AQA

AS
ENGLISH LANGUAGE
(7701/2)

Paper 2: Language Varieties

Mark scheme

Specimen Material

Final Version

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events that all associates participate in and is the scheme that was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers that have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases it is developed further and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided: whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

English Language Mark Scheme

How to Mark

Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark band (high, low, middle) for **each** Assessment Objective
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective
- put into a rank order the achievements of students (not to grade them – that is done later using the rank order that your marking has produced)
- ensure comparability of assessment for all students, regardless of question or examiner.

Approach

It is important to be **open minded** and **positive** when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study language in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about language. It is important to assess the quality of **what the student offers**.

Do not mark scripts as though they were mere shadows of some Platonic ideal (or the answer **you** would have written). The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

Assessment Objectives

This component requires students to:

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression

AO2: Demonstrate critical understanding of concepts and issues relevant to language use

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

The Marking Grids

The specification has generic marking grids for each Assessment Objective that are customised with indicative content for individual tasks. These have been designed to allow assessment of the range of knowledge, understanding and skills that the specification demands.

Within each Assessment Objective there are five broad levels representing different levels of achievement. Do not think of levels equalling grade boundaries.

On the left hand-side of the mark scheme, in bold, are the generic descriptors that identify the performance characteristics at 5 distinct levels.

On the right hand side are statements of indicative content. These give examples of the kind of things students might do that would exemplify the level. They are neither exhaustive nor required – they are simply indicative of what would appear at this level. You will find that they sometimes indicate areas of content that can be handled with increasing sophistication and subtlety. You will also find statements which only characterise work at the bottom or top of the range.

Depending on the part of the examination, the levels will have different mark ranges assigned to them. This will reflect the different weighting of Assessment Objectives in particular tasks and across the examination as a whole. You may be required to give different marks to bands for different Assessment Objectives.

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

Using the Grids

These level of response mark schemes are broken down into five levels, each of which has descriptors. The descriptors for the level show the performance characteristics of the level. There is the same number of marks in each level for an individual Assessment Objective. The number of marks per level will vary from two to four between different Assessment Objectives depending upon the number of marks allocated to the various Assessment Objectives covered by a particular question.

Having familiarised yourself with the descriptors and indicative content, read through the answer and annotate it (as instructed below) to identify the qualities that are being looked for and that it shows. You can now check the levels and award a mark.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets all the descriptors for the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptors and the answer. With practice and familiarity you will find that for better answers you will be able to skip through the lower levels of the mark scheme quickly.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level; ie if the response fulfils most but not all of level 3 with a small amount of level 4 material, it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark.

It is often best to start in the middle of the level's mark range and then check and adjust. If there is a lot of indicative content fully identifiable in the work you need to give the highest mark in the level. If only some is identifiable or it is only partially fulfilled, then give the lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials that will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is of the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

In addition to the generic descriptors (presented in bold text), paper-specific indicative descriptors (presented in plain text) are provided as a guide for examiners. These are not intended to be exhaustive and you must credit other valid points.

An answer that contains nothing of relevance to the question must be awarded no marks.

Annotating scripts

It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment need to be made.

To this end you should:

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

Please do not write negative comments about students' work or their alleged aptitudes; this is unprofessional and it impedes a positive marking approach.

Distribution of Assessment Objectives and Weightings

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

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

Section A: Language Diversity

Questions 1 and 2

- Award a mark out of 10 for AO1, place in the right-hand margin and ring.

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

> eg
>
> AO1 Summative Comment   ⑦
>
> AO2 Summative Comment   ⑯

Section B: Language Discourses

Question 3

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

- Award a mark out of 20 for AO5, place in the right-hand margin and ring.

> eg
>
> AO1 Summative Comment   ⑮
>
> AO2 Summative Comment   ⑯

Transfer each ringed mark to the box on the front of the answer booklet. Add together and put the total mark in the box in the top right-hand corner. Initial your mark.

