

**GCE**

**English Language**

Advanced GCE A2 7827

Advanced Subsidiary GCE AS 3827

**Mark Scheme for the Components**

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**June 2008**

**3827/7827/MS/R/08**

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**Advanced GCE English Language 7827**

**Advanced Subsidiary GCE English Language 3827**

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# 2701 Frameworks for the Description of English

## 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

<b>AO1</b>	communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression
<b>AO3i</b>	know and use key features of frameworks for the systematic study of spoken and written English
<b>AO4</b>	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.

<b>AO1</b>	<b>AO3i</b>	<b>AO4</b>
**	***	*

### 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 scheme 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:

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

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 in the *Approved Specification: Use of Technical Terms in Question Papers and Candidates' Answers*.



<p><b>Qn. No.</b></p> <p>1</p>	<p><b>Max. Marks</b></p> <p>60</p>	<p>In this transcription, two residents at a Morecambe residential home are discussing their views and memories of the seaside town they have lived in all their lives. Morecambe is on the northwest coast of England.</p> <p><b>Identify the lexical, syntactic, semantic and phonological features in this transcript that are typical of spoken English. You may if you wish refer to the table of phonemic symbols on page 4.</b></p>
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### 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. This conversation shows turntaking and topic management as the two speakers converse co-operatively together. Candidates may comment on the fact that the speakers are both elderly (which may have an effect on lexical choice, for example) and have been given a regional location that may have some effect on accent and dialect.

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

**Lexis:** colloquialism (*clap trap*), markers of speech and topic change (*no well, you know*), markers for age (*razzamatazz, tonic*) etc.

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

**Semantics:** implied meanings/euphemism (*he's got all his faculties*), amelioration (*devil*) etc.

**Phonology:** consonant omission (*olidays*), pauses, stressed intonation on key words, accent.

Candidates should not be making speculative comments on wider aspects of the speaker's background such as level of education or social class, but avoid penalising if they attempt to do so.

**AO3i (15%)** is assessing applications of frameworks as above.

**AO1 (10%)** assesses use of appropriate terminology and written accuracy and marks should be awarded proportionally for this. Please note its balance with AO3i and AO4 in terms of weighting. 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, gender, 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	<b>Very good</b>	
	✓✓✓ 60, 59, 58 ✓✓ 57, 56, 55, 54 ✓ 53, 52, 51 50 [49, 48]	<ul style="list-style-type: none"> <li>• Be written coherently, presenting a well-organised line of argument and supported by relevant full exemplification, using terminology appropriate to the subject matter (AO1);</li> <li>• 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);</li> <li>• 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).</li> </ul>
2	<b>Proficient</b>	
	✓✓✓ 47, 46 ✓✓ 45, 44 ✓ 43 [42]	<ul style="list-style-type: none"> <li>• Fully meet the criteria for Band 3;</li> <li>• Begin to show evidence of achievement against the criteria for Band 1;</li> <li>• Written coherently, presenting clear arguments supported by detailed and relevant exemplification, using appropriate terminology (AO1);</li> <li>• 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);</li> <li>• 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).</li> </ul>
3	<b>Competent</b>	
	✓✓✓ 41, 40 ✓✓ 39, 38 ✓ 37 [36]	<ul style="list-style-type: none"> <li>• Written coherently and presenting a focused argument, supported by some exemplification using appropriate terminology (AO1);</li> <li>• 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);</li> <li>• 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).</li> </ul>

<b>Generally sound</b>		
<b>4</b>	✓✓✓ 35, 34 ✓✓ 33, 32 ✓ 31 [30]	<ul style="list-style-type: none"> <li>• Fully meet the criteria for Band 5;</li> <li>• Begin to show evidence of achievement against the criteria for Band 3;</li> <li>• Written in an appropriate style and generally clearly expressed, although dealing with some straightforward ideas. Some use of appropriate terminology and relevant examples (AO1);</li> <li>• Show some understanding of phonology, semantics, lexis, syntax, although this may be uneven and ideas are sometimes more implicit than explicitly described (AO3i);</li> <li>• 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).</li> </ul>
<b>Basic</b>		
<b>5i</b>	✓✓✓ 29, 28 ✓✓ 27, 26 ✓ 25 [24]	<ul style="list-style-type: none"> <li>• Communicate limited knowledge in an ordered fashion with a few appropriate linguistic terms (AO1);</li> <li>• 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);</li> <li>• Show limited awareness of broader issues and identify their own views upon spoken language in relation to the materials in passage (AO4).</li> </ul>
<b>Limited</b>		
<b>5ii</b>	✓✓✓ 23, 22 ✓✓ 21, 20 ✓ 19 [18]	<ul style="list-style-type: none"> <li>• Show occasional evidence of achievement against the criteria for Band 5i.</li> </ul>
<b>Answers which do not reach the standard defined for Band 5 because they:</b>		
<b>U</b>	17-0	<ul style="list-style-type: none"> <li>• 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</li> <li>• Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR</li> <li>• Are not written with sufficient clarity or accuracy to make meaning and argument coherent.</li> </ul>

# 2702 Variation in Usage of English

## 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

<b>AO1</b>	communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression
<b>AO3i</b>	know and use key features of frameworks for the systematic study of spoken and written English
<b>AO4</b>	understand, discuss and explore concepts and issues relating to language in use
<b>AO5i</b>	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.

