

English Language

Advanced GCE **A2 7827**

Advanced Subsidiary GCE **AS 3827**

Combined Mark Schemes And Report on the Units

January 2006

3827/7827/MS/R/06J

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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

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

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2006

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annersley
NOTTINGHAM
NG15 0DL

Telephone: 0870 870 6622
Facsimile: 0870 870 6621
E-mail: publications@ocr.org.uk

CONTENTS

Advanced GCE English Language 7827

Advanced Subsidiary GCE English Language 3827

MARK SCHEMES FOR THE UNITS

Unit	Content	Page
2701	Frameworks for the Description of English	1
2702	Variation in Usage of English	9
2704	Language Contexts – Structural and Social	21
2706	Exploring, Analysing and Evaluating English	41

REPORT ON THE UNITS

Unit	Content	Page
*	Chief Examiner's Report	56
2701	Frameworks for the Description of English	57
2702	Variation in Usage of English	58
2703	Experiments in Writing	60
2704	Language Contexts – Structural and Social	61
2705	Language Research Topic	63
2706	Exploring, Analysing and Evaluating English	64
*	Grade Thresholds	65

**Mark Scheme 2701
January 2006**

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	<p>Jill and Cathy have 'swapped homes' for a week on a reality t.v. show. In this transcription they are discussing their experiences. Cathy is upset that Jill had replaced the bedding in both houses. Cathy is from Liverpool and Jill is from Devon.</p> <p>Identify the lexical, syntactic, semantic and phonological features in this transcript that are typical of speech. You may if you wish refer to the table of phonemic symbols on the next page.</p>
--------------------------------	------------------------------------	--

Notes on the task

This question is designed to test candidates' awareness of features of spoken English as used in everyday conversation. 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. The candidates have been given the backgrounds of the women speakers to avoid incorrect accent spotting. Weaker candidates may veer into unhelpful stereotyping, but stronger candidates may comment on regional accents much more thoughtfully. Candidates may comment on typical features of arguments and rhetorical persuasive features that are present here. 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/metalinguage (which could occur at all grade bands) are as follows: Lexis: slang, colloquialism, idiolect (the use of 'paramount' and 'olympus' for example), markers of speech and topic change, modifiers, use of pronouns, field specific words etc; Grammar and Syntax: overlapping, turntaking, grammatically incomplete utterances, conjunctions, ellipsis, person, verb tense and mood etc; Phonology: accent, emphasis, pauses, intonation etc. 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 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	Answers that show depth and insight and which should:	
	✓✓✓ 60, 59, 58 ✓✓ 57, 56, 55, 54 ✓ 53, 52, 51, 50 [49, 48]	<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	Answers that are proficient and well focused and which should:	
	✓✓✓ 47, 46 ✓✓ 45, 44 ✓ 43 [42]	<ul style="list-style-type: none"> • <i>fully meet the criteria for Band 3.</i> • <i>begin to show evidence of achievement against the criteria for Band 1.</i> • <i>be written coherently, presenting clear arguments supported by detailed and relevant exemplification, using appropriate terminology. (AO1)</i> • <i>show sound knowledge using a formal analytical framework, although ideas may not always be fully developed. This should be supported by a range of examples focusing on phonology, lexis, semantics and syntax, demonstrating a generally clear understanding of their application. (AO3i)</i> • <i>show sound understanding and make practical use of concepts and issues relating to spoken language. They will support these comments by relevant examples drawn from the passage and some of their own ideas. Candidates will write in an objective academic fashion and may refer to specific theories, but probably with less surety and development than the top band. (AO4)</i>
3	Answers that show a competent level of understanding and which should:	
	✓✓✓ 41, 40 ✓✓ 39, 38 ✓ 37 [36]	<ul style="list-style-type: none"> • be written coherently and present a focused argument, supported by some exemplification using appropriate terminology. (AO1) • show a clear knowledge in an analytical framework, using some metalanguage in discussing speech. Support by salient examples, which should say something on phonology, lexis, syntax and semantics. (AO3i) • show some understanding of concepts relating to spoken language situations. Support this by some examples drawn from passage and own ideas, relating this in a focused fashion. (AO4)

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 basic 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
January 2006

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	Written Language
1	30	<p>The following two passages are taken from publications written for young adults. Passage (a) is part of a song lyric. Passage (b) is from a novel. Both passages show variation in their use of English.</p> <p>By close reference to your own studies of English, comment upon and illustrate influences which can lead to variation in written texts. You may, if you wish, refer to the passages as part of your answer. You should ensure that you include detailed reference to lexis, syntax and grammar in your responses.</p>

