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# **GCE A LEVEL MARKING SCHEME**

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**AUTUMN 2021**

**A LEVEL  
ENGLISH LANGUAGE - COMPONENT 2  
A700U20-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2021 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**EDUQAS GCE A LEVEL ENGLISH LANGUAGE**  
**COMPONENT 2: LANGUAGE CHANGE OVER TIME**  
**AUTUMN 2021 MARK SCHEME**

**General Advice**

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by **all**.

Particular attention should be paid to the following instructions regarding marking:

- Make sure that you are familiar with the assessment objectives (**AOs**) that are relevant to the questions that you are marking, and the respective **weighting** of each AO. The advice on weighting appears in the Assessment Grids at the end.
- Familiarise yourself with the questions, and each part of the marking guidelines.
- Be positive in your approach: look for details to reward in the candidate's response rather than faults to penalise.
- As you read each candidate's response, annotate using wording from the Assessment Grid/Notes/Overview as appropriate. Tick points you reward and indicate inaccuracy or irrelevance where it appears.
- Explain your mark with summative comments at the end of each answer. Your comments should indicate both the positive and negative points as appropriate.
- Use your professional judgement, in the light of standards set at the marking conference, to fine-tune the mark you give.
- It is important that the **full range of marks** is used. Full marks should not be reserved for perfection. Similarly, there is a need to use the marks at the lower end of the scale.
- No allowance can be given for incomplete answers other than what candidates actually achieve.
- Consistency in marking is of the highest importance. If you have to adjust after the initial sample of scripts has been returned to you, it is particularly important that you make the adjustment without losing your consistency.
- Please do not use personal abbreviations or comments, as they can be misleading or puzzling to a second reader. You may, however, find the following symbols useful:

|        |                    |
|--------|--------------------|
| E      | expression         |
| I      | irrelevance        |
| e.g. ? | lack of an example |
| X      | wrong              |
| (✓)    | possible           |
| ?      | doubtful           |
| R      | repetition         |

## General Instructions – Applying the Mark Scheme

Where banded levels of response are given, it is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s).

Examiners must firstly decide the band for each tested AO that most closely describes the quality of the work being marked. Having determined the appropriate band, fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded.
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria and all responses must be marked according to the banded levels provided for each question.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. Indicative content outlines some areas of the text candidates may explore in their responses. **This is not a checklist for expected content in an answer, nor is it set out as a 'model answer'**. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement as English specialists to determine the validity of the statement/interpretation in light of the task and reward as directed by the banded levels of response.

Candidates are free to choose any approach that can be supported by evidence, and they should be rewarded for all valid interpretations of the texts. Candidates can (and will most likely) discuss features of the texts other than those mentioned in the mark scheme.

## SECTION A: ANALYSIS OF WRITTEN LANGUAGE OVER TIME

### OPINION TEXTS

#### 1. Short questions (AO1)

- (a) Identify the word class and archaic spelling patterns of the following three words using appropriate terminology. [6]

*This question tests the candidate's knowledge of word classes and archaic spelling patterns.*

Award **one** mark for the correct identification of the word class (up to a maximum of 3 marks) and **one** mark for an appropriate description of the variation (up to a maximum of 3 marks).

| Example                           | Word Class       | Archaic Spelling Pattern                                      |
|-----------------------------------|------------------|---------------------------------------------------------------|
| <i>stricte</i><br>(Text A, l.1)   | adjective        | addition of silent appended -e                                |
| <i>haue</i><br>(Text A, l.4)      | (auxiliary) verb | –u/v interchange                                              |
| <i>generaly</i><br>(Text A, l.12) | adverb           | single consonant where PDE would use double (with -ly suffix) |

- (b) What do the examples below tell us about language change? Make two points and refer to the examples using appropriate terminology. [4]

*This question tests the candidate's knowledge of word classes, language variation over time, and language change concepts.*

Award **one** mark for the correct identification of the word class (up to a maximum of 2 marks) and **one** mark for a valid comment about language change (up to a maximum of 2 marks).

| Example                                | Word Class      | Language Change                                                                     |                                                                                                                                                           |
|----------------------------------------|-----------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        |                 | Description of Variation                                                            | Concepts                                                                                                                                                  |
| <i>syn / sinn</i><br>(Text A, ll.1/11) | (abstract) noun | i/y interchange<br>OR<br>double consonant where PDE would use single                | <ul style="list-style-type: none"> <li>spelling inconsistency</li> <li>reference to SJ's 1755 dictionary</li> <li>reference to standardisation</li> </ul> |
| <i>kitchin</i><br>(Text A, l.5)        | noun            | spelling reflecting pronunciation<br>(reduced vowel /ə/ replaced by pure vowel /ɪ/) |                                                                                                                                                           |

- (c) Describe the form and the archaic grammatical features of the following two examples using appropriate terminology. [4]

*This question tests the candidate's knowledge of word classes and phrases, and frequently occurring EME verb forms and inflections.*

Award **one** mark for the correct identification of the form (up to a maximum of 2 marks) and **one** mark for a valid description of the archaic grammatical feature (up to a maximum of 2 marks).

| Example                       | Form                                                                  | Archaic Grammatical Features                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>thou</i><br>(Text A, l.9)  | (second person)<br>pronoun                                            | <ul style="list-style-type: none"> <li>• singular reference (distinct from plural 'you')</li> <li>• archaic form</li> <li>• verbal insult (reflecting contemporary attitudes)</li> </ul>                                                                                                                                                                                                                                                               |
| <i>hast</i><br>(Text A, l.10) | (2 <sup>nd</sup> person) (singular)<br>present tense verb<br>(phrase) | <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> person verb inflection obsolete by the end of EME period</li> <li>• 2<sup>nd</sup> person singular inflection disappeared as the distinction between <i>thou</i> (singular) and <i>you</i> (plural) was lost</li> </ul> <p>(accept reference to PDE 'have' <b>with relevant language change knowledge</b> – must be present tense i.e. not 'had' and 2<sup>nd</sup> person i.e. not 'has')</p> |

- (d) Describe three features that are typical of Early Modern English grammatical structure and/or punctuation in the extract from Text A below. You should use appropriate terminology to describe your examples. [6]

But they need not to punish them by such an artificial destruction; for had they waited with a litle patience, they might have observed this sinne to be its own natural punishment, destroying more frequently, and more generally, than any other means. The Glutton then turning that into an occasion of death, which was giuen for preservation of life, seldom or neuer liueth long: But as he is Hateful vnto God in idolising his belly so he is hurtful to himself in hastning hys owne death.

