This document consists of **13** printed pages.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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English & Media subject specific general marking principles
(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptors: - We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.   - Level descriptors are a means of general guidance, and should not be interpreted as hurdle statements.   - Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.   - While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

English Language specific marking instructions:

AO1 Read and demonstrate understanding of a wide variety of texts. (Understanding)
- Marks should be awarded for the accuracy of the candidate's understanding of the text and its features, **not** for any analysis of them which is recognised under AO3.
- Where comparison is required, marks should be awarded for the candidate's recognition of similarities and differences between the texts and their features, **not** for any consequent analysis.
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

AO2 Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes. (Writing)
- Marks should be awarded equally on the basis of the level of the candidate's written expression (range of features used and accuracy) and the development of their writing (its organisation and relevance to task and audience).
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. (Conceptualisation)
- Marks should be awarded equally on the basis of the level of the candidate's understanding of the relevant issues, concepts, methods and approaches represented both in the text(s) and in their wider studies.
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

AO5: Analyse and synthesise language data from a variety of sources. (Data handling)
- Marks should be awarded equally on the basis of the level of the candidate's selection, analysis and synthesis of language data.
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

Higher marks should be awarded where candidates identify patterns and offer thoughtful and plausible explanations for the features they are discussing.

Weaker answers may spot features or describe individual cases of language change without reference to broader considerations or examples.

Section A: Language change

Question	Answer	Marks
1	**Read <u>Texts A, B</u> and <u>C</u>.** **Analyse how <u>Text A</u> exemplifies the various ways in which the English language has changed over time. In your answer, you should refer to specific details from <u>Texts A</u>, <u>B</u> and <u>C</u>, as well as to ideas and examples from your wider study of language change.** Mark according to the levels of response marking criteria in Table A. **Additional guidance:** The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited. Candidates may organise their response in any appropriate way. They are not required to focus on lexis, grammar and syntax, orthography and graphology in separate sections. **Responses might feature comment on the following:** **Lexis** • Candidates may comment on how some lexis is semantically archaic in that it communicates an outdated and limited understanding of the workings of the human body, e.g. the noun *ʃurfeits*, which is still used (in the singular) to mean 'too much' or 'an excess', whereas in 1683 it denoted a common medical condition *gotten by immoderate Eating, Drinking, or Motion.* • Discussion of types of semantic change (narrowing, broadening, pejoration, amelioration), linked to analysis of specific examples, such as *Profit* (in the abstract noun pairing *for Health and Profit*) in Text A, which is a synonym for 'benefit' = something that makes you feel physically better. In contemporary English its sense has narrowed to denote (mostly) financial benefit. • Text B takes the noun-phrase *the Dicʃtates of Reaʃon* – where *Dicʃtates* denote influences/promptings which must be obeyed – and explores what abstractions other than *Reaʃon* might have governed people's thoughts and actions in the period 1670–1690. • The Text C n-gram shows the decline over time in the use of *wearisom(e)* in either spelling. Candidates may explore differences in the meanings of the adjectival forms weary/tired.	25

Question	Answer	Marks
1	**Grammar and syntax** • Candidates may analyse the two *'Twould be …* constructions at the start of Text A. They should see that these are contractions of 'It would be'; and they may cite 'Tis' or 'Twas' as similar archaic contractions. • Text A has numerous examples of parallel syntax: the second and third sentences of the first paragraph achieve their effect through repetition of syntactical structures. Candidates may cite these (together with the consequently complicated punctuation) as archaic or excessively formal. They may analyse the grammatical structures from which the argument is built. • Similarly, candidates may recognise the reverse syntax of the opening sentence of the second paragraph (*No leſs likewiſe may the Uſe of MINERAL BATHS be commended*). • There are several more individual examples in Text A of grammatical/syntactical constructions which differ from contemporary English usage: • the past participle *gotten* (*ſurfeits gotten by immoderate Eating*) is common in contemporary American English but considered at least non-Standard and often regarded as simply wrong in British English • the forms of auxiliary verbs in Text A are as they would be in contemporary English, apart from *hath* for 'has': *as hath been taken notice of in some Ladies* **Orthography and Graphology** • All the nouns in Text A are capitalised, whether abstract (e.g. *Pardon* and *Confidence*) or concrete (e.g. *Limbs … ſkin … Pores*) and one verb (*Philoſophiſe*). Candidates may apply or infer some rules/principles for this capitalisation. • The principal topics of discussion (*BAGNIOS* and *MINERAL BATHS*) are italicised and wholly capitalised. • Italicisations for bodily functions (Perſpiration *and* Friction). Candidates may comment on the spelling of *Joynt* (contemporary English <u>joint</u>) and there is a single *-l* in *wel-tempered, we'l beg* and *tel* where contemporary English would have a double *-ll*.	

