OCR | A-LEVEL ENGLISH LANGUAGE | H470/01

Exploring language

June 2025 exam series

MARK SCHEME

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GCE

English Language

H470/01: Exploring language

A Level

Mark Scheme for June 2025

Oxford Cambridge and RSA Examinations

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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
RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor

3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

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 RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) 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, email or via the RM Assessor messaging system.

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.)*

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Multiple-Choice Question Responses
When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).
When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses
When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. 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')

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- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **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.**

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The 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: Not applicable in F501
To determine the level – start at the highest level and work down until you reach the level that matches the answer
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)
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

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11. **Annotations**

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
+	Positive Recognition
1	Assessment Objective 1
2	Assessment Objective 2
3	Assessment Objective 3
4	Assessment Objective 4
5	Assessment Objective 5
?	Attempted or insecure
AN	Analysis
DET	Detailed
V	Vague
	Irrelevant
LNK	Link made to another text
	Incorrect

12. **Subject Specific Marking Instructions**

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

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

WEIGHTING OF ASSESSMENT OBJECTIVES

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

Component	**% of A level**					
	AO1	AO2	AO3	AO4	AO5	Total
Exploring language H470/01	11%	6%	11%	6%	6%	40%
Dimensions of linguistic variation H470/02	11%	11%	12%	6%	0%	40%
Independent language research H470/03	5%	5%	5%	0%	5%	20%
	27%	22%	28%	12%	11%	100%

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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.

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PAPER-SPECIFIC INSTRUCTIONS: H470/01 Exploring language

Candidates answer all the questions on the paper. The paper addresses all of the assessment objectives:
Assessment Objectives AO1 and AO3 are addressed in question 1.
Assessment Objectives AO2 and AO5 are addressed in question 2.
Assessment Objectives AO1, AO3 and AO4 are addressed in question 3.

In each question, the assessment objectives are given equal weighting.

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.

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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	**Text A is an extract from Glastonbury Festival of Contemporary Performing Arts' website, 'An Introduction to Glastonbury' posted in 2023.** **Giving careful consideration to the context of the text:** **(a) identify and analyse patterns of lexical and semantic use** **(b) identify and analyse the way sentences are constructed.** *Possibilities are provided below for guidance but any valid response should be rewarded.* General contextual points (AO3): Candidates can bring to bear their knowledge of sales and advertising texts and the positive representation of Glastonbury festival, which would be expected given the purpose of the text which is to inform and encourage prospective festivalgoers to visit. Candidates might also consider that the age range of the audience will be wide, therefore, an accessible register is used to meet the needs of a diverse audience. Glastonbury festival's website is maintained by Glastonbury festivals ltd for the sole purpose of promoting and advertising the festival. This text will not be updated regularly as it contains facts about the festival.	20	In each of the bullet points below, AO1 is covered at the start of the point and AO3 at the end. **(a) identify and analyse patterns of lexical and semantic use. Possible features could be:** • Spiritual and religious language is used, 'Sacred', 'symbolism', 'mythology', 'enlightenment', 'epiphany' and a biblical reference, 'Joseph of Arimathea' as well as a legendary figure, 'King Arthur' and 'ley lines' • Semantic field of magic and mystery, 'Brigadoon that appears', 'drums, torches and chanting', 'enlightenment, awakenings, surreal happenings', 'people reacting to the spirit of the Festival' • Mixed register: some French/Latinate vocabulary, 'chanting', 'symbolism', 'reveller', 'epiphanies', but informal register is also used: contractions, 'It's', 'can't', etc.; the use of dashes, 'location – 900 acres', 'in advance – but often'; phrasal verbs, 'come after'; idioms, 'get past these impediments', 'chilled out'; adjectives, 'laid back'; colloquialism with the clipping of the word 'Glastonbury', 'Glasto-goer' • Rhetorical devices to sell the festival: rhetorical question, 'Why can't life always be like this?'; hyperbole, 'a template for all the festivals that have come after it', 'a huge tented city'; imperative, 'forget all instructions'; triplets, 'an area steeped in symbolism, mythology and religious traditions'; factual data to show the size of the festival grounds, '900 acres',