Doctor Muffet, a famous Physician hath writen in his Book of Healths Improuement. Fools and Idiots (saith he) know you when your Horse, and your Hawke, and your Doge haue enough, and are you ignorant what measure to allow your selues? Who wil urge his Hors to eat too much, or cram his Hawke til she be ouer-gorged, or feed his Hound till his taile leave wauing? [ll.10-19]

*This question tests the candidate's ability to identify EME grammatical structures and/or punctuation features in the extract, and to describe the features and/or examples cited using appropriate linguistic terminology.*

**Three** points required – award **one** mark for each feature/associated terminology (up to a maximum of 3 marks) and **one** mark for each appropriate example/associated terminology (up to a maximum of 3 marks). A mark can only be awarded for an example where it clearly and precisely demonstrates a recognisable EME feature.

**Responses should show evidence of linguistic knowledge: terminology can be used to describe each EME feature and/or the examples cited.**

| Example                                                                                                                                   | Archaic Grammatical Structure/ Punctuation Feature                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>need not to punish</i>                                                                                                                 | <ul style="list-style-type: none"> <li>semi-modal used with <i>to</i>-infinitive rather than base form verb</li> </ul>                                                                                                                                                                                                                                                                   |
| <i>know you</i>                                                                                                                           | <ul style="list-style-type: none"> <li>absence of dummy auxiliary 'do' in interrogative VPs</li> <li>non-use of periphrastic 'do' for questions</li> <li>inversion of subject/lexical verb in questions</li> </ul> <p>(accept reference to PDE 'do' <b>with relevant language change knowledge</b> – must be present tense i.e. not 'did' and 2<sup>nd</sup> person i.e. not 'does')</p> |
| <i>had (they) waited</i><br><br><i>be (ouer-gorged)</i><br><i>leaue (wauing)</i>                                                          | <ul style="list-style-type: none"> <li>frequent use of subjunctive <ul style="list-style-type: none"> <li>inversion of subject and verb in subordinate conditional clause</li> <li>hypothetical (imagined condition)</li> </ul> </li> </ul>                                                                                                                                              |
| <i>saith he</i>                                                                                                                           | <ul style="list-style-type: none"> <li>inversion of subject and verb in parenthetical quoting clause</li> </ul>                                                                                                                                                                                                                                                                          |
| <b>NFCIs:</b> <i>to punish, to be, destroying</i><br><b>RelCI:</b> <i>which was giuen</i><br>...<br><b>ACI:</b> <i>for ... they might</i> | <ul style="list-style-type: none"> <li>frequent use of subordination – with reference to specific types of clauses</li> </ul>                                                                                                                                                                                                                                                            |

|                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>haue ..., as ... is, when ... haue ...</i>                             |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| e.g. ll.13-16<br>multiple clauses<br><br>(specific clauses must be cited) | <ul style="list-style-type: none"> <li>• long compound-complex sentence (examples of coordination and subordination should be cited)</li> <li>• main clauses (<i>The Glutton ... liueth ... But ... so ... is ...</i>)</li> <li>• subordinate clauses e.g. <ul style="list-style-type: none"> <li>○ NFI: <i>turning ...</i></li> <li>○ embedded RelCI: <i>which was giuen ...</i></li> <li>○ ACI: <i>as he is ...</i></li> </ul> </li> </ul> |
| <i>Glutton, Horse, Hawke, Hound<br/>Hateful</i>                           | <ul style="list-style-type: none"> <li>• random capitalisation of nouns (thematic significance)</li> <li>• random capitalisation of adjectives (emphasis on relationship with God)</li> </ul>                                                                                                                                                                                                                                                |
| <i>: But ...</i>                                                          | <ul style="list-style-type: none"> <li>• colon before coordinating conjunction (foregrounding contrast – focus on balanced adjectives <i>Hateful/hurtful</i>)</li> </ul>                                                                                                                                                                                                                                                                     |
| <i>Book of Healths<br/>Improuement</i>                                    | <ul style="list-style-type: none"> <li>• omitted apostrophe in possessive noun phrase</li> </ul>                                                                                                                                                                                                                                                                                                                                             |
| <i>Improuement. Foolls...</i>                                             | <ul style="list-style-type: none"> <li>• full stop where we would expect colon leading into quotation</li> <li>• no quotation marks – framed by parenthetical quoting clause</li> </ul>                                                                                                                                                                                                                                                      |

**Do not accept answers that comment on archaic spelling and lexis.**

**Reward other valid responses where they are accompanied by a relevant example and use appropriate linguistic terminology.**

## 2. Extended response

| AO2      | AO3      | AO4      |
|----------|----------|----------|
| 20 marks | 20 marks | 20 marks |

In making judgements, look carefully at the marking grid, and at the Overview and Notes which follow. We may expect candidates to select some of the suggested approaches, but it is equally possible that they will select entirely different ones. Look for and reward valid, well-supported ideas which demonstrate independent thinking.

In your response to the question that follows, you must:

- explore connections across the texts
- consider relevant contextual factors and language features associated with the construction of meaning
- demonstrate understanding of relevant language concepts and issues.

**Analyse and evaluate Texts A, B and C to show how contextual factors shape the way writers in different times express their views on overeating. [60]**

*This question tests the candidate's ability to analyse and evaluate the content and meaning of the texts in context, to make meaningful links between the texts informed by language study, and to apply knowledge of relevant concepts and issues in a critical discussion of the writers' language choices and of the effects created.*

### Overview

Characteristics of a successful response may include:

- clear understanding of opinion texts evident e.g. primary purpose expressive i.e. to communicate personal opinions on a specific topic (shaped by the time of publication); secondary purpose conative i.e. to influence readers; the POV/attitude expressed in each text; each writer's personal engagement with the topic; the use of reasons and examples to elaborate
- perceptive understanding of concepts e.g. genre features across all three texts e.g. subject specific language (sometimes technical); weighted language; figurative language/analogy (making the discussion relevant and understandable); personal experiences vs general references (broadening the argument); the use of subjective expressions (e.g. comment clauses, personal pronouns)
- confident selection and discussion of issues e.g. changing attitudes i.e. increasing sensitivity and understanding (*a syn*, Text A – religious judgement vs *the parasites*, Text B – an illness, and *food addiction*, Text C – lifestyle/behaviour); gender/status of writers
- well-chosen, concise textual references that support the points made precisely
- explicit references to the opinion texts e.g. impersonality linked to writer's use of third person pronouns (distancing technique, Text A) vs repetition of the first-person pronoun (increasingly personal, Texts B and C); historical anecdote (Text A) vs personal experience (Texts B/C)

- a clear appreciation that contextual factors shape the content, language, grammatical structures and style e.g. biblical/religious references (Texts A and B); spelling reflecting informal pronunciation (Text C); American spelling/lexis (Text C); analogies (Texts A and B); increasing awareness of the link between diet/health.
- intelligent interpretation of texts based on close reading e.g. relevant references to specific details; clear evidence of reflection on the extracts
- assured evaluation e.g. effect of lexical/stylistic choices in communicating attitudes; the level of each writer's engagement with the reader e.g. formal tenor (Texts A and B) vs informal, engaging style (Text C)
- insightful discussion of points of contrast that explore changes in language use over time e.g. tenor (becomes increasingly informal); changes in cultural references – relevant to contemporary readers (e.g. *Muskett*, Text A; *buffalo wings*, Text C); changes in approach (generalisation of Text A vs personal experience of Texts B and C); use of brands (Text C); increasing focus on health; judgemental/dictatorial tone replaced by sympathy and understanding
- intelligent conclusions drawn about the differences e.g. changes in style/attitude are linked to the increasingly subjective engagement of the writers with their topics; written by an 'expert' (Text A) vs people with personal experience
- a range of terminology, which is used consistently and purposefully
- tightly focused, well-developed analysis of the three extracts in the light of the question, with a consistent focus on genre and meaning
- clearly focused, fully developed and carefully structured discussion.