Marking criteria for Section A Question 1

Table A

Level	AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes. 5 marks	AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. 5 marks	AO5: Analyse and synthesise language data from a variety of sources. 15 marks
5	• Sophisticated expression, with a high level of accuracy • Content is fully relevant; ideas are developed throughout in a sophisticated manner 5 marks	• Sophisticated understanding of, and insightful reference to, linguistic issues, concepts, methods and approaches 5 marks	• Insightful and fully appropriate selection of language data from all three sources • Sophisticated and insightful analysis of language data • Sophisticated synthesis of evidence from all three sources of language data 13–15 marks
4	• Effective expression, with a few minor errors which do not impede communication • Content is relevant; ideas are developed in an effective manner 4 marks	• Detailed understanding of, and effective reference to, linguistic issues, concepts, methods and approaches 4 marks	• Effective and appropriate selection of language data from all three sources • Detailed and effective analysis of language data • Effective synthesis of evidence from all three sources of language data 10–12 marks
3	• Clear expression, with occasional errors which do not impede communication • Content is relevant; ideas are developed clearly 3 marks	• Clear understanding of, and appropriate reference to, linguistic issues, concepts, methods and approaches 3 marks	• Clear and appropriate selection of language data from at least two sources • Clear analysis of language data • Clear synthesis of evidence from at least two sources of language data 7–9 marks
2	• Expression is clear but may not flow easily, with frequent errors which generally do not impede communication • Content is mostly relevant; ideas are developed in a limited manner 2 marks	• Limited understanding of, but generally appropriate reference to, linguistic issues, concepts, methods and/or approaches 2 marks	• Limited and generally appropriate selection of language data; may be uneven coverage • Limited analysis of language data • Some attempt to synthesise evidence from sources of language data 4–6 marks

Level	AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes. **5 marks**	AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. **5 marks**	AO5: Analyse and synthesise language data from a variety of sources. **15 marks**
1	• Basic expression, with frequent errors which impede communication • Content may lack relevance in parts; minimal development of ideas 1 mark	• Basic understanding of, and minimal reference to, linguistic issues, concepts, methods and/or approaches 1 mark	• Basic and minimal selection of language data • Basic analysis of language data • Minimal attempt to synthesise evidence from sources of language data 1–3 marks
0	• No creditable response 0 marks	• No creditable response 0 marks	• No creditable response 0 marks

Section B: Child language acquisition

Question	Answer	Marks
2	**Read the following text, which is a transcription of a conversation between Katya, Gerhardt, Stefan and Vidya (all age 5) and their teacher at school.** **Analyse ways in which the teacher and children are using language in this conversation. In your answer, you should refer to specific details from the transcription, as well as to ideas and examples from your wider study of child language acquisition.** Mark according to the levels of response marking criteria in Table B. **Additional guidance:** The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited. Candidates may organise their response in any appropriate way. They are not required to focus on child-directed speech and children's language features in separate sections. **Responses might feature the following:** **Child-directed speech** - The teacher is a referee or moderator, maintaining civility in the exchanges and minimising any potential disagreement and/or misunderstanding. - The teacher uses an individualised question directed at just one child to clarify the time-scale for all the children: *your birthdays near the holidays (.) gerhardt (.) isnt it ↘* - The teacher uses a point in the school year which is familiar to all the children (*just before we go away on our summer holiday ↘*) to secure the understanding of all the children. - When Gerhardt initiates a slight topic shift (from birthdays to parties, and who will be invited) the teacher allows the conversation to develop, but steps in to support Gerhardt's rationale for not inviting Ana (*because (.) shes (.) she'll be (.) too small (.) because im getting some bigger boys to come too*) by introducing the idea that an older sibling might make a difference to the situation: *of course gerhardt (1) your brother will be there (.) as well* - The teacher's attempt to secure this interpretation by asking a question (*is he (.) is your brother going to invite some of his friends ↗*) is only partly successful, because Gerhardt gives a dis-preferred response: *no he isnt* - When Stefan joins the conversation with another slight topic shift (*my brothers /gɒʔə/ (.) got a red bike*) the teacher strategically ignores Gerhardt's overlap (*im inviting STEFAN*) and continues *has he ↗ (.) a red one ↗* with emphatic stress and rising intonation to convey extra interest.	**25**

