

English Language

Advanced GCE **A2 7827**

Advanced Subsidiary GCE **AS 3827**

Mark Schemes for the Units

June 2006

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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	23
2706	Exploring, Analysing and Evaluating English	42
*	Grade Thresholds	53

Mark Scheme 2701
June 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? 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:

- **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 responses 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	60	<p>The following transcription is taken from a Leeds local radio station. The male presenter and the female caller are both in their sixties; the caller has phoned in to take part in a competition. The presenter wishes to put the caller at ease.</p> <p>Identify the phonological, semantic, lexical and syntactical features in this transcript that are typical of spoken English. You may also refer to the phonemic symbols listed on page 3.</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 age and backgrounds of the speakers to avoid incorrect accent spotting. Weaker candidates may veer into unhelpful stereotyping, but stronger candidates may comment on responses to regional accents and/or the way that our age may affect the way that we speak. Candidates may comment on features of informal conversation, co-operative conversation, level of formality and convergence.

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 mark bands) are as follows.

Lexis: slang, colloquialism, dialect that may be marked for dialect or markers of age ('cracking', 'oo eck') and topic change, modifiers, use of pronouns, forms of address ('love') etc.
 Grammar and Syntax: overlapping, turntaking, grammatically incomplete utterances, fronting ('hes very keen is me grandson') 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 application 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, divergence, 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	Very good	
	√√√ 60, 59, 58 √√ 57, 56, 55, 54 √ 53, 52, 51 50 [49, 48]	<ul style="list-style-type: none"> • 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	Proficient	
	√√√ 47, 46 √√ 45, 44 √ 43 [42]	<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; • Written coherently, presenting clear arguments supported by detailed and relevant exemplification, using appropriate terminology (AO1); • 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); • 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).
3	Competent	
	√√√ 41, 40 √√ 39, 38 √ 37 [36]	<ul style="list-style-type: none"> • Written coherently and presenting 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).

Generally sound		
4	√√√ 35, 34	<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; Written in an appropriate style and generally clearly expressed, although dealing with some 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 (AO3i); 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).
	√√ 33, 32 √ 31 [30]	

Basic		
5i	√√√ 29, 28	<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).
	√√ 27, 26 √ 25 [24]	

Limited		
5ii	√√√ 23, 22	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.
	√√ 21, 20 √ 19 [18]	

Answers which do not reach the standard defined for Band 5 because they:		
U	17-0	<ul style="list-style-type: none"> Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs); AND/OR Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

Mark Scheme 2702
June 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 responses 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. 1	Max. Marks 30	<p>Written Language</p> <p>The two passages are taken from recent advertisements.</p> <p>By close reference to your own studies of English, comment upon and illustrate influences which can lead to variations in written texts. You may, if you wish, refer to the passages as part of your answer. You should ensure that you include detailed discussion of lexis, syntax and grammar in your responses.</p>
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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. Answers that simply recourse to sociolinguistic/psycholinguistic narrative are a problem. In the first case attempt to assess these fairly. These will need reference to principal at some stage. 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
Very good		
1	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 (AO4).
	29	
	28	
	27	
	26	
	25	
24		
Proficient		
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	
Competent		
3	20	<ul style="list-style-type: none"> 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 (AO4).
	19	
	18	
Generally sound		
4	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	
Basic		
5i	14	<ul style="list-style-type: none"> Written in appropriate English and offer limited illustration of issues (AO1); There should be a few clear examples drawn from chosen area of study presented in a coherent narrative framework. The responses should be about variation and might make basic links with their own studies of written language (AO4).
	13	
	12	

<i>Limited</i>		
5ii	11	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.
	10	
	9	

<i>Answers which do not reach the standard defined for Band 5 because they:</i>		
U	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	

Section B

Choose one question from this section.