01	Discuss the idea that a person's language might be affected by their occupation. In your answer you should discuss concepts and issues from language study. You should use your own supporting examples and the data in **Text A**, below. **Text A** is part of a conversation among staff in a restaurant kitchen. **[30 marks]**
**AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression**	

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

01	Discuss the idea that a person's language might be affected by their occupation. In your answer you should discuss concepts and issues from language study. You should use your own supporting examples and the data in **Text A**, below. **Text A** is part of a conversation among staff in a restaurant kitchen. **[30 marks]**

AO2: Demonstrate critical understanding of concepts and issues relevant to language use

Level/Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT **These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.**
Level 5 17–20	**Students will:** • **demonstrate an individual overview of issues** • **assess views, approaches, interpretations of linguistic issues**	Students are likely to: • weigh up the interplay of contextual factors on occupational language • explore issues of power in occupational language • explore playfulness and rule-breaking • explore occupational language other than spoken interaction
Level 4 13–16	**Students will:** • **identify different views, approaches and interpretations of linguistic issues**	Students are likely to: • explore the varied functions of occupational language • explain the effects of participants/roles in occupational interactions • comment on interactional routines in other occupations • comment on structure of interaction in Text A
Level 3 9–12	**Students will:** • **show detailed knowledge of linguistic ideas, concepts and research**	Students are likely to: • explain grammatical features of Text A • explain grammatical features of language in other occupations • illustrate grammatical features of language in other occupations • illustrate grammatical features in Text A
Level 2 5–8	**Students will:** • **show familiarity with linguistic ideas, concepts and research**	Students are likely to: • show awareness of research by name-dropping or undeveloped/confused references • outline the idea of occupational register • identify vocabulary linked to other occupations (6) • describe semantic fields in Text A (5)
Level 1 1–4	**Students will:** • **discuss issues anecdotally without specialist linguistic knowledge**	Students are likely to: • discuss examples of language used in occupations without linguistic comment (4) • give examples of language used in occupations (3) • discuss language in occupations without examples (2) • discuss occupational behaviour without focus on language (1)
0	Nothing written about language concepts or issues	Nothing written about language concepts or issues

02	Discuss the idea that women and men use language differently. In your answer you should discuss concepts and issues from language study. You should use your own supporting examples and the data in **Table 1**, below. **Table 1** gives details of the turns, speaking time and interruptions at a staff meeting. **[30 marks]**
AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression	
Level/Marks	**PERFORMANCE CHARACTERISTICS**
Level 5 9–10	**Students will:** • **apply linguistic methods and terminology, identifying patterns and complexities** • **guide the reader**
Level 4 7–8	**Students will:** • **apply linguistic methods and terminology with precision and detail** • **develop a line of argument**
Level 3 5–6	**Students will:** • **apply linguistic methods and terminology consistently and appropriately** • **communicate with clear topics and paragraphs**
Level 2 3–4	**Students will:** • **use linguistic methods and terminology inappropriately and/or inconsistently** • **express ideas with organisation emerging**
Level 1 1–2	**Students will:** • **quote or identify features of language without linguistic description** • **present material with limited organisation**
0	Nothing written

02	Discuss the idea that women and men use language differently. In your answer you should discuss concepts and issues from language study. You should use your own supporting examples and the data in **Table 1**, below. **Table 1** gives details of the turns, speaking time and interruptions at a staff meeting. **[30 marks]**
	AO2: Demonstrate critical understanding of concepts and issues relevant to language use

Level/Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT **These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.**
Level 5 17–20	**Students will:** • **demonstrate an individual overview of issues** • **assess views, approaches, interpretations of linguistic issues**	Students are likely to: • explore heterogeneity of female/male speakers • explain gender similarities hypothesis • explore other kinds of language use than spoken interaction • assess dominance and difference approaches explicitly
Level 4 13–16	**Students will:** • **identify different views, approaches and interpretations of linguistic issues**	Students are likely to: • illustrate effect of situation and use • illustrate effect of other characteristics of speakers: age, class, ethnicity • explore different interpretations of female/male conversational behaviours eg tags as showing uncertainty or wielding power • illustrate research on gender and other variables, eg effect of status by Woods
Level 3 9–12	**Students will:** • **show detailed knowledge of linguistic ideas, concepts and research**	Students are likely to: • characterise female speech as rapport-based, collaborative • characterise male speech as report-based, competitive etc • label and illustrate use of particular features: eg turns, tags, vocabulary • illustrate research on gender and interaction eg Goodwin on commands
Level 2 5–8	**Students will:** • **show familiarity with linguistic ideas, concepts and research**	Students are likely to: • identify researchers by name, eg Coates, and general reference to research • give confused references, eg Cameron for Tannen • describe specific features of female and male communication, eg "don't you", "absolutely divine" (7) • outline a view of female/male language as simply different (6) • interpret findings from the data table (5)