Question	Guidance	Marks	Text features
	Although many of the candidates will not have been to a festival, the majority of them will have been to a school concert or play and they will also have seen advertising/promotional material for performing arts/concerts. The text's primary purpose is to sell Glastonbury festival in the language of spiritual enlightenment in the guise of an introduction to the festival.		'eight and a half miles'; syntactic parallelism 'celebration and ceremony', 'steeped in symbolism' • Similes are used for comparison to add clarity to meaning and explanations, 'It's like going to a different country', 'as much celebration as some of its forebears' and metaphors such as 'whirl of excitement' • Superlatives used ('largest', 'best', 'biggest') to emphasise the unique attributes of the festival • Positive semantic field of adjectives, 'thrilling and vibrant', 'inspirational' • Proper nouns: 'Pyramid', 'Other' and 'Silver Hayes', 'West Holts' give names to the socio-geographic regions at the festival whilst geographical, proper nouns, 'Vale of Avalon', 'Glastonbury', 'London' orientate the readers • Capitalisation is used to emphasise importance, 'Festival', graphological variation using upper case for emphasis, 'ENORMOUS', 'ENJOY!' • Different lexis used to describe attendees or potential visitors to appeal to a wide audience, 'visitors', 'reveller', 'Glasto-goer', 'family oriented areas', 'Kidzfield', 'people' (b) identify and analyse the way sentences are constructed in this text. Possible features could be: • Triadic listing as a rhetorical scheme with each clause beginning with a repeated relative pronoun and syntactic parallelism for emphasis, 'where King Arthur may be buried, where Joseph of Arimathea is said to have walked, where ley lines converge' to showcase the different historical associations with Glastonbury

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Question	Guidance	Marks	Text features
			• Non-standard syntax is present through fronted conjunctions, ‘But that busy whirl of excitement’, ‘And the site is ENORMOUS’ to show the infinite number of possibilities and opportunities for attendees of the festival • Contrasting clauses are used across the text to add an element of surprise or something that will be unanticipated by the reader, ‘Unlike the West End, visitors are on every guest list’, ‘British law still applies, but the rules of society are a bit different’, ‘but’ is also used to add informality to the text and it conveys the idea that the festival is creating new traditions • Use of complex sentences with non-finite subordinate clauses, ‘To accommodate the more laid back reveller…’ to direct the receiver to required information with main clause justifying the evidence for their recommendations • Verb mood: mostly indicative, stating facts about Glastonbury Festival (‘you enter a huge tented city’), some use imperative (‘forget all instructions’) which mirrors spoken discourse • Dynamic vs stative: mainly dynamic verbs for sensation to add colour to the festival, ‘chanting’, ‘have walked’, stative verbs are used to appeal to the senses and perceptions about the festival, ‘feels’, ’you’ll see’ • Predominantly uses the present tense to show facts about the festival and the future tense in the latter half of the article for future facts • The final sentence is broken with an aside to add humour as if the writer is speaking to a friend ‘(as long as doing so involves hurting no one)’

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There is a total of 20 marks available for **Question 1**. 10 marks can be awarded for **(a)** and 10 marks for **(b)**. There is one mark per level for each AO. This table should be used twice – firstly to mark part **(a)** and allocate a mark out of 10, and then again to mark part **(b)** and allocate a mark out of 10. Parts **(a)** and **(b)** focus on different language levels, and therefore each part could achieve different language levels. Each part should be marked completely separately – there is no need to look for consistency in allocating marks if the responses demonstrate different levels of competency.

Level	AO1 and AO3	Mark
5	• Candidates clearly identify patterns of language use in precise relation to the linguistic level specified in the task and can closely analyse incisively chosen evidence, with application of appropriate terminology; the writing is in a secure academic register. *(AO1)* • With a precise hold on the language feature specified in the task, candidates perceptively evaluate the possible effect of contextual factors on the way language is produced in this text and is received and understood by its audience. *(AO3)*	**9–10**
4	• Candidates can single out and analyse relevant examples of language use related to the linguistic level specified in the task, with application of appropriate terminology and coherent written expression. *(AO1)* • Focusing on the language feature specified in the task, candidates can convincingly weigh up some possible effects of contextual factors on the way language is produced in this text and the way it is received and understood by its audience. *(AO3)*	**7–8**
3	• Candidates make some clear points about language use which relate to the specified language level and are supported with relevant evidence; 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. *(AO1)* • Having a reasonable sense of the language feature specified, candidates come to some clear conclusions about the possible effect of contextual factors on the way language is produced in this text and is received by its audience. *(AO3)*	**5–6**
2	• Candidates attempt to make their writing relevant to the feature and language level specified in the task, pulling out the occasional piece of evidence and using terminology which is partially appropriate; written expression has some errors but the meaning is nonetheless apparent. *(AO1)* • Having some sense of the language feature specified, candidates come to some fairly loose conclusions about the possible effect of contextual factors on the way language is produced in this text and is received by its audience. *(AO3)*	**3–4**
1	• Candidates make some link to the specified feature and language level and some terms are used appropriately; evidence, if any, is likely to be barely relevant or only loosely defined (not actually quoted, for example) and writing may at times obscure meaning. *(AO1)* • Conclusions about the possible effect of contextual factors on the way language is produced and is received by the audience will be somewhat indistinct. There may be a vague sense of the text's purpose. *(AO3)*	**1–2**
0	• No response or no response worthy of any credit.	**0**

