



Oxford Cambridge and RSA

# AS Level English Language

## H070/02 Exploring contexts

Sample Resource Booklet

**Date – Morning/Afternoon**

Version 1.1

Time allowed: 1 hour 30 minutes



**You must have:**

- The Question Paper
- The OCR 12-page Answer Booklet



### INSTRUCTIONS

- The materials in this **Resource Booklet** are for use with the questions in **Section B** of the Question Paper.

### INFORMATION

- This document consists of **8** pages. Any blank pages are indicated.



The material in this **Resource Booklet** relates to the questions in the Question Paper.

<b>Contents</b>	<b>Pages</b>
<b>Section A – Writing about a topical language issue</b>	
<b>Text A:</b> My World of Work	3 - 4
<b>Section B – Exploring language in context</b>	
<b>Text B:</b> The Brownie Guide Handbook	5 - 6

## Section A – Writing about a topical language issue




### Text A

**Text A** is a current page from a website called “My World of Work”, created by Skills Development Scotland. The website deals with a range of employment-related topics and this page provides advice for those starting new jobs.

#### Home > Starting a new job

#### Starting a new job

Rated ★★★★★

Share this?   

Your first week is the perfect time to find out as much as possible about your new job, so make sure you learn more than just where the kitchen is. ‘You don’t get a second chance to make a first impression,’ says Jane Wylie-Roberts, Managing Director of recruitment agency Stafffinders. Follow the checklist below to make sure yours is a good one.

#### • Contact us

#### Be prepared

Pack everything you might need for your first day – your job contract, bank details, tax code and a list of questions. ‘It’s always handy to have some questions prepared regarding your main areas of responsibility,’ says Carole Swan, Marketing Manager at Search Consultancy.

#### Don’t let your wardrobe upstage you

It’s important to dress smartly, but try to keep your outfit fairly low-key. ‘You want people to get to know you – the person – and not be distracted by what you’re wearing,’ says Careers Adviser Deborah Moran-Smith.



#### Calm your nerves

It’s natural to be a bit nervous, but you don’t want to be in such a fluster that you’re tripping over things and forgetting people’s names. ‘Give your confidence a boost by reminding yourself of the hurdles you’ve successfully jumped to land the job,’ says Carole. If you’re still nervous try using the same techniques you would for interview nerves.

#### Arrive on time

Arriving late is an obvious no-no, so remember to consider things like rush-hour traffic and parking. Workplaces can be huge and companies are often spread across several locations. Check with your employer if you’re not sure where you need to go and who will be greeting you.



#### Ask questions

Your first week is the ideal time to find out as much as possible about your new job and the company you’re working for. You might not want to be a pest, but the more questions you ask your manager and workmates now, the more capable you’ll be when it matters.

#### Figure out who’s who

Get to know as many people as possible and what they do. To help you remember everyone’s name, make a short note of who they are and their role.

**Gauge the social atmosphere**

When it comes to getting to know your new workmates, Carole suggests you take your cue from the atmosphere in the workplace. 'It's tempting to say "be yourself" but this needs to be within reason. If you're naturally loud and gregarious and your new office is deafeningly quiet then it's probably best to tone it down a little so your new colleagues aren't overwhelmed.' Also avoid making inappropriate jokes. The last thing you want to do on your first day is offend anyone.

**Find something to do**

Not sure what to do with yourself after you've been introduced to everybody? See this as valuable research time before you're given specific tasks. Learn everything you can about how your role fits in with the rest of the company and take notes on what you learn. Also, don't be afraid to take the initiative and ask for work.

**What next?**

**My Strengths** can help you to figure out what your strengths are and how they can help you in your new job.

**Section B – Exploring language in context****Text B**A circular icon containing a lowercase letter 'i', representing an information or note.

**Text B** is an extract from an early edition of the Brownie Guide Handbook, aimed at girls of 7–10 years old. It was first published in 1968 and this edition was published in 1973. The extract explores a range of activities that Brownies may enjoy. This item has been removed due to third party copyright restrictions.

A Bramblebury, 'Brownie Guide Handbook', Girl Guides Association, 2nd edition, 1973.

The extract includes the following sections:

Caring for a Plant or Animal:

- Ideas for plants
- How to Grow a Bulb Indoors

At the Sports Centre:

- Ball Throwing
- Swimming

In the Handcraft Shop intro.

