

English Language

Advanced GCE **A2 7827**

Advanced Subsidiary GCE **AS 3827**

Combined Mark Schemes And Report on the Units

June 2005

3827/7827/MS/R/05

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Advanced Subsidiary GCE English Language 3827

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**Mark Scheme 2701
June 2005**

Mark Scheme Guidance

Introduction

- This guidance complements the unit-specific notes given in the **mark scheme** which follows. The mark scheme for this, as for all units, is derived from, and must be read in conjunction with, the generic **mark band descriptions**.
- Reference must also be made to the **band descriptions for Written Communication**.
- The mark scheme provides unit-specific notes of guidance and question-specific band descriptions for each relevant Assessment Objective indicating both skills and likely content. Marking must be based on assessment of performance against each relevant Assessment Objective.

This paper targets AO1, AO3 and AO4

- Written Communication must be assessed under Assessment Objective 1.
- Further exemplification and amplification of the standard to be applied is given at the Standardisation Meeting.

The sections that follow deal with:

- 1 Rubric
- 2 Assessment Objectives
- 3 Awarding Marks
- 4 Rubric Infringement
- 5 Question-specific mark schemes

1 Rubric

Answer Question 1.

2 Assessment Objectives

AO1	communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression
AO3i	know and use key features of frameworks for the systematic study of spoken and written English
AO4	understand, discuss and explore concepts and issues relating to language in use

- (i) For this Unit, the weighting of marks to assessment objectives is as follows:

AO1: 10 AO3i: 15 AO4: 5

Total: 30% of AS level, 15% of A2.

AO1	AO3i	AO4
**	***	*

3 Awarding Marks

- (i) Question 1 is worth 60 marks.
- (ii) A **single overall mark** out of 60 must be awarded, as follows:
- Refer to the question-specific mark schemes in (5), below, for descriptions of levels of skill and likely content;
 - Using 'best fit', locate the answer in the appropriate mark band;
 - Bearing in mind the weighting of the key AOs (see above), place the answer within the band and award the appropriate mark out of 60. The mark range within each band is divided as follows:

[]	= <u>THRESHOLD</u>	Right on the borderline of this band and the one below.
✓	= <u>LOW</u>	Just enough achievement on balance for this band.
✓✓	= <u>SECURE</u>	Clear strengths with slight limitations.
✓✓✓	= <u>HIGH</u>	Very fully meets the criteria for this band.

Please mark POSITIVELY. Use the lowest mark in the band ONLY if the answer is borderline/doubtful.

Please use the FULL RANGE of marks, particularly at the top and bottom of the range.

(iii) When the complete script has been marked:

- If necessary, follow the instructions concerning rubric infringements;
- Cross-check this mark against the generic mark band descriptions – does the overall mark fairly reflect the achievement demonstrated in the script?
- Check the band descriptions for Written Communication. If performance in this aspect falls into a band which differs significantly from that of the script as a whole, review the total mark in the light of this judgement.

4 Rubric Infringement

Candidates may infringe the rubric in the following ways:

- **Not answering question 1**

If a candidate's script fits the above description no marks for this Unit may be awarded.

5 Question-specific mark schemes

The guidance is intended to indicate aspects of questions that may feature in candidates' answers. It is not prescriptive, nor is it exclusive; Examiners must be careful to reward original but well-focused answers and implicit as well as explicit response to questions.

Band descriptions: Written Communication

Written communication (AO1) is assessed according to the following descriptions of performance:

Band 1

Candidates must show evidence of:

- sustained use of writing that is entirely appropriate to purpose and capable of expressing complex ideas and arguments;
- sustained ability to organise relevant material (including quotations and other references) clearly and coherently;
- appropriate and (at A2) sophisticated use of appropriate linguistic terminology* and vocabulary;
- highly accurate and fluent writing, demonstrating a high level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 3

Candidates must show evidence of:

- sustained use of writing that is nearly always appropriate to purpose and generally capable of expressing complex ideas and arguments;
- competent ability to organise relevant material (including quotations and other references) clearly and coherently;
- usually appropriate and (at A2) reasonably sophisticated use of appropriate linguistic terminology* and vocabulary;
- accurate and generally fluent writing, demonstrating a good level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 5

Candidates must show evidence of:

- writing that is usually appropriate to purpose and generally capable of expressing some more straightforward ideas and arguments;
- an ability to organise relevant material (including quotations and other references) adequately;
- fairly appropriate use of appropriate linguistic terminology* and vocabulary;
- fairly accurate and generally fluent writing, demonstrating an adequate level of accuracy in spelling, punctuation and grammar to ensure that meaning is fairly clear.

* See Appendix C: Use of Technical Terms in Question Papers and Candidates' Answers.

Qn. No. 1	Max. Marks 60	In the following transcription the two speakers are professional beauty therapists explaining to their clients in their salon what will be happening during that day. Identify the lexical, syntactic, semantic and phonological features in this transcript that are typical of spoken English. You may if you wish refer to the table of phonemic symbols on the next page.
------------------	----------------------	---

Notes on the task

This question is designed to test candidates' awareness of features of spoken English as used in everyday conversation and to convey information. Candidates should show awareness that spoken English has its own distinct features that you would not find in written English and should not be suggesting that spoken English is somehow wrong or inferior. We have included the job title 'professional beauty therapists' to suggest that students could comment upon language used in the workplace, although this is not the only route students can take while successfully analysing the transcription and it is possible that some students may not allude to this at all without detriment to their answer.

Candidates have been directed to comment on four different levels of analysis and each of these levels can be explored through a range of frameworks. This is the requirement for AO3i, which carries the heaviest assessment weighting (15%). Responses will vary, but likely features/ metalanguage (which could occur at all grade bands) are as follows;

Lexis: slang, colloquialism, fillers, markers of speech and topic change, occupational language, modifiers, use of pronouns, field specific words etc.

Syntax: overlapping, turntaking, grammatically incomplete utterances, conjunctions, ellipsis, person, verb tense etc

Semantics; changes in word class, connotation, extended meanings of words, semantic change (use of 'chardonnay'), denotation ('get'ing evryfink going') etc.

Phonology: accent, emphasis, stress, repetition etc. Students will probably recognise the accent as being South Eastern/London/Estuary/Cockney etc but don't penalise if they show unfamiliarity. Students may use the phonemic symbols to make further comments on features of accent.

AO3i, is assessing applications of frameworks as above. AO1 assesses use of appropriate terminology and written accuracy and marks should be awarded proportionally for this (10%). Please use the separate band descriptors for written expression to award marks for AO1.

AO4 (5%) assesses comments on wider issues and concepts. This could include occupational dialects, issues relating to regional accents and dialects, differences between speech and writing, co-operative language, formality, register, convergence, language change over time, politeness strategies etc. Candidates must attempt to look at some wider issues and concepts, but should not be penalised if these areas are less fully explored than the frameworks outlined above for AO3i, that is how the AOs are weighted for this paper.

Band	Marks	DESCRIPTOR
1	✓✓✓ 60, 59, 58 ✓✓ 57, 56, 55, 54 ✓ 53, 52, 51, 50 [49, 48]	<p>Answers that show depth and insight and which should:</p> <ul style="list-style-type: none"> • be written coherently, presenting a well-organised line of argument and supported by relevant full exemplification, using terminology appropriate to the subject matter (AO1). • show a comprehensive knowledge in a formal analytical framework, using formal metalanguage in discussing issues in speech. This is supported by a range of salient examples, which should focus on phonology, lexis, syntax etc (AO3i). • show a broad understanding of concepts relating to language in spoken use. Support such comments by relevant examples drawn from the passage and their own ideas, relating this in an objective academic fashion (AO4).
		2
3	✓✓✓ 41, 40 ✓✓ 39, 38 ✓ 37 [36]	

4	Answers that are basically sound but sometimes uneven and which should:	
	✓✓✓ 35, 34 ✓✓ 33, 32 ✓ 31 [30]	<ul style="list-style-type: none"> Fully meet the criteria for Band 5. Begin to show evidence of achievement against the criteria for Band 3. Be written in an appropriate style and generally clearly expressed, although dealing with more straightforward ideas. Some use of appropriate terminology and relevant examples.(AO1) Show some understanding of phonology, semantics, lexis, syntax, although this may be uneven and ideas are sometimes more implicit than explicitly described.(AO3 i) Attempt to explore wider concepts and issues, although knowledge may be limited. Should present own views on spoken language. Should attempt to relate wider issues to details from the text with some degree of accuracy (AO4)
5i	Answers that are just adequate as a response to the task set and which should:	
	✓✓✓ 29, 28 ✓✓ 27, 26 ✓ 25 [24]	<ul style="list-style-type: none"> communicate limited knowledge in an ordered fashion, with a few appropriate linguistic terms (AO1). create a basis framework where speech is discussed, giving a few relevant examples from the text. There should be hints of understanding phonology and lexis (AO3i). show limited awareness of broader issues and identify their own views upon spoken language in relation to the materials in passage (AO4).
5ii	Answers that are, on balance, not adequate to the task set but which:	
	✓✓✓ 23, 22 ✓✓ 21, 20 ✓ 19 [18]	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.
U	Answers which do not reach the standard defined for Band 5 because they:	
	17-0	<ul style="list-style-type: none"> Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs) AND/OR Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

Mark Scheme 2702
June 2005

Mark Scheme Guidance

Introduction

- This guidance complements the unit-specific notes given in the **mark scheme** which follows. The mark scheme for this, as for all units, is derived from, and must be read in conjunction with, the **generic mark band descriptions**.
- Reference must also be made to the **band descriptions for Written Communication**.
- The mark scheme provides unit-specific notes of guidance and question-specific band descriptions for each relevant Assessment Objective indicating both skills and likely content. Marking must be based on assessment of performance against each relevant Assessment Objective.

Question 1 targets AO1 and AO4.

Questions 2 and 3 target AO3i and AO5i.

- Written Communication must be assessed under Assessment Objective 1.
- Further exemplification and amplification of the standard to be applied is given at the Standardisation Meeting.