EITHER

Qn. No.	Max. Marks	<i>Register and Levels of Formality</i>
2	30	<p>The following two passages have been adapted from reviews in newspapers.</p> <p>By careful analysis of the language of each passage, compare and contrast the levels of formality and register.</p>
Notes on the task		
<p>The subject matter should be reasonably familiar to the candidates. The dominant AO is AO5i so we are looking for examples of variation which are addressed analytically in the candidates' responses. Expect a little summarising of contents, and if candidates spot one is a review and one is more publicity/promotional in its broad discourse features they are likely to be moving in to a secure band. The lexemes should provide most candidates with a substantial amount of material for comment. Passage (a) draws upon the classical repertoire in terms of instrumentation/melody/lyrics whereas Passage (b) is much more concerned with the iconic nature of performance/expectations of specific musical articulation covered by the naming of the singer's likely repertoire. The range of NP's in Passage (b) should evoke some responses in comparison with the more stable/secure titles of the Lloyd Webber canon. Passage (a) employs the strategies of proper noun listing to lend gravity to the enterprise. The joining of these in coordinated clauses could be noticed as a discourse feature. Any candidate who makes a structured attempt to look at grammatical features and employs apposite terminology should be considered in Bands1/2. Some of the grammatical structure in Passage (b) is very complex – for instance, lines 5-6. Remember we are looking for structural engagement, not a fully detailed analysis. Should this appear, you are marking a high-order candidate. Accept those who persist in saying sentences should not start with a conjunction. It is hoped that a few might question a sentence adverbial like ironically! Do not expect candidates to have much cultural familiarity with Lloyd Webber's sources. He is more likely to be seen as a producer of a kind of hit lyric. The world of publicity promotion for West End productions will not be likely to be firmly in their grasp. If candidates do enter into elementary responses to such issues, these are discursal features and are very clearly meeting the criteria for AO5i. Such response is very much addressing the multi-layered nature of language.</p>		

Band	Marks	DESCRIPTOR
<i>Very good</i>		
1	30	<ul style="list-style-type: none"> • There should be a clear analytical framework, where candidates will describe and illuminate salient features of the writing (A03i); • There should be detailed address to the variations of the language in both passages. Candidates should make attempts to contextualise the differing world of promotions. 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		
<i>Proficient</i>		
2	23	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3; • Begin to show evidence of achievement against the criteria for Band 1.
	22	
	21	
<i>Competent</i>		
3	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 limited effort made to focus on the contexts of the differing worlds of promotions as exemplified. This should be supported by reference to relevant nouns or intensifiers. There should be limited references made to features defining register and formality (A05i).
	19	
	18	
<i>Generally sound</i>		
4	17	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5i; • Begin to show evidence of achievement against the criteria for Band 3.
	16	
	15	
<i>Basic</i>		
5i	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 (A05i).
	13	
	12	

<i>Limited</i>		
5ii	11	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.
	10	
	9	

<i>Answers which do not reach the standard defined for Band 5 because they:</i>		
U	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. 3	Max. Marks 30	<p>Child Language Acquisition</p> <p>Andrew is just two years old. He is looking at a picture book with his mother and discussing what he sees.</p> <p>By close reference to the transcription comment in detail upon Andrew's language skills. Pay particular attention to syntax and lexis.</p>
<p>Notes on the task</p>		
<p>This is the first time phonemic symbols have been used. It is also our youngest speaker to date so candidates should find an easy way into AO5i. Good candidates will see how Andrew is moving from the simple telegraphic towards the first command of basic sentence structure. He is able to use a range of verbs, including the imperative form, and the correct plural tense ending. He has a clear command of apposite nouns, culled from the picture book, and is responding by a question/answer language building process, taking his mother's questions a stage further. Prepositions, pronouns and connectives are largely absent and articles/determiners are in short supply at this stage. Notice, however, that he can use the deictic forms - dat - and, unusually, the one form of address; though this might be indicating number rather than pronominal conventions. His pronunciation is quite secure, showing he is using vowel consonant patterns in accord with understandable articulation. The more complex vowel sounds/diphthongs – in crocodiles and kangaroos - are tackled with a degree of confidence. As might be expected, some of his sounds are experimental as he tries to link pictures to phonemes - a very complex biological exercise and part of the development of the more mature pronunciation of the lexicon. Deficit-driven candidates will probably, and inappropriately, enjoy endless correction. However, this will attract few marks, as will general assertions about acquisition. Candidates who engage closely with phonemic issues should be rewarded positively.</p>		

