



Oxford Cambridge and RSA

**GCE**

**English Language**

**H070/01: Exploring language**

AS Level

**Mark Scheme for June 2023**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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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**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 10 practice scripts and the 10 standardisation scripts.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION SCRIPTS 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%. 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 or the scoris messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into

RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a ‘new start’ or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:
- there is nothing written in the answer space.

Award Zero ‘0’ if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. 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.
9. Assistant Examiners should send a brief report on the performance of candidates to their 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 Portal (and for traditional marking it is in the *Instructions for Examiners*). 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.
10. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:













Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)

**H070/01**

**Mark Scheme**

**June 2023**

Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

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
	Positive Recognition
	Assessment Objective 1
	Assessment Objective 2
	Assessment Objective 3
	Assessment Objective 4
	Assessment Objective 5
	Attempted or insecure
	Analysis
	Detailed
	Vague
	Irrelevant

**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>Text A is from the online version of <i>Which?</i> magazine that provides guidance on making purchases. The article was published in 2019.</b></p> <p><b>Giving careful consideration to the context of the text, identify and analyse features taken from different language levels.</b></p> <p><i>Possibilities are provided below for guidance, but any valid response should be rewarded.</i></p> <p><b>AO3</b> As a cheaper, online way to book holidays and short stays, Airbnb should be familiar to most candidates, although the article makes it clear what it is and how it operates. As proficient internet users, students will be aware of scams and the different ways in which they operate and may even have had sessions about them at school, making this text familiar ground.</p> <p>The fact that this article is accessible online and therefore targets its audience even more specifically will probably be pointed out by many. In addition, younger people who are unlikely to read the magazine may come across it via searches for Airbnb.</p> <p>As a guide, the primary purpose of the text is obviously to inform. A persuasive element is also present as readers are encouraged to be alert to the dangers of internet scams and, more subtly, to view <i>Which?</i> as a useful aid to combating them and as a helpful publication in general.</p>	24	<p><b>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.</b></p> <p>The list below is not prescriptive. Credit must be given to any response that crosses between language levels. In each of the bullet points below, AO1 is covered at the start of the point and AO3 at the end:</p> <ul style="list-style-type: none"> <li>• Use of the personal pronouns ‘you’ and (the non-inclusive) ‘we’ set up an unequal relationship, where the writer (representing the magazine) has power over the reader, which they will use to help them. This projects an image of the magazine as knowledgeable, reliable and supportive.</li> <li>• The frequent unmitigated imperatives (‘Avoid’, ‘Don’t click’, ‘Read’) continue to build up this relationship.</li> <li>• The declarative mood predominates, the setting out of facts being typical of both a guide and a text where the writer has the power; the only two interrogatives (‘Want to know ...?’ ‘why take the risk?’ add a friendlier tone, appropriate for a text addressing adults.</li> <li>• The register is formal, with much field-specific lexis that even verges on jargon</li> <li>• at times: ‘fake listings’, ‘police statistics’, ‘internal systems’, ‘bank transfer’ (all these examples being noun phrases). There are very few informal or colloquial words and phrases, the closest being the fairly recently coined nouns</li> </ul>

			<p>'fraudsters' and 'scammers', 'con' and 'a dead giveaway'. Adds to the credibility of the article/magazine and is appropriate in dealing with a serious subject.</p> <ul style="list-style-type: none"><li>• A number of IT terms are also included: 'URL', 'reverse image search', 'log into'. The IT competence of the audience is assumed – safe, as they are using electronic gadgets to access the article (though perhaps baffling to some older readers of the print version of the magazine).</li><li>• A semantic field of crime – 'fraud', 'victims', 'fake' - at the start of the piece goes along with its persuasive purpose by alarming the audience.</li><li>• Apart from one fronted conjunction ('So ...') and one example of ellipsis ('Want to know ...?') all sentences are standard. This adds to the formality of the register.</li><li>• Sentences are mainly simple or compound, with lengths varying from the three-word 'They probably are' to the 47-word sentence at the end of the first headed section, 'They are able to detect ...' Sentences are generally short, however, and even this long one is divided by a hyphen, clearly separating the different pieces of information.</li><li>• There are several sentences with conditional clauses, all beginning 'If', clearly showing readers what action to take in each hypothetical case.</li><li>• Because of the format of most of the article (headed paragraphs), the first sentence each time tends to include an anaphoric reference ('This', 'They', 'These') linking back to the heading. This is a convention the audience will be familiar with and makes for economy and thus, again, clarity.</li></ul>
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			<ul style="list-style-type: none"><li>• In terms of graphology, the illustrative picture, use of italics for the standfirst and bold font for the first (most alarming) paragraph are all well-known conventions that break up the article and subtly encourage the audience to carry on reading. Links stand out clearly and lead the reader to explore <i>Which?</i> more closely, part of the text's aim to advertise and promote the magazine.</li></ul>
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There is a total of 24 marks available for **Question 1**.