Question	Answer	Marks
2	**Child language features** • The child interlocutors use emphatic stress (sometimes combined with repetition) to highlight the elements they think are the most important: *anas birthday and (.) my (.) <u>my</u> birthday* • they reformulate and/or stress elements of their utterance to anticipate their hearers' needs: *anas not coming to <u>mine</u> (.) cos (.) because (.) shes (.) she'll be (.) too <u>small</u> (.) because im getting some bigger boys to come too* • Both Gerhardt and Stefan show some awareness that casual pronunciation/phonology may not be suitable in school, self-correcting from *cos* to *because* and from */gɒʔə/* to *got a* • Gerhardt is learning to repeat units of meaning (e.g. *in <u>june</u>*) from the speech of other speakers in order to consolidate his own understanding, and to be more precise with tenses (*mm (.) yeah he is (.) will be*) • Stefan is less clear about what colour his brother's bike is, shifting from *red* to *ORANGE* to *orange and yellow*, perhaps suggesting he is still learning to name and describe colours, or that he is attempting to embellish his story for the attention of others. • Vidya only joins in the conversation at the end, but picks up the topic and reformulates her utterance so that it is about her individually: *WE just (.) i just come down to (.) down to park with MY bike* • Gerhardt's use of *small* and *bigger* may be seen as examples of less developed vocabulary, comparing children by size rather than by age. Alternatively, this could be the result of adults modelling this language using parentese. • **References to relevant theories and research should be integrated into the response and may include:** • Halliday's functions of language: Regulatory – *but /nɒʔət/ the same time*; Representational – *ana's coming to <u>my</u> party*; Personal – *i hope the schools not ended* • Skinner (Behaviourism), e.g. positive reinforcement and approval, evident in most of the teacher's responses • Chomsky (innateness/Language Acquisition Device), e.g. the children's usage of emphatic stress, volume and intonation to communicate meaning economically (*and ANA ↗*) • Bruner (Language Acquisition Support System) – the teacher acting as summariser/paraphraser/prompter • Piaget (cognitive development) – the children are in the preoperational stage, illustrated, for example, by the fact that Gerhardt uses adjectives of size in place of age. • Vygotsky: The teacher responds to the first utterance (*anas birthday and (.) my (.) <u>my</u> birthday*) by showing interest and understanding, and adding an element of time (*wont be long (.) will they ↘*) in line with the Zone of Proximal Development. The tag question *will they ↘* invites the children to think about the time element and to respond. When another child adds to the birthday topic (**Gerhardt: mine (1) mine as well**) the teacher tries to extend the Zone to include number as well as time (*so (.) we've got two birthdays coming up soon (.) havent we ↘*).	

Marking criteria for Section B Question 2

Table B

Level	AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks	AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. 15 marks	AO5: Analyse and synthesise language data from a variety of sources. 5 marks
5	• Sophisticated understanding of text (meaning/context/audience) • Insightful reference to characteristic features 5 marks	• Sophisticated understanding of linguistic issues, concepts, methods and approaches • Insightful reference to wider study of linguistic issues and concepts • Insightful reference to linguistic methods and approaches taken by fully appropriate theorists 13–15 marks	• Sophisticated selection, analysis and synthesis of language data 5 marks
4	• Detailed understanding of text (meaning/context/audience) • Effective reference to characteristic features 4 marks	• Detailed understanding of linguistic issues, concepts, methods and approaches • Effective reference to wider study of linguistic issues and concepts • Effective reference to linguistic methods and approaches taken by appropriate theorists 10–12 marks	• Detailed selection, analysis and synthesis of language data 4 marks
3	• Clear understanding of text (meaning/context/audience) • Clear reference to characteristic features 3 marks	• Clear understanding of linguistic issues, concepts, methods and approaches • Clear reference to wider study of linguistic issues and concepts • Clear reference to linguistic methods and approaches taken by appropriate theorists 7–9 marks	• Clear selection, analysis and synthesis of language data 3 marks

Level	AO1: Read and demonstrate understanding of a wide variety of texts. **5 marks**	AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. **15 marks**	AO5: Analyse and synthesise language data from a variety of sources. **5 marks**
2	• Limited understanding of text (meaning/context/audience) • Limited reference to characteristic features 2 marks	• Limited understanding of linguistic issues, concepts, methods and/or approaches • Some limited reference to wider study of linguistic issues and/or concepts • Some limited reference to linguistic methods and/or approaches taken by generally appropriate theorists 4–6 marks	• Limited selection, analysis and/or synthesis of language data 2 marks
1	• Basic understanding of text (meaning/context/audience) • Minimal reference to characteristic features 1 mark	• Basic understanding of linguistic issues, concepts, methods and/or approaches • Minimal reference to wider study of linguistic issues and/or concepts • Minimal reference to linguistic methods and/or approaches taken by theorists 1–3 marks	• Basic selection, analysis and/or synthesis of language data 1 mark
0	• No creditable response 0 marks	• No creditable response 0 marks	• No creditable response 0 marks