Characteristics of a less successful response may include:

- a broad overview of appropriate general concepts (e.g. genre, audience, purpose) and issues (period, status, relationship with the reader)
- recounted knowledge of issues such as religion, gender and/or social position (i.e. not applied to the question and/or texts)
- limited close analysis with few references to specific textual details (the discussion could be about any opinion texts)
- a lack of focus on the question (e.g. missing the key words; failing to analyse and evaluate the texts)
- inconsistent use of textual references (about half the points made are supported) or the quotations may be overly long
- a lack of engagement with meaning resulting in rather superficial discussion
- general, observational links between the extracts, which are often not based on language study
- a largely descriptive approach, with a summary of content rather than analysis
- some accurate labelling of linguistic features, but with no clear link to the question or to the point being made
- evidence of imprecise or inaccurate linguistic knowledge
- references to irrelevant general features of period language e.g. broad observations about orthography and/or sentence type and structure that are not related to meaning
- a limited number of points
- an argument that lacks development, or that is difficult to follow.

**This is not a checklist. Reward other valid approaches.**

## Notes

The following notes address features of interest which may be explored, but it is important to reward all valid discussion.

### Text A: *The Divine Physician*, John Harris (1676)

**Semantic fields:** linked to overeating/excess e.g. *Gluttony/Gluttons* (nouns), *ouer-charged*, *ouer-gorged*, *ouer-filled* (adjectives), *surfeiting* (verbal noun); linked to judgemental approach e.g. *punished/to punish* (verbs), *punishment* (noun); linked to death e.g. *destroying*, *perished*, *kills* (verbs), *death* (noun)

**Terms of address:** expert author (*a famous Physician*) of an instructive text (*Book of Healths Improuement*) addressing his readers e.g. *Foolls and Idiots* (vocative – condescending tone)

**Proper nouns:** religious (linked to emphasis on judgement) e.g. *Christ*, *God* (l.14)

**Abstract nouns** (frequent use – typical of an opinion text): linked to topic (e.g. *Gluttony*, *measure* l.18, *Diet*, *satiety*); the effects of over-eating (e.g. *drowsiness*, *stiffness*, *weakness*, *heauiness*); associated with judgement (e.g. *syn*, *sinn*, *punishment*); cautionary tone (e.g. *Caution*, *destruction*, *death*)

**Concrete nouns:** for creating analogies (making abstract argument relatable) e.g. figurative language (*teeth*, *kitchin*, *Cook*, *Table*, *Belly*); historical anecdote (*bellies*, *Meat*, *Riuer*, *arms*); example cited from an expert's book (*Horse*, *Hawke*, *Doge*)

**Adjectives** (frequent use to communicate opinion): for emphasis e.g. the strong advisory note (*stricte*), the wide-reaching effects of over-eating (repetition of *innumerable*) and the significance of the writer cited (e.g. *famous*); to comment e.g. on the Scots' approach to dealing with over-weight people (*artificial* – drowning them vs *natural* – waiting for associated diseases to take their lives)

**Pronouns:** vary according to the function of different parts of the text e.g. uniting writer and reader in relation to biblical warnings (first-person plural vs); advisory l.1 (direct address: second person plural reflexive *your selues* – not yet compounded); criticism ll.17-18 (direct address: second person *you*); citing historical records (e.g. third person plural *they*); traditional gendered references (e.g. third person singular *he*, ll.14, 20-1; *himself*, l.21)

**Adverbs:** time marker (or perhaps discourse marker) e.g. in the unmarked direct speech (*Now*); for emphasis e.g. excess (*too much*), the dangers of over-eating (*frequently*, *suddenly*, *seldom*, *neuer*); to compare the likelihood of death from different causes e.g. adverb post-modified by comparative clause (*more frequently*, *and more generally*, *than any other means*)

**Noun phrases** (head in bold): an unexpected number of simple noun phrases – tied to the example-based style of the writing e.g. the extended metaphor (*their **kitchin**/their **Shrine**, theyr **Cook**/theyr **Priest***), the aphorism (***Meate**/the **Muskett***) and the extract cited from the book (*your **Horse**, your **Hawke**, your **Doge***); other longer noun phrases carry the weight of the opinion e.g. religious judgement (*such a **syn**, as Christ giues vs a stricte Caution against*, post-modifying RelCl, archaic use of 'as' meaning 'that'), the dangers of overeating (*a **Nurse** to innumerable dyseases*, post-modifying PrepP)

**Adjective phrases** (head in bold): frequent use of modified complements e.g. biblical quotation (***ouer-charged** with surfeiting*); the Scottish method of punishing Gluttons (*as **full** of goode Meat as ever they could holde*); critical of people's foolishness (***ignorant** Ø what measure to allow your selues*)

**Verb phrases:** predominantly present tense – the topic/situation has current relevance (e.g. *is*, *dig*); simple past tense for historical account (e.g. *punished*, *filled*, *gagged*, *threw*); present perfect for the direct speech in the Scottish anecdote (e.g. *hast eaten*) and the reference to the doctor's book (e.g. *hath written*); passive for the adage (e.g. *it is saide* – subject not relevant) and for the implicit reference to God (e.g. *which was giuen* – subject understood, shared knowledge); modals for hypothetical situations (e.g. *wil urge*, *shall ... be* – rhetorical questions) and for possibilities (e.g. *might have obserued*); subjunctive for a warning (e.g. *lest ... be*)

**Grammatical mood:** mostly declarative (communicating a point of view); imperative in biblical quotations – a warning (e.g. *Tak heede ...*); interrogatives to challenge reader (cited from the doctor's book, ll.17-21)

**Syntax:** few simple sentences – establishing topic and POV (l.3) and introducing book (l.16); most are complex with frequent use of *as* adverbial clauses (reason); frequent use of punctuation to make long sentences more readable e.g. fronted conjunction separates anecdote from authorial comment (*But ... need not to punish ...*, ll.10-11), semi-colon separates adverbial reason clause from main clause (*for ... might have obserued*, ll.11-12), single comma separates parenthetical conditional clause (*had they waited ...*, l.11), comma separates co-ordinated elliptical NFCIs (*destroying more frequently, and Ø more generally ...*, ll.12)

