GCE

English Language

H470/02: Dimensions of linguistic variation

A Level

Mark Scheme for June 2022

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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

SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to Scoris and mark the [insert number] practice responses ("scripts") and the [insert number] standardisation responses.

   YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 Scoris 50% and 100% 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, by email or via the Scoris messaging system.

5. Work crossed out:

   a. where a candidate crosses out an answer and provides an alternative response, the crossed-out response is not marked and gains no marks
   b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

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 a tick to confirm that the work has been seen.

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

8. 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 isn't an attempt at the question.
   Note: award 0 marks - for an attempt that earns no credit (including copying out the question).

9. The Scoris **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.**
   If you have any questions or comments for your team leader, use the phone, the Scoris messaging system or e-mail.

10. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support. Your 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.

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

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

• the specification, especially the assessment objectives
• the question paper and its rubrics
• the texts which candidates have studied
• the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

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 components and the 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 Bands 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.

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.

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 featuring a mother and his son, Charlie, who is three and a half. Charlie is playing with a range of toys and singing a nursery rhyme. **Using the appropriate terminology to explain your findings, examine the language development stage of the child-participants 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:* • Charlie uses labelling of 'teddies'/'wall'/'skin'. • The mother responds to Charlie's suggestions and tries to direct his play. • Charlie initiates a series of games and his mother plays the role of observer; Charlie shifts the topic and also contradicts his mother's wishes: 'no (.) I going to hang some /buːns/'. • Element of imaginative play can be seen as the anthropomorphism of the pet dog 'mr doggie' and in the recitation of a nursery rhyme. • Some abstract as well as concrete elements 'I got a good idea'.	20	*Phonology:* • Repetition of sounds and words occurs throughout, 'mr doggie (.) mr doggie' and also counting. • Charlie uses some non-standard pronunciation, including clipping (nɑːnɑːs/ [bananas]) and substitution in /friː/ [three]. • A repeated example is Charlie's phonemic contraction/consonant cluster reduction (buːns/ [balloons]). • Charlie emphasises the imperative, '<u>look</u>'. • Charlie and his mother use rising intonation throughout to signify questions. *Grammar:* • Some telegraphic stage utterances 'I going to sing'; some post-telegraphic 'look the /buːns/ are coming down'. • Charlie uses subject and object pronouns correctly 'I got one two… teddies'. • Almost all of Charlie's utterances are in the present tense, 'look the /buːns/ [balloons] are coming down'. • Use of concrete nouns – 'teddies', '/buːns/', – reflecting topic/activity. • Charlie's use of prepositions is secure ('look the /buːns/ are coming <u>down</u>'; 'look the /buːns/ are coming <u>off</u>'). • Charlie uses standard syntax (e.g. *subject-verb-object)* appropriately, including a negative construction 'I can't have /friː/ [three]'. • Charlie makes use of several imperatives, 'watch me'; he also uses a full range of other sentence functions.

			There may be specific relevant comment on the mother's interventions; these should be rewarded (although the focus needs to remain with the child participant). For example: • The mother uses interrogative sentence functions with rising intonation ('are you') to support Charlie and provide scaffolding. • She supports Charlie by offering responses to all of his utterances.
Question	**Guidance**	**Marks**	**Text features**
1	*Concepts:* • Charlie's non-standard utterances, e.g. 'buːns', would not have been copied from an adult (supports Chomsky). • The mother's interaction provides scaffolding (Bruner) and positive attention/encouragement as well as consolidation via reinforcement (Skinner) of her son's wording, 'it means four people got to have [three] teddies / **Mother:** *(points to his other toys)* why don't you have three people and they have four teddies each* • The mother also supports her son's utterances (Bruner) by asking questions 'are you'.	20	• Many of the utterances include or revolve around objects – balloons/dog/wall – supporting Nelson's findings that nouns/naming words represent 60% of children's early word production. • Capacity for imaginative play suggests cognitive development (link to Piaget) and also Halliday – imaginative function of language: 'first I doing Humpty Dumpty (.) I going to sing'. • Some of the speech is interactional (Halliday). • Crystal: 'look the /buːns/ are coming down' – able to understand/use present continuous. • Use of diminutives 'doggie'. • Halliday regulatory function – Charlie is trying to influence his mother's behaviour 'watch me'.