Indicative Content – *Please note:* indicative content *indicates* possible points candidates might make, but this is not an exhaustive account.
Any valid response should be rewarded.

Question	Guidance	Marks	Text features
2	**'We should let languages die and enjoy those that are still alive.'** Write an article for a UK newspaper, critically responding to this statement. 'Language' can refer to any written or spoken communication which is widely available to the general public. You need to engage a reasonably well-educated, non-specialist audience. Aim to write 500 words. **AO5** Candidates should aim for a relatively high register given the article is aimed at a reasonably well-educated audience; however, terminology used must be explicit for this non-specialist audience. Certain informal/spoken elements of language can be used in order to create an individual, journalistic voice within the response. Candidates would be advised to begin their response with a title which is not the topical language issue statement. Reframing the statement as the title with a specific context/case study as the focus of the response is likely to lead to more insightful answers. Candidates should be aware of not being overly generic with their responses. They should consider what they have recently read regarding topics such as linguicide, what's lost when languages die, and living languages or linguistic imperialism, and the fact that journalists have a specific story to tell, usually with a case study. Candidates do not need to format the discourse into columns as no extra marks will be awarded for this. Marks will be	24	**AO2** The task can be approached from either perspective, but in order to engage critically with the issues, candidates will likely show knowledge and understanding of counter-arguments, even if ultimately dismissing them. In order to sufficiently demonstrate knowledge and understanding for this topical language issue, candidates should show an understanding of some aspects of different spoken and written varieties of language death/linguicide, bringing to bear the reasons for language death due to globalisation, political (education/dominant power), language assimilation/ shift/transfer, natural disasters and wars, urbanisation and migration, language decline and insufficiency. Candidates may also mention the implications of language death such as culture (traditions, values and beliefs), language determinism and the loss of phonological variation or parameters and primes in sign language. Below are some areas that could be covered: Historically – languages' death has occurred due to: • Globalisation • Urbanisation and migration • Language decline and insufficiency due to a lack of intergenerational transmission • Political (education/dominant power) – Candidates may mention Shan Wareing 'Language and Politics' (1991)

Question	Guidance	Marks	Text features
	awarded for the register used and the ability to create a precisely structured piece with concluding comments from the journalist on their view of the statement.		• Language assimilation/shift/transfer – Candidates may refer to David Crystal, *Language Death* (2002) • Cultural assimilation – Candidates might mention Ariella Schachter (2016) 'From "Different" to "Similar": An Experimental Approach to Understanding Assimilation'. Repercussions of language death: • Culture • Language determinism - the Sapir-Whorf hypothesis/linguistic relativity • Loss of phonological variation (including parameters and primes) – Robin Sabino 'Language in Society' (1994). Candidates may link this to the William Labov's studies on sociolinguistics and dialectology.

There is a total of 24 marks available for **Question 2**.
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	• In their piece of writing, candidates show an assured knowledge and understanding of the specified concept and issue and its relevance to language use. • Candidates engage critically with the specified concept and issue.	**11–12**	• An expertly-constructed text showing, perhaps surprising, originality in making the piece appropriate to the form specified in the task. • The use of appropriately chosen linguistic features shows flair and the writing precisely suits the audience defined in the task.	**11–12**
5	• In their piece of writing, candidates show a good knowledge and understanding of the specified concept and issue and its relevance to language use. • In their piece, candidates show that they can take a critical angle on the specified concept and issue.	**9–10**	• A well-constructed text, which is appropriate to the form specified in the task. • The use of appropriately chosen linguistic features shows skill and their writing suits the audience defined in the task.	**9–10**
4	• In their piece of writing, candidates show an essentially sound level of knowledge and understanding of the specified concept and issue and its relevance to language use. • Candidates show that they have some ability to think and write critically about the concept/issue.	**7–8**	• A deliberately constructed text, which contains most of the main elements of the form specified in the task. • There is clear use of appropriate linguistic features and the writing has been modulated to take account of the audience defined in the task.	**7–8**
3	• Their knowledge and understanding of the chosen language concept or issue is mostly accurate, although is likely to lack the depth needed to be convincing. • In their piece of writing, candidates have addressed the specified concept/issue, although not critically.	**5–6**	• A text which is attempting to match the task's purpose and which is at least recognisable as an example of the form specified in the task. • There are some appropriate language features employed and some attempts have been made to take account of the audience defined in the task.	**5–6**

