OCR | A-LEVEL ENGLISH LANGUAGE | H470/02

Dimensions of linguistic variation

June 2025 exam series

MARK SCHEME

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GCE

English Language

H470/02: Dimensions of linguistic variation

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.

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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’)
- 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
?	Attempted or insecure
	Irrelevant
✓	Tick

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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%

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: H470/02 Dimensions of linguistic variation

Candidates answer all the questions on the paper. The paper addresses assessment objectives 1-4:
Assessment Objectives AO1 and AO2 are addressed in question 1.
Assessment Objectives AO2 and AO3 are addressed in question 2.
Assessment Objectives AO1, AO3 and AO4 are addressed in question 3.
AO5 is assessed in components 1 and 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 a transcript from a private data source. Nina (aged three and eleven months) is reading a book with her fathers, Kobe and Zac. **Using the appropriate terminology to explain your findings, examine the language development stage of the child-participant as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of their utterances.** **Use your knowledge of theories and concepts of child language acquisition to support your answer.** *Meaning:* • Nina uses labelling correctly sometimes, but is also less sure of some words/meanings – confusion of 'sea gull' and 'swan'. • Nina accepts her father's correction, 'son' [swan] instead of seagull. • Nina asks questions about the birds in the book 'do they sting' and 'do you know why they get scared of us'. • Both her fathers help her make more sense of what is being described; Zac, 'we see them in the park sometimes don't we', and Kobe, 'If you saw me and you were a bird what would you think'. • Nina's repetition of 'don't know' elicits further explanation from both fathers.	**20**	*Phonology:* • Nina and her fathers use rising intonation throughout, signalling questions. • Nina uses largely standard pronunciation, except for '/s/ɒ/n/' [swan] (consonant cluster reduction). • Nina also emphasises the word 'sting', perhaps because it is more weighted in terms of meaning. • Nina's ability to form/use consonant clusters varies: '/s/ɒ/n/' vs 'sting'. *Grammar:* • Nina uses short, simple constructions, sometimes single word, 'yeah' or 'no'. • Her speech is occasionally telegraphic in the transcript; she does omits a pronoun and a preposition, 'don't want them fly away'. Subject position omission – could be co-operative feature (quantity) or linked to stage theory. • Most of her utterances are (short) standard constructions, 'do you know why they get scared of us' but also syntactically dense. • Nina uses standard syntax (e.g. *subject-verb)* appropriately 'I might fly away'. • Limited range of verb choices i.e. 'know', 'fly', 'get', but also 'sting'. • Some use of concrete nouns – 'sea gull', 'robin' – reflecting topic/activity. • Some use of pronouns to create interrogatives, 'what bird is this' (also deixis).

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Question	Guidance	Marks	Text features
			• Modal auxiliary (epistemic) 'might' as part of imaginative speech. • Contracted negation (don't) used consistently – may link to Bellugi and McNeill's stages or to imitation theory if interpreted as a single lexical item. • Question formation through fronted auxiliaries shows complex syntactic manipulation.
	Concepts: • Nina is able to enter into Kobe's imaginative use of language – Halliday –'I might fly away'. • Nina also makes several heuristic utterances 'what bird is this', 'do they sting' (Halliday). • Nina's non-standard pronunciation in her utterance '/son/' [swan] would not have been copied (contradicts behaviourism) but is likely to be age-related. Zac also subsequently models the standard pronunciation of 'swan', which he repeats, but in doing so includes the full consonant cluster. • Nina's fathers' interactions provide scaffolding (Bruner) 'what bird is she'. • Nina confuses her labelling – seagull>swan – (Aitchison) but does seem to grasp the difference between hyponyms/hypernyms, bird vs swan. • Nina is encouraged by both fathers to extend her understanding, connoting Vygotsky's zone of proximal development, eg by hinting that the name of the bird begins with the letter 's'. • Zac offers positive encouragement 'nearly (.) it's a swan' (Skinner).	**20**	**There may be specific relevant comment on Nina's fathers' interventions; these should be rewarded (although the focus needs to remain with the child participant). For example:** • Both Nina's fathers use a mixture of interrogatives and simple declaratives ('why do you think', 'they'll be scared of you'), to support Nina and provide scaffolding. • Zac repeats Nina's utterance but also standardises it, '/s/ɒ/n/' > 'swan'. • There is reference to real and imagined experience from both to support Nina's contributions.