**Word order:** fronted co-ordinating conjunctions – to emphasise key points (e.g. *But, And*); thematic adverbials – to structure the argument (e.g. *Yea, Thus, Hence*) and sequence the historical anecdote (e.g. *Fyrst, then*); inversion of subject/verb – to emphasise the topic (e.g. *by surfeiting haue meny perished* – thematic adverbial) and mark the subjunctive (e.g. *had they waited* – expressing an action that was not carried through)

**Figurative language:** emotive noun phrases to describe *Gluttony* (e.g. *a Nurse to innumerable dyseases, a cut-throat to innumerable Persons*); extended metaphor of *Belly-gods* (ll.5-6) – their behaviour is seen as potentially blasphemous

**Patterning:** parallel adverbs for reinforcement of point (e.g. *frequently ... suddenly*); syndetic listing of elliptical clauses – explicit expression of opinion to shock reader (ll.5-6); adage – sets *Meate/Muskett* as unexpected equivalents to shock reader; juxtaposition of adjectives for dramatic effect (e.g. *artificial/natural*)

**Genre:** connectives typical of argument; weighted language; single POV (no alternatives presented) supported by authoritative sources; no personal experience

**Historical/period factors:** direct speech is not marked by punctuation (ll.9-10); gendered references e.g. *Man's life, Man*; denotation of *Meat* – food (now narrowed – animal flesh); cultural references to *Horse, Hawke, Doge* (shared experience); judgemental attitudes to overeating; emphasis on excess - no references to specific types of food; religious principles/values underlying judgement; writer uses his authority as a priest and scientist to dictate how people should live.

**This is not a checklist. Reward other valid interpretations where they are based on the language of the text, display relevant knowledge, and use appropriate analytical methods.**

## Text B: *Letter on Corpulence*, William Banting (1864)

**Semantic fields:** central to topic (e.g. *Corpulence*, *Obesity*, *aliments*, *diet*, *food* – nouns; *lbs.* – abbreviated noun; *weighed*, *weigh* – verbs); linked to personal suffering (e.g. *distressing* – adjective; *afflicted* – verb; *affliction* – noun); linked to excess (e.g. *excessive* – adjective; *self-indulgence* – noun); emphasising turning point in life (e.g. *probation* – noun, trial/test of character; *emerged* – verb, reinforced by adverb *just*)

**Lexical sets:** food types (e.g. *bread*, *milk* – nouns); scientific terms (e.g. *starch*, *saccharine* – nouns); sense of obesity as a burden (e.g. *labouring*, *laboured* – verbs)

**Proper nouns:** reference to God e.g. *Almighty Providence* (now as ‘guide’ rather than ‘master’); time references to quantify weight loss (e.g. *August*)

**Abstract nouns** (frequent use – typical of an opinion text): establishing the topic (e.g. *Obesity*, *corpulence*, *diet*); treating weight as an illness (e.g. *affliction*); presenting a case (e.g. *argument*, *illustration*, *Experience*); many related to emotions – indicative of personal tone (e.g. *sneers and remarks* – adverse experiences; *benefit*, *hope* l.6, *happiness*, *confidence* – encouraging others in the same situation); authority of writer (e.g. *knowledge*, *experience*)

**Concrete nouns:** related to specific advice about food types (e.g. *bread*, *milk*, *beer*, *sugar*, *potatoes*); related to the analogy (e.g. *beans*, *hay*, *corn*)

**Adjectives** (frequent use to communicate opinion/establish case): attitudes of others (e.g. *cruel*, *injudicious*); self-representation – giving authenticity to his account (e.g. *humble*, *earnest*, *truthful*, *unvarnished*); certainty about the advice he is offering (e.g. *perfect*); food/diet (defining e.g. *simple*, *ordinary*, *common*); link between diet and age (defining e.g. *aged*, *advanced*); dietary advice (evaluative e.g. *useful*); God’s guidance (evaluative e.g. *right*, *proper*); goal of weight loss (evaluative e.g. *happy*, *comfortable*); emphatic superlative (evaluative e.g. *most insidious*)

**Pronouns:** repetition of first person singular to communicate personal experience as a basis for his advice; indefinite *Anyone* (non-gendered) + 3<sup>rd</sup> person anaphoric reference *he* (gendered) to establish general experience of people who are over-weight

**Adverbs:** arguing case (e.g. *therefore*); establishing change (e.g. repetition of *now*); emphasis on frequency of suffering (e.g. *often*); dietary advice (e.g. *more freely*, *altogether*, *prudently*); writer’s sincerity (e.g. *fervently*); positive reinforcement – for himself and others (e.g. *fully*)

**Enumerators** (providing evidence): personal information using symbols (e.g. age, height, weight); references to time using words (e.g. *thirty years*) – period trying to lose weight (highlighted by the intensified adjective phrase *very long*, l.5); emphasis on personal status/position (e.g. *fifty years’ business career*) – makes his opinion influential

**Noun phrases** (head in bold): few are simple, most have frequent modification (typical of period) – to communicate opinion e.g. *the sneers and remarks of the cruel ...* (post-mod PrepP), *the most insidious enemies Ø man ...* (pre-mod adjective + post-mod RelCl), *this truthful unvarnished tale* (pre-mod); and a sense of self-certainty in the light of God’s help e.g. *perfect confidence that I will ... for which I have laboured ... until it pleased ... to direct me ...* (post-mod NCl with embedded RelCl + ACI + NFCI)

**Adjective phrases** (head in bold): emphatic personal statements e.g. *confident Ø no man ... can be ...*, *quite insensible to ...* (understanding of others), *desirous of circulating ... with an earnest hope ...* (intention); advisory e.g. *prejudicial in advanced life*

**Verb phrases:** present tense to establish personal opinion (e.g. *do not know*, *am*) and dietary facts (e.g. *are* l.18, *contain*); past tense to establish personal history (e.g. *weighed*, *partook*); passive for an implied diagnosis (e.g. *was not thought*); frequent use of modals – typical of genre (e.g. intention – *will*; possibility – *may*; duty – *should*)

**Prepositional phrases:** negative representation of being overweight – lack of control of situation (*Of all the parasites ..., under obesity*); time references to mark change (e.g. *in August last/since August*); idiom to reflect God's power to change lives (e.g. *in vain*); arguing a case (e.g. *For the sake of argument ...*); qualifying dietary advice (e.g. *in advanced life*)

**Syntax:** frequent use of subordination e.g. to provide extra information (embedded RelCIs – *that affect humanity, whose common ordinary food is ...*) and to express personal views (NCIs after reporting verbs and nouns – *an earnest hope Ø it may lead ..., will presume Ø these ... are ..., believe that these ... are ...*); balanced compound sentences e.g. to establish facts (*am ... and ... weighed*), to make advisory information clear (*may be ... but Ø ...*) and to clarify analogy (*will ... adapt ... and call ...*)