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

Level	AO1	Mark	AO3	Mark
2	<ul style="list-style-type: none"> <li>• Candidates attempt to consider language levels, pulling out the occasional piece of evidence.</li> <li>• Written expression has some errors but the meaning is nonetheless apparent and uses terminology which is partially appropriate.</li> </ul>	3–4	<ul style="list-style-type: none"> <li>• With some relation to one or two language features, candidates come to some fairly loose conclusions about the possible effect of contextual factors on the way language is produced in this text.</li> <li>• With some relation to one or two language features, candidates come to some fairly loose conclusions about the possible effect of contextual factors on the way this text might be received by its audience.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• Candidates make some vague link to at least one language level; evidence, if supplied, is likely to be barely relevant or only loosely defined (not actually quoted, for example).</li> <li>• Writing may at times obscure meaning; some terms are used, with occasional appropriateness.</li> </ul>	1–2	<ul style="list-style-type: none"> <li>• Conclusions about the possible effect of contextual factors on the way language is produced will be somewhat indistinct, although there may be a vague sense of the text's purpose.</li> <li>• Conclusions about the possible effect of contextual factors on the way the text is received by the audience will be somewhat indistinct, although there may be a vague sense of the text's purpose.</li> </ul>	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

**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	Mark	Text features	
2	<p><b>Using appropriate linguistic concepts and methods, analyse the ways in which language is used in these two texts. In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>explore connections and variations between the texts</b></li> <li>• <b>consider how contextual factors contribute to the construction of meaning.</b></li> </ul> <p><b>AO3</b> Both texts address the issue of home schooling. Text B is a transcript of part of the discussion show</p>	36	<i>Phonetics, phonology and prosodics</i>	
			<b>Text B</b>	<b>Text C</b>
			<ul style="list-style-type: none"> <li>• Standard English is used throughout. It is not possible to tell from the transcript whether or not the participants have regional accents, but there are no dialectal features present. This is to be expected considering that the participants are all used to speaking in public and will be aware that dialect terms may not be understood by everyone in a mainstream audience.</li> <li>• Overlapping speech and latch-ons seem at first to be a sign of co-operation (e.g. SS supplying the ages of her children when CL falters). Once JSP enters the discussion, however, they are a sign of heated disagreement, with politeness conventions such as waiting for a transition relevance point being flouted.</li> <li>• There are many signs of natural non-fluency, such as false starts ('so what is the day (.) what is the school day'), self-corrections ('a point where uh secondary school type age') and redundant repetitions ('giving them (.) giving them').</li> <li>• There are surprisingly few verbal fillers, the only two (both 'you know') coming from CL who uses them almost as a politeness feature, fitting her role as</li> </ul>	<ul style="list-style-type: none"> <li>• Standard English is used throughout with no attempt at phonetic spellings. This suits a serious article in a quality newspaper.</li> <li>• Apart from the direct address and contractions, there are no features more commonly associated with spoken English. Again, this is to be expected.</li> </ul>

	<p><i>Loose Women</i>, aired in the afternoon, the title and timing making a female audience not currently working outside the home the most likely audience. Text C is an article from <i>The Guardian</i> which appeared online, making it accessible to those who may have googled words to do with home education (probably parents of young children) as well as its usual readership. Accommodation theory could be brought into discussion of Text B, where there are examples of its being both followed and flouted. Most candidates will see the difference between co-operative and unco-operative overlaps, for example, and many will note the different roles of the speakers, with CL, for example, as a (possibly self-appointed) peacemaker. Power theory (through attempts to take or hold the floor) and face theory (JSP threatening SS's positive face) will also be applied by stronger candidates. With Text C, candidates may query why <i>The Guardian</i>, as a left-wing</p>		<p>intermediary, while the other two put their points more forcefully.</p> <ul style="list-style-type: none"> <li>• Non-standard utterances are present, including abandoned sentences ('when I took the boys out of school it') and non-standard constructions ('the only way that schools will improve if all the parents ...'). They reflect the spontaneous nature of the discussion and its fast pace.</li> </ul>	
			<i>Lexis and semantics</i>	
			<b>Text B</b>	<b>Text C</b>
<ul style="list-style-type: none"> <li>• A generally informal register, as expected of a spontaneous spoken text, particularly one in which the participants know each other. Plenty of high frequency, Anglo-Saxon lexis ('took ...out', 'get together', 'this home schooling thing') and frequent idioms ('one size fits all', 'the me too parents')</li> <li>• Semantic field of education does not raise the register as might be expected as Anglo-Saxon words are still generally used ('teachers', 'working') unless there is no equivalent ('system', 'school', 'education').</li> <li>• Since two of the speakers are journalists by profession and the third is used to</li> </ul>	<ul style="list-style-type: none"> <li>• A higher frequency of Latinate lexis ('financial implications', 'extend', 'receptive') makes Text C far more formal. This reflects <i>The Guardian's</i> status as a quality paper and is appropriate for readers who feel academically confident enough to consider home schooling.</li> <li>• Terms from the semantic field of education are also more sophisticated than anything used in Text B ('national curriculum', 'Interactive'). This reinforces the writer's (and newspaper's) authority.</li> <li>• The register is still mixed, however, with Anglo-Saxon and often colloquial language often being used to maintain a</li> </ul>			