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Level	AO2	Mark	AO5	Mark
2	• Candidates' knowledge and understanding of the concept/issue is likely to have inaccuracies or be muddled. • The language concept/issue is present in the piece although somewhat indistinct or confused.	**3–4**	• A text which has some sense of the form specified in the task, but which leaves out key elements. • There are some attempts to use appropriate language features, although probably not employing a register which suits the audience defined in the task.	**3–4**
1	• Candidates do not appear to understand the concept or issue but it is possible to see one or two points relating to it. • The language concept or issue will be just barely detectable in the piece.	**1–2**	• Candidates produce writing which has little sense of the specified task, although there may be one or two superficial features of the form specified in the task. • One or two appropriate language features may be present; the audience is not understood or addressed.	**1–2**
0	• No response or no response worthy of any credit.	**0**	• No response or no response worthy of any credit.	**0**

Indicative Content – *Please note:* indicative content *indicates* possible points candidates might make, but this is not an exhaustive account.
Any valid response should be rewarded.

Question	Guidance	Mark	Text features	
3	**Using appropriate linguistic concepts and methods, analyse the ways in which language is used in these two texts. In your answer you should:** **• explore connections and variations between the texts** **• consider how contextual factors contribute to the construction of meaning.** **AO3** Both texts are linked in topic (fast fashion) but contrasting in form and mode. Text B, an extract of a discussion thread in the 'Style and Beauty' section of the internet forum *Mumsnet, which* explores the concept of 'fast fashion' and its implications. Text C, an extract from a blog on the *Fairtrade Foundation's* website on the human and	36	*Phonetics, phonology and prosodics*	
			Text B	**Text C**
			• Interviewees using informal language. User 2 mimics User 1 by using 'stuff', 'Well' to reduce social distance • User 1 backchannels with 'Hah.' to show surprise. User 2 backchannels using an interjection, 'Well' to express surprise • Contractions to show informality, 'I've', 'it's', 'doesn't'	• Standard English is used throughout with no attempt at phonetic spellings. • There is clear cohesion: the headline outlines the subject in the article and the image reflects the cost to labour in the production of fast fashion
			Lexis and semantics	
			Text B	**Text C**
			• Generally high frequency lexis used throughout by the users. User 1uses some lower frequency lexis, 'longevity', 'justification', 'deduced', 'sneering'	• Explicit reference to receivers of text with second person pronouns consciously conveying a call to action, 'One of the most effective ways of changing the way our clothes

Question	Guidance	Mark	Text features	
	environmental cost of fast fashion. They both set out to inform their audiences about fast fashion, but from different perspectives. Audiences of the two texts will differ. Typically, *Mumsnet* is aimed at parents and grandparents or those seeking parenting advice who want to discuss a wealth of topics. Text C is aimed at a wider audience. Typically, the *Fairtrade Foundation*'s website will attract those who support the charity's policies on fairness and equality for farmers and workers worldwide. The mode of both texts differs, with Text B primarily written in the way that people speak, whereas Text C is an informal blog. Whilst Text B is to encourage discussion and argument, Text C is to inform.		• User 1 repeats the determiner 'both' to add emphasis to points being made and User 2 uses repetition for emphasis, 'wear and wear' • All users use negative lexis to describe fast fashion and its implications, 'sneering', 'green wash', 'rip off', 'ridiculous' • Lexical field connected to fashion – 'high street', 'manmade', 'catwalk', 'slow fashion' • Phrasal verb, 'came from' and idioms, 'Full stop,', 'rip offs', 'bear in mind, at your fingertips' suggest natural conversation • User 1 capitalises the acronym for 'in my opinion' ('IMO') to add emphasis when expressing the idea that the opinions and beliefs in the sentence are one's own • User 1 uses self-correction 'High street not night street!' together with a grin emoji • User 1 repeats the noun 'People' to add emphasis, credibility and authority to the points being made	are made, is to make sure your favourite brand knows that you want your clothes to be fairly made.' • Language related to finance: '£27 billion, 'sum', 'costs', 'profits', 'cheapest' • Negative emotive language: idioms ('cut corners', 'race to the bottom'), verb ('slash'), adjective ('unbearable', 'resentment', 'forced') whereas the article employs positive language connected to the work carried out by the Fairtrade Foundation: idiom ('shine a light') contrasts with ('dark side') associated with the fashion industry which creates antithesis • French/Latinate polysyllabic terms, obsession', 'effective', 'revolution' and disyllabic terms, 'complex', 'commit' • Figurative language and persuasive language techniques: idioms ('shines a light', 'cut corners), alliteration ('prime position', 'cut corners'), first person plural ('to show how we can play our part in', 'if we all demand'), imperatives ('shout out about trade justice and demand change'), triplets ('companies will sit up, take notice and change the way they do business.'), statistics ('£27 billion', '1,138 people'), antithesis ('their profits high and their costs down')