**Word order:** marked themes for emphasis e.g. to draw attention to the metaphor (*Of all the parasites*); to give hope to his readers (*Having just emerged ...*); to foreground his analogy (*For the sake of argument ...*)

**Figurative language:** to engage readers with topic (e.g. obesity as a *parasite*; simile *like beans to a horse*; everyday foods as *enemies*)

**Patterning:** rhetorical style (persuasive) e.g. juxtaposition of past/present tense verbs to draw attention to weight loss (*weighed/weigh*); tripling of abstract nouns to emphasise the writer's life style (*a more active life of regularity, precision, and order*); juxtaposition of adjectives (underlined) and adverbials (in bold) to underpin advisory message (*useful food **occasionally**, but detrimental as a **constancy***); parallels to make message relatable (*hay/corn* vs *beans*; everyday foods become *human beans* for older people – specific dietary advice)

**Genre:** sense of writer (male) e.g. based on personal experience, using first person pronouns (*I do not know of, nor can I imagine ..., I am ...*); transactional i.e. intention to promote – marketing (verbal noun *circulating*, embedded non-finite clause *to make a trial of my plan*); weighted language (*affliction, laboured*)

**Historical/period factors:** use of full stop to mark abbreviation of 'pounds' (e.g. *llbs.* – usually omitted in PDE); gendered references (e.g. *man, he*); analogy is culturally relevant (*horse*); reference to God – though the focus is now on guidance (*to direct*) rather than instruction (biblical imperatives in Text A); understanding of the issue based on personal experience, but formal and detached approach; references to everyday foods as potentially damaging, and the need to eat less as you get older; more scientific approach (e.g. starch/saccharine create fat; emerging awareness of health issues).

**This is not a checklist. Reward other valid interpretations where they are based on the language of the text, display relevant knowledge, and use appropriate analytical methods.**

### Text C: 3 Powerful Forces that Keep Us Trapped in Obesity, Marilyn McKenna (2016)

**Semantic fields:** danger (e.g. *hazards* – noun; *battle*, *white-knuckle* – verbs); excess (e.g. *one (or three)* – noun phrases, *overeating* – verbal noun, *overstuffed* – modifier)

**Lexical sets:** focus on eating (e.g. *eat*, *dieting*, *craving* – verbs); medical conditions – now more precise (e.g. *heart disease*, *high blood pressure*, *high cholesterol*, *diabetes* – nouns)

**Proper nouns:** cultural references (American brands) – linked to unhealthy fast food e.g. *Cinnabon*, *Auntie Annie's*

**Abstract nouns:** focusing on topic (e.g. *overeating*, *eating*, *cravings*); reflecting on underlying issues (e.g. *addiction*, *lifestyle*, *behavior*, *environment*); addressing psychology of over-eating (e.g. *reasoning*, *rationalizations*, *desire*); highlighting temptations (e.g. *smell*)

**Concrete nouns:** environment (e.g. *mall food court*); body references (e.g. *feet*, *body*, *hand*, *chin*); creating visual images to support case for changing behaviour (e.g. *pants*, *fork*, *grease*)

**Adjectives** (personal attitudes): emphasising the difficulty of changing behaviour (e.g. *endless*, *relentless*); emphasising the kind of foods that are difficult to resist (e.g. *sugary*, *fatty*, *ooey-gooney* – tripling); creating a contrast (e.g. *healthy*); helping readers understand addiction (e.g. *taste-above-all-else* – compounding)

**Pronouns:** repeated use of first person singular – indicative of opinion text expressing personal POV (e.g. *I*, *me*); first person plural – inclusive, forming bond with readers in the same position (e.g. *we*); generic second person – general references (e.g. *you*, ll.1, 20); advisory direct thought – no punctuation (e.g. *you*, l.5)

**Adverbs:** unmarked adverb establishing a goal (e.g. *healthy* i.e. healthily); frequent time references – creating the idea of consequences (e.g. *Sometimes*, *occasionally*, *often enough*, *eventually*); establishing repeated behaviours (e.g. *constantly*); emphasising points (e.g. *anyway*, *just* – colloquial use)

**Enumerators** (providing evidence): symbols – weight (*265 pounds*, *265 lbs.*) and time (*8 years ago*) references; words – emphasising the difficulties of resisting temptation (e.g. *one (or three)*)

**Noun phrases** (head in bold): some simple related to the topic (e.g. **overeating**, *my lifestyle*, *my behavior*, *my environment*); most have straightforward modification to communicate POV (e.g. pre-modified: *that taste-above-all-else reasoning*, *garden-variety denial*; post-modified: **everything** Ø *we know about healthy eating* – RelCI, *my desire to get healthy* – NFCI)

**Adjective phrases** (head in bold): frequent use – emphasising physical experiences (e.g. **tired**, **overstuffed**) and emotional responses (e.g. **trapped** *in an endless cycle of overeating*, *physically miserable*, **guilty**, **trapped** *by my relentless cravings*); communicating temptation (e.g. **fraught** *with hazards*, *so good*, **bad** *for me but ... so yummy I'm gonna eat it anyway*); emphasising the desire for change (e.g. **stronger** *than any of those forces*)

**Verb phrases:** past tense establishing previous conditions (e.g. *weighed*, *felt*, *committed*); present tense establishing familiar states of mind (e.g. *want*, *know*, *have*) and self-knowledge (e.g. *'s*, *is*); progressive for on-going conditions (e.g. *'re trying to ...*, *was ... dieting*, *was ... craving*); frequent use of modal *would* to establish habitual behaviour (e.g. *would send*, *'d battle*, *'d white-knuckle*); modals to reflect inevitability (e.g. *'ll eat*, *will reflect*) and necessity (e.g. *had to change*, *had to stop*); advisory modal (e.g. *shouldn't stop*); modal communicating desire (e.g. *would be*, ll.6/7 – hypothetical); emphasis on personal (e.g. *felt* - repeated)

**Prepositional phrases:** presenting a case (e.g. *In many ways ...*, *For some of us ... For others ...*); establishing an emotive visual image (e.g. *with a fork in my hand and grease on my chin*); emphasising consequences (e.g. *in the way your pants fit ... in the way of heart disease ...*)

**Grammatical mood:** dominated by declarative (statements of opinion); interior monologue varies the style with emphatic imperative (e.g. *Don't stop!*) and self-directed interrogative (*did I mention ...?*); interrogative reflecting easy option (l.10)

**Syntax:** simple sentences make emphatic statements – although they are not always short (e.g. 5, 6, 11-12, 17-18, 19, 25); subordination is not complicated – frequent use of ACIs (e.g. *If, when, like*); NCIs linked to reporting verbs (*know Ø ... 'll eat, know Ø it's*); RelCIs providing detail (e.g. *everything Ø we know ..., in the way Ø your pants fit ...*)