Notes on the task

The key word is variations. The question is worded to give a stronger emphasis to the formal qualities of language study which should be the focus of candidates' responses. If they choose to start with comments upon passages, this will certainly address the DOMINANT AO4. If they choose alternative forms of writing, they should signal clearly how the choice will lead in to AO4 commentary. We can expect the usual texting, emoticons, and other IT factors to be used again. Mere observation of the rather stale LOL/L8R etc., is not enough to lift marks too far. It needs to be shown how this is a variant grammatical form and that abbreviations are not unknown before the advent of recent technologies. If advertising is used, look for evidence beyond the base Kit Kat or such like. Candidates need to have prepared examples and will need to illustrate and comment upon their specific similarities/differences by recourse to syntax/lexis. Journalism is often written in a form of standard English. Candidates often muddle this up. Headlines/by-lines are best examples and should be analysed for grammatical organisation. Be prepared to accept any reasonable form of writing, provided there is an organised response along language study lines. The problems emerge with candidates who have used resources which are probably more directly germane to Communication Studies. Exercise caution in marking these and be prepared to award positively some semblance to responding to the whole question. Candidates who simply recourse to sociolinguistic/psycholinguistic narrative are a problem. In the first case attempt to assess these fairly. It is important to be prepared for unusual categories. These could include written dialogue and literary texts. If anchored in response to syntax etc., these should be acceptable. Upper band answers invariably give clear indication of control of material by judicious selection, even if this is relatively linguistically rudimentary. Lower band answers tend to give simple snatches of vague language information amid a rather rambling overall narrative style.

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. (AO1) 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. (AO1) 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	<ul style="list-style-type: none"> • Be written in appropriate English and offer limited illustration of issues. (AO1)
	13 12	<ul style="list-style-type: none"> • 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	<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
	5, 4, 3, 2, 1	<ul style="list-style-type: none"> • 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 (a) and (b) are advertising desirable products, implying that ownership of such gives the buyer status. By careful analysis of the language of each passage, compare and contrast the levels of formality and register.

Notes on the task

Advertising subject matter should be reasonably familiar and encourage clear address to DOMANANT AO5i. One ad. is clearly structured around the mytheme of Celticism, whilst the other plays upon the conventions of leading-edge technology - plus a free CD case. Candidates are likely to summarise the contents; but we should expect them to spot the conventions at work, which make the registers rather different. Expect comment on obvious discursal features plus the differing range of lexemes. Passage (a) is full of adjectival intensification, plus range of nouns inspiring the idea of luxury and craft. The payments are carefully embedded by the Adj. remarkable followed by an embedded clause. Candidates who make focused points about syntax are showing Band 2 capabilities. Passage (b) plays upon brand recognition plus an exclusive range of nouns plus intensive intensifiers - US patented acoustic waveguide speaker technology. The imperative in the strap line should be picked up as a clue to the importance of technology. Costs are embedded in-the choice is yours-implicit declarative about the customer not being bothered by such things and this is covered by further syntax which buries price under the guarantees-further imperative-so call today-and possible pun in final sentence. The question and material should encourage candidates to see multi-layering in written discourse and allow the more perceptive to pick out the essential structural features. Candidates who skim the surface with little clear technical observations (of a reasonably basic kind) are unlikely to reach above Band 4. Reward those who stay well-focused upon the task, showing firm control of syntax and lexis.

Band	Marks	DESCRIPTOR
1	<i>Answers that show depth and insight and which should:</i>	
	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 advertisements. 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		

2	<i>Answers that are proficient and well focused and which should:</i>	
	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	<i>Answers that show a competent level of understanding and which should:</i>	
	20	<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 focus on the contexts of the differing advertisements as exemplified. This to be supported by reference to relevant nouns or intensifiers. There should be references made to features defining register and formality. (AO5i)
	19	
	18	
4	<i>Answers that are basically sound but sometimes uneven and which should:</i>	
	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	<i>Answers that are just adequate as a response to the task set and which should:</i>	
	14	<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)
	13	
	12	
5ii	<i>Answers that are, on balance, not adequate to the task set but which:</i>	
	11	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
	10	
	9	
U	<i>Answers which do not reach the standard defined for Band 5 because they:</i>	
	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	

OR

Qn. No.	Max. Marks	Child Language Acquisition
3	30	<p>Alice is three years and four months old. In the transcription she is talking with her mother, who is trying to get her ready to go to nursery school.</p> <p>By close reference to the transcription comment in detail upon Alice's language skills. Pay particular attention to syntax and lexis.</p>

Notes on the task

Candidates are likely to approach Alice's skills by saying she is not skilful in conversation. Indications for upper band 1 or 2 are those who see that she has a parallel conversation between her real world and that of her social obligations. The fact that she interacts between the two and sums this succinctly in her final affirmative adverbial shows a command of spoken and conceptual skills. In terms of grammar, she is largely in the present and does not modalise possibilities, except once. However, her tense control is secure and, as the conversation develops, it becomes part of an adequate clausal organisation, using connectives in a correct way. She also uses prepositions and personal pronouns in a perfectly logical form. The invocation of dog, daddy and Emily all show how she can build upon simple nouns and turn them into elements in the formalised sentence. She asks questions, internalises her own thoughts and links her dolls to the outside world. In all ways she is in control of her language. Lexis is appropriate to setting - proper nouns for names, adjectives used in superlative-bestest-ability to use count nouns, the synonym animals-for doggies/dollies? Do not over reward candidates reward who want to tack on bits about theory. Nor those who argue a deficit model of language. Reports have consistently raised these as limited issues. Look for focus on what the question asks, supported by clear examples taken from her speech.