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

Level	AO1	Mark	AO2	Mark
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
1	• The response will accurately identify features of the material but will make very few relevant or valid points about these features. 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

H470/02

June 2022

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 part of an article published on the *This is MONEY website.* It appeared on 3rd May 2019. Its focus was preventing the financial exploitation of vulnerable people. **Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.** Possibilities are provided below for guidance but any valid response should be rewarded. This online article contains characteristic features of multi-modal texts. It raises the issue of fraud in direct relation to power of attorney and provides information about the nature of the crime and how to tackle it. The article makes reference to direct and indirect manifestations of instrumental power, citing the law and various institutions/industry experts. The article positions the reader as someone who may be in a position to protect others from fraudulent behaviour and provides various links and a checklist to assist with doing so, as well as the names of regulatory bodies.	24	**Possibilities are provided below for guidance but any valid response should be rewarded.** • The accompanying image of a couple, one of whom is using a stick to walk with, reflects the topic of potentially vulnerable members of society. • Use of hypophora 'What is financial abuse and what can you do to help its victims?', which is then answered in the text. • A number of features including the apposition in 'The OPG, <u>an arm of the Ministry of Justice</u>, oversees the attorney system' emphasise the OPG's instrumental power (Fairclough). • Graphological features that are characteristic of genre e.g. links to helpful organisations. • Latinate/relatively sophisticated lexical choices – 'tolerance', 'responsibility', 'preventative' – reflect broadsheet context. • Lexical field of giving finances and regulation, reflecting topic. • Pre-modifiers such as '<u>zero tolerance</u> approach' and 'A '<u>no wrong door</u>' policy' emphasise the strictness of the legislation and also the willingness to identify wrongdoing. • Use of ellipsis 'Bid by…' and a rhetorical question 'How do you stop abuse by people entrusted with power of attorney?' in the title – typical of genre. • Use and range of statistics emphasises facticity, increasing the article's authority. Pragmatics:

			• Use of instrumental power (Fairclough) – reference to laws/regulations and the work of regulatory bodies. The article seeks to create understanding of/access to help that are available.
			• The juxtaposition of the image with its emboldened caption '**You can secure your finances'** seeks to make the available help accessible to the reader. The whole text could be seen as an attempt to rectify an imbalance in power.
			• Transactional text providing explicit guidance: '**Find out what it does and how to raise concerns if you believe someone is at risk'.**
			• The OPG is represented as protective of potential victims and punitive (taking a 'zero tolerance approach') towards those who may seek to exploit them.
			• Idiomatic use of 'ramped up' – use of journalese which is characteristic of genre.
			• Use of proper nouns throughout, providing names of organisations which are represented as benevolent/on the side of the potential victim, e.g. The Alzheimer's Society.
			• Metaphorical use of 'vultures' quite emotive – represents those who abuse 'vulnerable' victims as opportunistic, unprincipled predators.
			• The interrogative used as a sub-heading 'What is financial abuse and what can you do to help victims?' also sustains the emotive polarity between perpetrators and those on whom they prey.

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 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

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

H470/02

June 2022

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	Answer	Mark	Guidance		
3	**Text C** is extracts from two letters published in 'The Spectator' magazine in 1877. Their subject is the intelligence of dogs encountered by the writers. **Text D** is an extract from an online article, published in 2016. It examines evidence for the intelligence levels of pet dogs. By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 19th and 21st centuries. Answers should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed. **AO3:** Text C's general contextual features: the text was extracts from two letters, sent to The Spectator magazine with a view to publication. They appear to have been produced in response to a request for anecdotes illustrating the intelligence of dogs, and both writers provided detailed descriptions of dogs and their antics. The first writer is happy to trust to memory, whereas the second seems keen to evidence his recollections more weight.	36	*Lexis and semantics*		

