

Mark Scheme (Results)

Summer 2007

GCE

GCE English Language (6372/01)

This unit targets A02 and also assesses AO1 and AO4.

Task (a)

A national conference aimed at students aged 16-19 is being held to raise awareness of the issues surrounding global warming and to persuade the government to raise these issues to the top of the political agenda. As an AS student with an interest in the environment you have been invited to deliver a presentation which explores alternative sources of energy and encourages young people to become involved in the debate. Your presentation should:

- provide background information on climate change
- provide information on the problems linked to CO₂ emissions and the use of fossil fuels
- explore alternative sources of energy
- encourage young people to become actively involved in the debate.

Your task is to provide the text for this presentation.

Your text should be approximately 400 words long.

Task (b)

Explain and comment on the language choices you have made in Task (a) in order to reshape the source materials to meet the requirements of a presentation for a national conference aimed at students aged 16-19.

General Comments

The Desk Study assesses the candidates' skills in comprehension, editing and summarising, their knowledge of audience and purpose and their ability to shape given material to achieve a different outcome through the selection of appropriate genre, format and register. A demonstration of this knowledge is required by the commentary, where candidates have to explain the language choices they have made.

As this Unit involves pre-release material, some assessment of the AOs is achieved through the quality of preparation of the source texts, which includes reading for meaning, responding to texts of different types and being aware of different audiences, purposes and contextual meanings.

AO2 targets the ability to write for different audiences and purposes.

Task (a) provides opportunities for candidates to write for a clearly defined audience. The primary audience is clearly defined by age (16-19) and by interest (hence their attendance at the conference). The prompt for the conference to influence government broadens the scope. The task enables candidates to make practical use of their theoretical knowledge of language in the text for a presentation that fulfils the informative and persuasive brief and which slants this information to the specified audience.

In Task (b) candidates should comment on the language choices they have made in order to address the requirements of the audience and purpose specified in Task (a). Effective exemplification and explanation of choice should be rewarded highly.

Be prepared for a range of responses and reward those that clearly meet the given audience and purpose.

Responses might employ the following features:

- suitable variation in sentence structure and lexis to address the informative and persuasive purpose of the task.
- a clear sense of audience and a clear attempt to engage them via address, register and tone.
- a clear sense of the presentational context of the task.

Lower band responses may make limited use of source texts and there may be inconsistencies in register and tone, with a relatively high proportion of unassimilated lifting. Task (a) is likely to make limited concession to the specified audience and purpose. Task (b) is likely to be observational rather than analytical.

Higher band responses will make fuller use of a range of source texts and produce effective and original material. Task (a) should be clearly directed to the specific audience with use of language and layout features that promote accessibility and delivery. These may offer some differentiation between providing information and encouraging young people to participate in the debate. Task (b) should offer a full explanation of the syntactical, lexical and organisational features employed in Task (a).

AO1 is demonstrated by the candidates' quality of writing, their ability to organise the information coherently and to write clear, accurate prose with confident use of appropriate linguistic terminology within the time and word limit.

Lower band answers may show some lack of consistency in expression and sequencing and may demonstrate some lapses in technical accuracy. Task (b) is likely to offer limited exploration of language choice with greater focus on content and layout. There may be some attempt to employ linguistic terminology but this may be random and/or inaccurate.

Higher band responses will produce coherent, accurate and well-structured texts. At the highest level there will be some sophistication in expression and vocabulary. Task (b) will be systematic, possibly using sub-headings as a structure. There should be extensive, confident use of terminology with effective exemplification.

AO4 assesses the ability to relate concepts and issues to language in use. This is demonstrated by the selection of appropriate material, use of suitable format and register in Task (a) and by the explicit discussion of these features in Task (b).

Expect a range of responses which fulfil the presentation brief. For example, the text produced in Task (a) might demonstrate:

- awareness of the features of a presentation including use of visual aids
- awareness of the structural devices required to sequence and communicate ideas and to fulfil the persuasive/informative purpose.

Lower band responses may demonstrate some general understanding of the task criteria but there will probably be lapses in tone and structure. Task (b) is likely to be predominantly observational.

Higher band responses will recognise the different functions of writing and offer succinct and effectively slanted text which works within the presentation context to communicate ideas quickly yet powerfully to the given audience. Task (b) will demonstrate confident knowledge of the links between form and function.

