



GCE

English Language

Unit **H070/02**: Exploring contexts

Advanced Subsidiary GCE

Mark Scheme for June 2016

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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 |
|  | Assessment Objective 1 |
|  | Assessment Objective 2 |
|  | Assessment Objective 3 |
|  | Assessment Objective 5 |
|  | Attempted or insecure |
|  | Analysis |
|  | Detailed |
|  | Relevant but broad, general or implicit |

These are the **Assessment Objectives** for the English Language specification as a whole.

| | |
|-----|--|
| 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. |

Indicative Content – *Please note:* indicative content *indicates* possible points candidates might make, but this is not an exhaustive account. **Any valid response should be rewarded, including those that deal in detail with a limited number of points.**

| Question | Guidance | Marks | Text Features |
|----------|---|-------|---|
| 1 | <p>‘Can those without power use language to gain power?’</p> <p>Write a magazine article that critically engages with the question above and persuades readers of a particular point of view. Your article should be aimed at a non-specialist, reasonably well-educated audience. You should write about 500 words.</p> <p>AO5 A magazine article should have a recognisable structure and be cohesive. The headline and subheading should hook the reader. Ways to achieve this would be through hyperbole, emotive language/statistics, or a deliberately provocative statement. The opinions that follow need to be substantiated in some way and tied to the main thread of the feature. Rhetorical flourishes and patterning of language will be appropriate, but should not be overly formal. The formality levels need to be carefully modulated for the audience. Unglossed jargon would suggest that a non-specialist audience is not being considered. The conclusion might refer back to an anecdote or statement in the introduction.</p> | 24 | <p>AO2 The task can be approached from a variety of perspectives and not necessarily for and against; theorists have argued that groups that lack power (teenagers, women, members of minority groups) use language to make up for the perceived deficit in power. On the other hand, powerful groups (the legal profession, companies, law enforcement, the media, men) also use language to maintain and assert power.</p> <p>Candidates may focus on one or more of the points below. A response that deals with, for example, one of the points in an in-depth and detailed manner should be rewarded too.</p> <p>FOR: Eckert: Adolescents assert their identity and difference to their parents through language. They do this through words or phonological forms (deKlerk; Eckert); using ‘like’ as a discourse marker to signal new information (Underhill); multiple negation (I didn’t do nothing) (Eisokovits).</p> <p>Influential power: advertisers use persuasive language to gain power over consumers: lexical fields with positive associations; exploitation of connotative words. Fairclough (synthetic personalization).</p> <p>Work situations: speaking to superiors/subordinates; using covert/overt prestige (regional accents/received pronunciation, standard/non-standard grammar).</p> <p>Graphological features: use of logos to gain power.</p> |

| Question | Guidance | Marks | Text Features |
|----------|----------|-------|---|
| | | | <p>Political correctness aims to promote equality: lexis that is sensitive to race, gender, sexuality, religion. Unmarked terms rather than using feminising suffixes; companies issuing guidelines on gender-neutral language; avoidance of lexical asymmetry and masculine third person pronoun to refer to men and women.</p> <p>Lakoff/Trudgill: women use hypercorrect grammar and pronunciation to gain prestige.</p> |
| 1 | | 24 | <p>AO2</p> <p>AGAINST:</p> <p>Fairclough: Work situations: abiding by power structures when writing/speaking is part of the world of work. Doctor/patient; manager/worker. Superiors will initiate conversations, interrupt; subordinates will cooperate. Grice says these rules can be broken to demonstrate power.</p> <p>Instrumental power: organisations with power do not use language to gain power, but to maintain and assert it. EG: the legal profession uses complex grammatical structures and its own lexicon, which is exclusive; politicians use rhetoric, word-play and strict forms of parliamentary address and a special political lexicon; use of imperatives, first names of pupils by teachers.</p> <p>Lakoff: women's language reflects unequal status to men and lack of confidence: hedges, tag questions, women speak less frequently, women apologise more often, indirect requests, use of modal constructions, use of wh-imperatives</p> <p>William O'Barr and Bowman Atkins: contradict Lakoff, arguing 'powerless language' is due to context rather than gender.</p> |

| Question | Guidance | Marks | Text Features |
|----------|----------|-------|---|
| | | | Difference theory: Deborah Tannen's six contrasts. EG: women seek sympathy and understanding while men like to find solutions; men make orders while women make requests. |