Band	Marks	DESCRIPTOR
<i>Very good</i>		
1	30	<ul style="list-style-type: none"> Give 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	
<i>Proficient</i>		
2	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3; Begin to show evidence of achievement against the criteria for Band 1.
	22	
	21	
<i>Competent</i>		
3	20	<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).
	19	
	18	
<i>Generally sound</i>		
4	17	<ul style="list-style-type: none"> Fully meet the criteria for Band 5i; Begin to show evidence of achievement against the criteria for Band 3.
	16	
	15	
<i>Basic</i>		
5i	14	<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).
	13	
	12	
<i>Limited</i>		
5ii	11	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.
	10	
	9	

Answers which do not reach the standard defined for Band 5 because they:		
U	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	

Mark Scheme 2704
June 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.

Choose ONE question from Section A. Answer the question.

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 from Section A or Section B**

If a candidate has written two answers from just one section – i.e. two in Section A or two 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 responses 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.

Section A: Structures

Either

Qn. No.	Max. Marks	<i>Language and Speech Sounds</i>
1	30	<p>In the following transcription the speaker, an artist, is talking to an invited audience. The subject matter is a controversial work of modern art.</p> <p>Comment upon the effectiveness of the transcription in conveying the speaker's accent. What further linguistic methods could have been used to indicate the speech sounds?</p>

Notes on the task

The dominant A03ii will be effectively covered if candidates submit transcription to close analysis and illustration. We have started to use a few phonemic symbols to encourage candidates to respond to such by using them liberally in their responses. Do not under-mark those which are not fully borne-out by the likely sounds of the transcription. The idea is to encourage close scrutiny of individual units of sound as represented and aim for greater accuracy in notational terms. Candidates who answer this question are usually well-prepared and command respect in their answers. We should expect more careful focus on the vowel sounds – accept ideas about cockney/estuarine – but the features of the speaker are not entirely consistent with the same. What they are showing is spontaneity in front of an audience and a fairly natural pattern of delivery. Candidates might suggest possible further tone units and this is acceptable as comment. Less convincing answers will display limited ability for consistent phonic commentary/illustration. They are likely to spend time telling us that the speaker does not use conventions of RP etc. Unless there is some technical evidence, marks for such responses will probably go no higher than Band 5i.

Band	Marks	DESCRIPTOR
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Very Good		
1	30	<ul style="list-style-type: none"> 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	
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	24	

2	Proficient	
	23 22 21	<ul style="list-style-type: none"> Fully meet the criteria for Band 3. Begin to show evidence of achievement against the criteria for Band 1.
3	Competent	
	20 19 18	<ul style="list-style-type: none"> 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	Generally sound	
	17 16 15	<ul style="list-style-type: none"> Fully meet the criteria for Band 5i. Begin to show evidence of achievement against the criteria for Band 3.
5i	Basic	
	14 13 12	<ul style="list-style-type: none"> 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	Limited	
	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	<p>The following passage comes from a novel published in 2003. The story concerns the lives of a number of young people who live in modern London.</p> <p>Comment in detail upon the grammatical and syntactical features of the writing.</p>

