AS
ENGLISH LANGUAGE
7701/2

Paper 2   Language varieties

Mark scheme

June 2020

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

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

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

English Language Mark Scheme

How to Mark

Aims

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

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

Approach

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

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

Do not mark scripts as though they are 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 with a hierarchy of performance characteristics for each Assessment Objective that are customised with indicative content for individual tasks. These have been designed to allow consistent assessment of the range of knowledge, understanding and skills that the specification demands across all tasks.

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

You will be giving a mark to each separate Assessment Objective tested by a task.

Depending on the question, 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.

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 across different Assessment Objectives depending upon the number of marks allocated to the Assessment Objective in a particular question.

Step 1 Using the grids and annotating scripts

These levels of response mark schemes are broken down into five levels, each of which has descriptors.

On the left-hand side of the mark scheme, in bold, are the **generic descriptors** that identify the **performance characteristics** at five distinct levels. These are designed to identify clearly different levels and types of performance.

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.

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.

As you mark a script, use annotations to identify exactly where the student does the performance characteristics noted in the mark scheme. You should note where they give evidence of the indicative content you have been given.

Remember they may do things not mentioned in the indicative content but of similar quality – reward these too.

You can now check the levels and award a mark.

Step 2 Writing a comment to determine a level

Look back at the script. If you have made precise, full and accurate annotations it should be easy to see what level to award the answer.

When you look at a first script, it is useful to start at the lowest level of the mark scheme and use it as a ladder to see how far the answer can go up the scale.

The descriptors for a level indicate the different qualities that might be seen in the student's answer for that level. Good scripts will not necessarily be characterised by the descriptors in lower bands because they will be doing better things. You may find yourself thinking: no, better than that. If so, look to the higher levels. As you go up the levels with good scripts you will find they do the things characterised by the descriptors.

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 3 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. These scripts will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the exemplar to determine if it is of the same standard, better or worse. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the exemplar.

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.

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.

Where?

- In the body of the script.
- At the end of the answer.

What annotations?

1 Ticks
- Used for **AO1** and **AO5**.
- Placed **in the body of the script**.
- **At a point of credit**.
- **Single** for **up to Level 3** credit – ✓
- **Double** for **Level 4** credit – ✓✓
- **Triple** for **Level 5** credit – ✓✓✓

2 Stamps
- L1 L2 L3 L4 L5.
- Used for **AO2** in the **body of the script**.
- **At a point of credit**.

3 Question marks
- Used in the body of the script.
- Used to identify errors, uncertainties.

4 Written comments
- A **comment box** at the end of the answer for each Assessment Objective.
- Choose the right colour:
  - **AO1 red**
  - **AO2 blue**
  - **AO5 purple**.
- Begin by writing AO1, AO2 etc to identify further.
- Don't just copy out grid statements – interpret them in the light of what the script does.

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 left-hand mark box.

- Award a mark out of 20 for AO2, place in the left-hand mark box.

Section B: Language discourses

Question 3

- Award a mark out of 20 for AO2, place in the left-hand mark box.

- Award a mark out of 20 for AO5, place in the left-hand mark box.

E-marker2 will total the marks for you and submit them when you have saved your work.

0 1 Discuss the idea that audience is the biggest influence on how people use language.

[30 marks]

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

AO2: Demonstrate critical understanding of concepts and issues relevant to language use		
Level/ Marks	**Performance characteristics**	**Indicative content** **These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.**
Level 5 17–20	**Students will:** • **demonstrate an individual overview of issues** • **assess views, approaches, interpretations of linguistic issues.**	Students are likely to: • demonstrate the interplay of different factors affecting language use • assess the effect of different contextual factors • assess the language use in Text A • demonstrate understanding of ideas about audience positioning.
Level 4 13–16	**Students will:** • **identify different views, approaches and interpretations of linguistic issues.**	Students are likely to: • identify how purposes influence language use • identify how genres influence language use • identify how user identities influence language use • identify how differences in mode influence language use.
Level 3 9–12	**Students will:** • **show detailed knowledge of linguistic ideas, concepts and research.**	Students are likely to: • show knowledge of language study specifically about audience – eg accommodation theory, audience design • show knowledge of research on language and context • give examples of language convergence • give examples of language divergence.
Level 2 5–8	**Students will:** • **show familiarity with linguistic ideas, concepts and research.**	Students are likely to: • discuss the nature of the audience in Text A • link language use with the audience of Text A • describe linguistic features of Text A • discuss other examples of language affected by audience.
Level 1 1–4	**Students will:** • **discuss issues anecdotally without specialist linguistic knowledge.**	Students are likely to: • discuss examples of language use without linguistic comment (4) • give examples of language use (3) • discuss language use without examples (2) • discuss audience issues with no language focus (1).
0	**Nothing written about the text or topic**	