Level 1 1–4	**Students will:** • **discuss issues anecdotally without specialist linguistic knowledge**	Students are likely to: • discuss examples of women's and men's communication without linguistic comment (4) • give examples of women's and men's communication (3) • discuss women's and men's communication without examples (2) • discuss female/male behaviour with no language focus (1)
0	Nothing written about language concepts or issues	Nothing written about language concepts or issues

03	**Text B** is the start of an article in which a newspaper columnist discusses a celebrity who changed her local accent. Write an opinion article in which you discuss the issues surrounding people changing their accents. Before writing your article you should state your intended audience. **[40 marks]**	

AO2: Demonstrate critical understanding of concepts and issues relevant to language use

Level/Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT **These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.**
Level 5 17–20	**Students will:** • **demonstrate an individual overview of issues** • **assess views, approaches, interpretations of linguistic issues**	Students are likely to: • weigh up use of repertoires, code-switching • assess ideas about identity and solidarity • discuss linguistic arbitrariness of attitudes to accents • explore changing attitudes to RP and regional accents
Level 4 13–16	**Students will:** • **identify different views, approaches and interpretations of linguistic issues**	Students are likely to: • explain the social origins of attitudes to accents: associations with class and location • show knowledge of specific research findings, eg Giles' matched guise work, any quantitative findings • examine convergence and divergence • identify different options for speakers: eg take elocution lessons, use a repertoire
Level 3 9–12	**Students will:** • **show detailed knowledge of linguistic ideas, concepts and research**	Students are likely to: • discuss practical advantages of speaking RP/benefits of regional accents in the world of work • outline negative connotations of RP: haughty, unfriendly, cold • outline positive connotations of non-standard accents: warm, trustworthy, friendly • make reference to linguistic terms and ideas: eg overt and covert prestige
Level 2 5–8	**Students will:** • **show familiarity with linguistic ideas, concepts and research**	Students are likely to: • outline positive connotations of RP: authority, competence, intelligence etc • outline negative connotations of non-standard accents: lower class, less intelligent • identify RP as a standard or regionally neutral accent • identify attitudes to accents as positive or negative (5)

Level 1 1–4	**Students will:** • **discuss issues anecdotally without specialist linguistic knowledge**	Students are likely to: • identify some accents • rely on and repeat ideas of Text B • make a generalised discussion of accents without linguistic comment • give a general discussion of celebrities with little reference to language (1)
0	Nothing written about language concepts or issues	Nothing written about language concepts or issues

	03	**Text B** is the start of an article in which a newspaper columnist discusses a celebrity who changed her local accent. Write an opinion article in which you discuss the issues surrounding people changing their accents. Before writing your article you should state your intended audience. **[40 marks]**

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

Level/Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT **These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate how form and register can be treated at different levels.**
Level 5 17–20	**Students will:** • **use form creatively** • **show close attention to register, effective for context** • **write accurately**	Students are likely to: • guide the reader • argue well-documented viewpoints • use engaging and entertaining style
Level 4 13–16	**Students will:** • **use form convincingly** • **use and sustain register, effective for context** • **show strong control of accuracy**	Students are likely to: • produce an effective opening and conclusion • write accessibly and transform linguistic ideas for audience • write for context of a non-specialist audience, recognising entertainment and informative functions
Level 3 9–12	**Students will:** • **use form competently** • **use register, sometimes effective for context** • **show firm control of accuracy**	Students are likely to: • produce an effective opening and lively sub-editorial material • use a linguistic register but with overly academic elements • write for stated audience/context
Level 2 5–8	**Students will:** • **use form appropriately** • **use appropriate address for context** • **make occasional errors**	Students are likely to: • use article format eg a functional headline, sub-editorial material • address the reader but use overly informal style
Level 1 1–4	**Students will:** • **use form limited to simple elements** • **shape language broadly for context** • **make intrusive errors**	Students are likely to: • write in paragraphs • write essay-like response
0	Nothing written	Nothing written

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