Notes on the task

The dominant AO3ii is clearly embedded in the question. Do not under-mark candidates who approach the question via lexis, though for clear Band 3 marks and above there must be adequate address to grammar and syntax. Many candidates are likely to see the urban patois as being error-strewn. This is fine and then we must expect them to show us how it is so technically, and suggest structural alternatives (perhaps). The use of the filler 'init' and the 'fe' substitution for the 'for' preposition will probably attract general attention. If candidates see this as an indicator of urban speech, then accept as a valid point. We might expect comment upon the following: double negation, omission of auxiliary verbs, omission of prepositions, incorrect plural morpheme, incorrect tense usage, incorrect intensifiers/adjectives. All such should be identified technically as far as possible. The clausal structure uses co-ordinating linkers – and, but – and its grammatical variability is more to do with erratic punctuation, rather than a failure in syntactic structures. Candidates who do point out this difficulty should be clearly rewarded. Since it will be seen as non-standard, we must be careful about prepared packages on standard. These will be of little value unless there is clear evidence of selective comment as above, fulfilling AO3ii. Also, comment which tends to be largely concerned with the social functions of urban idiolect is not really answering the question and will need careful marking.

Band	Marks	DESCRIPTOR
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Very good		
1	30	<ul style="list-style-type: none"> 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 the passage, drawing attention to this by close application to the passage (A03ii).
	29	
	28	
	27	
	26	
	25	
	24	

Proficient		
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	

Competent		
3	20	<ul style="list-style-type: none"> 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 the passage, drawing some attention to this by application to the passage (A03ii).
	19	
	18	

Generally sound		
4	17	<ul style="list-style-type: none"> Fully meet the criteria for Band 5i. Begin to show evidence of achievement against the criteria for Band 3.
	16	
	15	

Basic		
5i	14	<ul style="list-style-type: none"> Written in an ordered way, using limited terminology showing a basic understanding of grammar (AO1); 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 the passage (A03ii).
	13	
	12	

Limited		
5ii	11	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.
	10	
	9	

Answers which do not reach the standard defined for Band 5 because they:		
U	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	<i>Language and Meaning</i>
3	30	<p>The following passage is adapted from a newspaper article on the language used by football journalists.</p> <p>Comment upon the article with special reference to the capitalised words. In what ways does the passage raise issues about meaning in language?</p>

Notes on the task

The dominant A03ii is inscribed in passage/question. Candidates are given some help by the format of the passage; the explanations showing the sporting connotations of journalistic production. All examples show a clear semantic shift from their origins – some quite dramatically, such as ambassador, decimated, farce and emotive. In fact the use of decimated as given is largely wrong even in the current shift away from anything to do with tenths. Candidates may wish to suggest that the nouns are being used metaphorically; this should not preclude them from discussing *how* they have had their meanings changed. Platform has gone a long way from its technical/geometrical origins and has become a popular synonym for someone presenting an ideological or political view, largely in the abstract. Candidates who enter into a connotational and pragmatic discussion about the words are certainly entering the higher bands. Weaker answers will move rapidly to prepared words, which are likely to be those produced in past examination papers. In order for this to be valuable there must be some coherent relationship between them and the way journalists have used words in the passage. Broad quasi-philosophical essays about meaning are of little relevance to the set passage. It is possible that a sport's fan could produce an interesting sub-set of examples from his/her own experiences. If so, be prepared to award suitably.

Band	Marks	DESCRIPTOR
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<i>Very good</i>		
1	30	<ul style="list-style-type: none"> 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	Proficient	
	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	Competent	
	20	<ul style="list-style-type: none"> • 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 passage, using a suitable framework to explore different levels of language to include pragmatics and intrinsic possibilities of meaning (AO3ii).
	19	
	18	

4	Generally sound	
	17	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5i. • Begin to show evidence of achievement against the criteria for Band 3.
	16	
	15	

5i	Basic	
	14	<ul style="list-style-type: none"> • 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	Limited	
	11	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
	10	
	9	

Answers which do not reach the standard defined for Band 5 because they:		
U	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,	<ul style="list-style-type: none">• Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR
	2, 1	<ul style="list-style-type: none">• Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

Section B: Social Contexts

Either

Qn. No.	Max. Marks	Language Change
4	30	<p>Passage (A) is from the 1604 edition of Shakespeare's play <i>Hamlet</i>. There has been some modernisation of spelling in the text. Passage (B) is from <i>The Tabloid Shakespeare</i>, a book which puts the original into the style and language of modern tabloid journalism. It was published in 1999.</p> <p>By close attention to the passages, comment upon some of the similarities and differences between 17th and 20th century English as illustrated here.</p>