0 2   Discuss the idea that people are judged because of the accent they use.

[30 marks]

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

AO2: Demonstrate critical understanding of concepts and issues relevant to language use		
Level/ Marks	**Performance characteristics**	**Indicative content** **These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.**
Level 5 17–20	**Students will:** • **demonstrate an individual overview of issues** • **assess views, approaches, interpretations of linguistic issues.**	Students are likely to: • show an overview of speakers' accent repertoires • assess effect of judgements of accents on their use • assess issues of performance and accommodation • show an overview of the arbitrary/social nature of judgements.
Level 4 13–16	**Students will:** • **identify different views, approaches and interpretations of linguistic issues.**	Students are likely to: • identify positive judgements of non-standard accents • identify negative judgements of standard accents • identify changing judgements of accents • identify different responses to judgements of accents.
Level 3 9–12	**Students will:** • **show detailed knowledge of linguistic ideas, concepts and research.**	Students are likely to: • refer to research findings on social and regional variation • explain matched guise methods and findings • explain links between social and regional variation • explain causes of judgements.
Level 2 5–8	**Students will:** • **show familiarity with linguistic ideas, concepts and research.**	Students are likely to: • identify standard and non-standard accents • identify specific judgements based on accents • identify features of accents • use linguistic terms and ideas: eg accent, standard, non-standard.
Level 1 1–4	**Students will:** • **discuss issues anecdotally without specialist linguistic knowledge.**	Students are likely to: • give anecdotal examples of judgements of accents (4) • give examples of accents (3) • discuss accents without examples (2) • discuss how people are judged without focus on language (1).
0	**Nothing written about the text or topic**	

| 0 | 3 |

Write an article in which you discuss how jargon can be the worst and the best form of communication. You should refer to ideas from language study.

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: • offer a well-argued evaluation of jargon as a form of communication • assess the value of specific uses of jargon • assess the value of jargon for its producers • assess jargon from the point of views of its recipients.
Level 4 13–16	**Students will:** • **identify different views, approaches and interpretations of linguistic issues.**	Students are likely to: • exemplify a range of occupational situations and language uses • identify jargon's role as efficient language • identify jargon's role in group identity • identify Plain English ideas about jargon.
Level 3 9–12	**Students will:** • **show detailed knowledge of linguistic ideas, concepts and research.**	Students are likely to: • identify participants/roles/social groups/ communities of practice that use jargon • illustrate positive uses of jargon • illustrate less effective uses of jargon • show knowledge of concepts about causes of linguistic variation.
Level 2 5–8	**Students will:** • **show familiarity with linguistic ideas, concepts and research.**	Students are likely to: • outline the idea of occupational register • identify and label semantic fields • illustrate a range of occupational registers • comment on types of meaning in jargon.
Level 1 1–4	**Students will:** • **discuss issues anecdotally without specialist linguistic knowledge.**	Students are likely to: • discuss examples of jargon without linguistic comment (4) • give examples of jargon (3) • discuss jargon without examples (2) • discuss occupations without focus on language (1).
0	**Nothing written about the text or topic**	

AO5:	Demonstrate expertise and creativity in the use of English to communicate in different ways	
Level/ Marks	**Performance characteristics**	**Indicative content** **These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.**
Level 5 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 informative 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 need to engage and inform.
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 about the text or topic**	