**For other examples of this type of question please see our past papers, available through our website and Interchange. Alternatively, see our ExamBuilder platform for the full list of relevant mock questions.**

## Summary of updates

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Date	Version	Change
November 2020	1.1	Updated copyright acknowledgements.

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Copyright Information:

*Starting a new job.* My World of Work. Available: <http://www.myworldofwork.co.uk/content/starting-a-new-job>. Accessed 6 May 2014. Reproduced with permission from Skills Development Scotland.

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# OCR

Oxford Cambridge and RSA

## AS Level English Language

### H070/02 Exploring contexts

#### Sample Question Paper

## Date – Morning/Afternoon

Time allowed: 1 hour 30 minutes

**You must have:**

- The OCR 12-page Answer Booklet
- The Resource Booklet

### INSTRUCTIONS

- Use black ink.
- Complete the boxes on the front of the Answer Booklet.
- Answer the question in Section **A** and **one** question in Section **B**.
- Write your answer to each question on the Answer Booklet.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do not write on the bar codes.
- Write the number of each question you have answered in the margin.

### INFORMATION

- The total number of marks for this paper is **60**.
- The marks for each question are shown in brackets [ ].
- This document consists of **4** pages. Any blank pages are indicated.

Answer the question in **Section A** and **one** question in **Section B**.

### Section A – Writing about a topical language issue

You are advised to spend about 40 minutes on this section.

*'The English language is biased against women.'*

- 1 Write a short talk to be delivered to a non-specialist, reasonably well-educated audience, which critically engages with the statement above and persuades the audience of a particular point of view. You should write about 500 words.

[24]

### Section B – Exploring language in context

Answer Question **2 OR** Question **3**.

You are advised to spend about 50 minutes on this section.

**EITHER**

#### 2 Language and Power

Read **Text A** in your **Resource Booklet** and answer the following question.

Using appropriate terminology, examine **Text A** in the light of the ways in which power is represented. In your answer you should:

- analyse the 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]

**OR**

#### 3 Language and Gender

Read **Text B** in your **Resource Booklet** and answer the following question.

Using appropriate terminology, examine **Text B** in the light of the ways in which gender is represented. In your answer you should:

- analyse the 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.

[36]

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**...day June 20XX – Morning/Afternoon**

**AS Level English Language  
H070/02 Exploring contexts**

**SAMPLE MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK    60**

**This document consists of 20 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to Scoris and mark the [insert number] practice responses (“scripts”) and the [insert number] standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Scoris 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, by email or via the Scoris messaging system.
5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option.
8. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

Note: award 0 marks - for an attempt that earns no credit (including copying out the question).
9. The Scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the Scoris messaging system or e-mail.
10. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support. Your report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

## 11. Annotations

Annotation	Meaning

**INTRODUCTION**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the texts which candidates have studied
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.



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

<b>AO1</b>	Apply appropriate methods of language analysis, using associated terminology and coherent written expression.
<b>AO2</b>	Demonstrate critical understanding of concepts and issues relevant to language use.
<b>AO3</b>	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.
<b>AO4</b>	Explore connections across texts, informed by linguistic concepts and methods.
<b>AO5</b>	Demonstrate expertise and creativity in the use of English to communicate in different ways.

### WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following table:

Component	% of AS level					
	AO1	AO2	AO3	AO4	AO5	Total
Exploring language H070/01	20%	0%	20%	10%	0%	50%
Exploring contexts H070/02	5%	25%	10%	0%	10%	50%
	25%	25%	30%	10%	10%	100%

**USING THE MARK SCHEME**

Study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question Papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme. Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected. In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Levels for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**PAPER-SPECIFIC INSTRUCTIONS: H070/02 Texts and contexts**

Candidates answer question 1, and then choose to answer either question 2 or 3. The paper addresses assessment objectives 1-3 and 5: Assessment Objectives AO2 and AO5 are addressed in question 1. Assessment Objectives AO1, AO2 and AO3 are addressed in question 2 and 3. AO4 is assessed in Component 01.

In question 1, the assessment objectives are given equal weighting. In questions 2 and 3, each assessment objective is weighted differently, with 6 marks for AO1, 18 marks for AO2, and 12 marks for AO3.

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.