Notes on the task

AO5ii is clearly foregrounded in the choice of passages. Candidates should have basic familiarity with Shakespearean language via GCSE as with the conventions of dramatic prosody, and the modern parody coming from a book popular with some schools a few years ago. The conventions of the tabloid are not consistently employed by the author and there are elements of the purely facetious in the writing. However, change is clearly printed! The idea of speaking in character and scene setting are conventions which should be addressed. If candidates treat passage (A) as literary, expect the better ones to say why it is so – though this does not mean we expect metrical observations. Certainly the lexis will seem archaic and the syntax, like 'give you good night' etc., is clearly not modern usage. Such observations about the nature and structure of dramatic text nudge answers firmly into Band 3 and above. The tabloid adaptation goes a little further into the play than Passage (A). Candidates should address the use of headline and straps and offer some comment on the noun 'exclusive'. Good answers might argue that the use of passive in the first sentence is not normal tabloidese and that the writing veers between dramatic and fatuous by the use of simple declarative sentences, though point-of-view of discourse seems to shift as the passage develops. The use of quotes from the original *Hamlet* text might be commented upon. Since candidates make sweeping assumptions elsewhere about tabloid writing, it will be interesting to see how they judge this parody in terms of its syntactic and lexical organisation. Expect and accept other approaches to this question than those detailed here.

Band	Marks	DESCRIPTOR
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Very good		
1	30	<ul style="list-style-type: none"> Written in accurate English, employing a wide range of terminology, showing an informed understanding of the language used in the 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 (AO5ii).
	29	
	28	
	27	
	26	
	25	
24		

2	Proficient	
	23 22 21	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3. • Begin to show evidence of achievement against the criteria for Band 1.
3	Competent	
	20 19 18	<ul style="list-style-type: none"> • Written in accurate English, employing some suitable terminology, showing some understanding of the language 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 (AO4); • Show how language has changed over time and support by some examples from the passages and, where relevant, any further studies (AO5ii).
4	Generally sound	
	17 16 15	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5i. • Begin to show evidence of achievement against the criteria for Band 3.
5i	Basic	
	14 13 12	<ul style="list-style-type: none"> • Written in an ordered way using terminology, showing some awareness of issues in passages (AO1); • Comment upon a simple range of language used, presenting a basic discussion of the concepts (AO4); • Show some basic understanding of how language has changed over time (AO5ii).
5ii	Limited	
	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	<i>Language and Gender</i>
5	30	<p>The following passages (A) and (B) recently appeared in the national press. Passage (A) suggests career women are returning to motherhood and domesticity. Passage (B) suggests that being single is still a very important female role.</p> <p>By close reference to the passages and, where relevant, your own wider studies of language and gender, comment in detail upon the writers' uses of language.</p>

Notes on the task

The passages should offer good AO5ii contrasts and lead into AO4 – the retro faces the singleton. This might prove fertile ground for some post-Lakoff padding, but expect clear concentration upon the passages. 'Aspirational' has become an interesting adj./noun and might be compared to the slightly not right 'spinster'. The proper nouns give the metropolitan edge to passage (A) and embed gender within a specific wealthy world of consumption and televised sexuality. Good answers should pick up such discourse features and give illustration. The kind of gender being made in the passage is limited by some very clear lexical and syntactic markers. There are similarities in passage (B), which employs lexical features made common in journalism – high-flying, biological time-clock, hot idea, free-spirited. Linking with the identity of a named figure from journalism/TV ensures that this writing is pursuing similar gender exclusivity as noted in passage (A). Passage (B) also has a range of important intensifying adjectives which could be picked up in better answers. The first sentence could be seen to echo Mills & Boons. The modalised second sentence sets up expectations not followed in the rest of the passage. Both passages have rich lexical and syntactic resources for candidates to cherry-pick. Band 4 responses and below are more likely to abandon the passages quickly and fall into generalities about gender not specifically anchored in good textual observations and development – this suggesting candidates have not carefully read the rubric.

