **develop a line of argument**
Level 3 5–6	**Students will:** • **apply linguistic methods and terminology consistently and appropriately** • **communicate with clear topics and paragraphs**
Level 2 3–4	**Students will:** • **use linguistic methods and terminology inappropriately and/or inconsistently** • **express ideas with organisation emerging**
Level 1 1–2	**Students will:** • **quote or identify features of language without linguistic description** • **present material with limited organisation**
0	Nothing written about the text or topic

AO2: Demonstrate critical understanding of concepts and issues relevant to language use		
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:** • **demonstrate a synthesised, conceptualised and individual overview of issues** • **evaluate and challenge views, approaches and interpretations of linguistic issues**	Students are likely to: • evaluate the idea of language use being determined by social groups membership • explore ideas of language as performative of identity • evaluate effect of social and cultural attitudes to language on use • evaluate and challenge approaches and methodologies, eg quantitative sociolinguistic approaches, biological determinism
Level 4 13–16	**Students will:** • **identify and comment on different views, approaches and interpretations of linguistic issues**	Students are likely to: • explore the interplay of a variety of social identities: ethnicity, region, age, class, gender etc • explore the effect of context on language use: purpose, topic, audience, genre, mode • identify different ways of classifying social groups, eg social networks, communities of practice, discourse communities, sub-cultures • explore accommodation and code-switching behaviours
Level 3 9–12	**Students will:** • **show detailed knowledge of linguistic ideas, concepts and research**	Students are likely to: • illustrate quantitative sociolinguistic research on class, situation • illustrate social network findings on non-standard use • illustrate research findings on language and gender • illustrate detailed examples of language use

Level 2 5–8	**Students will:** • **show familiarity with linguistic ideas, concepts and research**	Students are likely to: • identify examples of social groups people might belong to • label examples of language associated with social group membership • outline a view of language as determined by social group membership • give broad reference to researchers by name or confused references/linguistic ideas
Level 1 1–4	**Students will:** • **discuss issues anecdotally without specialist linguistic knowledge**	Students are likely to: • discuss a person's language use without linguistic comment (4) • give examples of a person's language use (3) • discuss a person's language use without examples (2) • discuss social group membership with no language focus (1)
0	Nothing written about language concepts or issues	

0 2 Evaluate the idea that language change can be controlled and directed.

[30 marks]

<table>
<tr>
<td colspan="2">AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression</td>
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<tr>
<td>Level/Marks</td>
<td>PERFORMANCE CHARACTERISTICS</td>
</tr>
<tr>
<td>Level 5

9–10</td>
<td>Students will:
• apply linguistic methods and terminology, identifying patterns and complexities
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</tr>
<tr>
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7–8</td>
<td>Students will:
• apply linguistic methods and terminology with precision and detail
• develop a line of argument</td>
</tr>
<tr>
<td>Level 3

5–6</td>
<td>Students will:
• apply linguistic methods and terminology consistently and appropriately
• communicate with clear topics and paragraphs</td>
</tr>
<tr>
<td>Level 2

3–4</td>
<td>Students will:
• use linguistic methods and terminology inappropriately and/or inconsistently
• express ideas with organisation emerging</td>
</tr>
<tr>
<td>Level 1

1–2</td>
<td>Students will:
• quote or identify features of language without linguistic description
• present material with limited organisation</td>
</tr>
<tr>
<td>0</td>
<td>Nothing written about language concepts or issues</td>
</tr>
</table>

AO2: Demonstrate critical understanding of concepts and issues relevant to language use		
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: • **demonstrate a synthesised, conceptualised and individual overview of issues** • **evaluate and challenge views, approaches and interpretations of linguistic issues**	Students are likely to: • evaluate examples of attempts to control and direct change • conceptualise nature and causes of language change as a process • evaluate views of language change (eg applying damp spoon, crumbling castle and infectious disease metaphors and evolution, functional theory, benign prescriptivism, need for standardisation etc) using specific examples • challenge descriptivist stances
Level 4 13–16	Students will: • **identify and comment on different views, approaches and interpretations of linguistic issues**	Students are likely to: • identify and classify different negative explanations of change: eg laziness, infectious disease • identify and classify different descriptive explanations of change: eg functional theory, analogy, economy • identify and classify different ameliorative views of change: eg benign prescriptivism, language reform, PC • apply different explanations to examples of change
Level 3 9–12	Students will: • **show detailed knowledge of linguistic ideas, concepts and research**	Students are likely to: • explore how and why changes occur in detail • show knowledge of theories about how language changes, eg potential, diffusion • discuss examples of planned language changes, eg non-sexist language • illustrate agencies of language control, eg dictionaries, academies, guides