**Word order:** fronted co-ordinating conjunctions create a strong sense of the spoken voice (e.g. *And, But* - conversational); fronted thematic ACIs (e.g. *If ..., When ...*) and adverbs (e.g. *Sometimes ...*); interjection creating a sense of longing – temptation that is difficult to resist (e.g. *Oh*); parenthesis l.16 – cataphoric reference defining *That kind of thinking*)

**Patterning:** parallel structures e.g. *constantly dieting ... constantly craving ...* (demonstrating inescapable cycle), *For some ... For others* (emphasising that there are different reasons for being over-weight); syndetic listing e.g. *cycle of eating, Ø feeling ..., Ø not exercising, Ø feeling ... and then Ø overeating* (explaining cycle); parataxis (grammatically balanced main clauses connected by comma) e.g. *Sometimes I'd white-knuckle ..., sometimes I wouldn't.*

**Genre:** evidence of increasing informalisation in the colloquial, conversational style e.g. *damn* (generic intensifier indicating strong feeling), *like* (l.9, in place of the standard conjunction 'as if'), *gonna* (phonetic spelling), *no big deal/for sure* (informal idioms), frequent use of exclamatory sentences and repeated question marks to mark strength of temptation (direct thought, ll.5-7); strong sense of writer (female) as an individual e.g. *ooey-gooney* (rhyming reduplication), *yummy* (informal descriptive word), conflicting voices in interior monologue i.e. 'angel' (advisory voice) vs 'demon' (temptation); emphasis is on understanding the state of mind that leads to over-eating and the way to change

**Historical/period factors:** cultural references e.g. *mall food court, buffalo wings*; spelling reflecting the writer's American identity e.g. *rationalizations, behavior*; American idioms e.g. *right back at you*; American words e.g. *pants* (trousers); use of full stop to mark abbreviation of *pounds* (e.g. *llbs.*, still common in North American English); use of bold font to highlight key (emotive) points and italics to mark internal monologue; strong sense of empathy with a clear focus on health and emotional/psychological issues; references to high-calorie fast food.

**This is not a checklist. Reward other valid interpretations where they are based on the language of the text, display relevant knowledge, and use appropriate analytical methods.**

### Assessment Grid: Component 2, Question 2

| BAND | AO2                                                                                                                                                                                                                    | AO3                                                                                                                                                                                                              | AO4                                                                                                                                                                                                   |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | Demonstrate critical understanding of concepts and issues relevant to language use<br><br>20 marks                                                                                                                     | Analyse and evaluate how contextual factors and language features are associated with the construction of meaning<br><br>20 marks                                                                                | Explore connections across texts, informed by linguistic concepts and methods<br><br>20 marks                                                                                                         |
| 5    | <b>17-20 marks</b> <ul style="list-style-type: none"> <li>Detailed critical understanding of concepts</li> <li>Perceptive discussion of issues</li> <li>Confident and concise selection of textual support.</li> </ul> | <b>17-20 marks</b> <ul style="list-style-type: none"> <li>Confident analysis of contextual factors</li> <li>Productive discussion of the construction of meaning</li> <li>Perceptive evaluation.</li> </ul>      | <b>17-20 marks</b> <ul style="list-style-type: none"> <li>Insightful connections established between texts</li> <li>Sophisticated overview</li> <li>Effective use of linguistic knowledge.</li> </ul> |
| 4    | <b>13-16 marks</b> <ul style="list-style-type: none"> <li>Secure understanding of concepts</li> <li>Some intelligent discussion of issues</li> <li>Consistent selection of apt textual support.</li> </ul>             | <b>13-16 marks</b> <ul style="list-style-type: none"> <li>Effective analysis of contextual factors</li> <li>Some insightful discussion of the construction of meaning</li> <li>Purposeful evaluation.</li> </ul> | <b>13-16 marks</b> <ul style="list-style-type: none"> <li>Purposeful connections established between texts</li> <li>Detailed overview</li> <li>Relevant use of linguistic knowledge.</li> </ul>       |
| 3    | <b>9-12 marks</b> <ul style="list-style-type: none"> <li>Sound understanding of concepts</li> <li>Sensible discussion of issues</li> <li>Generally appropriate selection of textual support.</li> </ul>                | <b>9-12 marks</b> <ul style="list-style-type: none"> <li>Sensible analysis of contextual factors</li> <li>Generally clear discussion of the construction of meaning</li> <li>Relevant evaluation.</li> </ul>     | <b>9-12 marks</b> <ul style="list-style-type: none"> <li>Sensible connections established between texts</li> <li>Competent overview</li> <li>Generally sound use of linguistic knowledge.</li> </ul>  |
| 2    | <b>5-8 marks</b> <ul style="list-style-type: none"> <li>Some understanding of concepts</li> <li>Basic discussion of issues</li> <li>Some points supported by textual reference.</li> </ul>                             | <b>5-8 marks</b> <ul style="list-style-type: none"> <li>Some valid analysis of contextual factors</li> <li>Undeveloped discussion of the construction of meaning</li> <li>Inconsistent evaluation.</li> </ul>    | <b>5-8 marks</b> <ul style="list-style-type: none"> <li>Makes some basic connections between texts</li> <li>Rather a broad overview</li> <li>Some valid use of linguistic knowledge.</li> </ul>       |
| 1    | <b>1-4 marks</b> <ul style="list-style-type: none"> <li>A few simple points made about concepts</li> <li>Limited discussion of issues</li> <li>Little use of textual support.</li> </ul>                               | <b>1-4 marks</b> <ul style="list-style-type: none"> <li>Some basic awareness of context</li> <li>Little sense of how meaning is constructed</li> <li>Limited evaluation.</li> </ul>                              | <b>1-4 marks</b> <ul style="list-style-type: none"> <li>Limited connections between texts</li> <li>Vague overview</li> <li>Undeveloped use of linguistic knowledge with errors.</li> </ul>            |
| 0    | <b>0 marks:</b> Response not creditworthy                                                                                                                                                                              |                                                                                                                                                                                                                  |                                                                                                                                                                                                       |

## COMPONENT 2 SECTION B: ENGLISH IN THE TWENTY-FIRST CENTURY

### ONLINE PRODUCT REVIEWS

| AO1      | AO2      | AO3      |
|----------|----------|----------|
| 10 marks | 10 marks | 20 marks |

3. In your response to the question that follows, you must refer to the set of data (Texts 1-8). In addition, you may wish to draw on your own examples. You must:

- consider relevant contextual factors and language features associated with the construction of meaning
- apply appropriate methods of language analysis, using associated terminology and coherent expression
- demonstrate understanding of relevant language concepts and issues.