Band	Marks	DESCRIPTOR
1	<i>Very good</i>	
	30	<ul style="list-style-type: none"> • Written in accurate English, employing a wide range of terminology, showing an informed understanding of the language used in the passages (AO1); • Analyse the varieties of language in the passages, so that a full range of concepts and issues relating to gender are illuminated in detail (A04); • Discuss how the passages reflect variation over time and how the language used reflects the changes in gender attitudes (A05ii).
	29	
	28	
	27	
	26	
	25	
24		

2	Proficient	
	23 22 21	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3. • Begin to show evidence of achievement against the criteria for Band 1.
3	Competent	
	20 19 18	<ul style="list-style-type: none"> • Written in accurate English, employing some suitable terminology, showing some understanding of the language used in the passages (AO1); • Analyse the varieties of language in the passages so that some of the concepts and issues relating to gender are illuminated (A04); • Show how the passages reflect variation over time and how the language reflects changes in gender attitudes (A05ii).
4	Generally sound	
	17 16 15	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5i. • Begin to show evidence of achievement against the criteria for Band 3.
5i	Basic	
	14 13 12	<ul style="list-style-type: none"> • Written in an ordered way, using limited terminology, showing some awareness of issues in the passages (AO1); • Comment upon a simple range of language used and its relation to gender (AO4); • Show some basic understanding of linguistic variation and its links to gender (AO5ii).
5ii	Limited	
	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.

Answers which do not reach the standard defined for Band 5 because they:		
U	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	

Or

Qn. No.	Max. Marks	<i>Language and Society</i>
6	30	<p>The following passage is adapted from a newspaper article concerned with spoken English.</p> <p>By detailed reference to the language in the passage and, where relevant, your own wider studies of language, comment upon and illustrate issues related to the subject of 'correct speech'.</p>

Notes on the task

The territory should be reasonably familiar to candidates. However, for higher marks some clear illustration of correct speech will be necessary. Definitions of slang and patois are to be hoped for. What constitutes inarticulacy and what is the grammar of speech might also be addressed. Do people speak in sentences? The passage moves uneasily between recognition of change and the desire to suggest a need for correction to meet certain social norms. All should provide thinking material to cover AO4 and AO5ii. Candidates who see this as a chance to off-load the usual on RP are not answering the question very efficiently. A well-argued response might consider how younger people are often effectively bi-accentual and conform depending upon circumstances. Estuarine issues and inferior regional sounds might well be invoked as markers of speech impoverishment. If this is the line taken, adequate and clear illustration of the speech sounds and 'defects' therein should mark out upper achievement. The passage is provocative and should raise the candidates to respond with ideas about equality/superiority and the difficulty of assessing speech sounds as grammatical units. Vague and digressive material, probably not showing progression from AS work on speech, will not likely have merit above Band 5i.

Band	Marks	DESCRIPTOR
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<i>Very good</i>		
1	30	<ul style="list-style-type: none"> 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	

<i>Proficient</i>		
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	Competent	
	20 19 18	<ul style="list-style-type: none"> 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	Generally sound	
	17 16 15	<ul style="list-style-type: none"> Fully meet the criteria for Band 5i. Begin to show evidence of achievement against the criteria for Band 3.
5i	Basic	
	14 13 12	<ul style="list-style-type: none"> 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 are revealed (AO4); Show a basic understanding of how language changes and how this links to modes of speech (AO5ii).
5ii	Limited	
	11 10 9	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6 5, 4, 3, 2, 1	<ul style="list-style-type: none"> Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs); AND/OR Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

Mark Scheme 2706
June 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 responses 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.