Level 2	**Students will:**	Students are likely to:
5–8	• **show familiarity with linguistic ideas, concepts and research**	• identify and analyse examples of change, eg word formation processes • outline a view of change as natural/based on needs • make broad reference to linguists and ideas, eg prescriptivism/descriptivism • give confused references, eg Aitchison having negative views of change
Level 1	**Students will:**	Students are likely to:
1–4	• **discuss issues anecdotally without specialist linguistic knowledge**	• discuss language change without linguistic comment (4) • give examples of language change (3) • discuss language change without examples (2) • discuss social change with no language focus (1)
0	Nothing written about language concepts or issues	

| 0 | 3 |

Text A, printed on page 3, is a feature article about women's language from *Mail Online*.

Text B, printed on the insert, is the start of a feature article about women's language from *The Guardian* website.

Analyse how language is used in **Text A** and **Text B** to present views about women's language. In your answer you should:
- examine any similarities and differences you find between the two texts
- explore how effectively the texts present their views.

[40 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 features such as for example: • clause types and elements • sentence types • syntactical patterns and structures • patterns of metaphor and discourses • cohesion, structure and guiding
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 for example: • verb tense/voice/aspect • word class types (eg concrete noun, adverb of manner) • phrase types • semantic fields • metaphors and similes

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 for example: • word classes • sentence functions • connotations • hyperlinks • graphological features
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: • identify formality, complexity • mislabel linguistic features • refer to elements of language that do not illuminate the analysis • use a linguistic register of very general terms: word, sentence, meaning • make unsupported generalisations about the language used
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 terminology
0	Nothing written about language concepts or issues	

AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning		
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:** • **evaluate use of language and representations according to context** • **explore analysis within wider social and cultural contexts**	Students are likely to: • evaluate use of language of difference and deficiency • evaluate modality, audience positioning and generalising/universalising presentation of women • evaluate metaphors of disease, enslavement, fashion • evaluate self-presentation of writers and interviewees
Level 4 10–12	**Students will:** • **analyse how a range of language choices create meanings and representations** • **analyse how aspects of context work together to affect language use**	Students are likely to: • analyse language used to represent and judge women's language • analyse how language is used to represent sources quoted and alluded to • analyse how young women are represented, eg in Text A as endangering their careers; in Text B as betraying their gender
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/characterise women's language • interpret vocabulary used to make the issues recognisable/interesting to the reader • interpret 3rd person, 1st person, direct address to audience

Level 2 4–6	**Students will:** • **identify distinctive features of language and significant aspects of context**	Students are likely to: • identify, by quoting, words indicating attitudes to women's language, illustrating journalistic contexts, address to the audience • comment on significant features of audience: interest in celebrity culture, feminism, work and careers • identify and exemplify purposes of texts: to report, to argue, to inform
Level 1 1–3	**Students will:** • **paraphrase or describe content of texts** • **misunderstand text or context**	Students are likely to: • show literal understanding of passages: explain focus on use of vocal fry/ summarise information • rely on lengthy quotation • misread attitudes and ideas
0	Nothing written about the text or topic	