There is a total of 20 marks available for **Question 1**.
Decide on a mark for AO1 out of 10, and then a separate mark for AO2 out of 10. Add the two marks together to reach a total out of 20 marks. It is possible that candidates may achieve different bands for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO1	Mark	AO2	Mark
5	• The response will make assured reference to a wide range of language features, with appropriate and well-selected examples which support a focussed analysis. • The response will be enhanced by consistently accurate use of a wide range of appropriate terminology; writing is in a secure academic register.	**9–10**	• The response will make assured reference to stages of development explained and explored effectively, with well-selected examples. • The response will make discerning/perceptive links to theory or concepts in a way that suggests assured understanding of the relationship between theory and practice.	**9–10**
4	• The response will make consistently accurate and sustained reference to a range of language features, with appropriate examples and developed analyses. • The response will make consistently accurate use of a range of appropriate terminology to enhance the response; written expression is coherent.	**7–8**	• The response will make consistently accurate reference to stages of development with appropriate examples and an analysis which demonstrates awareness of the complexity of the processes involved. • The response will consistently connect the elements of the participants' language usage with a variety of concepts/ theories in a way that suggests secure understanding of the relationship between theory and practice.	**7–8**
3	• The response will make generally accurate reference to a range of language features, with appropriate examples and a clear attempt at analysis. • Accurate use of appropriate terminology will enhance the response; written expression is clear.	**5–6**	• The response will make generally accurate reference to stages of development, with appropriate examples and supporting comment or explanation. • The response will connect the elements of the participants' language usage with concepts and theories in a way that is valid and relevant.	**5–6**
2	• The response will identify some relevant language features, with appropriate examples and relevant comments. • Appropriate terminology will be used accurately, although the range of terminology will be limited; written expression has some errors but the meaning remains apparent.	**3–4**	• The response will make some accurate reference/s to stages of development, with some relevant comments or appropriate examples. • The response will make valid connections between elements of the participants' language usage and concepts or theory.	**3–4**

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Level	AO1	Mark	AO2	Mark
1	• The response will identify features of the material but will make very few relevant or valid points about these features in relation to the question. The response may cover only one of the language levels specified in the question. • Little or no accurate use of appropriate terminology; writing may at times obscure meaning.	**1–2**	• The response will make little or basic reference to stages of language development. • Few if any valid links between elements of participants' language and appropriate stage/s of development or other relevant concepts.	**1–2**
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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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	**Text B** is an online article from Forbes, an American business magazine. The article was posted in January 2023. **Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.** This online article contains characteristic features of multi-modal texts. The writer uses their experience of being unable to use the ChatGPT AI chatbot (because the site is busy) to reflect on the rise and potential, positive and negative, of this new technology. The reporter interviews a range of young entrepreneurs about the way they use and feel about ChatGPT and makes explicit reference to the way it might impact on groups and institutions which have traditionally held instrumental power: schools and educators. It follows an established format of identifying the technology, providing a brief history, and evaluating it through the eyes of a range of industry experts – in this case young people who are running successful online businesses (so have power in their own right). It also represents the growth of ChatGPT as being powerful as a transformative force within the landscape of education and beyond: 'ChatGPT opens up an entire new world'. The way the writer positions themselves in relation to the reader could be explored as well, as could their use of the teen entrepreneur 'perfect demographic' they question about it and whose responses form a significant part of the article.	24	• The writer creates a conversational tone/sense of ongoing dialogue with reader – typical of genre, 'ChatGPT first came to my attention… I then heard about…When you get on the website, it…'. Candidates might identify synthetic personalisation/Fairclough. • Goodman – informalisation – could also be mentioned 'chimed in'/colloquial lexis. • Headline designed to catch the attention of business-focused target reader,lexical field of business "entrepreneurs". • Students are represented as victims of 'crippling homework load', will encourage reader identification. • Use of metaphor teachers and school administrators are scrambling to catch cheating', • Definition of 'cheating' explored; sense that the teen entrepreneurs are using a new technology to redefine things on their terms (link to Fairclough/power/new educational currency) • Metaphor of 'the internet at your fingertips' represents technology as enabling. • Graphological features which are characteristic of genre e.g. hyperlink, images, sub-headings. • Lexical field of technology, 'ChatGPT', 'Generative Pre-trained Transformer', 'chatbot'. • Range of proper nouns/names to establish credibility of views (Fairclough). • American provenance evident in lexical choices/orthography, 'recognize', 'school administrators', 'memorize', 'utilizing'. • Focus on changes in technology throughout. • Explicit reference made to the power of the teen entrepreneurs, set against increasingly powerless educators.