	Text C	**Text D**
	• To justify inclusion the dogs must be extraordinary, hence the use of superlative adjectives, 'cleverest' and 'most worthy'. • Nature of document – about dogs and various tricks they perform– lends itself to multiple concrete nouns e.g. 'instrument', 'hands' and 'tooth powder'. • Usage of 'lest' not quite archaic but noteworthy. • Formal register: 'I should like to be allowed to help preserve'. • Some Latinate language, 'juvenile', 'veneration', 'recollections', typical of period/context. • Lexical field of dogs linking with content/purpose of the letters: 'retriever', 'paw', 'nose', 'dog-friend', 'trotted'. • Variation in preposition use 'in fault'. • Anthropomorphic representation of dog's fondness for scones, described as a 'weakness' –	• Nature of document – about canine behaviour and completion of tasks – lends itself to multiple concrete nouns, 'cups', 'toys', and so on but the focus on intelligence also generates abstract nouns 'psyche', 'memory', 'ability'. • Lexical field of psychology, 'social intelligence', behavioral experiments', 'researcher', 'labs'. • Interesting use of slightly incongruous metaphor 'blossoming' in relaying the increase in research. • Also mixed metaphor 'a handful of labs around the world have dug into the dog psyche'. • References to measurement add credibility/exactitude '95 per cent'. • Use of jargon '**fast-mapping**', which is glossed via a hyperlink, and some phrases bordering on jargon – 'cognitive processes', 'social intelligence' – showing writer's expertise/familiarity with the field. • Lexis connected with dogs 'canine', 'paw', 'border collie'. • American orthography 'behavioral', 'recognize'.

Text D's general contextual features: the text was an extract from an online article published in 2016. It sheds insight on the intelligence of dogs and is broadly entertaining as well as informative in its approach. The writer draws on a range of scientific sources which provide weight and credibility; these are often identified via hyperlinks, reflecting the article's provenance as an electronic text.

- moral connotations in the choice of abstract noun.
- Lexical field of money linking to the dogs' activities 'penny', 'coin', 'buy', *'halfpennyworths'*. Linked with this, a lexical field of numbers 'two', 'second' etc.
- Representation of both dogs as being intelligent and making informed judgements through premodifiers and verb choices, 'he knew exactly when her was entitled', 'a due regard to value'.
- Orthographical variation on 'judgment'.

Grammar and morphology

Text C	Text D
- Superlatives emphasising the extraordinary intelligence of the dogs in question, 'cleverest', 'most worthy'. - Clause-laden sentences characteristic of the period and directly comparable with other text. - Variation in syntax reflective of older text 'Many is the halfpenny which, as a child, I gave Hardy'. - Relative clauses used to qualify/provide additional information 'who belonged to a fishmonger in Lothion Street'. - Starting sentences with conditionals 'If he dropped a	- Some complex sentences with embedded clauses, e.g. 'As documented in a **2011 study** in *Behavioral Processes*', but far less complexity than Text C. - Use of short simple sentence as discourse marker 'Dogs are different'. - Use of dynamic verbs: 'sets', 'points', 'retrieved'. - Use of comparatives highlighting differences between the intelligence of dogs and people's assumptions ('smarter') or other species ('**better than chimps**'). - Use of superlative to showcase best example 'The most famous case'. - Mixture of tense/aspect to describe views about canine intelligence and

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halfpenny on the counter he was content with one scone'.
Range of proper nouns 'Lothion Street', 'Greenwich Hospital' helping to establish the veracity of the texts.
Active sentences mainly foreground the writer's/reader's role 'I enjoyed the friendship of a brown retriever, 'I shall make' but also some passives.
Largely declarative sentences, mostly complex or complex/compound.
Past tense, in keeping with anecdotal content of letters.
Use of first-person pronoun throughout both letters, reflecting use of personal anecdotes.
Use of pre-modifiers, 'cleverest dog', 'large brown' to facilitate precision.
Use of adverbs, 'certainly', 'generally', 'rightly' to strengthen or qualify the claims being made.
Use of exclamatory at end of second letter by way of farewell 'Peace to his shade!'.

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research into it. (See discourse.)
Pre-modifiers 'particularly good memories', 'fail very simple test' to add precision (and favour the dog).
Proper nouns throughout reflecting focus on role of researchers and names of dogs being referred to, 'John Pilley', 'Rico'.
Declarative sentences used throughout.
Repetition of verbs to do with cognition and behaviour 'interpret', 'trained'.
Embedded clauses 'scientists have found', 'As documented in a **2011 study** in *Behavioral Processes*' to add credibility.
Use of brackets to add additional explanation '(This was true even when both cups were scented to smell like the treat.)', rendering the account more persuasive.
Lots of compound sentences with particular use of connective 'but' to signal the reader is being disabused of possible reactions 'Chaser's abilities might be unusual, but she's not unique'.