Band	Marks	DESCRIPTOR
------	-------	------------

Answers that show depth and insight and which should:		
1	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		

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"> 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
January 2006**

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.

Section A targets AO1 and AO3ii.

Section B targets AO1 and AO4 and AO5ii.

- 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.
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 (i.e. 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 transcription a musician, with a command of English as a second language, is discussing the composition of one of her songs. Comment upon the effectiveness of the transcription in conveying the speaker's accent. What further linguistic methods could have been adopted to clarify the speech sounds?

Notes on Task

The **DOMINANT A03ii** should be covered if candidates offer speculation about how some of the vowel/consonantal sounds might be illustrated. Do not expect absolute accuracy, since they will be uncertain of the speaker's origins (Iceland) so there is an intonation pattern which is, to some degree, Scandinavian. The stress markers may lead to consideration about tone units and the fact that though the speaker is fluent, there are clear indicators of non-standard intonation patterns. We are encouraging scrutiny and suitably detailed commentary and candidates should not be concerned with the syntactic irregularities of speech. However, expect some to consider they are 'wrong'. This is not really an issue in this question, but do not penalise unless this is sole focus. Candidates are usually well-prepared for this area of linguistics and acquit themselves with some technical intelligence. Broad issues about speech and accent unrelated to passage are unlikely to move above the 5.i Band.

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. (A01) 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)
	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"> • Be written in accurate English, employing some suitable terminology, showing some understanding of phonology. (AO1) • 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. (AO1) • 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	In the following two passages (a) is the opening of the original version of the children's story <i>The Wind in the Willows</i> published in 1908. Passage (b) is a simplified version published in 1999. Discuss and comment in detail upon the grammatical and syntactical differences between the two passages.

Notes on Task

DOMINANT A03ii is clearly embedded in this passage/question. Be careful not to over-penalise candidates who approach via lexis, though for clear B3 marks and above there must be adequate address to grammar/syntax. The readership level of simplified version has not been given. Candidates should not therefore waste time making assertions about likely audience. If this appears do not accept as suitable methodology for the question. Some points we should hope candidates will make: in (b) far fewer intensifiers and adjectives (give examples of same in (a)); tenses almost entirely past in (b); more range of tenses in (a) (give clear examples); interior monologue in minor sentences in (a); suggestions of interior through in (b) complete declaratives; clausal structure in (a) is quite involved. This might be the marker for the high achieving. Second sentence is very complicated with possible elided main Vb., opening part making it minor? Followed by a range of appositional phrases/nouns. Passage (b) largely full declaratives using third person narration and opening. Much use of third person pronoun as the convention to foreground character doing something. Neither passage uses modality in syntax. Clauses in (b) relatively straightforward with limited co-ordination. For all the above we expect clear examples with largely correct terminology. We will be less generous to candidates who simply answer in largely an observational broad narrative, and see this as an indicator of Band 5.i. or low B4.

Band	Marks	DESCRIPTOR
------	-------	------------

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 apposite terminology, showing an informed understanding of grammatical features. (AO1) 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)
	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, employing some suitable terminology, showing some understanding of grammatical features. (AO1) 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)
	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"> 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)
	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 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	<p>The following passage is adapted from a newspaper review of a book which is being given to magistrates, showing them how not to cause offence by language use.</p> <p>Comment upon the passage, with special reference to the capitalised words. In what ways does the passage raise issues about meaning in language?</p>

Notes on Task

DOMINANT A03ii inscribed in passage/question. Candidates may spot as variable on PC issues. This is fine as long as it is not turned in to general narration about manholes, chairpersons, etc. Reports to centres clearly raise the fact that the passage needs detailed address. Upper band marks therefore must deal with issues of connotation and pragmatics as related to the cited examples. Whatever resonances are seen in the words will open up a basic discussion of semantics. The nouns dealing with race and creed should provoke some analytical responses – is a coloured pencil different from a coloured person and why is it likely that coloured is often only applied to Afro-Caribbean roots? The chosen nouns/adjectives should be reasonably within candidates' own lexicon. Quality will depend on a sensible basic theoretical approach to the extract, supported by any further apposite examples. Weaker responses are likely to shift the posts to a general discussion about gender or class issues, without much substantial reflection upon linguistic frameworks. Broad quasi-philosophical essays upon the Meaning of Meaning are not likely to fit into the MS or Q successfully. Past experience shows a certain harshness in marking this question and we must expect some answers which will show interesting ideas, not necessarily as outlined above. These are likely to include responses where candidates clearly do not know what the commonly accepted definition of some of the nouns/adjectives are. Gypsies and refugees could be in this category.