Guidelines for assessing the commentary

Look for the following features to reward in Task (b):

- a brief discussion of audience, purpose, context and format linked to decisions made and explanations of approaches taken
- knowledge of language frameworks
- use of appropriate technical terminology
- comments on lexis, grammatical features, syntax, tone, rhetorical devices, figurative language, nuances of meaning, phonological features and any non-standard variations (where applicable)
- discussion of the effectiveness of the features mentioned
- an attempt to show that conscious choices have been made
- consistent exemplification.

An evaluative element might be included. To be successful evaluations will offer justification, questioning or suggest alternative methods/approaches.

Task (b) might take the form of a continuous prose response or a mini-investigation organised systematically under sub-headings.

If the commentary has not been attempted the script is unlikely to achieve a mark higher than Band 3.

If the commentary is wholly observational, vague or fragmentary, the script is unlikely to reach the higher bands.

Assessment Objectives for Unit 2

Bands/ Marks	AO2 demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made	AO1 communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression	AO4 understand, discuss and explore concepts and issues relating to language in use
Band 1 1-10	<ul style="list-style-type: none"> show minimal awareness of purpose and audience employ inappropriate tone, format, content and/or length use wording of the source material inappropriately focus predominantly on describing content, viewpoint or layout in commentary 	<ul style="list-style-type: none"> show minimally accurate expression and/or limited vocabulary use some inaccurate spelling, punctuation errors and loose sentence structure stray from the question partially or wholly repeat points and/or ramble in structure and illustration, with a tendency to narrate use minimal key linguistic terminology 	<ul style="list-style-type: none"> show minimal awareness of major concepts and issues discuss general issues in a limited way demonstrate some confusion and errors in judgement
Band 2 11-20	<ul style="list-style-type: none"> use writing of limited appropriateness for a specific purpose and audience show some slanting and some selecting of appropriate material and format demonstrate limited ability to use own words make some relevant comments on linguistic choices 	<ul style="list-style-type: none"> use some accurate expression and some appropriate vocabulary show basically accurate spelling and punctuation and some fluency in sentence structure cover some relevant points show some organisation show limited accuracy in use of key linguistic terms with some illustration, even if long or sometimes inappropriate 	<ul style="list-style-type: none"> demonstrate a limited understanding of some key concepts and issues discuss some familiar situations attempt to explore but with some lapses
Band 3 21-30	<ul style="list-style-type: none"> slant writing towards a specific purpose and audience demonstrate some ability to use appropriate style, format and content within appropriate word limits show understanding of the source material by employing own words to some extent demonstrate awareness of reasons for choices of linguistic features 	<ul style="list-style-type: none"> use technically accurate expression and appropriate vocabulary show mainly accurate spelling and punctuation with control over sentence structure answer mainly relevantly use logical argument and structure show a sound grasp of key linguistic terms and mainly appropriate illustration 	<ul style="list-style-type: none"> show assured understanding of key concepts and issues discuss a range of situations explore with some consistency
Band 4 31-40	<ul style="list-style-type: none"> slant writing clearly for specific purpose and audience demonstrate some ability to vary style and select appropriate content for format and length demonstrate thorough understanding of source material by using own words aptly explain choices thoughtfully, drawing on assured knowledge of linguistic features 	<ul style="list-style-type: none"> use apt expression and vocabulary show accurate spelling, punctuation and well controlled sentences employ coherent organisation cover many relevant points use accurate key linguistic terms with effective illustration 	<ul style="list-style-type: none"> show consistent understanding of key concepts and issues discuss a wider range of situations show effective exploration
Band 5 41-50	<ul style="list-style-type: none"> use writing well adapted for purpose and audience show an effective choice of tone, material, format and length create some new text by effective use of own words make wide ranging and explanatory linguistic comments relating to choices made 	<ul style="list-style-type: none"> demonstrate some sophistication in expression and appropriate vocabulary use technically accurate spelling and punctuation with relevantly framed and well controlled sentence structure use well shaped organisation answer fully and relevantly show a wide ranging accurate use of key linguistic terms with very apt illustration 	<ul style="list-style-type: none"> show thorough understanding of key issues and concepts demonstrate an awareness of the complexity and range explore in detail

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