AQA

A-LEVEL
English Language

7702/2

Language diversity and change
Mark scheme

7702

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Version/Stage: 1.0 Final

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 Assessment Writer.

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

Assessment Objectives

This component requires students to:

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

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

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.

The Marking Grids

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

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

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

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

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

Using the Grids

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

The exemplar materials used during standardisation will also help. 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.

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

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

Annotating scripts

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

To this end you should:

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

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

Distribution of Assessment Objectives and Weightings

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

Assessment Objective	AO1	AO2	AO3	AO4	AO5	Total
Question 1/2	10	20				30
Question 3	10		15	15		40
Questions 4		20			10	30
						100

Section A – Diversity and change

Questions 1 and 2

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

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

eg

AO1 Summative Comment   (8)

AO2 Summative Comment   (16)

Section B – Language discourses

Question 3

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

- Award a mark out of 15 for AO3, place in the right-hand margin and ring.

- Award a mark out of 15 for AO4, place in the right-hand margin and ring.

eg

AO1 Summative Comment   (6)

AO3 Summative Comment   (14)

AO4 Summative Comment   (13)

Question 4

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

- Award a mark out of 10 for AO5, place in the right-hand margin and ring.

eg

AO2 Summative Comment   (18)

AO5 Summative Comment   (7)

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

Section A: Diversity and change

| 0 | 1 | Evaluate the idea that British Standard English is superior to other varieties of English used around the world.

[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 a synthesised, conceptualised and individual overview of issues** • **evaluate and challenge views, approaches and interpretations of linguistic issues**	Students are likely to: • conceptualise social basis of judgements, show overview of linguistic arbitrariness • evaluate and challenge idea of superior dialects • explore nature of varieties as rule-governed with different influences • evaluate the significance of other Englishes, English as a lingua franca
Level 4 13–16	**Students will:** • **identify and comment on different views, approaches and interpretations of linguistic issues**	Students are likely to: • identify and classify positive attitudes to non-standard varieties eg identity, resistance • identify and classify negative attitudes to standard varieties: loss of identity, colonialism • explore effect of codification, education, technology, communication on standardisation • explore specific local factors leading to divergence and diversification
Level 3 9–12	**Students will:** • **show detailed knowledge of linguistic ideas, concepts and research**	Students are likely to: • explain reasons for the primacy of British Standard English • illustrate positive attitudes to standards, eg correctness, clarity, social prestige • illustrate value of standardisation within global English: business, communication, understanding • illustrate negative attitudes to non-standard varieties, eg incorrectness, laziness, lack of education
Level 2 5–8	**Students will:** • **show familiarity with linguistic ideas, concepts and research**	Students are likely to: • outline a view of the importance of British English • identify a range of non-standard varieties of English, eg as L2, creoles, pidgins, regional dialects and accents • illustrate and describe different forms of English from across the world • identify researchers and ideas by name only and general or confused reference

| Level 1 1–4 | **Students will:**
 • **discuss issues anecdotally without specialist linguistic knowledge** | Students are likely to:
 • give examples of different forms of English from across the world without linguistic comment (4)
 • identify major national varieties (3)
 • discuss use of English across the world without examples (2)
 • give a general non-linguistic discussion of global developments and issues (1) |
| 0 | **Nothing written about the text or topic** | |

| 0 | 2 | Evaluate the idea that the English language has been decaying over time and continues to do so.

[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 a synthesised, conceptualised and individual overview of issues** • **evaluate and challenge views, approaches and interpretations of linguistic issues**	Students are likely to: • conceptualise nature and causes of language change as a process • explore views of language change (eg decay metaphors, evolution views, progress, functional theory etc) using specific examples • evaluate and challenge descriptivist stances • evaluate and challenge prescriptivist and decay views
Level 4 13–16	**Students will:** • **identify and comment on different views, approaches and interpretations of linguistic issues**	Students are likely to: • identify and classify different negative explanations of change: eg laziness, infectious disease • identify and classify different descriptive explanations of change: eg functional theory, analogy, economy • explore different explanations of examples of change • explore examples of contemporary and older changes
Level 3 9–12	**Students will:** • **show detailed knowledge of linguistic ideas, concepts and research**	Students are likely to: • illustrate how changes in language occur in detail • illustrate why changes in language occur • argue that change is natural/inevitable • show knowledge of theories about how language changes, eg potential, diffusion
Level 2 5–8	**Students will:** • **show familiarity with linguistic ideas, concepts and research**	Students are likely to: • outline a view of changes as caused by decay • identify a range of areas of change, eg vocabulary, accents, varieties • illustrate and describe examples of change • identify researchers and ideas by name only and general or confused reference
Level 1 1–4	**Students will:** • **discuss issues anecdotally without specialist linguistic knowledge**	Students are likely to: • discuss language change without linguistic comment (4) • give examples of language change (3) • discuss language change without examples (2) • discuss social change with no language focus (1)
0	**Nothing written about the text or topic**	

Section B: Language discourses

0 3 Analyse how language is used in **Text A** and **Text B** to present views about politically correct language.