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. (AO1) • 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)
	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, 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)
	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"> • Be written in an ordered way, using limited terminology, showing a basic understanding of semanticity. (AO1) • 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)
	13	
12		

5ii	Answers that are, on balance, not adequate to the task set but which:	
	11	<ul style="list-style-type: none"> • <i>Show occasional evidence of achievement against the criteria for Band 5i.</i>
	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"> • <i>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</i> • <i>Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR</i> • <i>Are not written with sufficient clarity or accuracy to make meaning and argument coherent.</i>
	5, 4, 3,	
	2, 1	

SECTION B: SOCIAL CONTEXTS

Either

Qn. No.	Max. Marks	Language Change
4	30	<p>The following passages are taken from political speeches. Passage (a) is from a speech made by Queen Elizabeth I of England (1558-1603) to parliament. There has been some modernisation of Elizabethan spellings and some adjustment of original punctuation. Passage (b) is adapted from a speech made by Mr Blair, the Prime Minister, in 2003.</p> <p>By close attention to the passages comment upon some of the similarities and differences between 16th and 21st century English.</p>

Notes on Task

The context of passages should be self-explanatory. The formality in the spoken mode gives a clear hint about register(s) so AO4 and AO5ii should be easy enough to attach to answers. The slight simplification of Elizabethan writing should stop endless speculation about historical punctuation/orthography. The registers offer clear contrasts. In (a) the pronouns are very important and candidates might note the way they shift. In (b) there is less emphasis upon the speaker's voice and a shift into the statistical listing, using a number of 'trigger' nouns/NP deployed in what is political spin. Perhaps the crucial noun being either people or children, or both. This leads to the rhetorical triolet in final sentence. The power structure in (a) might cause candidates more problems in grammatical unpacking – our estate, his subjects and the careful declarative about my heart not set on wordly goods. The idea of an almost metaphysical entity being the nature of good governance, hides the probable steel of wordly intentions. Candidates might find it hard to see what the actual subject matter of (a) is. This should differentiate the passages fairly clearly. Expect better candidates to pause on the likely obsolescence of render/beseech/bestow as verbs. Anticipate searching for classical origins in (a) and denial of such in (b). Treat all efforts upon etymological origins and semantic shifts positively.

Band	Marks	DESCRIPTOR
		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. (AO1) 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)
	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, employing some suitable terminology, showing some understanding of the languages used in the passages. (AO1) 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)
	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"> 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)
	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	

Or

Qn. No.	Max. Marks	Language and Gender
5	30	The following passage is from a magazine article written by a woman. By close reference to the writer's choice of lexis and, where relevant, your own studies of language and gender, comment in detail upon the writer's attitude to the 'contrasexual' woman.

Notes on Task

The passage plays with (new?) noun contrasexual, how far it is synonymous with untraditional might be an issue for some candidates. The later point about such a woman being a male conceit should stir responses. Any close interpretation of noun conceit reward positively. These broad lines should give adequate coverage to work on AO4. AO5ii is likely to open the floodgates to Lakoff et al. Judge such on its close relevance to passage. Since it is a female writer, expect attempts to prove her lexis is definitely that of a female. How 'new' is new woman, invented by male(s) etc. The more overt sexualism in concluding paragraphs should also attract candidates' attention. The media references offer popular iconicity to the debate. The social/economic positioning of the subject could also be commented upon. All such offer clear discourse markers inviting references to be made to the writer's choice of language. The paragraph, 'I've never come across...' is very rich in adjectival clusters, which need some disentangling. Past performance indicates higher band candidates manage to mix some technical observations – largely lexical – with sensibly controlled issue germane to gender politics. Indecisive scripts rapidly dismiss the rubric and embark upon beachcombing through sources of little direct linguistic relevance.

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. (AO1) 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 time and how the language used reflects the changes in gender attitudes. (A05ii)
	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"> • 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. (A04) • Show how the passage reflects variation over time and how the language reflects changes in gender attitudes. (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 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. 6	Max. Marks 30	<p>Language and Society</p> <p>The following passage is adapted from a newspaper article. It concerns a social group called 'Chavs'.</p> <p>By detailed reference to the examples of sociolect in the text and, where relevant, your own wider studies of language, comment upon and illustrate links between varieties of language and particular social groups.</p>
------------------	----------------------	---

Notes on Task

A recent publication looks at origins of Chav and gives slightly different interpretation to my gloss. However, the word is becoming very popular and has crossed into higher social band journalism. Note AO4/AO5ii must get to grips with idiolects/sociolects. Passage gives adequate definitions and varied regional adaptations and synonyms. The issues of the fashionable spread of the noun into lifestyle should provoke candidates to offer other complementary examples, perhaps drawn from musical cultures. The important issue is the linking of language with social identity. Some of the glossed key nouns should give additional assistance in keeping the material in reasonable linguistic focus. We might expect the ubiquitous texts to emerge. It will take considerable subtlety to show this as a sociolect. Given the help in the passage, it will not be good enough for candidates to say I do not use/know these words and depart in to prepared package. Such an approach is clearly major irrelevance. We can expect references to previous set questions on language and fashion. If used judiciously and linked to formalities of the passage, these responses could be rewarding.

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. (AO1) • 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)
	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"> • 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. (A04) • Show how the passage reflects changes over time and how the language used raises some issues about form and mode in speech. (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 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
January 2006

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.

Section A targets AO1, AO2 and AO4.

Section B targets AO3ii and AO5ii.