Question	Guidance	Marks	Text features
			• Use of visual image makes the entrepreneurs seem more real/relatable to target audience. Pragmatics: • Use of the dynamic verb 'I <u>work</u> with teen entrepreneurs' early on – including the hyperlink – helps to establish the writer's credibility. The present tense emphasises that the work is current/ongoing. • Mention of figures whose power is emphasised through pre-modifiers (Fairclough, and/or Thomas and Wareing) – 'teen entrepreneur Aliza Katz' and post-modifiers,17-year-old from Ontario'. • Establishes the topic at the beginning and then 'talks' the reader through it –. This is amplified through her use of the premodifier in describing responses to her 'top questions'. • Relatively frequent use of the verb 'shared' suggests the writer has privileged access to her interviewees' thoughts. • Makes assumptions about shared attitudes and values its use of quotations, 'Always on the lookout, for products that can make life easier so that I can get things done efficiently'. • Lexical field of technology ('internet', 'computing', and education, study tool', 'learning', skill set') reflecting topic and context. • Syntactic parallelism 'In mere seconds…all 60 Supreme Court cases in under 1 hour' represents the teenagers' use of ChatGPT as powerful and skilful. • This power is underlined through a series of positive constructions used or quoted by the writer, 'I can thrive in the sector I choose to go into' 'unique opportunity', 'gain more knowledge'.

Question	Guidance	Marks	Text features
			• Assumptions are made about shared knowledge of terminology (could be linked to Fairclough's members' resources). • Teenagers and specifically the teen entrepreneurs are represented as powerful – having an important say in how technology shapes the future. • In keeping with genre characteristics, some facticity included relatively early in the article, 'Generative Pre-trained Transformer' and references to focus groups/intellectual challenges 'Explain quantum computing in simple terms'. • Positive representations of the teen entrepreneurs – and the fact they made their contributions electronically – mean that their participation in the article acts as a form of publicity for the companies they've founded, and they also sound much more contemporary than the 'centuries-old traditional learning methods ChatGPT is challenging.