**Using your knowledge of twenty-first century English, analyse and evaluate the ways in which contextual factors affect the lexical and grammatical choices in product reviews posted online.**

**[40]**

*This question tests the candidate's ability to analyse language using accurate, well-chosen terminology and an appropriate style, to evaluate the construction of meaning in context, and to use knowledge of relevant concepts and issues in a critical discussion of the writers' language choices and the effects created.*

#### Overview

Characteristics of a successful response may include:

- consistent and purposeful discussion of the platform e.g. users must be customers with an account to post their review (and have usually bought the product from the online store); reviews are often moderated before being made public; if reviewers have been given the product to review at no cost, it will be accompanied by a disclaimer e.g. 'I received this product free in exchange for an honest and unbiased review.' (simple sentence)
- well-developed discussion of reviews e.g. the movement from professional to amateur 'user' reviews; the use of weighted language to communicate a specific POV; the narrow focus (specific product); a sometimes flippant or tongue-in-cheek tone
- productive references to genre-specific linguistic features of informal 21<sup>st</sup> century digital language e.g. abbreviations and clippings are common; grammatical structures are often simple, minor or elliptical; emojis and emoticons are used as a shorthand
- well-informed analysis of stylistic variations according to the writer (distinctive voice; age; gender), purpose (evaluation of product/service), and tenor (often informal; approach can be serious or comedic)
- productive critical engagement with key concepts such as genre (e.g. content is product-related; reviewers can communicate evaluation succinctly, or provide long and detailed appraisals), informalisation (e.g. reduced punctuation, colloquialisms, no editing) and target audience (wide – potential purchasers of specific products; unknown; relationship not usually established)
- purposeful discussion of relevant issues e.g. product's potential audience (age; gender); status as amateur reviewers; attitudes – promoting or criticising product

- well-chosen textual references to support the points made (there may be references to other reviews based on personal experience or wider reading, but these are optional)
- a clear appreciation that contextual factors shape reviews e.g. the type of product/service and the style of the review can suggest something about each writer's age/gender/relationships; spelling tends to reflect the poster – often standard, but non-standard spelling (perhaps influenced by pronunciation) reflects the immediacy of the digital medium
- tightly focused, meaningful analysis of the data
- intelligent conclusions drawn e.g. discussing data in the light of the question.

**This is not a checklist. Reward other valid approaches.**

Characteristics of a less successful response may include:

- losing sight of what is being asked by the question e.g. lack of focus on close analysis of the corpus of data, or on the specific genre (here online reviews)
- a reliance on describing or summarising knowledge and/or content
- reference to some relevant linguistic concepts (e.g. genre, audience, purpose) and issues (e.g. individual attitudes, gender), but with few links to the question/data
- inconsistent use of textual references (about half the points made are supported), or the quotations may be overly long
- evidence of some linguistic knowledge but with a lack of precision, or inaccuracy
- some overview of appropriate contextual factors but the approach is general (e.g. some basic sense of the individual reviewers and their attitudes)
- a lack of engagement with detail, instead providing a rather superficial view of the data
- a limited number of points
- an argument which lacks development or is difficult to follow.

**This is not a checklist. Reward other valid approaches.**

**AO4 is not assessed in Section B. While candidates may group examples from similar contexts, there is no requirement to explore connections across texts.**

## Notes

The following notes address features of interest which may be explored, but it is important to look for and reward all valid discussion.

Candidates may engage with assumptions about gender in a variety of ways. Any argued position about the gender of posters and the potential purchasers of products/services is acceptable.

Responses may make some of the following points:

## Medium

- customer reviewers must have an account for the online store and a user name
- reviews are usually moderated before being posted
- reviews are usually made up of a title, star rating and comment
- readers can indicate whether the review is helpful, and can request removal of comments they see as inappropriate
- comments may include evaluative comments on the site/seller, the delivery service, or the packaging

- readers can often ask questions to get further information before purchase
- big companies like Google/Amazon use programmes such as Fakespot to identify fake reviews.

### Purpose

- expressive: communicating personal response to products/services, the purchasing experience (e.g. Texts 1, 3), or about how the product was received (e.g. Texts 2, 4)
- conative: influencing the behaviour of others – encouraging others to purchase (e.g. Text 4) or avoid products (e.g. Text 5)
- creative: engaging with the review genre in a distinctive and entertaining manner (e.g. Text 8)
- referential: providing information about products e.g. titles (descriptive adjectives often used to provide detail).

### Style

- while SE is often used, the tenor can be informal: e.g. potentially offensive slang interjection (*wtf*, Text 3); use of symbols (£s, Text 5); elliptical structures (*Present for my husband*, Text 2); minor sentences (*Epic fail*, Text 5)
- some non-standard punctuation e.g. comma splicing (Text 4); omission of commas in asyndetic lists (Texts 1, 6) omission of full stops (Texts 4, 6); lack of sentence capitalisation (Text 5) or capitalisation for first person singular pronoun (Text 8); absence of possessive apostrophes (Texts 4, 5, 8); omission of full stops to mark abbreviations (Texts 6, 7)
- reviews often use SE, but spelling can be non-standard/informal (reviewers not judged) e.g. *attractif*, *pricy* (Text 4), *ghift* (Text 6), *your* (Text 4 – using the possessive determiner with the same pronunciation /jɔː/ as the contracted verb form *you're*); *6 pound* (Text 3, absence of plural inflection)
- topic specific language – related to product e.g. *Boots/colour/fit* (Text 1); related to payment e.g. *paid*, *Charged*, *6 pound* (Text 3), *pricy* (Text 4), £s (Text 5), *Good price* (Text 6); related to service e.g. ❤️ *this site* (Text 1), *customer service* (Text 3)
- interjections and punctuation used to express emotion e.g. capitalisation to create emphasis (Texts 2, 4, 5, 8); interjection expressing frustration (*grrr*, Text 2); taboo interjection expressing anger (initialism makes less offensive, Text 3); multiple exclamation marks to express satisfaction (Text 6)
- orthography typical of digital English e.g. clippings (e.g. *tho*, Text 2; *fab*, Text 4; *deffo*, Text 8); reduplication for emphasis (e.g. *soooo*, Text 5); abbreviations (e.g. *yr*, Text 5; *V*, Text 6; *P*, Text 7)
- loose syntactical structure (mirroring spoken language) – minor (e.g. Texts, 6/7); mostly simple sentences, but often elliptical (copula verbs omitted, e.g. Texts 2/4); needs to be accessible so few subordinate clauses – *Pretty sure Ø ...* (NCI, Text 2) and *If your thinking ...* (thematic ACI, Text 4).