- 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.
 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	
1	30	<p>Passage A (printed in the Reading Booklet accompanying this question paper) is a transcription of a conversation taken from the BBC television programme 'Beat the Burglars'. Dominic, the presenter, is talking to Ian and Mandy about the lack of security precautions at their home.</p> <p>(a) The local Police Crime Prevention Officer has been asked to provide a brief report advising Ian and Mandy on how to improve security in their home. Using the material in the transcription, write this report in about 150-200 words.</p> <p>(b) Compare the transcription of the interview with your own transposition of the material into report format. Indicate any difficulties you encountered in making the transposition. You should also comment upon wider issues concerning the presentation of speech in written form.</p>

Notes on the task

'Beat the Burglars' is intended to be at least as much for entertainment as for information. The presenter deliberately highlights, in a light-hearted way, the shortcomings of each programme's participants. The task is to transpose semi-spontaneous (directed) conversation into a more ordered and shaped report format for a serious purpose.

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). Basic answers will demonstrate some ability to focus on the transcript and transpositions as examples of spoken and written language rather than a mere understanding of their obvious content. They will have sufficient command of basic linguistic terminology (e.g. register; formality; features of speech – repairs, overlaps, backtracks, minor sentences) to be able to communicate an appropriate response. More developed answers will use terminology as an organising device to shape their discussion of the differences between transcribed/spoken and transposed/written language.

In transposing the content to the written report mode, candidates should demonstrate their control of language appropriate for the purpose (AO2). In this particular case this requirement may involve making choices about the level of colloquialism desirable and the need to contextualise. Basic answers will be written in such a way as to show awareness that a report requires a more formal lexis/register, using devices such as modality (could/should/might) to convey advice. Clues and cues might be taken from the style of Passage C; but an answer which simply rehashes that Guide is unlikely to receive much credit. More developed answers will be explicit in analysing (not just describing) the linguistic choices made in the transcription, for example in explaining how to address the reader/recipient of the report. They will make accurate use of the material in the transcription and should be rewarded for any appropriate choice(s) of style coupled with detailed explanation. Discussion of the difficulties encountered will be based on linguistic issues, not on the perceived difficulties (or otherwise) of the subject-matter.

Candidates 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). Answers which simply rehearse a (prepared) list of features of spoken language will not gain many marks. Better answers are likely to comment on how the semi-directed nature of the conversation in Passage A is represented – or indeed how it might be better represented – in the transcription.

Band	Marks	DESCRIPTOR
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 Passage A into the prescribed written context (AO4).
	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 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 task (AO4).
	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"> • 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 task (AO4).
	13	
	12	
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11	<ul style="list-style-type: none"> • <i>Show occasional evidence of achievement against the criteria for Band 5i.</i>
	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"> • <i>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</i> • <i>Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR</i> • <i>Are not written with sufficient clarity or accuracy to make meaning and argument coherent.</i>
	5, 4, 3,	
2, 1		

<p>Qn. No.</p> <p>2</p>	<p>Max. Marks</p> <p>30</p>	<p>Passages A, B, C, and D are all concerned with theft and burglary. By close reference to the passages, analyse and discuss ways in which each speaker or writer addresses his/her audience.</p> <p>In your answer you should, where relevant:</p> <ul style="list-style-type: none"> • make detailed reference to specific examples of lexis, syntax, grammar, phonology, language change and features of discourse • comment on how the context and purpose 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 in order to discuss and evaluate the linguistic methods used by the speakers/writers to address their subject (AO3ii). A basic answer will identify differences in levels of register and formality, but may do little more than assert these in general terms. Similarly, the presence of words from the lexical field of legal procedure in Passages B and D ('in my cause ... accountable for his actions ... ') may be noticed. Less developed answers will tend to list and accumulate rather than analyse such examples. Better answers will go on to more subtle readings, noting for example the humorous use of police jargon ('a matrimonial') in Passage A. They will also demonstrate a stronger tendency to evaluate the tools of linguistic analysis which they have employed.

Candidates are also required to analyse and evaluate ways in which the different times and contexts of linguistic use may influence variations in meaning and form (AO5ii). A basic answer will identify features of language which exhibit change over time, such as the past tense forms ('was stole ... he did seem') and semantic shifts of words like 'carry'd' in Passage B. Comment might be made on obvious differences in purpose and intended audience, noting for example the use of contractions and questions to engage the reader in Passage C. Better answers might explore and analyse the grammatical structure of a participle phrase like 'my Master coming to us' (Passage B) or the effect of the discourse markers of time ('Each month ... One early evening ... On Tuesday evening ... ' in the letter (Passage D). Features of structure, such as the moves from imperatives to conditionals in Passage C, will be more fully appreciated.

Band	Marks	DESCRIPTOR
1	Answers that show depth and insight and which should:	
	30	<ul style="list-style-type: none"> Show appreciation of lexical variation and change; show ability to analyse structural forms; show strong awareness of context of use; show complete familiarity with appropriate phonological devices and procedures for analysis of speech sounds and prosodic features; 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 differences (AO5ii).
	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 able to appreciate main effects of lexical variation and change; analyse structural forms competently; show some awareness of context of use; show familiarity with appropriate phonological devices and procedures for analysis of speech sound and prosodic features; 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"> Be able to recognise a few effects of lexical variation and change; begin to analyse structural forms; show limited awareness of context of use; show some awareness of appropriate phonological devices and procedures for analysis of speech sounds and prosodic features; 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 January 2006

GCE English Language

Chief Examiner's Report

Candidates at AS level still need to be more aware of the importance of quality of written communication in their answers. At A2, candidates need to ensure that very careful attention is given to the specific demands of the rubric in all questions.