	<p>newspaper, should be on the side of home schooling rather than sharing the more socialist views of JSP in the other text, at best suggesting some reasons for this (e.g. that the education system under the Conservatives has become less libertarian?)</p>		<p>public speaking, a little Latinate language is used ('privileged', 'involved'), but none is low frequency, making the show accessible to all viewers – likely to be a wide range of mainly housewives, considering the timing of the programme and the topic of this episode.</p>	<p>friendly tone: 'the stuff we like', 'pack a lot in'.</p> <ul style="list-style-type: none"> <li>• One unusual word, the neologism 'flex-school' (presumably a typo for 'flexi-school') is used, but, although its meaning is fairly obvious, especially in its context, it is still explained. Again, this could be to present the writer as knowledgeable about the topic.</li> </ul>	
	<p><b>AO4</b></p>		<p><i>Grammar and syntax</i></p>		
	<p>There is a straightforward contrast in terms of mode between the two texts. The discussion in Text B appears not to have been edited before transmission and has many features of spontaneous, non-fluent discourse. Text C is an article from a professionally-written text that has clearly been crafted and has few spoken features. The topic of both texts is the same, but Text C is on the side of home schooling, while Text B contains arguments both for and against, providing a clear contrast. Candidates could also compare the respective discourse structures of the texts, most being able to mention the fluid structure of Text B and the rigid one of</p>		<table border="1"> <thead> <tr> <th data-bbox="792 520 1451 555">Text B</th> <th data-bbox="1451 520 2123 555">Text C</th> </tr> </thead> <tbody> <tr> <td data-bbox="792 555 1451 1444"> <ul style="list-style-type: none"> <li>• Non-standard utterances are present, including abandoned sentences ('when I took the boys out of school it') and non-standard constructions ('the only way parents ...'). They reflect the spontaneous nature of the discussion and its fast pace.</li> <li>• JSP uses some rhetorical features, such as parallel phrasing ('all the parents get together and all the parents work with the school') and anaphora (with repetition of 'teachers' and 'parents') to make her points more persuasive.</li> <li>• Pauses often fall in appropriate places such as after a clause ('... at that point (.) and if that is the case') and some quite complex syntax (especially in JSP's more rhetorical utterances) is expertly controlled, showing how used the speakers are to giving their opinions in public.</li> <li>• Use of interrogatives by CL to guide the discussion, clearly marked at the beginning of the extract ('can I ask') and towards the end ('can I just ask you'). SS's repeated interrogative ('how can</li> </ul> </td> <td data-bbox="1451 555 2123 1444"> <ul style="list-style-type: none"> <li>• Use of the second person throughout to address the audience directly, along with the inclusive 'we' in one sentence to make the tone less impersonal. Sharp-eyed candidates may notice that the first person singular ('as I am doing now') gives away that the writer is not home educating her own children, which may detract from the power of the article as a persuasive piece!</li> <li>• Mixture of sentence lengths to vary the pace, although none are very short, the shortest having 9 words.</li> <li>• Almost all sentences are complex with occasional compound sentences. Only one non-standard (beginning 'But'). All are easy to follow, however, and the use of parenthesis aids this, slipping in more information without disrupting the sentence. (This is done twice in the 'Flexibility' section.)</li> <li>• Because of the nature of the article, many sentences start 'You' (in the first paragraph they all do). This becomes more varied further on, e.g. when a conjunction is placed before 'you' ('If you')</li> </ul> </td> </tr> </tbody> </table>	Text B	Text C
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	Text C with the best answers able to identify evidence of subtle control and organisation in Text B and perhaps question the ordering of points in Text C. Finally, there are the differences in purpose to be considered. Text B is keen to entertain and thus will have encouraged the participants to disagree or at least find a topic on which they are sure to; informing and (since it is all positive) persuading are obviously the main aims of Text C.		you ...'), by contrast, is rhetorical and challenging.	or a subordinate clause comes before the clause starting 'you' (as in the sentence beginning 'Because one-to-one teaching').
			<i>Pragmatics</i>	
			<b>Text B</b>	<b>Text C</b>
			<ul style="list-style-type: none"> <li>JSP chooses words with negative connotations to disparage those who home-school, threatening SS's face: 'kids', 'moaning', 'stick them'.</li> <li>Language is used to gain power of different sorts, one interesting example being SS's use of the imperative 'listen' when she appears to feel slightly on the defensive about what may appear to be contradictory about her choices and another being CL's use of the vocative 'Stacey' to steer the discussion onto more neutral territory with a slight topic shift.</li> <li>Many will comment on the role of CL in steering the discussion and, towards the end, stopping it becoming too heated or (more usefully, from the producers' point of view) reaching an impasse.</li> </ul>	<ul style="list-style-type: none"> <li>Devices such as anaphora (the three sentences beginning 'You' in the first paragraph) and antithesis ('You can also go at the child's pace, rather than the child having to go at the class's pace.'), more often found in formal speeches, add subtly to the text's persuasive purpose.</li> <li>Lexical substitutions are used for 'you' ('parents', 'home schoolers') to avoid monotony and, possibly, too authoritative a tone.</li> </ul>
			<i>Discourse</i>	
<b>Text B</b>	<b>Text C</b>			
<ul style="list-style-type: none"> <li>Most candidates will notice the loose structure of the text, caused especially by the lack of regular adjacency pairs and the frequent interruptions and overlaps. This gives the impression of</li> </ul>	<ul style="list-style-type: none"> <li>Clear and conventional discourse structure, with heading, standfirst and headed paragraphs. This will be a familiar format for the audience.</li> <li>Each paragraph deals with an advantage of home schooling, clearly conveyed by</li> </ul>			