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 13–15	Students will: • **evaluate the importance/significance/effect of connections found across texts**	Students are likely to: • evaluate discourse and representations of women's language as different/deficient • evaluate discourse and representations of gender issues and feminism • evaluate effects of journalistic contexts on representations of women's language
Level 4 10–12	Students will: • **explore connections between texts by linking language and context**	Students are likely to: • place examples of texts' language within a discourse about women's language as different/deficient • explore links between journalistic classifications in *Femail*/Feminism/Columnists and language used • compare use of semantic fields of celebrity, feminism, work and careers, cultural analysis
Level 3 7–9	Students will: • **make connections across texts by identifying similar or different uses of language/content/context**	Students are likely to: • compare use of quotations and sources • compare use of proper nouns • compare address: pronouns, sentence functions • compare and contrast any other uses of language
Level 2 4–6	Students will: • **make connections at a literal level**	Students are likely to: • compare newspaper audiences • identify the focus on vocal fry and women's language • identify hostile attitudes to vocal fry
Level 1 1–3	Students will: • **discuss relevant aspects of texts without making connections explicitly**	Students are likely to: • make implicit connections by using similar topics for paragraphs on each text (3) • write about both texts separately (2) • write about one text only (1)
0	Nothing written about the text or topic	

| 0 | 4 | Write a feature article about women's language in which you assess the ideas and issues raised in **Text A** and **Text B** and argue your own views. |

[30 marks]

AO2: Demonstrate critical understanding of concepts and issues relevant to language use		
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:** • **demonstrate a synthesised, conceptualised and individual overview of issues** • **evaluate and challenge views, approaches, interpretations of linguistic issues**	Students are likely to: • evaluate deficit/dominance/difference interpretations, research and methodologies • challenge ideas of difference as polarising, universalising, treating women as a homogenous group • conceptualise diversity approaches: heterogeneity of women's social identities • explore gender as performance/performative
Level 4 13–16	**Students will:** • **identify and comment on different views, approaches and interpretations of linguistic issues**	Students are likely to: • identify and explain deficit/dominance views • identify and explain difference views • explore different interpretations of vocal fry and other features of women's language: immaturity, relationship building, power tools, stupidity, insecurity, enslaving, disease, identity marker • consider research on/effect of other variables: status, context, age, ethnicity etc
Level 3 9–12	**Students will:** • **show detailed knowledge of linguistic ideas, concepts and research**	Students are likely to: • illustrate ideas of women's language as different from men's • illustrate ideas of women's language as lacking in power • explain research findings in detail • show knowledge of folk-linguistic books on the topic

Level 2 5–8	**Students will:** • **show familiarity with linguistic ideas, concepts and research**	Students are likely to: • label features of women's language, eg tag questions, rising intonation • identify specific features of women's language by examples • identify researchers by name and identify examples of research • give confused references to researchers, eg Tannen/Cameron
Level 1 1–4	**Students will:** • **discuss issues anecdotally without specialist linguistic knowledge**	Students are likely to: • offer generalised reactions to ideas in Text A and Text B • make generalised comments on women's language without linguistic comment (3) • rely on and repeat ideas in Text A and Text B (2) • discuss issues about women's lives without language focus (1)
0	Nothing written about language concepts or issues	

AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways		
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:** • **use form creatively and innovatively** • **use register creatively for context** • **write accurately**	Students are likely to: • use a range of cohesion strategies to guide the reader • transform and explore ideas relevantly and interestingly for audience, showing their significance to the reader • show close control of sentence effects
Level 4 7–8	**Students will:** • **use form convincingly** • **show close attention to register, effective for context** • **show strong control of accuracy**	Students are likely to: • produce an effective opening and conclusion • argue well-documented viewpoints, that provide information accessibly • use engaging and entertaining style
Level 3 5–6	**Students will:** • **use form competently** • **use and sustain register, effective for context** • **show firm control of accuracy**	Students are likely to: • produce an effective opening and lively sub-editorial material • write accessibly and transform linguistic ideas for audience • write for context of a non-specialist audience, recognising entertainment and informative functions
Level 2 3–4	**Students will:** • **use form appropriately** • **use appropriate language for context** • **make occasional errors**	Students are likely to: • use article format eg a functional headline, sub-editorial material • use a linguistic register but be overly academic • address the audience but be overly informal
Level 1 1–2	**Students will:** • **use form limited to simple elements** • **shape language broadly for context** • **make intrusive errors**	Students are likely to: • write essay-like response • use paragraphs
0	Nothing written about language concepts or issues	