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

| Level | AO2 | Mark | AO5 | Mark |
|-------|---|-------|--|-------|
| 6 | <ul style="list-style-type: none"> In their piece of writing, candidates show a secure knowledge and understanding of the specified concept and/or issue and its relevance to language use. Candidates engage critically with the specified concept and/or issue. | 11-12 | <ul style="list-style-type: none"> Candidates create a piece of skillfully-constructed writing and show some originality in making the piece appropriate to the form specified in the task. Their use of appropriately chosen linguistic features shows some flair and their writing suits the audience defined in the task. | 11-12 |
| 5 | <ul style="list-style-type: none"> In their piece of writing, candidates show a sound level of knowledge and understanding of the specified concept and/or issue and its relevance to language use. In their piece, candidates show that they can take a critical angle on the specified concept and/or issue | 9-10 | <ul style="list-style-type: none"> Candidates create a piece of well-constructed writing, which is appropriate to the form specified in the task. Their use of appropriately chosen linguistic features shows skill, and their writing is clearly pitched at the audience defined in the task. | 9-10 |
| 4 | <ul style="list-style-type: none"> In their piece of writing, candidates show a reasonable level of knowledge and understanding of the specified concept and/or issue and its relevance to language use. Candidates show that they have some ability to think and write critically about the concept. | 7-8 | <ul style="list-style-type: none"> Candidates construct a piece of writing that contains a number of the main elements of the form specified in the task. They can clearly use appropriate linguistic features and their writing has been modulated to take some account of the audience defined in the task. | 7-8 |

| Level | AO2 | Mark | AO5 | Mark |
|-------|--|------|---|------|
| 3 | <ul style="list-style-type: none"> Candidates' knowledge and understanding of the chosen language concept or issue is mostly accurate, although likely to be somewhat thin. In their piece of writing, candidates have addressed the specified language concept and/or issue, although not critically. | 5-6 | <ul style="list-style-type: none"> Candidates produce writing that is attempting to match the task's purpose and which has some elements of the form specified in the task. They employ some appropriate language features, and some attempts have been made to take account of the audience defined in the task. | 5-6 |
| 2 | <ul style="list-style-type: none"> Candidates' knowledge and understanding of the concept/issue is likely to have inaccuracies or be muddled. The language concept and/or issue is present in the piece, although somewhat indistinct or confused. | 3-4 | <ul style="list-style-type: none"> Candidates produce writing that has some sense of the form specified in the task, but that leaves out key elements. There are some attempts to employ appropriate language features, although probably not in a register which suits the audience defined in the task. | 3-4 |
| 1 | <ul style="list-style-type: none"> Candidates do not appear to understand the concept and/or issue but it is possible to see one or two points relating to it. The language concept and/or issue will be just barely detectable in the piece. | 1-2 | <ul style="list-style-type: none"> Candidates produce writing which has little sense of the specified task, although there may be one or two superficial features of the form specified in the task. One or two appropriate language features may be present; the audience is not understood or addressed. | 1-2 |
| 0 | <ul style="list-style-type: none"> No response or no response worthy of any credit. | 0 | <ul style="list-style-type: none"> No response or no response worthy of any credit. | 0 |