The sections that follow deal with:

- 1 Rubric
- 2 Assessment Objectives
- 3 Awarding Marks
- 4 Rubric Infringement
- 5 Question-specific mark schemes

1 Rubric

Answer TWO questions.

Answer the question in Section A.

Choose ONE question from Section B. Answer the question.

2 Assessment Objectives

AO1	communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression
AO3i	know and use key features of frameworks for the systematic study of spoken and written English
AO4	understand, discuss and explore concepts and issues relating to language in use
AO5i	distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context

- (i) For this Unit, the weighting of marks to assessment objectives is as follows:

AO1: 5 AO3i: 5 AO4: 15 AO5i: 15

Total: 40% of AS level, 20% of A2.

- (ii) **Question 1 targets AO1 and AO4.**

Questions 2 and 3 target AO3i and AO5i.

UNIT & Section	AO1	AO3i	AO4	AO5i
2702a	*		***	
2702b		*		***

3 Awarding Marks

- (i) Each question is worth 30 marks.
- (ii) For each answer, a **single overall mark** out of 30 must be awarded, as follows:
- Refer to the question-specific mark schemes in (5), below, for descriptions of levels of skill and likely content;
 - Using 'best fit', locate the answer in the appropriate mark band;

- Bearing in mind the weighting of the key AOs (see above), place the answer within the band and award the appropriate mark out of 30

Please mark POSITIVELY. Use the lowest mark in the band ONLY if the answer is borderline/doubtful.

Please use the FULL RANGE of marks, particularly at the top and bottom of the range.

(iii) When the complete script has been marked:

- If necessary, follow the instructions concerning rubric infringements;
- Add together the marks for the two answers, to arrive at the total mark for the script;
- Cross-check this mark against the generic mark band descriptions – does the overall mark fairly reflect the achievement demonstrated in the script? Review the marking of individual questions, if necessary;
- Check the band descriptions for Written Communication. If performance in this aspect falls into a band which differs significantly from that of the script as a whole, review the total mark in the light of this judgement.

4 Rubric Infringement

Candidates may infringe the rubric in the following ways:

- **Answering only one question (i.e. no answer in one of the Sections)**

If a candidate's script fits the above description no more than 30 marks (i.e. the maximum for a single answer) may be awarded for this Unit.

- **Answering more than one question in Section B**

If a candidate has written two answers in Section B, both should be marked, and the lower of the two marks should be discounted.

5 Question-specific mark schemes

The guidance is intended to indicate aspects of questions that may feature in candidates' answers. It is not prescriptive, nor is it exclusive; Examiners must be careful to reward original but well-focused answers and implicit as well as explicit response to questions.

Band descriptions: Written Communication

Written communication (AO1) is assessed according to the following descriptions of performance:

Band 1

Candidates must show evidence of:

- sustained use of writing that is entirely appropriate to purpose and capable of expressing complex ideas and arguments;
- sustained ability to organise relevant material (including quotations and other references) clearly and coherently;
- appropriate and (at A2) sophisticated use of appropriate linguistic terminology and vocabulary;
- highly accurate and fluent writing, demonstrating a high level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 3

Candidates must show evidence of:

- sustained use of writing that is nearly always appropriate to purpose and generally capable of expressing complex ideas and arguments;
- competent ability to organise relevant material (including quotations and other references) clearly and coherently;
- usually appropriate and (at A2) reasonably sophisticated use of appropriate linguistic terminology and vocabulary;
- accurate and generally fluent writing, demonstrating a good level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 5

Candidates must show evidence of:

- writing that is usually appropriate to purpose and generally capable of expressing some more straightforward ideas and arguments;
- an ability to organise relevant material (including quotations and other references) adequately;
- fairly appropriate use of appropriate linguistic terminology and vocabulary;
- fairly accurate and generally fluent writing, demonstrating an adequate level of accuracy in spelling, punctuation and grammar to ensure that meaning is fairly clear.

Section A

Answer Question 1.

Qn. No.	Max. Marks	<i>Written Language</i>
1	30	<p>The following passage is taken from the internet. It uses some of the conventions of text messaging. Words shown in square brackets [] explain meanings e.g. M8 = mate.</p> <p>HEY U I took media studies and GMTA [great minds think alike] M8 [mate] WAN2 hire me for your biz great wiv food driving real kosher. Ask NE1 [anyone] it would be XLNT [excellent] to work 4UL8R [for you later] signing off.</p> <p>By reference to materials drawn from your own studies, illustrate and comment upon variations in form of modern written English. You may, if you wish, include discussion of the passage above. [30]</p>

Notes on the task

We are not insisting that candidates use the set passage, but it should provide a useful springboard by which they can address varieties. The **DOMINANT objective is A04** so there should be clear evidence of their developing their own ideas about variation in written language. Sounds and spellings might provide a pathway and a range of illustrations. The grammar in the passage is non-standard and we can expect candidates to use this as a chance to jump aboard the texting model to show great variation. Variety is the key term and this needs to be adequately illustrated and commented upon (a discriminator for the upper bands). Such comment should include lexical, grammatical, morphological and possibly semantic issues. Reward candidates who indicate an understanding of the multi-layered nature of written language. Accept any range of reasonable sources, providing they are clearly appropriate as written sources. Be cautious with materials which indicate the spoken loosely adapted for the task. Accept literary examples. Accept broad comments on the Press, providing basic technical points are made. Interesting approaches to chat-room language and other technological sources should be positively rewarded.

Band	Marks	DESCRIPTOR
1	Answers that show depth and insight and which should:	
	30	<ul style="list-style-type: none"> There should be a precise control of English and a systematic illustration of issues supported by a range of apposite terminology. (AOI) There will be a clear range of examples drawn from chosen area of written language (which may include printed spoken). These examples will be treated analytically and commented upon in detail. Focus must emphasise variations and not just general English. This gives clear specificity in terms of salient features of language. Answers need to show an informed exploration of concepts and issues central to chosen areas of written language study(A04)
	29	
	28	
	27	
	26	
	25	
24		
2	Answers that are proficient and well focused and which should:	
	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3. Begin to show evidence of achievement against the criteria for Band 1.
	22	
21		
3	Answers that show a competent level of understanding and which should:	
	20	<ul style="list-style-type: none"> Be written in accurate English with some illustration of issues and supported by some use of appropriate terminology(AOI) There will be a range of examples drawn from chosen area of written study. There should be some evidence of analysis and some detailed comment. The response should be about variations. There should be some evidence of exploration of concepts and issues arising from candidate's own language studies (A04)
	19	
18		
4	Answers that are basically sound but sometimes uneven and which should:	
	17	<ul style="list-style-type: none"> Fully meet the criteria for Band 5. Begin to show evidence of achievement against the criteria for Band 3.
	16	
15		

5i	Answers that are just adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> • Be written in appropriate English and offer limited illustration of issues.(AO1) • There should be a few clear examples drawn from chosen area of study presented in a coherent narrative framework. The responses should be about variation and might make basic links with their own studies of written language.(A04)
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6 5, 4, 3, 2, 1	<ul style="list-style-type: none"> • Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs) AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

Section B

Choose **one** question from this section.

EITHER

Qn. No.	Max. Marks	Register and Levels of Formality
2	30	The following two passages are from a broadsheet newspaper. Passage (a) is a report. Passage (b) is an editorial. By careful analysis of the language of each passage, compare and contrast the levels of formality and register.

Notes on the task

It should be quite easy for candidates to see the differences in register, though do not expect they will be familiar with the culture of Molesworth. There is a wide range of lexis in both articles, which should support the DOMINANT A05i. The relative formality is probably best contained in the two minor sentences creating the headlines. Expect issues of authority against anarchy to inform the analysis undertaken though do not expect all candidates to grasp the full lexical implications of the humour used in passage (b). The grammar of passage (a) can be very effectively contrasted to that of (b) Attention to the use of modals in (a) perhaps clearly flagging up the formalities. Some discussion of spelling aberrations in (b) seems essential if register to be fully divined. Do not expect candidates to discriminate between a report and an editorial; though if they do reward highly. Do not over-reward general discussions about readership and reading levels in newspapers. For our purposes, both items come from the same broadsheet.

Band	Marks	DESCRIPTOR
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Answers that show depth and insight and which should:		
1	30	<ul style="list-style-type: none"> There should be a clear analytical framework, where candidates will describe and illuminate salient features of the writing (A03i) There should be detailed address to the variations of the language in both passages. Candidates should make attempts to contextualise the differing world of education. This should be supported by reference to particular nouns or collocations. There should be clear references made to register and formality in both passages. This should include some grammatical examples, though is most likely to focus on lexis. Any attempt to pick up on sentence discourse markers indicates possible achievement in this band. (A05i)
	29	
	28	
	27	
	26	
	25	
	24	

Answers that are proficient and well focused and which should:		
2	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3. Begin to show evidence of achievement against the criteria for Band 1.
	22	
	21	

3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> There should 'be an analytical framework where some of the salient features of the writing are described (A03i) There should be some address to the variations of language in both passages. There should be limited effort made to focus on the contexts of the differing worlds of education as exemplified. This to be supported by reference to relevant nouns or intensifiers. There should be limited references made to features defining register and formality. (AO5i)
4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> Fully meet the criteria for Band 5. Begin to show evidence of achievement against the criteria for Band 3.
5i	Answers that are just adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> There should be a clear descriptive framework where a limited range of language features are discussed (A03i) Variations between passages should be noted. Though it is likely candidates in this band will slide into broader comprehension rather than formal discussion of register and formality (AO5i)
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6 5, 4, 3, 2, 1	<ul style="list-style-type: none"> Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs) AND/OR Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

OR

Qn. No.	Max. Marks	Child Language Acquisition
3	30	James is three years old. He is talking to his nursery school teacher about building and aeroplane. By careful analysis of James's speech discuss and illustrate his language skills.