			<p>naturalness, with the participants left to proceed as they wish.</p> <ul style="list-style-type: none"><li>• The best answers will show an understanding that all the participants will be aware of their brief to make the show both lively and wide-ranging and that this will have an impact on the discourse.</li><li>• This extract moves from a fairly straightforward question-and-answer discourse to a more chaotic one, ending again with a question and answer which move the discussion away from the rights and wrongs of home schooling to how it works.</li></ul>	<p>the heading and which the paragraph then explores. It would be possible for the audience to navigate their own way through the article, reading the paragraphs in a different order and even leaving some out.</p> <ul style="list-style-type: none"><li>• In a text that does not follow a chronological order, some candidates might find it odd that the first point is rather superficial, being only about convenience to the parents rather than serious educational advantages as the other paragraphs are. This serves to highlight the persuasive aspect of the piece – though an appeal to self-interest is something candidates may not expect of <i>The Guardian</i>, a paper considered to have a social conscience.</li></ul>
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There is a total of 36 marks available for **Question 2**.

Decide on a mark for AO1 out of 12, and then a separate mark for AO3 out of 12, and a separate mark for AO4 out of 12. Add the three marks together to reach a total out of 36 marks. It is possible that candidates may achieve different levels for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

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

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

Level	AO1	Mark	AO3	Mark	AO4	Mark
2	<ul style="list-style-type: none"> <li>Candidates make a vague attempt to apply linguistic methods to the texts and some terms are used, with occasional appropriateness; writing is likely to contain errors which sometimes obscures meaning.</li> <li>One or two simple points are made, with little or tenuous evidence; assertive rather than analytical.</li> </ul>	3–4	<ul style="list-style-type: none"> <li>Candidates can comment on context, although this is unlikely to show proper grasp of production and reception and so is of very limited use.</li> <li>Evaluation of points is not happening in this level because there is no real exploration of language, but there may be one or two generalisations made about the effects of context on the language.</li> </ul>	3–4	<ul style="list-style-type: none"> <li>Where linguistic concepts are in evidence for each text, understanding is shallow and knowledge of them is likely to be muddled.</li> <li>Some loose connections between the texts are established in one or two places in the answer. These connections are likely to be the simple matching and contrasting of features.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>Candidates struggle to apply the linguistic methods; terminology, if present, is inappropriate and accuracy of written expression is very limited.</li> <li>There may be the odd point made but there is no analysis with evidence.</li> </ul>	1–2	<ul style="list-style-type: none"> <li>One or at the most two references are made to the context with no link to language production or reception.</li> <li>Little or no attempt to draw conclusions about the effect of context on uses of language.</li> </ul>	1–2	<ul style="list-style-type: none"> <li>Any knowledge of linguistic concepts is likely to be mostly inaccurate with perhaps a very vague sense of understanding both texts present.</li> <li>The notion of comparison is essentially lost in this level. There may be one or two connections here and there to little real effect.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	0

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