Question	Guidance	Mark	Text features	
	AO4 Candidates should apply their knowledge of both written and conversation analysis to Text B with a focus on the contribution of each participant to the discussion. Power concepts can be applied to Text B focusing on the representation of the users' opinions (social group power) and their bias in the forum. Candidates can also apply their knowledge of spoken/written varieties with the three users using nonstandard forms throughout, including nonverbal communication with emoticons. Power concepts can also be applied to Text C focusing on the representation of Subindu Gharkel, Cotton Manager at The Fairtrade Foundation and the opinions of Arun Ambatipudi, an employee in the cotton industry.		*Grammar and syntax*	
			Text B	**Text C**
			• User 1 uses explicit interrogatives after standard sentence completion, 'Well that's my opinion. What's your's?' • All users mainly use standard sentences using the present simple tense to give facts and general opinions • The zero conditional is also used to express the truth – 'If you mean you do not like fashion I can understand' and 'If you wear stuff for years it is not fast fashion' • Omission of conjunction 'and' - 'I've got high street and supermarket clothes I have even' • Non-standard use of punctuation: omission of commas ('Of course') and addition of an apostrophe ('your's'). omission of comma/lexis: ('within your budget, whatever that may be - to avoid contributing to it.') • Use of complex sentences with non-finite subordinate clauses, 'To me fast fashion is more about how you wear it' • Brackets are used as an aside to give opinion, '(heaven forbid)'	• Mainly uses standard sentences using the present simple tense to give facts and some examples of the future simple for facts and predictions • Uses a rhetorical scheme to highlight the issues of the cost of fast fashion by using a rhetorical question followed by an imperative, 'What is the real cost of fashion and how can we make sure a fair price is being paid to the people doing the hard work so they can care for their families? Watch our 12 minute video...' • Non-standard syntax with fronted conjunctions to begin sentences ('And…') to mimic pseudo-spontaneous discussion with the reader • Dashes used to add informality to the writing, 'consumers – the people who buy the clothes – want cheaper clothing' • Use of complex sentences with non-finite subordinate clauses, 'To get the work, factories often compete to pay the lowest prices.' • Non-standard syntax is present through fronted conjunctions which are used for impact to link the two sentences like a conjunctive adverb:

Question	Guidance	Mark	Text features	
			• Non-standard syntax is present through fronted conjunctions: ‘But I don’t think’, ‘But generally’	‘And it’s working.’, ‘And it’s not just the people that suffer.’
			Discourse	
			Text B	**Text C**
			• The structure takes the form of an informal internet forum discussion on the meaning of fast fashion and its implications. The users give their own definitions of fast fashion together with their opinions. • User 1’s role in the discussion is the agenda setter who frames the discourse, whilst Users 2 and 3 joined the discussion, giving their opinions. • Encouraging conversation is mainly through interrogatives, ‘What’s your’s’, ‘…is it really fast fashion just because it is bought from the night street?’ • Users 1 and 3 use backchannelling through interjection, ‘Well’, ‘Hah. Well...’ to continue the discourse in a fluid manner. User 2 latches on, which suggests an understanding of User 1’s intentions with the discussion, ‘I get the sense you’ve’ • Repetition of conjunction ‘and’ demonstrates spoken language and moves the conversation forward	• The structure takes the form of a semi-formal blog on the cost of fast fashion and its implications for producers worldwide, calling the audience to action to support the Fairtrade Foundation. • Facts about fast fashion frame the article, using third person, and switching to second person • Quotations come from individuals with professional working knowledge of fast fashion • Social media hyperlinks are provided in different colours • Minimal use of discourse markers, ‘therefore their income’, ‘As a result, the whole’ • Anaphoric references are used as signposting features, ‘As a result, the whole ', ‘Most of this huge sum is pocketed long before it reaches the salaries’