Notes on the task

Language skills is the key phrase. DOMINANT AO is A05i so expect clear descriptions and analysis of a range of skills. Be very cautious with candidates who spend time trying to fit speech around pre-packaged Skinner, Piaget et al. The materials should come from the passage. The correct linking of theory to utterances is a marker for the highest level. Despite what looks like simple speech, James already has abundant skills for his age. This includes turn taking and sentence building. The overlaps indicate confidence in understanding adult instructions and comments. He can use adverbials, past tenses and uses limited clausality in his spoken syntax. He engages deictically and imperatively with his tasks. His hesitations and monitoring indicate the basics of speech fluency. Do not over-reward those candidates who simply spend time correcting his supposed 'mistakes'. Look for illustrating skills. Answers that address syntax/ skills in conversational structures can be given some credit.

Band	Marks	DESCRIPTOR
1	Answers that show depth and insight and which should:	
	30	<ul style="list-style-type: none"> Gives a comprehensive account of the speaker's skills, which clearly give detailed attention to variation and interpretation (A03i) Engage in a theoretical analysis of the significant features of speech. This must include a range of technical terms correctly attributed to specific elements of language. The context of a kind of instruction in speech should be acknowledged (A05i) It might take candidates time to understand a very young speaker. Valid comments about prosodics/ use of IPA are likely indicators of high achievement in this band.
	29	
	28	
	27	
	26	
	25	
24		
2	Answers that are proficient and well focused and which should:	
	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3. Begin to show evidence of achievement against the criteria for Band 1.
	22	
21		

3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> Give a reasonably full account of the speaker's skills, showing some details of variation and interpretation.(A03i) Engage in some detail with significant features of the speech. This should include some use of apposite terminology e.g. grammar, syntax, lexis, turn-takes, hedges etc. The context of the conversation could be acknowledged (A05i)
4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> Fully meet the criteria for Band 5. Begin to show evidence of achievement against the criteria for Band 3.
5i	Answers that are just adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> There should be a clear, systematic, account of the skills (A03i) There should be recognition of a limited range of the speaker's skills, which should support an understanding of variation employing simple terminology. Anything on context or basic syntactic/ lexical issues may indicate achievement into Band 4 (A05i)
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6 5, 4, 3, 2, 1	<ul style="list-style-type: none"> Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs) AND/OR Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

**Mark Scheme 2704
June 2005**

1 Rubric

Answer TWO questions.

Answer the question in Section A.

Choose ONE question from Section B. Answer the question.

2 Assessment Objectives

AO1	Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.
AO3ii	Apply and explore key features of frameworks for the systematic study of spoken and written English, commenting on the usefulness of approaches taken.
AO4	Understand, discuss and explore concepts and issues relating to language in use.
AO5ii	Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.

- (i) For this Unit, the weighting of marks to assessment objectives is as follows:

AO1: 10% AO3ii: 10% AO4: 5% AO5ii: 5%

Total: 30% of AS level, 15% of Advanced GCE.

- (ii) **Section A targets AO1 and AO3ii.**

Section B targets AO1 and AO4 and AO5ii.

UNIT & Section	AO1	AO3ii	AO4	AO5ii
2704a	*	**		
2704b	*		*	*

3 Awarding Marks

- (i) Each question is worth 30 marks.
- (ii) For each answer, a **single overall mark** out of 30 must be awarded, as follows:
- Refer to the question-specific mark schemes in (5), below, for descriptions of levels of skill and likely content;
 - Using 'best fit', locate the answer in the appropriate mark band;

- Bearing in mind the weighting of the key AOs (see above), place the answer within the band and award the appropriate mark out of 30

Please mark POSITIVELY. Use the lowest mark in the band ONLY if the answer is borderline/doubtful.

Please use the FULL RANGE of marks, particularly at the top and bottom of the range.

(iii) When the complete script has been marked:

- If necessary, follow the instructions concerning rubric infringements;
- Add together the marks for the two answers, to arrive at the total mark for the script;
- Cross-check this mark against the generic mark band descriptions – does the overall mark fairly reflect the achievement demonstrated in the script? Review the marking of individual questions, if necessary;
- Check the band descriptions for Written Communication. If performance in this aspect falls into a band which differs significantly from that of the script as a whole, review the total mark in the light of this judgement.

4 Rubric Infringement

Candidates may infringe the rubric in the following ways:

- **Answering only one question (i.e. no answer in one of the Sections)**

If a candidate's script fits the above description no more than 30 marks (ie the maximum for a single answer) for this Unit may be awarded for the Unit.

- **Answering more than one question in Section B**

If a candidate has written two answers in Section B, both should be marked, and the lower of the two marks should be discounted.

5 Question-specific mark schemes

The guidance is intended to indicate aspects of questions that may feature in candidates' answers. It is not prescriptive, nor is it exclusive; Examiners must be careful to reward original but well-focused answers and implicit as well as explicit response to questions.

Band descriptions: Written Communication

Written communication (AO1) is assessed according to the following descriptions of performance:

Band 1

Candidates must show evidence of:

- sustained use of writing that is entirely appropriate to purpose and capable of expressing complex ideas and arguments;
- sustained ability to organise relevant material (including quotations and other references) clearly and coherently;
- appropriate and (at A2) sophisticated use of appropriate linguistic terminology* and vocabulary;
- highly accurate and fluent writing, demonstrating a high level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 3

Candidates must show evidence of:

- sustained use of writing that is nearly always appropriate to purpose and generally capable of expressing complex ideas and arguments;
- competent ability to organise relevant material (including quotations and other references) clearly and coherently;
- usually appropriate and (at A2) reasonably sophisticated use of appropriate linguistic terminology* and vocabulary;
- accurate and generally fluent writing, demonstrating a good level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 5

Candidates must show evidence of:

- writing that is usually appropriate to purpose and generally capable of expressing some more straightforward ideas and arguments;
- an ability to organise relevant material (including quotations and other references) adequately;
- fairly appropriate use of appropriate linguistic terminology* and vocabulary;
- fairly adequate and generally fluent writing, demonstrating an adequate level of accuracy in spelling, punctuation and grammar to ensure that meaning is fairly clear.

* See Appendix C: Use of Technical Terms in Question Papers and Candidates' Answers.

Section A: Structures

Either

Qn. No.	Max. Marks	Language and Speech Sounds
1	30	In the following transcriptions Judy and Elizabeth are talking about how it feels to become a grandmother. Discuss and illustrate any further methods which could have been used to give a fuller indication of the speech sounds in the passage.

Notes on Task

There is an abundance of features in passages to engage candidates with accent. Candidates should concentrate upon DOMINANT A03ii. Accept whatever they say about general quality of the transcription. The important aspect is to identify differences and to discuss other levels of language which could be used to ensure a greater accuracy in representation. The orthographic method has clear limitations and the limited use of phonemics in passage should highlight this clearly. The emphasised prosodics should be engaged with and possible alternatives suggested or amplified. The paralinguistic features should also be commented upon. The passages show a really secure attempt to go beyond the limits of orthographics, whilst leaving much more to be technically inscribed. Be careful not to over penalise limited technical analysis or mistakes in applying the science of phonetics. Focussed candidates should have much to say. Be alert to candidates who spot residual traces of stressed RP in Elizabeth's speech. This is a marker for the highest level. Accept answers that try to prove speech is from anywhere.

Band	Marks	DESCRIPTOR
1	Answers that show depth and insight and which should:	
	30	<ul style="list-style-type: none"> Be written in accurate English, employing a wide range of apposite terminology, showing an informed understanding of phonology (AOi) Show a systematic command of phonemic analysis, using a suitable framework to explore how technical analysis can function at different levels, drawing attention to the importance of such application to the spoken transcription (A03ii)
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2	Answers that are proficient and well focused and which should:	
	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3. Begin to show evidence of achievement against the criteria for Band 1.
	22	
21		

3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> • Be written in accurate English, employing some suitable terminology, showing some understanding of phonology (AOi) • Show some command of phonemic analysis, using a suitable framework to explore how spoken language can function at different levels, drawing some attention to the importance of this in addressing spoken transcription. (A03ii)
4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.
5i	Answers that are just adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> • Be written in an ordered way, using limited terminology showing a basic understanding of phonology.(AOi) • Show a basic awareness of phonemic analysis, using a simple framework to explore a limited range of language functioning at different levels and applying this to the transcription(A03ii)
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6 5, 4, 3, 2, 1	<ul style="list-style-type: none"> • Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs) AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

Or

Qn. No.	Max. Marks	Language and Grammar
2	30	The two passages printed below are examples of business communications. By close reference to both passages comment upon and illustrate the grammatical and syntactical forms used by the writers.

Notes on Task

Candidates should be able to see a number of syntactical differences and be able to focus upon DOMINANT A03ii. In passage (a) though the legal language might seem complicated, it should be possible to see it is all one sentence with subject inscribed at the beginning. Overall, there is a strong dependence upon relative clauses and connectives, which tie down the syntax to a number of NP's with intensifiers playing a supporting part. Passage (b) has a strong list of adverbials and clausal complexity. It is not necessary for candidates to see the rather formal style as a older type of business letter. There is some grammatical evasion with support from the pronouns we/you. Our/your also having a deictic function. There is a range of verb forms-infinitives, modals, participle, present and past tenses. Reward candidates who work on the passages and draw out the grammar. Those who write rather general essays with little technical exemplification and spend too much time talking about lexemes are likely to be placed in Band 5i or Band 4.

Band	Marks	DESCRIPTOR
1	Answers that show depth and insight and which should:	
	30	<ul style="list-style-type: none"> Be written in accurate English, employing a wide range of apposite terminology, showing an informed understanding of grammatical features (AOI) Show a systematic command of grammatical analysis, using a suitable framework to explore in depth how language functions at different syntactic levels in passage, drawing attention to this by close application to both passages (A03ii)
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2	Answers that are proficient and well focused and which should:	
	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3. Begin to show evidence of achievement against the criteria for Band 1.
	22	
21		

3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> • Be written in accurate English, employing some suitable terminology, showing some understanding of grammatical features (AOi) • Show some command of grammatical analysis, using a suitable framework to explore how language functions at different syntactic levels in passages, drawing some attention to this by application to both passages (A03ii)
4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.
5i	Answers that are just adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> • Be written in an ordered way, using limited terminology showing a basic understanding of grammar. (AOi) • Show a basic awareness of grammatical analysis, using a simple framework to explore a limited range of functions at different levels and applying this to both passages (A03ii)
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6 5, 4, 3, 2, 1	<ul style="list-style-type: none"> • Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs) AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

Or

Qn. No.	Max. Marks	Language and Meaning
3	30	The following passage is adapted from a university job advertisement. The words highlighted in bold italics relate to the work of different departments in the university. Comment upon semantic problems posed by the highlighted words in the passage. In what further ways does the passage as a whole raise issues about meaning in language?