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 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 bands for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO2	Mark	AO3	Mark
6	• Candidates show an assured knowledge and understanding of relevant concepts and issues. • Candidates engage critically with the ways concepts and issues inform their analysis of the text's patterns of language use.	**11–12**	• Candidates offer a discerning exploration of a range of contextual factors and language features, and how they are associated with the construction of meaning. • Candidates evaluate in perceptive detail how contextual features inherent in the text are associated with the construction of meaning.	**11–12**
5	• Candidates show a good knowledge and understanding of relevant concepts and issues. • Candidates use their knowledge and understanding of concepts and issues to offer informed comment of the text's patterns of language use.	**9–10**	• Candidates respond in detail to a range of contextual factors and language features, and how they are associated with the construction of meaning. • Candidates will analyse in detail how contextual features inherent in the text are associated with the construction of meaning.	**9–10**
4	• Candidates show a sound level of knowledge and understanding of relevant concepts and issues. • Candidates use their knowledge and understanding of concepts and issues to comment on some language features in the text.	**7–8**	• Candidates make a sound attempt to respond to a range of contextual factors and language features, and how they are associated with the construction of meaning. • Candidates make a clear, relevant response to the contextual features inherent in the text and how these are associated with the construction of meaning.	**7–8**
3	• Candidates show a largely accurate knowledge and understanding of language concepts or issues, although is likely to lack the depth needed to be convincing. • Candidates use their knowledge and understanding of concepts and issues to comment generally on language use in the text.	**5–6**	• Candidates make some attempts to respond to contextual factors and language features and make some points about how they are associated with the construction of meaning. • Candidates make general comments regarding the contextual features inherent in the text, showing some understanding of how these are associated with the construction of meaning.	**5–6**

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Level	AO2	Mark	AO3	Mark
2	• Candidates' knowledge and understanding of concepts/issues is likely to have inaccuracies or be muddled. • Candidates use concepts/issues to comment on the text, although connections may be lacking or confused.	**3–4**	• Candidates make a limited response to contextual factors and language features and how they are associated with the construction of meaning. • Candidates show a basic understanding of how contextual features inherent in the text contribute to the overall meaning.	**3–4**
1	• Candidates select irrelevant or unconnected concepts or issues or presents erroneous accounts of concepts. • Candidates attempt to use concepts or issues to the text, although these will be superficial.	**1–2**	• Candidates make only one or at the most two references to contextual factors and language features and how they are associated with the construction of meaning. • Candidates make little attempt to show understanding of how one or more contextual features inherent in the text contribute to the overall meaning.	**1–2**
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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Question	Guidance	Mark	Text features	
3	**Text C** is an extract from a brief biography called 'A Day with Ludwig Beethoven' by May Byron. It was published in 1912. **Text D** is an extract from an article called 'DEAFinitely Dope: Handing rap music to the deaf', published online in 2018 by CNN, an American news outlet. By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the twentieth and twenty-first centuries. Answers should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.	36	*Lexis and semantics*	
			Text C	**Text D**
			• Nature of document – memoir about a day in Beethoven's life – lends itself to semantic field of music: 'MSS', 'piano', 'orchestral scores', 'music paper', 'pianoforte'. • Formal/non-contemporary phrasing and attitude, 'Not that he disturbed the slumbers of the other inhabitants by untimely noises'. • Slightly antiquated phrasing and syntax 'the most trifling inconvenience', 'addressed himself to writing assiduously'. • Formal register arising partly from some Latinate lexis: 'numerous', 'inhabitants', 'assiduously', 'endeavoured'. • The surroundings are conjured up partly through physical description, 'sunny scene without', 'airy, sunshiny spot', and partly through proper nouns, 'Sailer-stätte, Vienna', and 'Belvedere Garden'. • Use of the idiom, 'mountains into molehills' and representation of Beethoven as prone to feeling discouraged, 'apt to magnify… the most trifling inconvenience into a serious obstacle to work'. • Lexis connected with nature also appears throughout, 'daybreak', 'summer morning', 'airy, sunshiny', 'Nature'. • Use of emotive lexis 'restless, sensitive mind', 'afflicted soul'.	• Idioms used to convey Maxey's approach, 'poetry in motion', 'paint a picture', through his own quoted speech. • Visual imagery 'join the dots', 'bring the picture to life' also used to convey the underpinning aim of Maxey's performances. • Some of the sub-headings make use of puns, 'vital signing', 'Deaf jam', in a way that is characteristic of the genre. • Lexical field of music: 'song', 'lyrics', 'musicians' reflects topic. • Some evidence of American provenance: references to American place names 'Atlanta', local artists 'Lil' Jon and Usher', and spelling of 'organization'. • Multiple references to other performers/ bands/events, 'A$AP Rocky', 'Bonnaroo Music Festival', establishes Maxey's track record. • Lexis relating to hearing impairment, 'profound hearing loss', 'deaf', 'hearing aids', reflects Maxey's experience; there are also references to difference and Maxey's aim 'to bring the deaf and hearing communities together through music'. • The name of the organisation Maxey founded, DEAFintely Dope', makes use of a pun, (highlighted by the typographical variation); its origin is presented in the form of a metaphor 'DEAFinitely Dope was born'.