Qn. No.	Max. Marks	Passage A (printed in the Reading Booklet accompanying this question paper) is a transcription of part of a radio interview about the discovery of ancient documents relating to marriage customs.
1	30	<p>a) Using the material in the transcription, write the script for a brief television news item about the discovery of these documents. The item will be spoken by a single newsreader, and you should write about 150-200 words.</p> <p>b) Compare the transcription of the interview with your own transposition of the material into television news format. Indicate any difficulties you encountered in editing and re-shaping the material and making the transposition. You should also comment upon wider issues concerning the presentation of speech in written form.</p>

Notes on the task

Television news items differ significantly in language use from scholarly radio interviews. The 'contemporary' nature of Faiza's expectations should provide a way into transposing the material; TV news is likely to emphasise the 'human interest' rather than the academic angle. 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 television news item format, candidates should demonstrate their control of language appropriate for the purpose (AO2). In this particular case this requirement may involve using rather less of the more complex detail (e.g. the reading of the conditions about 'licentious ... buffoons ... frivolous goodfornothings') and rather more explanation (e.g. of the 'genizah') and contextualisation. Basic answers will be written in such a way as to show awareness that the script for a TV news item requires a mixture of formal with less formal lexis/register, typically making use of reported speech, past tenses and the passive voice. Clues and cues might be taken from some aspects of the style of Passage D; but an answer which simply rehashes that passage 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 viewer/listener. 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 should 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-lecture-style nature of the conversation in Passage A is represented – or indeed how it might be better represented – in the transcription. Some of Professor R's longer utterances, for example, involve him playing two 'parts'.

Band	Marks	DESCRIPTOR
1	Very good	
	30 29 28 27 26 25 24	<ul style="list-style-type: none"> Written in coherent and accurate English; present a clearly ordered discussion, employing terminology appropriately and comprehensively (AO1); Demonstrate originality, fluency and sustained sureness of control of the mode of writing prescribed for the transposition; faithfully reflect the content and context of the original utterances and the attitudes conveyed; comment in some detail on 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 (AO4).
2	Proficient	
	23 22 21	<ul style="list-style-type: none"> Fully meet the criteria for Band 3; Begin to show evidence of achievement against the criteria for Band 1.
3	Competent	
	20	<ul style="list-style-type: none"> Written in mostly coherent and competent English; present a generally well-organised discussion, with some appropriate use of terminology (AO1); Demonstrate competence, some fluency and control of the mode of writing prescribed for the transposition; reflect the content and context of the original utterances and the attitudes involved with them; indicate the key choices made in the transposition (AO2); Comment on and evaluate the main issues surrounding the representation of speech in written form as revealed in the set task (AO4).
	19	
18		
4	Generally sound	
	17 16 15	<ul style="list-style-type: none"> Fully meet the criteria for Band 5i; Begin to show evidence of achievement against the criteria for Band 3.

<i>Basic</i>		
5i	14	<ul style="list-style-type: none"> • Written in basically accurate English; present a straightforward discussion with some limited use of terminology (AO1); • Demonstrate an adequate if limited grasp of the mode of writing prescribed for the transposition; reflect the obvious elements and context of the original utterances and the attitudes involved; 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	
<i>Limited</i>		
5ii	11	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
	10	
	9	
<i>Answers which do not reach the standard defined for Band 5 because they:</i>		
U	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	