Notes on Task

Candidates are clearly directed to dealing with words in the passage first. This should ensure clear address to DOMINANT A03ii. We should hope they can recognise the grammatical class of most of the words/phrases-nouns and intensifiers and see the kind of context in which the pragmatic approach can make some kind of semantic sense. There may be discussion of modern jargon or the sociolect of media technology. There may be limited comment on etymology, especially a Latinate one. However, this should not become a difficult issue to mark. It is likely that a number of candidates will use this language as an excuse to slide away into text messages etc. If so there needs to be some correlation between this and the actual aims of the language used by original writer. We might expect some candidates to look at morphological levels of meaning and it will be interesting to see if they know the origins of a number of words used in the educational processes. Be prepared to reward this kind of theoretical enterprise highly.

Expect centres to adopt a wide range of teaching approaches to what is usually a popular topic in Section A of the paper. Be prepared to accept candidates who offer examples outside of the passage.

Band	Marks	DESCRIPTOR
1	Answers that show depth and insight and which should:	
	30	<ul style="list-style-type: none"> • Be written in accurate English, employing a wide range of apposite terminology ,showing an informed understanding of broad issues in semantics(AOI) • Show a systematic command of issues relevant to meanings in the passage, using a suitable framework to explore the multi-layered nature of meaning and the different levels of pragmatic and intrinsic approaches to such.(A03ii)
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2	Answers that are proficient and well focused and which should:	
	23	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3. • Begin to show evidence of achievement against the criteria for Band 1.
	22	
21		

3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> • Be written in accurate English, employing some suitable terminology, showing some understanding of issues in semantics (AO1) • Show some command of issues relevant to meanings in the passages, using a suitable framework to explore different levels of language to include pragmatics and intrinsic possibilities of meaning.(A03ii)
4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.
5i	Answers that are just adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> • Be written in an ordered way, using limited terminology ,showing a basic understanding of semanticity (AOi) • Show a basic awareness of how meanings work at different levels of language and how there is more than one approach to understanding these issues (AO3ii).
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6 5, 4, 3, 2, 1	<ul style="list-style-type: none"> • Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs) AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

Section B: Social Contexts

Either

Qn. No.	Max. Marks	<p>Language Change Both of the following passages are concerned with the effects of changes in science and technology.</p> <ul style="list-style-type: none"> • Passage (A) was written in the 18th century. • Passage (B) was written in the 21st century. <p>By close attention to the passages, comment upon some of the similarities and differences between 18th and 21st century English as illustrated here.</p>
4	30	

Notes on Task

Context should be fairly obvious, one is from a letter reflecting on contents of a scientific book, the other, perhaps, a facetious comment on an obvious modern issue. There should be no difficulty in focus upon A04 and A05ii. Candidates are likely to see the use of abbreviations in both passages and the use of capitalised nouns in the 18th century passage. They might comment upon the uneven punctuation in (a) and perhaps say it makes little difference to the sense. The lexical origins of (a) drawing upon the scientific terminology of classical inheritance, interspersed with the asides of the writer who confesses some doubts and ignorance. Passage (b) has a minor sentence and rhetorical questions. There is use of slang – gizmos - and the interesting issue of writing taking over from speech. Despite the style, there are a number of polemical issues, which make it differ from the observational accumulations in the noun phrases in (a) The really alert candidates may take up all or some of these issues and give further support from the ubiquitous texting all around them. Do not over reward candidates who simply rehearse pre-packaged generalities about language change, unless it is clearly relevant to the set passages.

Band	Marks	DESCRIPTOR
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Answers that show depth and insight and which should:		
1	30	<ul style="list-style-type: none"> • Be written in accurate English, employing a wide range of terminology, showing an informed understanding of the languages used in passages(AOI) • Analyse the varieties of language in such a way that a full range of the concepts and issues in both passages are compared and contrasted(A04) • Show in detail how language has changed over time and support by relevant examples • from both the passages and where relevant any further critical studies(A05ii)
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2	Answers that are proficient and well focused and which should:	
	23 22 21	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3. • Begin to show evidence of achievement against the criteria for Band 1.
3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> • Be written in accurate English, employing some suitable terminology ,showing some understanding of the languages used in the passages (AOi) • Analyse the varieties of language so that some of the concepts and issues in both passages are revealed and discussed (A04) • Show how language has changed over time and support by some examples from the passages and, where relevant, any further studies (A05ii)
4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.
5i	Answers that are just adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> • Be written in an ordered way using terminology showing some awareness of issues in passages (AO1) • Comment upon a simple range of language used presenting a basic discussion of the concepts (AO4) • Show some basic understanding of how language has changed over time (AO5ii)
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6 5, 4, 3, 2, 1	<ul style="list-style-type: none"> • Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs) AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

Or

Qn. No.	Max. Marks	Language and Gender
5	30	<p>Passage (A) is part of a review of a new fragrance for men. Passage (B) is advice for women who want to use make-up to create a 'more exciting identity'.</p> <p>By close reference to the passages and, where relevant, your own wider studies in language and gender, comment upon the writers' use of language.</p>

Notes on Task

Both sexes represented in passage and not too easy to offload Lakoff. The passages should provide good range of material and complementary issues need to be fairly relevant to gender issues raised. The context of advertising gives a secure basis for AO5ii and there should be adequate material for interesting work on AO4. In (a) clear play upon noun masculine/men. The lexis shifts carefully around the scent and nouns associated with the masculine-energy/aspirational and adventurous. Interesting play on male/female in final clause. Gender is rather more overt in (b) with play on concept of retro (lexical comment?) silent movie compound and vamp NP and noun worth picking up by sharp candidates. Seduction is probably key noun. Concluding paragraph on psycho-sexuality should be interesting-raw, darkened, sexually active/emphatically adult being good discourse markers for the intentions behind the marketing strategies. The focus on actual physical entities-nails, lips, rather than the olfactory might be picked up by sharp candidates and the difference between the adjectives adventurous and killer could be part of a discussion about lexical embedding of gender attributes leading to broader discussion of adjectives associated with this field. The question will not be easily answered by candidates who attempt to offload feminist package, unless carefully modulated and such responses are likely to be no more than Band 4.

Band	Marks	DESCRIPTOR
1	Answers that show depth and insight and which should:	
	30	<ul style="list-style-type: none"> Be written in accurate English, employing a wide range of terminology, showing an informed understanding of the language used in the passage(AOI) Analyse the varieties of language in the passage, so that a full range of concepts and issues relating to gender are illuminated in detail (A04) Discuss how the passage reflects variation over a time and how the language used reflects the changes in gender attitudes (A05ii)
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	27	
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24		

2	Answers that are proficient and well focused and which should:	
	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3. Begin to show evidence of achievement against the criteria for Band 1.
	22	
21		

3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> • Be written in accurate English, employing some suitable terminology, showing some understanding of the language used in the passage (AO1) • Analyse the varieties of language in the passage so that some of the concepts and issues relating to gender are illuminated (AO4) • Show how the passage reflects variation over time and how the language reflects changes in gender attitudes (AO5ii)
4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.
5i	Answers that are just adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> • Be written in an ordered way, using limited terminology, showing some awareness of issues in the passage (AO1) • Comment upon a simple range of the language used and its relation to gender (AO4) • Show some basic understanding of linguistic variation and its links to gender (AO5ii).
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6 5, 4, 3, 2, 1	<ul style="list-style-type: none"> • Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs) AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

Or

Qn. No.	Max. Marks	Language and Society
6	30	In the following passage, published in a magazine, the writer is exemplifying some recent slang. Referring in detail to the passage and, where relevant, your own studies of contemporary English illustrate and comment upon the impact of slang spoken and/or written English.

Notes on Task

CLOSE REFERENCE is essential if A04 and A05ii are to be well covered. Expect attempts to offer definitions of nouns and adjectives in passage, with possible alternative meanings offered. Candidates can see quite a range of slang in passage. This would seem especially appropriate when linked to music and broader popular cultural discourses and speech. Though the passage refers broadly to the spoken, candidates can concentrate upon supportive written materials if taken from their own studies. Candidates may be unfamiliar with noun patois and broadly misconstrue cockney as another term for Estuary. Look out for any lively responses which introduce terms like sociolect and idiolect into the discussion. Changes over time are embedded in the fact that much of what is exemplified will not stand the test of even short time. A direct question on slang has not been set in the past, so allow candidates the fact that there is no past material which draws upon this field. However, do not over reward broadly sociological essays which do not make a tangible encounter with the language used in the passage. A marker for the higher grades is the clear use of terminology like Noun/NP, phrase, minor sentence and any work which places examples in some clear syntactic framework or offers some kind of definition of noun. Differences between spoken [slang] and written [non-slang] could be accepted.

Band	Marks	DESCRIPTOR
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Answers that show depth and insight and which should:		
1	30	<ul style="list-style-type: none"> • Be written in accurate English, employing a wide range of terminology, showing an informed understanding of the language used in the passage(A01) • Analyse the varieties of language in the passage, so that a full range of concepts and issues relating to speech are illuminated in detail.(A04) • Discuss how the passage reflects variation over time and how the language used raises issues about form and mode in speech(A05ii)
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	24	

Answers that are proficient and well focused and which should:		
2	23	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3. • Begin to show evidence of achievement against the criteria for Band 1.
	22	
	21	

3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> • Be written in accurate English, employing some suitable terminology, showing some understanding of the language used in the passage (AO1) • Analyse the varieties of language in the passage, so that some of the concepts and issues relating to speech are illuminated (AO4) • Show how the passage reflects changes over time and how the language used raises some issues about form and mode in speech (AO5ii)
4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.
5i	Answers that are just adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> • Be written in an ordered way, using limited terminology, showing limited awareness of issues in the passage (AO1) • Comment upon the language used in the passage so that a basic understanding of concepts revealed (AO4). • Show a basic understanding of how language changes and how this links to modes of speech (AO5ii).
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6 5, 4, 3, 2, 1	<ul style="list-style-type: none"> • Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs) AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

**Mark Scheme 2706
June 2005**

1 Rubric

Answer TWO questions.
 Answer the question in Section A.
 Answer the question in Section B.