	AO3: Text C's general contextual features: The text was taken from a description of a day in Beethoven's life. Byron – with great authority – describes Beethoven's activities, starting at daybreak, evoking his surroundings and relationship to them and to his work. Text D's general contextual features: an extract from an online article published by CNN in 2018. The text begins by describing the performance of Max Maxey, a rap artist born with profound hearing loss who has founded an organisation to 'bring the deaf and hearing communities together through music'.		*Grammar and morphology*	
			Text C	**Text D**
			• Several heavily clause-laden sentences appear throughout – typical of slightly older texts, for instance use of relative clauses, '…a course which, at three in the morning, might be…'. • Largely declarative sentences, mostly complex or complex/compound. • Use of a quotation from Wordsworth, 'Nature' that 'never did betray the heart that loved her' enlivens the description and reflects relatively educated readership, as does use of French phrase, *'raison-d'être'*. • Use of third-person pronouns reflects biographical form. • Use of past tense verbs sustains the narrative thread, 'he sat down at his table, with plenty of music paper, and addressed himself to writing'. • Syntactic parallelism in the second paragraph emphasises the various details of Beethoven's surroundings, creating a sense of domestic intimacy, 'here the remains of last night's food, there an empty wine bottle; on the piano…'; the deixis heightens this sense of closeness further still. • Foregrounding, 'For if there was one thing…' creates a sense of climax.	• Use of direct quotations from Maxey, some of them extended, employed throughout. • Comparatives show Maxey's development and achievement, 'more fluent', 'more aware', 'cooler'. • Adverb 'Thus' used as a discourse marker, signalling that the writer has finished telling the story of how Maxey's organisation originally started, 'Thus, DEAFinitely Dope was born'. • Several adjective choices help to establish Maxey's reputation as a groundbreaking artist, 'unconventional', 'animated', 'cooler'. • Syntactic parallelism emphasises Maxey's journey, 'I wanted to make this my job. I wanted to make this my life'. • Subordinate clauses lead sentences which show correlation between Maxey's development and its results, 'As he became more fluent, his movement began to perfectly match…', 'When he posted some of his videos on social media, they went viral in the deaf and hearing communities'. • Imperative used to create a friendly but authoritative tone at the end, 'check out Great Big Story's extended profile here –'. • Interrogatives used in some of the quotes, 'What's cooler than that?', sometimes creating hypophora using further interrogatives.

Question	Guidance	Mark	Text features	
3	**AO4:** Both texts focus on musical figures who have been successful and have also experienced hearing loss, though refer to the hearing loss in different ways with Text D demonstrating more contemporary inclusivity.. The texts examine their achievements, and the ways in which these are represented are different, with the earlier text being more anecdotal and related to Beethoven's day-to-day experience, whereas the later text is more inspirational in tone and emphasises Maxey's ability and success. There is a strong sense of the individual in both texts, but whereas Max Maxey is represented more positively, Beethoven's behaviour makes him seem troubled and somewhat chaotic. Whereas Text C is quite discursive in its approach, Text D is more structured. Sub-headings act as	36	*Discourse*	
			Text C	**Text D**
			• The wording of the chapter title outlines its content, typical of older texts. • Textual cohesion is provided by the chronological structure – the author establishes the lead-up to the situation at the start of the chapter, then narrates the events as they unfold. • The text is divided into paragraphs (some slightly longer, amplifying Beethoven's love of nature and its beauty as a source of solace to him. • Having set the scene by describing Beethoven entering the sitting room of his lodging house and setting to work to compose music, the account goes on to enumerate details of his surroundings and to enlarge on these. • Several sentences begin with the connective 'But', usually to make a contrast clearer and/or more pronounced.	• Subheadings help the reader navigate the article and to appreciate the different facets of Maxey's achievement. • The article is woven around quotes from Maxey in a way that creates the flavour of an interview: 'But what has brought the organization the most spotlight is interpreting for musicians…"It's just expressing the action" '. • The article starts in the present tense, creating immediacy, 'As A$AP Rocky's "Praise the Lord" begins blaring through the speaker, Matt Maxey smiles'. • Conversational tone is created partly through use of a sentence starting with a connective, 'But what has brought…' and informal verb phrases such as 'went viral'. • Listing – for instance the triadic structure, 'the rhythm, lyrics and messages' detail Maxey's achievements.