**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
1	<p><b><i>‘The English language is biased against women.’</i></b></p> <p><b>Write a short talk to be delivered to a non-specialist, reasonably well-educated audience, which critically engages with the statement above and persuades the audience of a particular point of view. You should write about 500 words.</b></p> <p><b>AO5</b></p> <p>A talk can follow a range of possible forms. It should have a recognisable structure and be cohesive. To entertain an audience, it is important to hook them and thus the start of the talk could and possibly should include a device. One way to achieve this is through a humorous anecdote, or some personal story. The formality levels need to be carefully modulated for the audience and any jargon appearing, which has not been glossed for them in some way, suggests that the writer is not really taking account of his or her audience’s needs. As in all good persuasive writing, points need to be substantiated in some way and tied back to the main thread of the talk. Rhetorical flourishes may be appropriate, but this speech is not being delivered at a grand state occasion, so they cannot be too heightened.</p>	24	<p><b>AO2</b></p> <p>The task can be approached from either perspective, although to pull off a position which takes the counter argument solely is likely not to be taking account of the need to engage critically with the statement. The following points could be made:</p> <ul style="list-style-type: none"> <li>• addressing the Sapir Whorf hypothesis to establish the influence of language on thought</li> <li>• order of precedence (‘men and women’, etc.)</li> <li>• lexical asymmetry (‘master’ vs ‘mistress’, etc.)</li> <li>• semantic derogation (e.g. massive range of terms for promiscuous women)</li> <li>• generic ‘he’: might engage with the fact that this can be avoided with use of the pronoun ‘their’, for example, which is becoming more standard</li> <li>• marking (‘women’s football’, etc.)</li> <li>• personal experience and preferences (the use of Ms, for example; and connotations of Mr or Mrs)</li> <li>• any research conducted in class.</li> </ul>

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

Decide on a mark for AO2 out of 12, and then a separate mark for AO5 out of 12. Add the two marks together to reach a total out of 24 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	AO2	Mark	AO5	Mark
6	<ul style="list-style-type: none"> <li>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.</li> <li>Candidates engage critically with the specified concept and/or issue.</li> </ul>	11–12	<ul style="list-style-type: none"> <li>Candidates create a piece of skilfully-constructed writing and show some originality in making the piece appropriate to the form specified in the task.</li> <li>Their use of appropriately chosen linguistic features shows some flair and their writing suits the audience defined in the task.</li> </ul>	11–12
5	<ul style="list-style-type: none"> <li>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.</li> <li>In their piece, candidates show that they can take a critical angle on the specified concept and/or issue.</li> </ul>	9–10	<ul style="list-style-type: none"> <li>Candidates create a piece of well-constructed writing, which is appropriate to the form specified in the task.</li> <li>Their use of appropriately chosen linguistic features shows skill, and their writing is clearly pitched at the audience defined in the task.</li> </ul>	9–10
4	<ul style="list-style-type: none"> <li>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.</li> <li>Candidates show that they have some ability to think and write critically about the concept.</li> </ul>	7–8	<ul style="list-style-type: none"> <li>Candidates construct a piece of writing that contains a number of the main elements of the form specified in the task.</li> <li>They can clearly use appropriate linguistic features and their writing has been modulated to take some account of the audience defined in the task.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>Candidates' knowledge and understanding of the chosen language concept or issue is mostly accurate, although likely to be somewhat thin.</li> <li>In their piece of writing, candidates have addressed the specified language concept and/or issue, although not critically.</li> </ul>	5–6	<ul style="list-style-type: none"> <li>Candidates produce writing that is attempting to match the task's purpose and which has some elements of the form specified in the task.</li> <li>They employ some appropriate language features, and some attempts have been made to take account of the audience defined in the task.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>Candidates' knowledge and understanding of the concept/issue is likely to have inaccuracies or be muddled.</li> <li>The language concept and/or issue is present in the piece, although somewhat indistinct or confused.</li> </ul>	3–4	<ul style="list-style-type: none"> <li>Candidates produce writing that has some sense of the form specified in the task, but that leaves out key elements.</li> <li>There are some attempts to employ appropriate language features, although probably not in a register</li> </ul>	3–4