Indicative Content – *Please note:* 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 |
|----------|--|-------|--|
| 2 | <p>Language and Power</p> <p>Text A is a shortened transcript of a radio interview and a screenshot of the webpage where the interview can be heard, after the original broadcast on Radio 4's morning news programme, <i>Today</i>.</p> <p>The topic of the interview is whether <i>MyInternSwap</i>, a new website, is giving unpaid work experience opportunities (internships) only to young people from more privileged backgrounds.</p> <p>Interviewer: Sarah Montague</p> <p>Guests: Nick Simmons, the director and creator of <i>MyInternSwap</i>, a website that organises internship swaps for people aged 16 and above Jim Waterson, from social news and entertainment website, <i>BuzzFeed</i></p> <p>Using appropriate terminology, examine Text A in the light of the ways in which power is represented. In your answer you should:</p> <ul style="list-style-type: none"> • analyse the relevant language features of the text • explore how contextual factors and language features construct meanings • consider the ways in which your understanding of concepts and issues relating to power in language use illuminates the representation of power within the text | 36 | <p>Awareness of context: limited time of a radio interview and the majority of the audience will be listening rather than watching means that authority must be established efficiently: hyperbole: '<i>Everyone</i> knows it is.'; pre-modifiers 'crucially/hugely important'; listing: 'Employers say it is, Universities say it is'; declaratives: 'they're unqualified, a lot of them don't know what to do'; speaking in italics: 'there's a massive <i>undersupply</i>'</p> <p>Assumption of shared knowledge: <i>Everyone</i> knows it is; unsurprisingly. Heightens Simmons' authority.</p> <p>Informal register: hassle; Waterson calls Simmons a genuine guy, rather than saying he has 'integrity' (possibly) - seeking covert prestige with a potentially young receiver.</p> <p>Saving face, politeness strategies: 'he's a <i>genuine</i> guy'; 'I think I can agree with most of Jim's sentiment'; 'I'm absolutely with you Jim'.</p> <p>Representation of power-related issues: 'most [] employers are simply not interested in taking on short term work experience students'</p> <p>Awareness of context: Montague is in control. She invites guests to speak, summarises, cuts them off, and clarifies ('I think they call it opportunity hoarding'). Candidates might argue this contradicts dominance theory, or that a professional context overrides gender. Supports William O'Barr and Bowman Atkins who contradict Lakoff, arguing 'powerless language' is due to the situation people are in</p> |

| Question | Guidance | Marks | Text Features |
|----------|--|-------|---|
| | | | rather than their gender. Montague uses some so-called female traits: Lakoff's indirect requests, modal constructions. |
| 2 | <p>AO2 The primary focus needs to be on the representations of power within the text, the language features derived from those representations, and critical responses to them. The representation of power needs to be explored on different levels, e.g. lexical choices/asymmetry/grammatical constructions. The positioning of producer in relation to receiver needs consideration. This consideration may be illuminated by reference to the ideas of theorists such as Fairclough or Sapir Whorf.</p> <p>AO3 Candidates should include explicit acknowledgement of the multi-modal nature of the text and reference to the language features derived from it. This will involve a consideration of context, purpose and audience. The text includes a web page advertising the interview. The audience is likely to be adults of all ages, including teenagers.</p> | 36 | <p>Awareness of context: questions from Montague are discourse markers, a signal to move on to a new area. Simmons' finishes his point after an interruption from Montague but does not continue.</p> <p>Sapir Whorf/Fairclough: language shapes our beliefs. Simmons definition of 'Everyone' is 'Universities' and 'Employers'.</p> <p>Lexical field: Waterson stresses the negligible impact Simmons' scheme will have: <i>tiny, slightly, few</i>. Awareness of context: phonetics used for a radio audience. Key words stressed by Montague, Waterson, and Simmons.</p> <p>Simmons points out the flaw in Waterson's final point. Candidates may bring in Deborah Tannen's arguments that men seek solutions.</p> <p>Synthetic personalization: Jim Waterson directly addresses powerful people at the end of the interview: 'who <i>you</i> could offer it to...'</p> <p>Power of editor over content: Jim Waterson's words that <i>MyInternSwap</i> caters for a 'slightly bigger elite' is used in the headline, and it is the story's top line. Jim Waterson is quoted first. Nick Simmons, despite having the most to say in the interview, is quoted last.</p> |