2 Assessment Objectives

AO1	Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression
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
AO3ii	apply and explore key features of frameworks for the systematic study of spoken and written English, commenting on the usefulness of approaches taken
AO4	Understand, discuss and explore concepts and issues relating to language in use
AO5ii	analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context

- (i) For this Unit, the % weighting of marks to assessment objectives is as follows:

AO1: 5 AO2: 10 AO3ii: 10 AO4: 5 AO5ii: 10

Total: 40% of A2, 20% of A level.

- (ii) **Section A targets AO1 AO2 and AO4.**

Section B targets AO3i and AO5ii.

UNIT & Section	AO1	AO2	AO3ii	AO4	AO5ii
2706a	*	**		*	
2706b			**		**

3 Awarding Marks

- (i) Each question is worth 30 marks.
- (ii) For each answer, a **single overall mark** out of 30 must be awarded, as follows:

- Refer to the question-specific mark schemes in (5), below, for descriptions of levels of skill and likely content;
- Using 'best fit', locate the answer in the appropriate mark band;
- Bearing in mind the weighting of the key AOs (see above), place the answer within the band and award the appropriate mark out of 30

Please mark POSITIVELY. Use the lowest mark in the band ONLY if the answer is borderline/doubtful.

Please use the FULL RANGE of marks, particularly at the top and bottom of the range.

(iii) When the complete script has been marked:

- If necessary, follow the instructions concerning rubric infringements;
- Add together the marks for the two answers, to arrive at the total mark for the script;
- Cross-check this mark against the generic mark band descriptions – does the overall mark fairly reflect the achievement demonstrated in the script? Review the marking of individual questions, if necessary;
- Check the band descriptions for Written Communication. If performance in this aspect falls into a band which differs significantly from that of the script as a whole, review the total mark in the light of this judgement.

4 Rubric Infringement

Candidates may infringe the rubric in the following ways:

- **Answering only one question (i.e. no answer in one of the Sections)**

If a candidate's script fits the above description no more than 30 marks (i.e. the maximum for a single answer) may be awarded for this Unit.

- **Answering only one part (or two parts) of the question in Section A.**

If a candidate's script fits the above description then the mark awarded should reflect the extent to which the partial answer meets the requirements of the question and the band descriptors in the mark scheme; particular attention should be paid to the dominant weighting of AO2.

5 Question-specific mark schemes

The guidance is intended to indicate aspects of questions that may feature in candidates' answers. It is not prescriptive, nor is it exclusive; Examiners must be careful to reward original but well-focused answers and implicit as well as explicit response to questions.

Band descriptions: Written Communication

Written communication (AO1) is assessed according to the following descriptions of performance:

Band 1

Candidates must show evidence of:

- sustained use of writing that is entirely appropriate to purpose and capable of expressing complex ideas and arguments;
- sustained ability to organise relevant material (including quotations and other references) clearly and coherently;
- appropriate and (at A2) sophisticated use of appropriate linguistic terminology* and vocabulary;
- highly accurate and fluent writing, demonstrating a high level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 3

Candidates must show evidence of:

- sustained use of writing that is nearly always appropriate to purpose and generally capable of expressing complex ideas and arguments;
- competent ability to organise relevant material (including quotations and other references) clearly and coherently;
- usually appropriate and (at A2) reasonably sophisticated use of appropriate linguistic terminology* and vocabulary;
- accurate and generally fluent writing, demonstrating a good level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 5

Candidates must show evidence of:

- writing that is usually appropriate to purpose and generally capable of expressing some more straightforward ideas and arguments;
- an ability to organise relevant material (including quotations and other references) adequately;
- fairly appropriate use of appropriate linguistic terminology* and vocabulary;
- fairly accurate and generally fluent writing, demonstrating an adequate level of accuracy in spelling, punctuation and grammar to ensure that meaning is fairly clear.

* See Appendix C: Use of Technical Terms in Question Papers and Candidates' Answers.

Qn. No.	Max. Marks	<p>(a) Using the material in the transcription, write the opening to Mrs B's autobiography in 150-200 words.</p> <p>(b) Compare the transcription of the interview with your own transposition of the material into autobiographical format. Indicate any difficulties you encountered in re-shaping the material and making the transposition. You should also comment upon the wider issues concerning the presentation of speech in written form.</p>
1	30	

Notes on the task

The interviewee in the transcript recounts in a matter-of-fact way what her daily life and expectations were. The task is to transpose spontaneous reminiscence into a more ordered and shaped first-person memoir. In answering, candidates should communicate clearly their understanding of and insight into the differences between the spoken and the written word, use appropriate terminology and express themselves accurately and coherently (AO1). In transposing the content to the written autobiographical mode, candidates should demonstrate their control of language appropriate for the purpose. In this particular case this requirement may involve making choices about the level of colloquialism desirable, the variety of lexis/register and the need to contextualise. (AO2). Finally they are asked to compare the different versions, using this comparison as a starting point for comment upon issues involved in representing speech in written form (AO4).

Band	Marks	DESCRIPTOR
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1	Answers that show depth and insight and which should:	
	30	<ul style="list-style-type: none"> • Be written in coherent English and display an accurate command of the language; present a clearly ordered discussion, employing terminology appropriately and comprehensively, when analysing the original transcript and when contrasting its features with the candidate's own version (AO1); • Demonstrate originality, fluency and sustained sureness of control of the mode of writing prescribed for the transposition of the content; faithfully reflect the content of the original spoken exchanges, the context of the utterances and the attitudes conveyed; appropriately comment upon the choices made in transposing the original (AO2); • Comment fully upon, and evaluate perceptively, the issues surrounding the representation of speech in written form, as revealed in the set task of transposing the content of the transcript into the prescribed written context (AO4).
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	28	
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24		

2	Answers that are proficient and well focused and which should:	
	23	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3. • Begin to show evidence of achievement against the criteria for Band 1.
	22	
21		

3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> • Be written in a coherent manner and display a competent command of English; present a generally well-organised discussion, with some appropriate use of terminology when analysing the transcript and contrasting its features with those in the candidate's own transposed version (AO1); • Demonstrate competence, some fluency and control of the mode of writing prescribed for the transposition of the content; reflect the content of the original exchanges, the context of the utterances and the attitudes involved with them; indicate the key choices made in transposing the content of the original (AO2); • Comment upon, and evaluate, the main issues surrounding the representation of speech in written form as revealed in the set tasks (AO4).
4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.
5i	Answers that are just adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> • Be written in basically accurate English; present a straightforward discussion with some limited use of terminology when analysing the transcript and contrasting its features with those in the candidate's own transposed version (AO1); • Demonstrate an adequate if limited grasp of the mode of writing prescribed for the transposition of the content; reflect the obvious elements of the original exchanges, the context of the utterances and the attitudes involved with it; indicate basic choices made in transposing the original (AO2); • Offer some basic comments on the main issues surrounding the representation of speech in written form as revealed in the set tasks (AO4).
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6 5, 4, 3, 2, 1	<ul style="list-style-type: none"> • Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs) AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

Qn. No.	Max. Marks	Passages A, B, C, and D are all concerned with household chores. By close reference to the passages, analyse and discuss ways in which each speaker or writer addresses his/her audience. In your answer you should where relevant:
2	30	<ul style="list-style-type: none"> • make detailed reference to specific examples of lexis, grammar, phonology, language change and features of discourse • comment on how the context of use might affect the form and register of the language used.

Notes on the task

Candidates are asked to consider the difference in language use between four passages (Passage A is the transcript that forms the basis for Q1). Candidates are asked to apply their knowledge of formal linguistic analysis to the texts to discuss and evaluate the linguistic methods used by the speakers/writers to address their subject (AO3ii). They are also required to analyse and evaluate ways in which the different contexts of linguistic use may influence variations in meaning and form (AO5ii).

Band	Marks	DESCRIPTOR
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<i>Answers that show depth and insight</i> and which should:		
1	30	<ul style="list-style-type: none"> • Show complete familiarity with appropriate phonological devices and procedures for analysis of speech sounds and prosodic features; show appreciation of lexical variation and change; show ability to analyse structural forms; show strong awareness of context of use; be able to apply systematically frameworks for the examination of the passages from these linguistic perspectives; reflect persuasively on the usefulness of the approaches taken (AO3ii); • Analyse with confidence examples of lexical, structural, contextual and phonological forms in each of the passages; consider the relevance of the various frameworks quoted in the question rubric, for the proper evaluation of each passage; show full awareness of the differences of purpose, intended audience and language choices between the passages, and of the significance of these difference (AO5ii).
	29	
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24		

<i>Answers that are proficient and well focused</i> and which should:		
2	23	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3. • Begin to show evidence of achievement against the criteria for Band 1.
	22	
	21	

<i>Answers that show a competent level of understanding</i> and which should:		
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3	20	<ul style="list-style-type: none"> Show familiarity with appropriate phonological devices and procedures for analysis of speech sound and prosodic features; be able to appreciate main effects of lexical variation and change; analyse structural forms competently; show some awareness of context of use; be able to apply appropriate frameworks for the examination of the passages from these linguistic perspectives; begin to reflect on the usefulness of the approaches taken (AO3ii); Analyse competently examples of lexical, structural, contextual and phonological forms in each of the passages; offer some consideration of the relevance of the various frameworks quoted in the question rubric, for the proper evaluation of each passage; show some awareness of differences of purpose, intended audience and language choices between the passages (AO5ii).
	19	
18		
4	Answers that are basically sound but sometimes uneven and which should:	
	17	<ul style="list-style-type: none"> Fully meet the criteria for Band 5. Begin to show evidence of achievement against the criteria for Band 3.
	16 15	
5i	Answers that are just adequate as a response to the task set and which should:	
	14	<ul style="list-style-type: none"> Show some awareness of appropriate phonological devices and procedures for analysis of speech sounds and prosodic features; be able to recognise a few effects of lexical variation and change; begin to analyse structural forms; show limited awareness of context of use; attempt to apply frameworks for the examination of the passages from these linguistic perspectives; possibly begin to comment on the usefulness of the approaches taken (AO3ii); Begin to analyse obvious examples of lexical, structural, contextual and phonological forms in each of the passages; offer basic comments on the relevance of the various frameworks quoted in the question rubric, for the proper evaluation of each passage; show limited awareness of the differences of purpose, intended audience and language choices between passages (AO5ii).
	13	
	12	
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.
	10 9	
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6	<ul style="list-style-type: none"> Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs) AND/OR Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR Are not written with sufficient clarity or accuracy to make meaning and argument coherent.
	5, 4, 3,	
2, 1		