In your answer you should:
- examine any similarities and differences you find between the two texts
- explore how effectively the texts present their views.

[40 marks]

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

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 9–10	**Students will:** • **apply linguistic methods and terminology, identifying patterns and complexities** • **apply different levels of language analysis in an integrated way, recognising how they are connected** • **apply levels of language analysis with rare errors** • **guide the reader**	Students are likely to describe features such as: • semantic patterns • pragmatic features • sentence and clause types, elements and linking • cohesion and textual structure
Level 4 7–8	**Students will:** • **apply linguistic methods and terminology with precision and detail** • **apply two or more levels of language analysis** • **apply levels of language analysis with occasional errors** • **develop a line of argument**	Students are likely to describe features such as: • metaphors and similes • word classes in detail • verb tenses, voice, aspect, modals • phrases
Level 3 5–6	**Students will:** • **apply linguistic methods and terminology consistently and appropriately** • **label features that have value for the task** • **label features with more accuracy than inaccuracy** • **communicate with clear topics and paragraphs**	Students are likely to describe features such as: • connotations • semantic fields • word classes • verb moods • hyperlinks • graphological features
Level 2 3–4	**Students will:** • **use linguistic methods and terminology inconsistently and sometimes without value for the task** • **generalise about language use with limited/unclear evidence** • **label features with more inaccuracy than accuracy** • **express ideas with organisation emerging**	Students are likely to: • discuss formality and/or complexity (4) • offer only one or two descriptions, eg a word class, a sentence function (4) • make unsupported generalisations about language used (3) • use a linguistic register of very general terms eg sentence and word (3) • quote imprecisely to illustrate descriptions (3)

Level 1 1–2	**Students will:** • **quote or identify features of language without linguistic description** • **present material with limited organisation**	Students are likely to: • quote relevant examples without any linguistic terminology
0	**Nothing written about the text or topic**	

AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning		
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 13–15	**Students will:** • **evaluate use of language and representations according to context** • **explore analysis within wider social and cultural contexts**	Students are likely to: • evaluate use of sentence and clause effects/patterns to shape responses • evaluate modality and positioning of audiences • evaluate discourses of control, restriction, freedom, deception • evaluate self-presentation of writers and use of authorities
Level 4 10–12	**Students will:** • **analyse how a range of language choices create meanings and representations** • **analyse how aspects of context work together to affect language use**	Students are likely to: • analyse language used to represent and judge PC language • analyse how language is used to challenge and undermine PC ideas and practices • analyse how language is used to make issues relevant and significant
Level 3 7–9	**Students will:** • **interpret significance of specific choices of language according to context** • **link specific language choices with an aspect of context**	Students are likely to: • interpret vocabulary used to describe/characterise supporters of PC • interpret vocabulary used to describe PC and PC language • interpret 1st person and 2nd person address to audience
Level 2 4–6	**Students will:** • **identify distinctive features of language and significant aspects of context**	Students are likely to: • identify, by quoting, words indicating attitudes to PC, illustrating website contexts, address to the audience • comment on significant features of audience: opposition to political correctness, interest in language • identify and exemplify purposes of texts: to persuade, to argue, to inform
Level 1 1–3	**Students will:** • **paraphrase or describe content of texts** • **misunderstand text or context**	Students are likely to: • show literal understanding of passages: explain focus on politically correct language/ summarise information • rely on lengthy quotation • misread attitudes and ideas
0	**Nothing written about the text or topic**	