Qn. No. 2	Max. Marks 30	<p>Passages A, B, C and D are all concerned with marriage proposals and agreements.</p> <p>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:</p> <ul style="list-style-type: none"> • make detailed reference where relevant 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.
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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 is likely to point out obvious differences in sentence type, length and complexity, without necessarily analysing features of grammar and/or syntax. The presence of words from the lexical fields of finance/property/status in Passage B (“Competency ... Subsistence ... Provision ...”) may be noticed in less developed answers, which will tend to list and accumulate rather than analyse such examples. Better answers might explore and analyse the syntactical structure of one of the longer sentences in Passage B or the effect of the legal phraseology (“I shall not buy ... to have any kind of ... unless ...” in the transcript (Passage A)). Features of structure, such as the moves from interrogatives to declaratives in Passage B, will be more fully appreciated. The best answers 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 differences in levels of register and formality, but may do little more than assert these in general terms. Similarly, it is likely that more obvious features of language which exhibit change over time will be identified, such as the tendency to complex/compound sentences in Passage B and the shifts, in terms of both semantics and of fashion/social acceptability, of words like “ejaculated” in Passage C. Comment might be made on obvious differences in purpose and intended audience, noting for example the use of questions to engage the reader in Passage B contrasted with the rather more ‘closed’ questions which begin Passage D. Better answers will go on to more subtle readings, noting for example the hyperbolic effect of adverbs (“horsly [*sic*] ... fervently ... wildly”) in Passage C and cliché (“death knell ... cards on the table ... walk down the aisle”) in Passage D. They might also comment on how “typical” features of romantic fiction have been (ab)used by Daisy Ashford, and on how the sententious declaratives of Mary Astell might have been received by an audience used to the cadences of the 1611 King James Bible and the 1662 Book of Common Prayer.

Band	Marks	DESCRIPTOR
1	<i>Very good</i>	
	30	<ul style="list-style-type: none"> Analyse with confidence examples of lexical, structural, contextual and phonological forms in each of the passages; Show complete familiarity with appropriate phonological devices and procedures for analysis of speech sounds and prosodic features; Be able to apply systematically the frameworks quoted in the question rubric, for the examination of the passages from these linguistic perspectives; Reflect persuasively on the usefulness of the approaches taken. (AO3ii)
	29	
	28	
	27	
	26	<ul style="list-style-type: none"> Show strong awareness of context of use; Show full awareness of the differences of purpose, intended audience and language choices between the passages, and of the significance of these differences;
	25	<ul style="list-style-type: none"> Show detailed appreciation of lexical variation and change. (AO5ii)
24		
2	<i>Proficient</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>Competent</i>	
	20	<ul style="list-style-type: none"> Analyse competently examples of lexical, structural, contextual and phonological forms in each of the passages; Show familiarity with appropriate phonological devices and procedures for analysis of speech sound and prosodic features; Be able to apply appropriately the frameworks quoted in the question rubric, for the examination of the passages from the linguistic perspectives ;
	19	<ul style="list-style-type: none"> Begin to reflect on the usefulness of the approaches taken. (AO3ii)
18	<ul style="list-style-type: none"> Show some awareness of context of use; Show some awareness of differences of purpose, intended audience and language choices between the passages; Appreciate main effects of lexical variation and change. (AO5ii) 	
4	<i>Generally sound</i>	
	17	<ul style="list-style-type: none"> Fully meet the criteria for Band 5i; Begin to show evidence of achievement against the criteria for Band 3.
	16	
15		

Basic		
5i	14	<ul style="list-style-type: none"> • Begin to analyse obvious examples of lexical, structural, contextual and phonological forms in each of the passages; • Show some awareness of appropriate phonological devices and procedures for analysis of speech sounds and prosodic features; • Attempt to apply the frameworks quoted in the question rubric, for the examination of the passages from these linguistic perspectives; • Possibly begin to comment on the usefulness of the approaches taken.
	13	<p>(AO3ii)</p> <ul style="list-style-type: none"> • Show limited awareness of context of use; • Show limited awareness of the differences of purpose, intended audience and language choices between passages; • Recognise a few effects of lexical variation and change.
	12	<p>(AO5ii)</p>

Limited		
5ii	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.

Answers which do not reach the standard defined for Band 5 because they:		
U	8, 7, 6 5, 4, 3, 2, 1	<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>

**Advanced GCE English Language 3827 / 7827
June 2006 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2701	Raw	60	46	41	37	33	29	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	45	40	35	30	25	0
	UMS	90	72	63	54	45	36	0
2705	Raw	60	50	44	39	34	29	0
	UMS	90	72	63	54	45	36	0
2706	Raw	60	43	38	34	30	26	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
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
3827	14.97	34.24	60.03	83.28	94.75	100	644
7827	13.53	38.99	65.52	87.53	98.41	100	384

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

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