In both 2703 and 2705, candidates continue to produce a challenging range of work, often showing significant interest in a range of language forms and activities. Centres seeking further guidance on the coursework units should refer to feedback given by the Principal Moderator in reports from previous sessions.

The individual Unit reports will give insight and guidance concerning the issues arising during this January session. Centres might like to particularly consider some of the issues raised in the reports concerning the mechanical accuracy and presentation of candidates' scripts.

2701: Frameworks of the Description of English

Candidates responded well to the transcript and made some interesting observations on the nature of scripted and unscripted language in 'reality' television broadcasts. There were a number of comments on the differences between the way that Jill and Cathy used language, although few candidates picked up on the rhetorical and persuasive nature of Cathy's language. It appears that candidates are familiar with past papers which is very important for getting the feel of the paper and understanding requirements and structure, but, as has been mentioned in previous reports (January and June 2005) it is essential that candidates analyse many other transcriptions and spoken exchanges so that they can deal with whatever is given to them in the paper. Some candidates appeared to want to write about co-operative language and occupational dialects (which featured in previous sessions) and therefore were perhaps not fully prepared for how to deal with a transcription that did not feature these particular elements. Future transcriptions will again draw on any of a range of radio and television broadcasts as well as 'live' everyday conversations that could take place in the home, the workplace and so on.

Comments on attitudes to class and social status were generally judicious although there were still a few candidates who appeared to find Cathy 'common' and Jill 'posh' using the kind of terminology that is not acceptable for this kind of objective analysis. Some candidates appear to have forgotten or not realised that having an accent or using a dialect is not confined to 'poor' people or Northerners. AO4 marks could be earned by having a good basic grasp of theory behind accent and dialect such as the research of Peter Trudgill. Gender theory is sometimes used well but often doesn't stretch beyond assumptions and oversimplification.

There was a strong recommendation in the June 2005 report that candidates are encouraged to use the terms **semantics**, **syntax**, **phonology** and **lexis** in their answers and there is evidence that many centres are now doing this, which is excellent. However, syntax appears to be the least understood and most underused. Candidates can comment on word order, grammatical structures, where, syntactically, overlaps occur, how different types of utterances (questions, exclamations, etc.) are constructed and so on. Some centres appear to be teaching candidates how to deconstruct utterances grammatically and candidates are labeling words by class as well as looking at clause structure and that is an excellent grounding for the whole of the AS and A2. Comments on phonology can relate to accent, stress and intonation, but are always helpful if a comment on intonation, for example, can include information about how the intonation adds to the *meaning* of the utterance. This could mean students need to be more aware of the role of pragmatics in speech.

It is apparent that centres are using previous mark schemes and paying close attention to the *Notes on the Task*. That is a good way of seeing what examiners are looking for, but will only relate to individual papers and should not be used as a 'shopping list' of features that will apply to every examination session.

In the light of the above comments and previous Principal Examiner Reports to centres, there are certain texts that teachers and candidates may find helpful in their revision, and are easily available. These are David Crystal's *Encyclopedia of English Language* and *Rediscover Grammar* along with the A-Level English Language *Revision Express*.

2702: Variation in the Usage of English

General Comments

The performance of candidates was satisfactory, showing comparability with the entry of June 2005. There was evidence of sound teaching in centres, with candidates having a secure general grasp of a number of linguistic issues. Centres might like to note that the rubric if Question 1 clearly states that reference must be made to lexis, syntax and grammar. Responses which skirt these crucial points by adopting a general narrative approach are unlikely to be able to reach upper band marks. In Question 3 there is clear emphasis on candidates dealing with linguistic skills and not linguistic deficiencies. The fact that this is still the approach of some scripts indicates a need for centres to remind all candidates about the precise focus of the relevant AO's. Literacy is assessed across the whole paper. Examiners are still expressing concerns about the work of some candidates. The major problems seem to be answers which lack structure in terms of paragraphs and employ a casual register inappropriate to an academic essay. It should also be noted that some candidates appear to have particular problems with spelling some quite basic words.

Q.1

A number of candidates made some references to the stimulus passages, pointing out syntactical variations, or lexical deviance. Though it should be said that no candidates could analyse such in terms of grammatical competencies, or deal in any great depth with what the lexical inconsistencies were based upon. Text messaging remains popular, with a few candidates comparing to the language in e-mails and showing a refreshing ability to do some basic grammatical commentary. There were also some good responses drawing upon advertising and the world(s) of marketing. Not only did such answers introduce some much-needed fresh examples, but they also extended the range of topics effectively. The press remains a problematic area. Generalities about tabloid/broadsheet remain, leading to answers which cite no examples of what are the structural variations in the texts. Typographical variants are not assessed in this specification. Sociological and media studies responses do not conform to the demands of the rubric. Centres should remind candidates that supporting evidence, showing some clear linguistic study of the press is what the question demands.