Report on the Units June 2005

CHIEF EXAMINER'S REPORT

Whereas last year it was pleasing to report some improvements in candidates' performance in one or two areas, this year there is clear evidence of higher candidate achievement across the whole Specification. A further interesting discriminating factor was that Awarders noted a distinct progression by candidates from AS to A2. It would seem that teachers are continuing to develop skills in their candidates enabling them to invest in more detailed and analytical work, which was reflected in examination scripts. Candidates showed greater skills in deploying a range of theoretical terminology, enhancing their question specific responses. This was particularly noted by markers in the address given to A03i and A03ii. There was a decline in candidates using pre-packaged data and conversely improved strategies in developing confidence in dealing with language issues with a greater range of exemplification and commentary. Markers noted this gave a more trenchant flavour to both A04 and A05i/ii. There were far fewer scripts reiterating secondary source materials, casually adapted to the specific aims of individual questions. Where secondary sources were used they were applied with greater sensitivity and used to enhance the linguistic application to the primary source(s) of the passage(s). Given these positive responses, centres are to be praised for their work in delivering the Specification. The individual Unit reports will give more specific comment and guidance concerning some of these matters. Centres might like to consider some of the issues raised in the reports concerning the mechanical accuracy and presentation of candidates' scripts.

2701 Frameworks for the Description of English

Report on June 2005

Candidates appear now to be comfortable with the format and demands of the paper and there were very few rubric infringements or inappropriate responses. This indicates that centres are preparing candidates well overall, and may be now building up a useful body of past papers and other transcriptions for candidates to practise on before sitting the examination, possibly even encouraging candidates to record and make their own transcriptions which is excellent practice. Candidates responded well to the reasonably familiar context of the beauty therapy salon and many picked up on the term 'professional' to indicate that they could talk about the spoken language of the workplace. This yielded some excellent AO3i and AO4 comments. Most candidates use the question systematically and it appears to be helpful that the wording and requirements of the task were very similar to previous sessions. There is, however, some concern that the four key terms, **lexical**, **syntactic**, **semantic**, **phonological**, are still not always fully understood. It is very helpful for candidates that these terms are explicitly taught and utilised so they can avoid misuse in the examination. We found that **syntactic** and **semantic** were most frequently misapplied or even ignored completely. Familiarity with the conventions of transcriptions is obviously good. However, a significant number of candidates misread the dashes that indicate intonation as applying to the word *above* the dash rather than directly beneath the dash. OCR is not planning to change the symbols that it uses in 2701 so exposure to past papers is helpful for students to feel familiar with the specific notation that may occur, as well as looking carefully at the key provided on the paper itself.

Candidates appear to be familiar with features of accent and dialect and many correctly identified a London based accent in the transcripts (although candidates were not penalised for incorrectly guessing the origin of the accent). There are still some candidates that will write about 'lazy' or 'bad' English and these are inappropriate pejorative terms and have been mentioned in previous reports to centres. Some even made vague comments about the speakers' level of education and appearance which were speculative and inappropriate. On the positive side, many candidates wrote with insight about convergence and levels of formality and the role of accent and dialect in creating an informal and co-operative basis for talk. Many candidates also showed interest in the 'dual' nature of the speakers' language - mixing slang terms with occupational terms as well as commenting on the contemporary and specific nature of their speech, looking at areas such as sociolect and inclusivity. Non-fluency features were dutifully logged but candidates sometimes struggled to comment on the grammatical structure of speech and were too often searching for grammatically complete sentences rather than exploring the varieties of syntactic structure that are uniquely possible in spoken utterances.

All examiners picked up on the same errors that were repeated with frequency across many centres, for example confusion over the difference between **elision** and **ellipsis**, and **accent** and **dialect**. The terms **Standard English** and **Received Pronunciation** were sometimes used interchangeably too. There were fewer centres using a 'shopping list' approach (as commented on in the Principal Examiner's report for January 2005) which is very encouraging and candidates on the whole are developing an open minded approach to what material they may encounter in the data. However, some candidates are still taking a line by line approach in their answers which can give rise to unnecessary repetition of points. Lengthy introductions and conclusions that 'recap' material should be strongly

discouraged. A wider use of more up to date theorists such as Jennifer Coates is emerging and the use of Grice, Labov and Lakoff is appearing to be much more judicious. The amount of comments on paralinguistic features is thankfully reducing and such comments were relatively rare compared with previous sessions.

2702: Variation in the Usage of English

General Comments

Examiners felt that overall candidate performance in the paper had improved this year. This was noted particularly in Q.1., where a broader grasp of language issues, and a wider range of exemplification, showed candidates with a firmer grasp of the issue of variation in the written language. There was a fairly even spread of candidates across the other two questions. There was some variability in candidates' performance on the issue of Register. Those addressing Child Language Acquisition usually showed a positive and investigative approach to the passage. As in previous years, Examiners are still expressing concern about the presentation of some scripts. There are several inter-linked issues in this statement. There are candidates with a very limited range of technical terminology, who find it difficult to address the passages in any depth. There are also a few candidates with rather weak writing skills in the shape of a formal academic response. This issue is often compounded by poor spelling, weak punctuation and difficult-to-decipher handwriting. When these are united, it does seem that candidates need guidance in these mechanics, since it can significantly affect their overall level of achievement.

Comments on the individual Questions

QUESTION I: WRITTEN ENGLISH

The email example set at the head of the question was a possible steer for opening firmly on A04. Despite candidates still offering text messaging as a perfectly acceptable variety, very few anchored themselves by looking closely at the possible support the example gave. Encouragement to use this kind of supplied data can be invaluable for the less confident candidate. A very clear discriminator in this question is the ability to show technically how the syntax of texts/emails differs from the likely format if written in standard form. This is a clear move beyond the descriptive into meeting A04 very efficiently. The higher mark bands are formulated on the understanding of some analytical, linguistic, exemplification. There was rather more use of advertising as a source this year. This can be rewarding for candidates, since the art of copywriting often does play with written conventions. Centres might like to give candidates more recent examples. Material drawn from the 1970's and 1980's is pushing on the borders of tolerance as far as synchronicity is concerned. Candidates need further reminding that they are not marked for graphological analysis, unless it is clearly linked to the actual words in the material. Examiners still find slight difficulty in assessing the merits of some types of examples drawn from the world of journalism and the Press. Headlines and brief examples are ideal. Broad sociological issues about readership levels of the public are not really language work. Candidates are not asked to compare and contrast Tabloid/Broadsheet as a Communication Studies exercise. They need to offer simple and technically analysed examples of variety. This was an issue raised in detail in last year's report. Examiners noted some good

work appearing on legal language. Centres who wish to pursue this valid variety should ensure candidates, again, can analyse the examples they give, rather than simply offering a descriptive list. This is particularly important if they are to meet the demands of dominant A04. It can be stated, again, that variety in literary work can be accepted for this question; however, candidates who used literary examples in this session did not generally produce enough textual evidence to support their ideas. There were very few candidates in this session who (mistakenly) tried to adapt the spoken to the question.

QUESTION 2: REGISTER AND FORMALITY

As stated in the general comments, there was a little unevenness in some of the answers. Some candidates appeared slightly disarmed by the fact that both passages were drawn from a broadsheet. This curtailed the overtly sociological assumptions about readership. Very few candidates actually responded to the level of humour in passage(b). Whilst not expecting them to be familiar with the world of Molesworth, it was interesting to read a number of responses which took a censorial line on the defects of modern state education, as far as literacy was concerned. The more successful answers spotted the likely policy-directed seriousness of (a) with the rather more (1) accurate voice of the culprit. In spotting the 'voice', candidates were able to assess how the lexis supported the very different aims of the passages (though the technical term 'editorial' was not familiar to most). Some astute candidates spotted the anachronistic 'pater', 'soppy', 'wiz' and even 'pocket money'. This they contrasted with the leaden legalistic nominals of passage (a). This, effectively, gave sharp focus to the differences in Register. Centres might like to note this systematic approach fulfils adequately the specific elements of A03i and supports the specificity of A05i, the dominant AO in this section. Whilst it can be helpful to give some attention to syntactic structures in this question, it is also very important for candidates to see how lexical features are often an essential discriminator in understanding formality in writing.

QUESTION 3: CHILD LANGUAGE ACQUISITION.

Examiners were very pleased to note a real decrease in the deficiency model approach to the question. In fact, candidates appeared to warm to James's speech and often gave positive recognition to obvious developing skills as a speaker/conversational participant. Centres are to be congratulated on teaching candidates to focus upon skills, in terms of syntax, sentence building, turn-taking etc. This really produces sensitive and engaged answers and, in the case of the passage, allowed candidates to see that James had an abundance of developmental skills in his lexicon and his inter-active participation. Good candidates spotted use of adverbials, imperatives and tense changes as well as the clear evidence of his using language to learn a specific and quite complex skill. It was also pleasing to note absence of speculation about either James's social class, or whether he was an RP speaker. This certainly showing candidates being taught to focus

on the passage and not speculatively. There was a little theorizing, using Piaget, Skinner and Chomsky. However, it was not at the pre-packaged levels sometimes met in the past. It is to be hoped that centres will continue to give candidates the kind of support which produced such methodical responses, showing careful application to both A03i and A05i.