### Positive evaluations (Texts 1, 2, 4, 6, 7)

- some reviews reference product directly e.g. concrete nouns *Boots* (Text 1), *ring* (Text 4); some use deixis e.g. pronouns *it* (referencing review title, Text 2), *this* (Text 4)
- positive pre-modifying evaluative adjectives (often high frequency words) e.g. *great*, *good* (Text 1), *fab*, *best* (Text 4), *Good* (repeated, Text 6)
- frequent use of positive evaluative predicative adjective phrases (often elliptical structures) e.g. *Stunning*, *amazing* (Text 1), *really attractif* (Text 4), *Lovely* (repeated, Text 6), *P Cool*, *Super convenient*, *easy to use* (Text 8)
- communicating mood e.g. *grrr* (interjection – frustration with husband, Text 2); *:(* (emoticon – disappointment at having to return present, Text 2); *LOVES* (capitalised present tense verb – emphatic positive response, Text 4); *V Happy* (adjective phrase – emphatic positive response, Text 6); *no brainer* (idiomatic noun phrase – obvious/easy decision requiring no thought, Text 7)
- some positive comments are qualified to reflect specific context e.g. item returned – adjective phrase *Pretty sure* hedges *A-W-E-S-O-M-E* (Text 2); expensive item for special occasion – balanced adjective phrases *pricy/HAPPY*
- use of emojis e.g. reinforcing positive evaluation (😊, ❤️ Text 1; 👍, Text 7)
- contextual information (noun phrases) e.g. online shopping: *this site* (Text 1), *returning* (Text 2); reason for purchase: as a gift - *Present for my husband* (Text 2), *Good ghift* (Text 6); as a proposal - *My fiancée* (Text 4); shared knowledge – *popping the big Q*
- limited engagement with readers – except direct address *your* (Text 4)
- adverbs to reinforce e.g. *to day* (time, not compounded, Text 1), *ever* (emphasis, Text 4), *then* (suggesting next logical step - reinforcing imperative, Text 4)

### Negative evaluations (Texts 3, 5)

- negative verb phrases reflecting failure of service (*haven't got*, Text 3) and product (*doesn't TINGLE or PLUMP and SWELL*, Text 5)
- explanation of failure – sentences are more likely to be grammatically complete e.g. *paid ... but ... haven't got ...* (compound sentence, Text 3); *doesn't TINGLE or PLUMP and SWELL [3 MCIs] which is [RelCI] what ... suggests [NCI]* (compound-complex Text 5)
- indication of personal attitude: interjection (*wtf*, Text 3); idiomatic NP expression indicating failure where success would have been expected (*Epic fail*, Text 5)
- criticism related to payment vs service given (Text 3) e.g. semantic field of money e.g. *paid*, *Charged* (verbs), *student discount*, *6 pound* (noun phrases)
- criticism related to ineffective product (Text 5) e.g. *soooo* (emphatic adverb); *a plastic coating to make yr lips look ...* (pre- and post-modified NP to indicate user POV – as opposed to marketing); *Not worth the £s* (elliptical simple sentence with shorthand symbol)
- engaging with reader (imperatives) e.g. *customer service give me my premium* (vocative addressed to company); *Just don't bother* (potential purchasers)

### **Creative engagement with the genre (Text 8)**

- playing with genre – not taking review seriously
- no sense of the product or its quality
- comedic tone e.g. *deffo* (clipping), *be able to fly* (verb phrase); use of unicorn emoji in place of the noun
- personal response e.g. comment clause (*i thought*)
- negative review e.g. adjective *terrible*; stylised use of non-standard one-word sentences with emphatic use of adverbs *Just!* *NOT*.

**Reward other valid discussion where it is based on the data or other appropriate examples, displays relevant knowledge, and uses appropriate analytical methods.**

### Assessment Grid: Component 2 Section B, Question 3

| <b>BAND</b> | <b>AO1</b><br><b>Apply appropriate methods of language analysis, using associated terminology and coherent written expression</b><br><br><b>10 marks</b>                                                                  | <b>AO2</b><br><b>Demonstrate critical understanding of concepts and issues relevant to language use</b><br><br><b>10 marks</b>                                                                         | <b>AO3</b><br><b>Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</b><br><br><b>20 marks</b>                                                                                            |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5</b>    | <b>9-10 marks</b> <ul style="list-style-type: none"> <li>Confident use of a wide range of terminology linked to analysis of online product reviews</li> <li>Coherent, academic style.</li> </ul>                          | <b>9-10 marks</b> <ul style="list-style-type: none"> <li>Detailed critical understanding of concepts and issues</li> <li>Confident and concise selection of textual support/other examples.</li> </ul> | <b>17-20 marks</b> <ul style="list-style-type: none"> <li>Confident analysis of a range of contextual factors</li> <li>Productive discussion of the construction of meaning</li> <li>Perceptive evaluation of effectiveness of communication.</li> </ul> |
| <b>4</b>    | <b>7-8 marks</b> <ul style="list-style-type: none"> <li>Secure use of a range of terminology linked to analysis of online product reviews</li> <li>Expression generally accurate and clear.</li> </ul>                    | <b>7-8 marks</b> <ul style="list-style-type: none"> <li>Secure understanding of concepts and issues</li> <li>Consistent selection of apt textual support/other examples.</li> </ul>                    | <b>13-16 marks</b> <ul style="list-style-type: none"> <li>Effective analysis of contextual factors</li> <li>Some insightful discussion of the construction of meaning</li> <li>Purposeful evaluation of effectiveness of communication.</li> </ul>       |
| <b>3</b>    | <b>5-6 marks</b> <ul style="list-style-type: none"> <li>Generally sound use of terminology linked to analysis of online product reviews</li> <li>Mostly accurate expression with some lapses.</li> </ul>                  | <b>5-6 marks</b> <ul style="list-style-type: none"> <li>Sound understanding of concepts and issues</li> <li>Generally appropriate selection of textual support/other examples.</li> </ul>              | <b>9-12 marks</b> <ul style="list-style-type: none"> <li>Sensible analysis of contextual factors</li> <li>Generally clear discussion of the construction of meaning</li> <li>Relevant evaluation of effectiveness of communication.</li> </ul>           |
| <b>2</b>    | <b>3-4 marks</b> <ul style="list-style-type: none"> <li>Using some terminology linked to analysis of online product reviews with some accuracy</li> <li>Straightforward expression, with technical inaccuracy.</li> </ul> | <b>3-4 marks</b> <ul style="list-style-type: none"> <li>Some understanding of concepts and issues</li> <li>Some points supported by textual references/other examples.</li> </ul>                      | <b>5-8 marks</b> <ul style="list-style-type: none"> <li>Some valid analysis of contextual factors</li> <li>Undeveloped discussion of the construction of meaning</li> <li>Inconsistent evaluation of effectiveness of communication.</li> </ul>          |
| <b>1</b>    | <b>1-2 marks</b> <ul style="list-style-type: none"> <li>Some grasp of basic terminology linked to analysis of online product reviews</li> <li>Errors in expression and lapses in clarity.</li> </ul>                      | <b>1-2 marks</b> <ul style="list-style-type: none"> <li>A few simple points made about concepts and issues</li> <li>Little use of textual support.</li> </ul>                                          | <b>1-4 marks</b> <ul style="list-style-type: none"> <li>Some basic awareness of context</li> <li>Little sense of how meaning is constructed</li> <li>Limited evaluation of effectiveness of communication.</li> </ul>                                    |
| <b>0</b>    | <b>0 marks:</b> Response not credit worthy                                                                                                                                                                                |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                          |