			which suits the audience defined in the task.	
<b>1</b>	<ul style="list-style-type: none"> <li>• Candidates do not appear to understand the concept and/or issue but it is possible to see one or two points relating to it.</li> <li>• The language concept and/or issue will be just barely detectable in the piece.</li> </ul>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• One or two appropriate language features may be present; the audience is not understood or addressed.</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 *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><b>Language and Power</b></p> <p><b>Text A is a current page from a website called ‘My World of Work’, created by Skills Development Scotland. The website deals with a range of employment-related topics and this page provides advice for those starting new jobs.</b></p> <p><b>Using appropriate terminology, examine Text A in the light of the ways in which power is represented. In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• analyse the language features of the text</li> <li>• explore how contextual factors and language features construct meanings</li> <li>• 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.</li> </ul> <p><b>AO2</b></p> <p>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.</p>	36	<ul style="list-style-type: none"> <li>• Use of direct address – synthetic personalisation to create sense of imagined reader.</li> <li>• Status of reader in relation to writer and to potential future colleagues; hierarchy.</li> <li>• Use of direct quotation from high status figures, e.g. Managing Director/Marketing Manager.</li> <li>• Lexical field of business validates professionalism of source but interspersed with some informal language and mild humour to make it engaging, e.g. idiom, ‘you might not want to be a pest’. Register shifts.</li> <li>• Different manifestations of power within the text.</li> <li>• Representation of power-related issues, e.g. delineation of roles ‘the more questions you ask your manager and workmates now, the more capable you’ll be when it matters’; assumptions.</li> <li>• Use of slight hyperbole ‘you don’t want to be in such a fluster that you’re tripping over things and forgetting people’s names’ – verb choices heighten sense of potential ineptitude.</li> <li>• Use of listing, e.g. ‘your job contract, bank details, tax code and a list of questions’, conveys authority of source.</li> <li>• Assumption of shared knowledge, e.g. ‘Arriving late is an obvious no-no’/pre-modifier ‘obvious’ heightens this.</li> <li>• Implication that it’s easy to make mistakes: ‘The last thing you want to do on your first day is offend anyone.’</li> <li>• May reference specific theory, e.g. Fairclough/Sapir-Whorf.</li> <li>• Awareness of context and its impact on language choices, e.g. use of imperatives as discourse markers/sub-headings and throughout.</li> </ul>

Question	Guidance	Marks	Text features
2	<p>This consideration may be illuminated by reference to the ideas of theorists such as Fairclough and Sapir-Whorf.</p> <p><b>AO3</b></p> <p>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 website includes features such as links to further sources of information. The audience is likely to be young people, but could potentially be wider ranging. The advice offered is supported by input from named experts and is organised under a range of sub-headings.</p>	36	<ul style="list-style-type: none"> <li>• Syntactic parallelism: ‘you don’t get a second chance to make a first impression’.</li> <li>• Use of links – element of context.</li> </ul>



**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
3	<p><b>Language and Gender</b></p> <p><b>Text B is an extract from an early edition of the Brownie Guide Handbook, aimed at girls of 7–10 years old. It was first published in 1968 and this edition was published in 1973. The extract explores a range of activities that Brownies may enjoy.</b></p> <p><b>Using appropriate terminology, examine Text B in the light of the ways in which gender is represented. In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• analyse the language features of the text</li> <li>• explore how contextual factors and language features construct meanings</li> <li>• 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.</li> </ul>	36	<ul style="list-style-type: none"> <li>• Gender roles/1960s–70s provenance/gender stereotyping.</li> <li>• Use of direct address – synthetic personalisation to create sense of imagined reader/assumptions about that reader.</li> <li>• Use of named male figure as authority on gardening/use of imperative to show his authority, ‘Remember that if you are looking after any living thing...’.</li> <li>• Assumes father’s ownership of garden, ‘if your father lets you dig up an old bulb’; use of conditional.</li> <li>• Assumes mother’s responsibility for home, ‘Always remember to ask your mother before you introduce a pet of any kind into your family: it is only fair to your mother’.</li> <li>• Male authority vs females as victims of imposition or as needing help, ‘wonderful companion for some lonely little girl’; use of pre-modifiers.</li> <li>• Reference to wanting to ‘make a home’ for pets; conceptualisation.</li> <li>• Conflation of babies and dolls.</li> <li>• Superior male throwing skill claimed/comparative ‘much better’; low expectations of reader ‘try throwing it higher – perhaps over a rope held by two people’.</li> <li>• Suggested reliance on male advice re: Mr O’ Brien/‘watch how they [boys] do it’; positioning of reader in relation to this.</li> <li>• Use of italics to minimise likely achievement, ‘push the water away with your arms and perhaps you will do two yards’.</li> <li>• Different representations of gender within the text.</li> <li>• May make reference to specific theory e.g. Cameron.</li> <li>• Syntactic parallelism: ‘Twenty yards looks a long way at</li> </ul>