| Question | Guidance | Marks | Text Features |
|----------|---|-------|---|
| | | | The picture portrays a middle-class, white man and a middle-class, white adolescent in a white-collar office environment. A seamstress, ship builder and shopkeeper are not chosen for the photograph. The photograph supports the headline: 'Internships for slightly bigger elite'. |
| 3 | <p>Language and Gender</p> <p>Text B is a series of advertisements taken from a website called A Mighty Girl. The website sells toys, books and movies. The target audience for the products is young girls and parents. Using appropriate terminology, examine Text B in the light of the ways in which gender is represented. In your answer you should:</p> <ul style="list-style-type: none"> • analyse the relevant language features of the text • explore how contextual factors and language features construct meanings • consider the ways in which your understanding of concepts and issues relating to gender in language use illuminates the representation of gender within the text <p>AO2 The primary focus needs to be on the representations of gender within the text, the language and graphological features derived from those representations, and critical responses to them. The representation of gender needs to be explored on different levels, e.g. lexical choices, the use of graphological features, and grammatical structures.</p> <p>AO3 Candidates should include explicit acknowledgement of the multi-modal nature of the text and reference to the language features derived from it. This will involve a consideration of context, purpose and audience. The text promotes products aimed at 'smart, confident and courageous girls'. The toys are for babies through to</p> | 36 | <p>The website is aimed at 'smart, confident and courageous girls'. Provenance: 21st Century. Deborah Tannen's difference theory states difference begins in childhood and this website is a way to address that.</p> <p>Supports O'Barr and Atkins theory that women's language is not powerless; it is context that determines whether the language of power is used.</p> <p>Producer assumes that the receiver will agree that girls are mighty, smart, confident and courageous. A mighty GIRL – different fonts/colours, GIRL capitalised. Creates the sense that rules can be broken on the website.</p> <p>Wonder Woman: active sentence puts the girl in control and doing things: 'Place'; 'to activate'. Reinforced by the photograph of Wonder Woman in the cockpit piloting the plane.</p> <p>Woodworking Kit: Compound adjective 'build-it-yourself' encourages independence; adjectives 'lightweight' and 'smooth' included on account of the age of the child and with the adult audience in mind.</p> <p>Rescue Ambulance: the paramedics are female. They will take the patient to the hospital for treatment. Not depicted as sole carers – part of a team. Responsibility encouraged through the adverb 'safely'; verb 'transport' puts the</p> |

| Question | Guidance | Marks | Text Features |
|----------|--|-------|--|
| | teenagers. The site is also aimed at parents/teachers. | | <p>female paramedics in an active role.</p> <p>Primary Science Set: girl and boy pictured in the photograph.</p> <p>Amelia Earhart doll and biography: more than a doll; it comes with a compass and a biography.</p> <p>Katniss Evergreen: her 'sharp instincts and survival instincts' are foregrounded; her costume is mentioned later. Compound adjective 'military-style' to describe her trousers emphasizes her as an action figure.</p> <p>Rosie the Riveter: iconic feminist image. (Students might comment that Beyoncé copied this pose in a picture on her Instagram account and so young girls may be familiar with it.) Assumption by producer that the reader (the parent or daughter) knows the provenance of the image.</p> <p>Great Women Painters: syntactic parallelism: 'If she loves great art, she'll love this coloring book' assumes the girl will know about great art.</p> <p>NB: Some candidates may explore a more traditional/patriarchal representation of gender shown throughout the text in phrases such as "female paramedic" or "master nailing skills".</p> |

There are a total of 36 marks available for **Questions 2 or 3**.

| Level | AO1 | Mark | AO2 | Mark | AO3 | Mark |
|-------|--|------|---|-------|--|-------|
| 6 | <ul style="list-style-type: none"> Candidates explore a wide range of language features illuminated by very appropriate examples and methods. They apply appropriate terminology; the writing is in a secure academic register. | 6 | <ul style="list-style-type: none"> Candidates show an assured knowledge and understanding of relevant concepts and issues. Candidates identify patterns of language use within the text with assurance. Candidates engage critically with the ways concepts and issues inform their analysis of the text's patterns of language use. | 16-18 | <ul style="list-style-type: none"> Candidates offer a discerning exploration of a range of contexts and their potential influences on the language in the text. Candidates evaluate in perceptive detail how contextual features inherent in the text are associated with the construction of meaning. | 11-12 |
| 5 | <ul style="list-style-type: none"> Candidates analyse a range of language features with very appropriate examples and methods. They apply appropriate terminology and written expression is coherent. | 5 | <ul style="list-style-type: none"> Candidates show a good knowledge and understanding of relevant concepts and issues. Candidates identify patterns of language use within the text effectively. Candidates use their knowledge and understanding of concepts and issues to offer informed comment on the text's patterns of language use. | 13-15 | <ul style="list-style-type: none"> Candidates respond in detail to a range of contexts and their potential influences on the language in the text. Candidates will analyse in detail how contextual features inherent in the text are associated with the construction of meaning. | 9-10 |