There is a total of 36 marks available for **Question 3**.
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
6	• Candidates apply a range of appropriate methods in an assured and systematic way, using appropriate terminology and writing in a secure academic register. • They deftly establish and explore patterns of language use and can closely analyse incisively chosen evidence.	**11–12**	• Candidates make discerning points about the possible effect of contextual factors on particular features of language, both in terms of production and reception. • They perceptively evaluate their points, suggesting alternatives for how context might account for variations in language use.	**11–12**	• Candidates selectively and methodically apply confident knowledge of appropriate linguistic concepts across both texts. • Candidates compare particular linguistic features in the two texts, making illuminating connections between them which clearly establish some of the varied ways that language is used.	**11–12**
5	• Candidates apply a range of appropriate methods to the texts in a systematic way, using appropriate terminology and coherent written expression. • They establish patterns of language use and can analyse well-chosen evidence in some depth.	**9–10**	• Candidates make strong and helpful points about relevant contextual factors, showing how context might affect language use, both in terms of production and reception. • They show that they can weigh up how contextual factors might account for variations in language use.	**9–10**	• Candidates methodically apply sound knowledge of appropriate linguistic concepts across both texts. • Candidates compare linguistic features in the two texts, making helpful connections between them which show some of the ways that language varies.	**9–10**

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Level	AO1	Mark	AO3	Mark	AO4	Mark
4	• Candidates apply some appropriate methods in a sound way, using mostly appropriate terminology and coherent if uneconomical writing. • 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.	7–8	• Candidates make some valid points about context, showing how contextual factors can affect language production and reception. • They come to some sound conclusions about how contextual factors could cause variations in language.	7–8	• Candidates apply accurate knowledge of linguistic concepts to language features in a way that is mostly appropriate, across both texts. • They make some comparisons of linguistic features in the two texts, making some connections between them which show ways in which language use varies.	7–8
3	• Candidates attempt to apply linguistic methods with some success, and terminology is at times appropriate; written expression contains some errors. • Analysis is uneven and is characterised by either scattered points that are supported with evidence or points which may have validity but are unsupported.	5–6	• Candidates make a few successful attempts at showing how basic contextual factors affect the way language is produced and received. • Conclusions drawn tend to be assertive and simplistic rather than weighed in the balance and are sometimes unconvincing; there may be an elementary sense of how context affects language variation.	5–6	• Candidates have a loose grasp of linguistic concepts and attempt to apply them to both texts, although sometimes unconvincingly. • They will make more general connections and will attempt to compare particular features but with only partial success.	5–6

Level	AO1	Mark	AO3	Mark	AO4	Mark
2	• 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. • One or two simple points are made, with little or tenuous evidence; assertive rather than analytical.	**3–4**	• Candidates can comment on context, although this is unlikely to show proper grasp of production and reception and so is of very limited use. • 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.	**3–4**	• Where linguistic concepts are in evidence for each text, understanding is shallow and knowledge of them is likely to be muddled. • Some loose connections between the texts are established in one or two places in the answer. These connections are likely to be simple matching and contrasting of features with very little demonstration of how language varies.	**3–4**
1	• Candidates struggle to apply the linguistic methods; terminology, if present, is inappropriate and accuracy of written expression is very limited. • There may be the odd point made but there is no analysis with evidence.	**1–2**	• One or at the most two references are made to the context with no link to language production or reception. • Little or no attempt to draw conclusions about the effect of context on different uses of language.	**1–2**	• Any knowledge of linguistic concepts is likely to be mostly inaccurate with perhaps a very vague sense of understanding both texts being present. • The notion of comparison is essentially lost in this level. There may be one or two connections here and there but these do not help with notions of the varieties of language use.	**1–2**
0	• No response or no response worthy of any credit.	**0**	• No response or no response worthy of any credit.	**0**	• No response or no response worthy of any credit.	**0**

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APPENDIX 1

Assessment Objective weightings are given as percentages.

Assessment Objectives Grid

Question	AO1%	AO2%	AO3%	AO4%	AO5%	Total%
1	5	0	5	0	0	**10**
2	0	6	0	0	6	**12**
3	6	0	6	6	0	**18**
Totals	**11%**	**6%**	**11%**	**6%**	**6%**	**40%**

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