2703: Experiments in Writing

It was pleasing to see that candidates had once again responded enthusiastically and intelligently to the opportunities to write for a wide range of audiences and purposes. Tasks undertaken were valid and the texts produced showed close attention to subject, audience, genre, structure and lexical and syntactic choices.

The re-creative option was the most popular choice with magazine and newspaper articles being produced on a range of topics for a variety of publications. Review writing also figured prominently this year with many successful pieces covering film, music, computer games, books and restaurants.

It was pleasing to see that candidates had been encouraged to consider spoken as well as written language, leading to an increase in the number of transcripts produced. Many candidates wrote transcripts of conversations and interviews and others covered television and radio programmes. These worked particularly well when contrasted with a second piece in the written mode.

Writing for the creative option was again of a high standard. Short stories and chapters from novels were very popular and there were several very successful attempts at poetry and play scripts.

The commentaries submitted often enhanced the quality of the work produced. Many commentaries adopted apt frameworks to address relevant linguistic and stylistic issues. The best judiciously balanced general comment with detailed analysis.

Candidates should be encouraged to systematically examine phonology, lexis, grammar, semantics and register. Far less emphasis should be placed on graphology, typography or art and design features. The response should aim to be informative but should not take the form of a narrative commentary which simply reiterates the content of the chosen piece.

It was often the case that the best original writing was accompanied by the best commentaries. Weaker candidates seemed to be struggling to complete sufficient original writing on which to comment relevantly in linguistic and stylistic terms.

Most work was well presented. Please note that it is not necessary to submit copies of research material and rough drafts. The final folder should contain only the two pieces of writing, the commentary and a bibliography. It is helpful if candidates are encouraged to number pages and produce a table of contents to accompany the work.

On the whole Centres' assessment was extremely accurate. Where adjustments needed to be made it was often in the upwards direction. One or two Centres tended to over-inflate the highest marks, necessitating slight downwards adjustments at the top end of the scale.

It is very helpful to moderators if teachers' summative comments on the cover sheets make reference to the assessment objectives for this unit. The best work tends to come from Centres where there is a good understanding and application of the assessment objectives, by staff and students alike.

It is also helpful if assessors provide some indication, preferably on each page, that the work has been read. Some folders contained no annotation whatsoever making it very difficult for moderators to discern the thinking behind the marks awarded.

On a further administrative note there were one or two minor clerical errors, where Centres had recorded one mark on the work itself and a different one on the MS1 form. Centres are asked to check carefully before submitting marks to the Board as these errors do cause delays to the moderation process.

Please note that all Centres are required to submit a Centre Authentication Sheet whereas the individual candidate Authentication Sheets are optional.

2704: Language Contexts – Structural and Social

General Comments

Examiners commented upon further improvement in candidates' performance for this paper. Centres are to be congratulated upon their efforts in preparing candidates. There was a distinct movement among candidates across the range towards more analytical work. Fewer scripts depended upon purely general descriptive commentary as an answer. There was more confidence in using terminology and in illustrating responses with adequate technical frameworks. This particularly noted in Section A. There were fewer scripts offering pre-packaged knowledge and conversely candidates showed more care in addressing the material in the set passages. There were indications of real engagement with broader issues in language study in Section B and fewer candidates settling for a prescriptivist approach to challenging topics. There remain a minority of candidates who fail to read the clear instructions in the rubric about using the passage. This might be an issue which centres can reinforce. The presentation of scripts is still a lingering issue from previous comments made in the Report. There is room for improvement in the academic level of writing and better checking of spelling and grammar. The clarity, or otherwise, of some candidates' writing remains a concern.

Comments on the Individual Questions

SECTION A

LANGUAGE AND SPEECH SOUNDS.

This question has become increasingly popular with candidates and a number of scripts showed an incisive and impressive command of phonology. The limited use of phonemic symbols in the question this year seemed to be entirely unproblematic and might well have given candidates even further scope for intelligent investigation and commentary, which gave very full address to the dominant A03ii. There was good use of vowel quadrilaterals by candidates in upper mark bands and a wide range of comments about methods for marking prosodics in the passages. There was a wide range of suggestions about the likely accents of the speakers. Though not always very accurate, this is exactly what candidates should be attempting, even if they are not always correct in assumptions. There were some scripts, which made interesting tentative suggestions about the intonation patterns of women's voices being different to the male. Even the minority of candidates, who tended to spend too much time talking generally about the IPA, made effective and interesting observations about the speakers. Centres are to be congratulated in investing time in working with candidates in this important area of linguistics.

LANGUAGE AND GRAMMAR

There was a slight division between candidates who followed the rubric and those who rapidly slipped away into lexical commentary. A very few candidates seemed to find some difficulty in understanding the actual contents

of both passages. If candidates are scrupulous in following the rubric they are almost certain to target dominant A03ii in detail. Most candidates spotted the legal register of (a) and the somewhat obsolescent business register of (b) and were able to deduce from this that both were likely to include a range of quite complex grammatical/syntactical features. It was interesting to see that a number of scripts accused lawyers of writing in such a way as will bemuse the illiterate proletariat. In the case of the business letter, there were accusations of jargon in relation to subject specific politeness. Though this could have distracted from the serious business of the question, it worked rather in reverse and pushed candidates into more formal analytical address in terms of grammatical categories and syntactical organization. Most candidates, who followed this path, made very adequate responses. The minority who tried to escape via lexis often became rather ensnared with the unfamiliarity of the written terms: becoming over-awed by the jargon and trying to escape by suggestions about older forms of English. Whilst not incorrect in their assumptions, this led to a distinct skewing of the rubric and made it difficult to award against the relevant AO's.

LANGUAGE AND MEANING

Out of all questions in Section A this one proved the most divisive in terms of marks. A few responses were rather dismissive of it as a kind of techno-babble and moved away into broader semantic issues, without the legitimating analytical moves which might have substantiated their scepticism. Some candidates moved to quickly from the passage to larger issues in pragmatics and semiology. The more focussed candidates started from the AS base of register and worked systematically through the likely technical specifics of any kind of professional employment. They broadened the issue; but placed such breadth within a detailed examination and commentary upon the emboldened adjectival nouns and nouns. This led well-focussed candidates into morphology, catching the potential of classical echoes in some of the affixes. There were also some interesting attempts to offer etymological interpretations for some of the words - especially 'digital', 'media' and 'culture'. This was really encouraging, showing how candidates are quite willing to broaden topics whilst staying within the confines of the subject specific area. It seemed as if the passage interested the candidates and reflected a cultural field with which they felt some familiarity. It was interesting to note that English studies, in all its guises, was not considered a 'Humanity'. Those who felt it spelt doom to plain English saw it as an awful portent of what was likely to come.

SECTION B

LANGUAGE CHANGE

This proved rather more popular than has been the case in some past sessions. Many candidates used their AS experience to comment upon text languages and clearly felt comfortable with the field of the article. There were a number who commented perceptively upon the actual contents, not only for the lexical and syntactical features, but also for what they felt seemed to represent the likely future(s) of English. This,

again, was lively and moved with ease into the broader linguistic potential of the passages, without losing sight of the rubric. Such responses were clearly strong in addressing A04. Examiners also commented upon the better focus upon passage (a). There were virtually no scripts where candidates set out to explore the history of the English language from the Normans to Dr Johnson. A number of candidates seemed intrigued by the mixture of modernity and strangeness in the passage. They picked up some stylistic features, like nominal capitalisation, and offered intriguing reasons for its presence. The proto-scientific aspect was often effectively contrasted with the more casual ironies of passage (b). The highly astute treated (a) as a book review and suggested how informal it seemed in terms of both content and the writer's stylistic peculiarities—uneven or inconsistent punctuation being again contrasted with the casualness of the text-making en passant interesting observations about 18th century prose.

LANGUAGE AND GENDER

As was commented upon in last summer's report, candidates are showing a willingness to move away from mechanical use of texts linking feminism to specific structures of language. The passages subverted the stereotypes and rather blocked the easy offloading of received opinion. Those who wished to move the discussion on found adequate opportunities to speculate in the actual passages. The material was taken from articles in a magazine; but this source was not identified, nor was the sex of the writer (in fact one male and one female). This meant that candidates were facing the actual constructions purely from the discourse features in the passages. Those who spotted the subversion were able to engage in lively and amusing commentaries, which allowed broader engagement with the issues of male/female lexis, without losing sight of the articles. This approach is to be encouraged, since it clearly involves address to both A04 and A05ii. These candidates used terms like noun and NP freely and with vigour, showing that a short hand technical command is quite useful in engaging with this kind of question. Some showed good knowledge of the cinema, linking the noun vamp with silent cinema and a particular constructed and mediated 'look'. This a really excellent example of intensive intertextuality used with precision by the candidates. In passage (a) these candidates alighted upon the adjective 'aspirational' and the NP 'masculine but' . . . and engaged in some searching lexical discussion and exemplification. Examiners commented upon these responses, indicating they showed much greater depth than imposed models which often lead to bland, automatic, and incorrect assumptions about gender issues.

LANGUAGE AND SOCIETY

Responses to this question showed rather more careful focus than has been the case in some past papers. There were some very engaging and extremely well-informed answers, which talked about slang as evidence of a living and constantly developing language. Evidence was drawn from music, fashion, lifestyle and school. There were several candidates who linked slang to idiolects peculiar to familial or social situations. The passage was addressing the spoken, but some candidates extended commentaries to

involve written language as well. Despite some of the examples drawn from the metropolis, this did not inhibit candidates in challenging and offering regional comparisons. There was also some very considered thinking about creoles and whether there was such a thing as Estuary English. Well-focussed candidates talked about the test-of-time approach and how interesting it was to see how fashion often dictated that a once redundant slang term could be reinvigorated with broader semantic possibilities-cool being offered as one example. This celebratory energy meant that candidates could again use the materials in the passage with detailed consideration, whilst embarking effectively and analytically upon their own eclectic experiences. This ensured a higher band mark against both A03ii_and A05ii. In the light of such positive approaches, it was rather surprising to find a few candidates denying that any of them used any form of slang, unanimously writing it off as the language of the 'uneducated masses'. Such a challenging, and potentially technically interesting view, was not really supported by any detailed linguistic evidence.