AO4: Explore connections across texts, informed by linguistic concepts and methods		
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 13–15	**Students will:** • **evaluate the importance/significance/effect of connections found across texts**	Students are likely to: • evaluate discourse and representations of PC as restricting freedom of speech • evaluate discourse and representations of the (in)significance of language • evaluate effects of references to organisations, institutions and individuals
Level 4 10–12	**Students will:** • **explore connections between texts by linking language and context**	Students are likely to: • place examples of texts' language within a discourse about PC as having gone too far / being ridiculous / being unnecessary • explore links between website platforms and language used • compare use of semantic fields of coercion, restriction, freedom, rights, to convey attitudes and views
Level 3 7–9	**Students will:** • **make connections across texts by identifying similar or different uses of language/content/context**	Students are likely to: • compare use of proper nouns • compare address: pronouns, sentence functions • compare and contrast any other uses of language
Level 2 4–6	**Students will:** • **make connections at a literal level**	Students are likely to: • compare website audiences • identify the shared focus on political correctness and language • identify shared hostile attitudes to political correctness and language
Level 1 1–3	**Students will:** • **discuss relevant aspects of texts without making connections explicitly**	Students are likely to: • make implicit connections by using similar topics for paragraphs on each text (3) • write about both texts separately (2) • write about one text only (1)
0	**Nothing written about the text or topic**	

| 0 | 4 | Write an opinion article about politically correct language in which you assess the ideas and issues raised in **Text A** and **Text B**. You should refer to ideas from language study and argue your own views. |

[30 marks]

AO2: Demonstrate critical understanding of concepts and issues relevant to language use		
Level/ Marks	**PERFORMANCE CHARACTERISTICS**	**INDICATIVE CONTENT** **These are examples of ways students' work might exemplify the performance characteristics in the question above.** **They indicate possible content and how it can be treated at different levels.**
Level 5 17–20	**Students will:** • **demonstrate a synthesised, conceptualised and individual overview of issues** • **evaluate and challenge views, approaches and interpretations of linguistic issues**	Students are likely to: • explore social and cultural contexts, examining debates about PC, language change and struggles over meaning • explore ideas and concepts such as gate-keeping, change from above/below, dominant and muted groups • explore ideas and concepts such as euphemism treadmill, irony, intentionality, reclamation • evaluate and challenge views about the importance of language and representation
Level 4 13–16	**Students will:** • **identify and comment on different views, approaches and interpretations of linguistic issues**	Students are likely to: • identify and explain views of language's reflection of social values • identify and explain views of language's ability to shape thoughts • identify and explain different views about language change • classify and characterise views in the stimulus texts and their discourses
Level 3 9–12	**Students will:** • **show detailed knowledge of linguistic ideas, concepts and research**	Students are likely to: • explain representations and issues in non-PC language • explain representations and issues in PC language • label features of non-PC language, eg metaphors, suffixes, pronouns • offer their own supported views about the significance of PC/non-PC language use
Level 2 5–8	**Students will:** • **show familiarity with linguistic ideas, concepts and research**	Students are likely to: • identify purposes of PC language • discuss examples of PC/non-PC language from Texts A and B • identify linguists, theories, concepts by name-dropping • identify researchers and ideas by name only and general or confused reference

| Level 1
1–4 | **Students will:**
• **discuss issues anecdotally without specialist linguistic knowledge** | Students are likely to:
• offer unsupported reactions to ideas in Text A and Text B (4)
• make generalised comments on PC language without linguistic comment (3)
• paraphrase Text A and Text B (2)
• discuss issues about political correctness without language focus (1) |
| 0 | **Nothing written about the text or topic** | |

Level 1
1–4

Students will:
• **discuss issues anecdotally without specialist linguistic knowledge**

Students are likely to:

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 9–10	**Students will:** • **use form creatively and innovatively** • **use register creatively for context** • **write accurately**	Students are likely to: • use a range of cohesion strategies to guide the reader • transform and explore ideas relevantly and interestingly for audience, showing their significance to the reader • show close control of sentence effects
Level 4 7–8	**Students will:** • **use form convincingly** • **show close attention to register, effective for context** • **show strong control of accuracy**	Students are likely to: • produce an effective opening and conclusion • argue well-documented viewpoints, that provide information accessibly • use an engaging and entertaining style
Level 3 5–6	**Students will:** • **use form competently** • **use and sustain register, effective for context** • **show firm control of accuracy**	Students are likely to: • produce an effective opening and lively sub-editorial material • write accessibly and transform linguistic ideas for audience • write for context of a non-specialist audience, recognising entertainment and informative functions
Level 2 3–4	**Students will:** • **use form appropriately** • **use appropriate language for context** • **make occasional errors**	Students are likely to: • use article format eg a functional headline, sub-editorial material • use a linguistic register but be overly academic • address the audience but be overly informal
Level 1 1–2	**Students will:** • **use form limited to simple elements** • **shape language broadly for context** • **make intrusive errors**	Students are likely to: • write essay-like response • use paragraphs
0	**Nothing written about the text or topic**	