| Level | AO1 | Mark | AO2 | Mark | AO3 | Mark |
|-------|---|------|--|-------|---|------|
| 4 | <ul style="list-style-type: none"> Candidates make generally accurate reference to language features with appropriate examples and methods. Their use of terminology is mostly appropriate, although likely to be less densely packed than the level above, and written expression is clear but likely not to be economical. | 4 | <ul style="list-style-type: none"> Candidates show a sound level of knowledge and understanding of relevant concepts and issues. Candidates demonstrate competence in identifying patterns of language use within the text. Candidates use their knowledge and understanding of concepts and issues to comment on some language features in the text. | 10-12 | <ul style="list-style-type: none"> Candidates make a sound attempt to respond to a range of contexts and their potential influences on the language in the text. Candidates make clear, relevant response to the contextual features inherent in the text and how these are associated with the construction of meaning. | 7-8 |
| 3 | <ul style="list-style-type: none"> Candidates make some reference to language features with appropriate examples and methods. Their use of terminology is at times appropriate; written expression contains some errors. | 3 | <ul style="list-style-type: none"> Candidates show a largely accurate knowledge and understanding of language concepts or issues, although is likely to lack the depth needed to be convincing. Candidates demonstrate soundness in identifying patterns of language use within the text. Candidates use their knowledge and understanding of concepts and issues to comment generally on language use in the text. | 7-9 | <ul style="list-style-type: none"> Candidates make some attempts to respond to contexts and make some points about their potential influences on the language used in the text. Candidates make general comments regarding the contextual features inherent in the text, showing some understanding of how these are associated with the construction of meaning. | 5-6 |

| Level | AO1 | Mark | AO2 | Mark | AO3 | Mark |
|-------|--|------|---|------|--|------|
| 2 | <ul style="list-style-type: none"> Candidates make limited reference to language features with some appropriate examples. They use some terms with occasional appropriateness; writing is likely to contain errors which sometimes obscure meaning. | 2 | <ul style="list-style-type: none"> Candidates' knowledge and understanding of concepts/issues is likely to have inaccuracies or be muddled. Candidates demonstrate limited ability to identify patterns of language use within the text. Candidates use concepts/issues to comment on the text, although connections may be lacking or confused. | 4-6 | <ul style="list-style-type: none"> Candidates make a limited response to contexts and to their potential influences on the language used in the text. Candidates show a basic understanding of how contextual features inherent in the text contribute to the overall meaning. | 3-4 |
| 1 | <ul style="list-style-type: none"> Candidates offer few appropriate examples, if any; little or basic reference to language features. Terminology, if present, is inappropriate and accuracy of written expression is very limited. | 1 | <ul style="list-style-type: none"> Candidates select irrelevant or unconnected concepts or issues, or presents erroneous accounts of concepts. Candidates demonstrate weaknesses in identifying patterns of language use within the text. Candidates attempt to use concepts or issues to examine the text, although these will be superficial. | 1-3 | <ul style="list-style-type: none"> Candidates make only one or at the most two references to context(s), identifying a potential influence on the language used in the text. Candidates make little attempt to show understanding of how one or more contextual features inherent in the text contribute to the overall meaning. | 1-2 |
| 0 | <ul style="list-style-type: none"> No response or no response worthy of any credit. | 0 | <ul style="list-style-type: none"> No response or no response worthy of any credit. | 0 | <ul style="list-style-type: none"> No response or no response worthy of any credit. | 0 |

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