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Question	Answer	Mark	Guidance	
3	**AO4:** While both texts focus on dogs and make claims for their intelligence, the first takes the form of accounts provided within letters whereas the second is more scientific, suggesting that dog-lovers' claims about their pets' intelligence are backed up by evidence. There is a much stronger sense of the individual writers in Text C; as well as writing in the first person, both refer to specific experiences they have had and where and when they occurred. Text D is more neutral and impersonal, representing itself as scientific. It relies largely on secondary research, quoting studies done and the work of individuals to support its claims; it also refers to technology. Sentences in Text D are shorter and grammatically less complex, and less of the lexis is Latinate. 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.	36	*Discourse*	

Text C	Text D
• Textual cohesion is provided by the letter format – both writers narrate chronological anecdotes about intelligent dogs they have known in the past, underpinned by temporal discourse markers, 'At that time', 'When a student at Edinburgh'. • Slightly archaic wording/ capitalisation of title 'BEING ANECDOTES… OF DOGS'. • Both writers begin by stating the context in which they met the dogs; the second also provides an affectionate closing sequence 'Peace to his shade!'. • As well as introducing their role in preserving the memory of the dog in their letter, at the end of it, the second writer also seeks to reassure potential readers of the accuracy of their account. • Clear distinction made between the date of writing and the date to which the anecdotes relate. • Graphological features are typical of the letter genre; and a similar layout has been adopted for each, presumably by the editor.	• Humorous, informative style reflecting the light-hearted topic. • Assumption of reader's stance as dog-friendly and eager to learn more about canine intelligence, possibly to confirm pre-existing positive views 'Dog lovers have been saying it for years: dogs are smarter than many people give them credit for'. • Short paragraphs typical of online articles, also including a number of hyperlinks, characteristic of electronic mode. • Opening/strapline starts with the hook/premise that dog-lovers' intuitive knowledge about their pets is now receiving scientific confirmation. • Numbering and subtitles used to provide cohesion. • Accompanying image of dog, focusing on its face/head reflects topic. • The article starts with people's previous beliefs; the adverb 'now' is then used to shift the focus into the present, and there is a subsequent updating: 'Using newer technologies', 'Over the past decade'.

Pragmatics

Text C	Text D
• The letters have been sent into the magazine in response, presumably, to an invitation; in order to justify their publication, they need to sound credible as well as extraordinary. The second writer makes use of typographical variation (in the form of italics) to emphasise the most starting details of his anecdote. • Both dogs are represented as intelligent creatures displaying financial acumen within the context of a familiar community environment 'I have… compared my recollections with those of my elders, who… knew Hardy for many years'. • Both writers are keen to establish the credibility of their accounts, but Tait acknowledges there may be some error in the detail 'If I remember rightly' whereas the second is keen to cite confirmatory sources. • Both letters define canine intelligence as resembling human behaviour, with words such as 'friendship', 'dog-friend', 'dog-pensioner', 'contented'.	• Reference to experts and studies 'psychologist and dog researcher **Stanley Coren'**, **'Brian Hare** of Duke University' provides credibility. • Factual content juxtaposed with the language of scientific evidence 'documented', 'research' also supports this. • Use of comparatives 'smarter', 'better' implies that readers may need to adjust their previous opinions in light of the article's findings. • Comparisons and connections are made with human behaviour 'Dogs vary in their ability to remember things — just like humans' and in the estimate that canine intelligence is on a par with that of a two-and-a-half-year-old infant. • Use of dates and numbers meets the text's informative purpose '1000 words', '2011 study', '95 per cent'. • Evidence of bias, an underlying persuasive purpose, and/or a desire to create interest is suggested by the choice of examples, all of which are favourable to the author's case, e.g. the focus on the achievements of 'Chaser', who was a known success. • The fact that canine abilities are used as subheadings '**2) Dogs can learn hundreds of words**' also supports this.

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

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

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 obscure 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 band 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 or contrasting of features with very little demonstration of how language use has varied over time.	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 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

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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