Q.2

Candidates engaged quite well with this question. Most responses seemed to find the register of (a) more formal than (b) though, perhaps surprisingly, few could engage with the technocentric language of (b) with any confidence. Some examiners felt that candidates were unfamiliar with the adjectival richness in (a) wishing to pursue a less precise course in discussing the appeal to wealth and class - an easier general route, but not a linguistically rewarding one. However, it was clear from the scripts that candidates were able to move beyond a simple compare and contrast and give some consideration to basic discursual features; though only a few could argue with confidence about discourse markers in the texts. There were some adequate comments upon lexis in passage (a) and a few candidates were able to do some syntactic comparisons, using a formal grammatical tree approach. This is a very secure approach and does help candidates to make a more incisive analytical base from which they can draw conclusions about formality. This methodological response ensures that the answers are fully engaging with the dominant AO in the question. It might be of interest to note that the levels of literacy displayed in answering this question are often better than those found in answers to Question 1.

Q3.

Responses to this question were very variable. A minority of candidates worked systematically on the skills shown by the speaker. They were able to show her speech was lexically advanced and that she had command of a whole range of grammatical attributes when engaging with her mother and her own interior world of play. This is precisely what the question requires, a clear

approach to itemising and commenting upon the actual material in the passage, thereby showing the skills factor in the linguistic dimensions of speech. Since the passage is not marked for any accentual particularities, it is impossible to know what social class the child might come from. This is usually the starting point for candidates who slide too readily into the deficiency model of narrative. Such responses subject a three-year-old to accusations of failure in not knowing about pronouns, or for elisions of final 'n' sounds in certain words – a feature common in most adult speech. A few candidates also try and relate the passage to various theoretical approaches to language - such as Chomsky et al. This is not required at the AS level and is of no real relevance to the question. The AO's for the question reward systematic frameworks, drawn from the passage itself. Apart from syntactic/lexical issues, comment should be made on such conversational factors as tags, latches, back-channels, overlaps, etc (should they occur), so ensuring that the skills required for 2701 can be effectively shown in 2702. The fact that a number of previous reports have raised these issues does indicate that some centres need to revise teaching strategies for those candidates being preparing to answer on Question 3.

GCE English Language

Unit 2703 – Experiments in Writing

Principal Moderator's Report

There were too few candidates entering coursework in this session for any meaningful comments to be made on the standard or content of work submitted. Centres should refer back to the Principal Moderator's Report for the June 2005 session.

2704: Language Contexts -

General Comments

There was some excellent work in a number of scripts in the upper bands. Here, as was seen also in June 2005, candidates displayed real confidence in using basic linguistic theory and could apply such with sound terminology and an appropriate concentration upon the rubric of the question(s). It is pleasing to comment on the significant improvement in the work of candidates from a number of centres over the past two years. A few candidates still tend to ignore the very specific demands of the question. Here, responses tend to ignore what is set and embark upon a narrative excursion which sometimes is largely built around poorly digested pre-packed materials. Often such answers are also weak in AO1 skills. It would be a great help to candidates if they were taught to read the rubric with care and not to approach it as an invitation for general speculation. The dominant AO's are all predicated around a strong response to any set passage, enhanced by clear evidence of wider learning applied judiciously.

Q.1

The minority of candidates who undertook this question showed evidence of a secure understanding of basic phonology. They used the passage efficiently, pointing out that a foreign speaker of English can present real problems in terms of pitch, intonation and tone boundaries. They made response to the unusual rising stress in the speech and said that only a full phonemic transcription would catch the sound map of the speaker. It should be noted that candidates who made recourse to the listed phonemic symbols were very good at giving basic illustration. A number of responses noted, quite correctly, that the orthographic methods used by the transcriber could give no clear indication of the range of vowel sounds employed by the original speaker. All of these listed points give solid evidence that candidates are able to understand phonology and to apply it systematically to specific passages. This is most encouraging for those centres who have concentrated upon this particular area of linguistics.

Q.2

Again attracting a minority of candidates, whose responses showed some variability. Candidates who were systematic and approached sentence by sentence picking out syntactical variations and showing some analysis of such differences were securely responding to the dominant AO. Candidates who used a tree structure were particularly good at this level. Candidates who ignored the grammatical part of the question and embarked upon a lexical tour were not responding to the rubric. Such responses also showed greater interest in the age of the original narrative. Comment was made upon the difficulty of the original and that simplified meant for those who might not be literate. 'Spring-cleaning' was cited several times as really 'old-fashioned English'. Whilst of broad interest in determining cultural aspects of language in society and levels of readership, such answers are simply not addressing the dominant AO related to this question.