2705: Language Research Topic

Centres should be congratulated on directing candidates to choose an interesting and appropriate range of topics on which to base their investigations. An increasing number of candidates chose to look at Language and Gender and Language Change. Several gender projects focussed on conversational dominance, assertiveness and the use of taboo language. Others looked at the language of male and female weather forecasters, stereotypical images of men and women in advertising and the language of advertisements aimed at specific male and female audiences. It was pleasing to see that these investigations focussed closely on specific language issues, without relying too heavily on sociological approaches.

Language Change projects covered DIY advice from the 1950s and present day, instructions for card magic tricks over a hundred year period, TV sports commentaries and cookery books over several decades, and Gothic literature over the past 100 years.

Some interesting work was produced on second language learning, looking at problems faced by learners, the language of subtitles and decisions faced by translators.

In the best cases topics were thoroughly researched and the linguistic frameworks and approaches employed by the Candidates were appropriate and fruitful (AO3ii). Formal issues in linguistics were addressed intelligently and enthusiastically (AO4) and there was evidence of careful consideration of the effects of context on language use (AO5ii). These projects had a high standard of written communication using appropriate linguistic terminology throughout (AO1) and demonstrating a high level of accuracy in spelling, punctuation and grammar.

Weaker investigations often relied too heavily on secondary data, making many generalisations but containing limited linguistic analysis. Primary data was sometimes too limited to allow detailed examination.

Presentation was, on the whole, helpful. Please note that it is not necessary to include rough work and copies of background research material with the final submission. It is, however, essential to include a copy of the primary data on which the project is based.

Candidates should be encouraged to adhere to the transcription conventions outlined in Appendix C of the Approved Specifications, when producing their own transcriptions of spoken data. They should also be encouraged to use the list of phonemic symbols and signs (Appendix D - Approved Specifications) when referring in their analysis of speech sounds.

Teachers showed a good understanding of the Assessment Objectives and application of the marking criteria was accurate throughout. Very few moderator adjustments needed to be made. There was a slight increase in clerical errors this session, in particular where the mark recorded on the MS1 form did not correspond to the one on the work itself. Please take care to ensure that marks are recorded accurately, as having to deal with errors does delay the moderation process.

Please note that it is obligatory to include a copy of the Centre Authentication Sheet whereas the Individual Authentication Sheets are optional.

2706: Exploring, Analysing and Evaluating English

Comments on Individual Questions

Q No)

- 1) (a) The transposition task was to write the opening to an autobiography, based on material in a transcribed interview.

(b)

Candidates generally chose an appropriate autobiographical style and “voice” for this task, with the better answers showing an awareness of the need for some contextualisation and an understanding that a certain level of colloquialism might be suitable in such a book. Some responses were rather formal, stepping back from the details and generalising about the differences between the way of life now and in their childhood. Other answers stuck very closely to the structure and stance of the material, using more or less of Mrs B’s idiolect/dialect. Both approaches worked well enough when sustained consistently. Direct address to the reader was also employed with some success. A few responses made significant use of accentual and dialectal features in adopting a very informal, colloquial style, referring in their commentaries to how they had seen this approach work well in their reading of, for example, Irvine Welsh’s “Trainspotting.” A small number of candidates, misunderstanding or in a couple of cases deliberately defying the instructions, selected a biographical rather than an autobiographical mode.

Weaker answers resembled simple summaries of the material, sometimes exhibiting poor control of (sequence of) tenses and inconsistent or inappropriate lexical choices. Their commentaries tended to focus on how hard they found the task because of the lack of punctuation in the transcription. Last year’s Report reminded Centres that this sort of comment is unhelpful: the focus should be on discussion of linguistic features relevant to a comparison of spoken English with the written form. Examiners also noted that a few Centres seemed genuinely unprepared for the transposition task.

Some very skilful transpositions were disappointingly followed by thin commentaries which missed the opportunity to explain and explore what had seemed rather subtle language choices. It may be that some candidates are writing well almost by instinct rather than with a secure sense of how their choices of grammar and syntax create effects and a distinctive style.

Specifically in 1 (b), once again, as in previous sessions, many candidates tended to focus excessively on issues of content rather than of language, much to the detriment of their answers. The simplest answers described the structure and content of the transpositions, going on to make some general points about the presentation of speech in written form. More developed answers commented on how they had used specific linguistic features – for example, rhetorical questions and the use of conjunctions – in their transpositions, contrasting their effect with the features of the transcription.

- 2) Language use in the four different passages is the focus of this question. The passages worked well together and provided ample opportunity for able candidates to demonstrate skills and knowledge.

There is still a great tendency for candidates to write out a basic summary of what is in each passage: it is pointless simply to rehearse the information given in the Reading Booklet about each passage. However, candidates coped adequately this year with understanding the gist of each passage, making valid points of comparison, but again tending to fall back on describing content rather than analysing language features.

Many candidates adopted a systematic passage-by-passage approach. This worked well enough, though the best answers were those most skilful in using cross-reference. Purpose and audience were, as usual, soundly understood, except in the case of some candidates who tied themselves in knots with passage B, where the ultimate audience (servants) was not the same as the initial audience (householders employing servants).

Discussion of Passage A (the transcription) tended to repetition of comment already made in Question 1. Well-integrated cross-reference was particularly helpful in avoiding this. Although candidates were often aware that Mrs B's utterances included "sayings" (with little evidence of the concept of idiom) they seemed not to be interested in examining the semantic, syntactic or grammatical features of these.

Passage B was regularly identified as the most formal. Weaker candidates simply attributed this to its age. More developed answers attempted, with mixed success, to analyse sentence structure. Often, valid comments were undermined by poor choice of example: for instance, the observation that the passage was rich in passive verbs would be followed by quotation of an active participle; discussion of the preponderance of complex sentences would be illustrated by a compound sentence. However, the gendered pronoun use was well observed, and the employment of modality ("should") rather than direct imperative was also well understood. Comments on language change, disappointingly, tended to be limited to the observation that a word – "tersely" and "smuts" were the favourites - was now considered archaic. "Archaism" was routinely and unhelpfully used to describe any word not in the candidate's daily use. The best candidates, however, were prepared to admit ignorance of the precise meaning (of "tersely", for example) while making an educated guess based on context and knowledge of word function.

It is hard to be sure whether it was just carelessness or more serious basic ignorance which led candidates to describe "timely" (line 17: "a timely stir") as an adverb. All but the very strongest candidates appeared to be shaky in their understanding of what were once called "parts of speech". It would not be excessive to say that such basic knowledge is as essential to linguistic study as knowledge of times-tables is to mathematical study.

The common subject-matter of the passages inevitably led to some useful discussion of field-specific lexis. Better candidates recognised the differences (kitchen utensils in passage B, rhetoric of conflict in passage C, “upright v cylinder” in Passage D) between the passages as well as the similarities. Rhetorical features in the last two passages were generally well understood, and fruitful extended comparison was made. Candidates were comfortable discussing levels of formality and appreciated that these may be mixed within the same passage and lexical field

There was disappointingly little attempt to engage with grammatical or syntactical features;

Semantic shifts

narrowing

Semantic shifts and narrowing

the same passage. They readily understood the effect of person but equally readily mis-identified this feature, many describing Passage B as being in the second person. Despite these technical weaknesses, however, candidates were willing to engage in exploring variations in person (Mrs B’s shifts from “yer” to “I” to “we”) and mode (the narrative in Passage C).

Perhaps the most encouraging trend in this year’s answers was the way in which candidates recognised features of (and imitation of) speech in the written passages. The opening question-and-answer of Passage C was interestingly explored in terms of adjacency pairs; and line 12 of Passage D (“... Hoovers, I mean vacuum cleaners ...”) was discussed as an imitation of a repair.

Semantic shifts and narrowing caused some confusion and some interesting discussion. Most notably, many candidates seemed shocked at the use (in a broadsheet newspaper article!) of “total sluts” (Passage D, line 18), seeing the word as an example of pejoration and arguing that any use of the term to suggest domestic laziness must be a widening from the specific modern sexual connotation. A few candidates had similar problems with “perversely” (line 9). Its function as an adverbial discourse marker (comparable with “Apparently Personally ... Surprisingly ...”) was very seldom appreciated.

General Comments

Overall, only a very few candidates had problems with time-management. Some did, however, effectively reduce the time available to themselves by copying out the questions and/or (as noted above) rehearsing the introductory information supplied with the passages.

In relation to how candidates organise their responses and their time, it would be interesting to know how much use they make of the reading time and the opportunity to annotate the passages.

Lastly, there are still many instances of basic errors in writing which candidates at this level should not be making. “Alot” was frequently written as one word; days of the week and other proper nouns (e.g. Daily Telegraph) were written without a capital letter; and when at least two such errors appeared within the first line of the transposition it was hard to believe the script had been checked in the time-honoured way.

**Advanced Subsidiary GCE English Language 3827
June 2005 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2701	Raw	60	45	40	36	32	28	0
	UMS	90	72	63	54	45	36	0
2702	Raw	60	44	39	34	29	25	0
	UMS	120	96	84	72	60	48	0
2703	Raw	60	48	43	38	33	28	0
	UMS	90	72	63	54	45	36	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3827 AS level	300	240	210	180	150	120	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
3827 AS level	8.6	27.8	56.2	80.4	97.1	100.0	463

**Advanced GCE English Language 7827
June 2005 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2701	Raw	60	45	40	36	32	28	0
	UMS	90	72	63	54	45	36	0
2702	Raw	60	44	39	34	29	25	0
	UMS	120	96	84	72	60	48	0
2703	Raw	60	48	43	38	33	28	0
	UMS	90	72	63	54	45	36	0
2704	Raw	60	46	41	36	31	27	0
	UMS	90	72	63	54	45	36	0
2705	Raw	60	50	44	39	34	29	0
	UMS	90	72	63	54	45	36	0
2706	Raw	60	44	39	34	29	25	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
7827 A level	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
7827 A level	18.0	40.0	67.2	88.5	98.4	100.0	363

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