	discourse markers as the writer analyses different aspects of Maxey's achievements. Possibilities are provided (right) for guidance but any valid response should be rewarded. Each language level is taken in turn to illuminate the likely connections which may be explored by candidates across both texts.		*Pragmatics*	
			Text C	**Text D**
			• The author represents Beethoven as being gifted but also troubled, 'this sensitive, unhappy man'. Reference to his hearing loss is indirect, as if knowledge of it is assumed, in the emphasis on nature as the 'one thing' that could cheer him and in the reference to being able to 'at least feel' country breezes. • Extended metaphor of Nature as a healing force for Beethoven, represented as affording him 'a unique and cloudless pleasure'. The metaphor is further developed in the reference to Wordsworth's words; the writer personifies Nature as a benevolent force which 'still held out open arms of help and solace'. • Religious sensibility of the time evident in the references to the soul; also evident is the romantic idealisation of nature and the emphasis on its healing powers. • Use of the word 'genius' is emphatic; the description of clutter and chaos also aligns with representations of a correlation between eccentricity and talent.	• Superlatives, 'best' and lexical choices pertaining to energy and talent, 'animated, kinetic', 'perfectly match', create a positive representation of Max Maxey. • References to well-known performers within the world of rap enhance Maxey's reputation, 'Matt Maxey and DEAFinitely Dope have interpreted for artists such as Chance the Rapper and D.R.A.M.'. • Quite a few quotes from Maxey himself help to establish the article's credibility, "I wanted to make this my job. I wanted to make this my life." • One area of emphasis is the way that Maxey's way of interpreting opened things up, 'You see sign language in a lot more places than ever before', 'go into the areas nobody deaf has been able to get to before'. • Use of facticity establishes the extent of the challenge for Maxey, "Without hearing aids, I can hear about 25% of what's going on. With hearing aids, I can hear about 60% to 75%'. • The opening in particular represents Maxey as a vibrant and inspirational figure, 'But he isn't just dancing; he's bringing the song to life'.

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 bands 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 wide 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 ways that language has varied over time.	**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 has varied over time.	**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 has varied over time.	**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 across both texts, although sometimes unconvincingly. • They will make more general connections and will attempt to compare particular features associated with the ways language use has varied over time, but with only partial success.	**5–6**
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 obscure meaning.	**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 band because there is no real exploration of	**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	**3–4**

Level	AO1	Mark	AO3	Mark	AO4	Mark
	• One or two simple points are made, with little or tenuous evidence; assertive rather than analytical. •		language, but there may be one or two generalisations made about the effects of context on the language. •		connections are likely to be simple matching or contrasting of features with very little demonstration of how language use has varied over time.	
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 band. There may be one or two connections here and there but these do not help with notions of how language use has varied over time.	**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	5	0	0	0	**10**
2	0	6	6	0	0	**12**
3	6	0	6	6	0	**18**
Totals	**11%**	**11%**	**12%**	**6%**	**0%**	**40%**

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