Question	Guidance	Marks	Text features
3	<p><b>A02</b></p> <p>The primary focus needs to be on the representations of gender within the text, the language 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/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 Cameron.</p> <p><b>A03</b></p> <p>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 is aimed at girls aged 7–10 who are part of the Brownie organisation and was originally written in 1968. It is part of an informational handbook and pictures have been used to illustrate the points made. The advice offered is organised under a range of sub-headings and represents an extract from one section of the overall text, dealing with leisure activities in which Brownies may wish to involve themselves.</p>	36	<p>first, but remember, everyone can swim one yard!' Italics support superficially by offering reassurance but also undermine sense of reader's potential competence.</p> <ul style="list-style-type: none"> <li>• Use of visual images to reinforce wording; context.</li> </ul>

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

There are a total of 6 marks for AO1, 18 marks for AO2 and 12 marks for AO3. Each bullet point beneath each level represents one mark within that level. Decide on a mark for AO1 out of 6, and then a separate mark for AO2 out of 18 and a separate mark for AO3 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.

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

Level	AO1	Mark	AO2	Mark	AO3	Mark
4	<ul style="list-style-type: none"> <li>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.</li> </ul>	4	<ul style="list-style-type: none"> <li>Candidates show a sound level of knowledge and understanding of relevant concepts and issues.</li> <li>Candidates demonstrate competence in identifying patterns of language use within the text.</li> <li>Candidates use their knowledge and understanding of concepts and issues to comment on some language features in the text.</li> </ul>	10–12	<ul style="list-style-type: none"> <li>Candidates make a sound attempt to respond to a range of contexts and their potential influences on the language in the text.</li> <li>Candidates make clear, relevant response to the contextual features inherent in the text and how these are associated with the construction of meaning.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>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.</li> </ul>	3	<ul style="list-style-type: none"> <li>Candidates show a largely accurate knowledge and understanding of language concepts or issues, although is likely to lack the depth needed to be convincing.</li> <li>Candidates demonstrate soundness in identifying patterns of language use within the text.</li> <li>Candidates use their knowledge and understanding of concepts and issues to comment generally on language use in the text.</li> </ul>	7–9	<ul style="list-style-type: none"> <li>Candidates make some attempts to respond to contexts and make some points about their potential influences on the language used in the text.</li> <li>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.</li> </ul>	5–6

Level	AO1	Mark	AO2	Mark	AO3	Mark
2	<ul style="list-style-type: none"> <li>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.</li> </ul>	2	<ul style="list-style-type: none"> <li>Candidates' knowledge and understanding of concepts/issues is likely to have inaccuracies or be muddled.</li> <li>Candidates demonstrate limited ability to identify patterns of language use within the text.</li> <li>Candidates use concepts/issues to comment on the text, although connections may be lacking or confused.</li> </ul>	4–6	<ul style="list-style-type: none"> <li>Candidates make a limited response to contexts and to their potential influences on the language used in the text.</li> <li>Candidates show a basic understanding of how contextual features inherent in the text contribute to the overall meaning.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>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.</li> </ul>	1	<ul style="list-style-type: none"> <li>Candidates select irrelevant or unconnected concepts or issues, or presents erroneous accounts of concepts.</li> <li>Candidates demonstrate weaknesses in identifying patterns of language use within the text.</li> <li>Candidates attempt to use concepts or issues to examine the text, although these will be superficial.</li> </ul>	1–3	<ul style="list-style-type: none"> <li>Candidates make only one or at the most two references to context(s), identifying a potential influence on the language used in the text.</li> <li>Candidates make little attempt to show understanding of how one or more contextual features inherent in the text contribute to the overall meaning.</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>	0	10	0	0	10	<b>20</b>
<b>2 or 3</b>	5	15	10	0	0	<b>30</b>
<b>Totals</b>	<b>5%</b>	<b>25%</b>	<b>10%</b>	<b>0%</b>	<b>10%</b>	<b>50%</b>

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## Summary of updates

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Date	Version	Change
September 2020	1.1	Updated copyright acknowledgements in Resource Booklet.