Q.3

This was the most popular Section A question. Candidates who worked systematically through the examples, discussing possible connotations and pragmatic issues were able to secure clear and efficient responses. It might be worth noting how very few candidates had a clear idea of the differences between English and British, or what the noun 'gypsies' can mean, whilst Christian was never debated in terms of its pluralised meanings. The less responsive scripts appeared to have little understanding of the meanings of a number of the cited examples. They embarked rapidly upon post persons and gender specific issues, which led to considerable secondary narrative. Because of the P.C. dimension of the original article a number of candidates lost the essential objectivity of academic writing and became personally irate about the passage, so losing AO focus. As noted in all previous reports, Humpty Dumpty is still a staple in a number of answers.

Q.4

This question was a minority choice. There were some excellent answers concentrating upon political rhetoric/spin, noting the we/I and myself/my pronominals in the passages. Very perceptive candidates glossed 'estate' well, comparing with the modern obsession with statistical clausality. Some suggested (b) was more real speech than (a) which had structural elements of the dramatised monologue. Several candidates attempted a lexical map, showing the different fields upon which the speakers drew. This was thoughtful application of linguistic method, enhancing scripts with clear technical purpose meeting demands of relevant AO's. A very few ignored the rubric and spent much time praising Caxton, the Great Vowel Shift and Dr Johnson, which was interesting, but hardly germane to the question. Centres are reminded that knowledge of English language history is not required in any depth. The focus is upon what can be gleaned from passages and supported, if relevant, by wider reading which must have some clear relevance to the textuality in passages.

Q.5

This was the most popular question in Section B and raised a number of concerns with examiners. Some candidates seemed to find the actual contents difficult to understand, few spotting it emanated from a highly respectable bank. Then there was the recurrent problem of secondary materials used in a broad narrative framework, perhaps of academic interest to degree studies in feminist issues, but not linked to the lexis in the passage. This meant that a number of scripts were only marginally connecting to the issue demanded in the rubric. Candidates concentrating upon this debated with some effect upon what the noun 'contrasexual' might actually mean. They also picked up the first few sentences as being rich in sex/gender language, and spotted the consumer identity of the new woman. This ensured a linguistically/lexically-driven response. Centres would give candidates real help if they encouraged the close reading of passages as a priority and not a secondary issue. There is evidence this is not happening, leading to the inevitable marginalizing of the question. As in Question 4, in order to meet the relevant AO's, the passage must be prioritised and secondary reading must support the textuality within the set passage.

Q.6

Very few candidates undertook this question. It followed in format the previous questions set upon sociolects, identifying groups by specific nominalisation, creating a new identity with pejorative undertones. There was a good range of dialect terms, largely not taken up or challenged by candidates. Nor was the idea of fashionability in language/the marketable commodity taken up, though itemised in the actual passage. Answers rapidly moved into the over-worked fields of text messages and broadly sociological assumptions about social class and idiolects. The idea of modern speech and idiom in writing, largely influenced by urban and mediated concerns, should be a vital and lively area for candidates' research. As in previous comments upon performance in this section, candidates need careful guidance in responding to the actual passage(s) and using secondary wider reading in order to support the issues raised in the actual set extract.

GCE English Language

Unit 2705 – Language Research Topic

Principal Moderator's Report

There were two few candidates entering coursework in this session for any meaningful comments to be made on the standard or content of work submitted. Centres should refer back to the Principal Moderator's Report for the June 2005 session.

English Language 2706: Exploring, Analysing and Evaluating English

General Comments

Only two candidates sat/re-sat this Unit, so it is impossible to make any firm judgement about standards. However, the paper appeared to work well in enabling responses which genuinely explored and evaluated the use of language; analysis, as usual, was less good.

Comments on Individual Questions

Q No)

- 1) (a) The transcription task was to write a Crime Prevention Officer's report advising on how to improve domestic security precautions. The report was to be based on material in a transcribed interview with the home-owners, a couple who had been the subject of an episode of the BBC TV programme *Beat the Burglars*.

Candidates chose an appropriate style and format for this task, combining formality with informality.
- (b) The second part of the task was comparison of the candidate's transposition with the original transcription. The 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 points included comment on how specific linguistic features – for example, rhetorical questions and the use of conjunctions – had been used in the transpositions, contrasting their effect with the features of the transcription.
- 2) Language use in four different passages is the focus of this question. Candidates coped adequately with understanding each passage, making valid points of comparison. Purpose and audience were, as usual, soundly understood. There was some attempt to engage with grammatical and syntactical features, though terminology was not employed with any degree of certainty. Comments on lexis and language change tended to be limited to the observation that a word or expression in Passage B - "in liquor", for example - would now be considered archaic.

**Advanced GCE English Language 3827/ 7827
January 2006 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2701	Raw	60	45	40	35	31	27	0
	UMS	90	72	63	54	45	36	0
2702	Raw	60	43	38	33	28	24	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	43	38	33	28	24	0
	UMS	90	72	63	54	45	36	0
2705	Raw	60	49	44	39	34	29	0
	UMS	90	72	63	54	45	36	0
2706	Raw	60	43	38	33	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
3827	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	0.00	10.00	20.00	60.00	100.0	100.0	10

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

	Maximum Mark	A	B	C	D	E	U
7827	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	66.67	100.0	100.0	100.0	100.0	100.0	3

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Information Bureau

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: helpdesk@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