<b>UNIT &amp; Section</b>	<b>AO1</b>	<b>AO3i</b>	<b>AO4</b>	<b>AO5i</b>
<b>2702a</b>	*		***	
<b>2702b</b>		*		***

## 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 (ie no answer in one of the Sections)**

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

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

<b>Qn. No.</b>	<b>Max. Marks</b>	<b>Written Language</b>
1	30	<p>The following passage is an example of legal language. It comes from a Court of Appeal case.</p> <p><b>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 passage as part of your answer.</b></p> <p><b>You should ensure your answer includes detailed discussion of lexis, syntax and grammar.</b></p>

**NOTES ON THE TASK**

The rubric allows candidates to use the steer passage, if they wish, as PART of the answer. It is likely, however, that many will use standard source materials – text messages, eLanguages, websites, blogs etc. Better candidates will respect the rubric and go beyond making observational lists. Print media will probably cover journalism, magazines and advertising. Look out that the cited examples show some kind of variance, which could include simple typographic comments. For higher bands expect the rubric to be addressed in greater detail. We can expect more on legal language and, perhaps further inclusion of medical terminology. Caution will be needed when the variations are presented in a general list, without adequate examples cited. This is similar to the way literary texts are often quoted, but evidence of variation is not clearly quoted. In both these cases the candidates are avoiding the rubric. Upper band work signals confidence, limited and apposite citation, and a sound use of basic linguistic terminology. Lower band work drifts into narrative and fails to show any real engagement with the rubric.

<b>Band</b>	<b>Marks</b>	<b>DESCRIPTOR</b>
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<b>Very good</b>		
<b>1</b>	30	<ul style="list-style-type: none"> <li>Precise control of English and a systematic illustration of issues supported by apposite range of terminology (AO1);</li> <li>A range of examples drawn from specific area(s) of language studies. These will be commented upon in terms of rubric specifics. There should be evidence of some conceptual exploration of these issues indicating the basics of linguistic study at this level (AO4).</li> </ul>
	29	
	28	
	27	
	26	
	25	
	24	



<b>Proficient</b>		
<b>2</b>	23	<ul style="list-style-type: none"> <li>The writing should show some precision, indicating a selective grasp of linguistic terminology (AO1);</li> <li>There should be some evidence of an analytical approach, though this need not be sustained. Any unusual choice of variation might fit into this Band. The conceptual element need not be consistent (AO4).</li> </ul>
	22	
	21	
<b>Competent</b>		
<b>3</b>	20	<ul style="list-style-type: none"> <li>Written in accurate English with some illustration of variations using some appropriate terminology (AO1);</li> <li>There should be a clear range of examples which should show signs of analytical address, though this need not be consistent. The work should conform to the demands of the rubric and be supported by a basically conceptual framework (AO4).</li> </ul>
	19	
	18	
<b>Generally sound</b>		
<b>4</b>	17	<ul style="list-style-type: none"> <li>Writing should be clear but may be of variable quality. Use of terminology will be functional rather than incisive (AO1);</li> <li>Varieties of English chosen will be stolid and variable, largely written in an observational register. Conceptual understanding will be fairly basic (AO4).</li> </ul>
	16	
	15	
<b>Basic</b>		
<b>5i</b>	14	<ul style="list-style-type: none"> <li>Writing might be basic in both form and use of terminology (AO1);</li> <li>Evidence of variation will largely be presented in narrative format and will often not cover much linguistic ground. The rubric will probably be marginally applied in terms of specific linguistic features (AO4).</li> </ul>
	13	
	12	
<b>Limited</b>		
<b>5ii</b>	11	<ul style="list-style-type: none"> <li>Show occasional evidence of achievement against the criteria for Band 5i.</li> </ul>
	10	
	9	
<b>Answers which do not reach the standard defined for Band 5 because they:</b>		
<b>U</b>	8, 7, 6	<ul style="list-style-type: none"> <li>Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR</li> <li>Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR</li> <li>Are not written with sufficient clarity or accuracy to make meaning and argument coherent.</li> </ul>
	5, 4,3	
	2, 1	

<b>Qn. No.</b>	<b>Max. Marks</b>	<b>Register and Levels of Formality</b>
<b>2</b>	<b>30</b>	<p>The following two passages (a) and (b) are about impressions of modern Great Britain.</p> <p><b>By careful analysis of the language of each passage, compare and contrast the levels of formality and register.</b></p>

**NOTES ON THE TASK:**

Passages should be reasonably accessible. Be tolerant of a certain amount of simple summarising, but expect that there will be a clear indication at some stage that there will be need to cite structural issues like sentence, clause, syntax, lexis etc. Clearly passage (a) reflects a specific social position, this signalled with some fairly clear discourse markers. Candidates who spot the 'them and us' voice will be understanding the register. Passage (b) although from 2006 will probably read like a different age. The writing is like a template which could fit any seaside resort wishing to extol its virtues. Adjectives like equable, quiet, tranquil are nostalgic and contrast sharply with social and environmental aspects of (a). Some candidates might spot the marketing softness of (b) though will not have the necessary conceptual grasp to take in the (deliberate?) archaisms of its discourse.

<b>Band</b>	<b>Marks</b>	<b>DESCRIPTOR</b>
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<b>Very good</b>		
<b>1</b>	30	<ul style="list-style-type: none"> <li>• There will be a detailed framework which will engage systematically with issues of lexis, grammar, syntax and discourse and how they affect variation(s) in register (AO3);</li> <li>• There should be evidence of recognising the specificity of the field(s) of the passages and how this is an issue in terms of register. There needs to be a clear appraisal of likely context(s) and clear attempts to offer a broad interpretation of the material as written discourse (AO5i).</li> </ul>
	29	
	28	
	27	
	26	
	25	
24		

<b>Proficient</b>		
<b>2</b>	23	<ul style="list-style-type: none"> <li>• There should be a fairly detailed framework, engaging systematically with lexis, grammar, syntax and discourse and how these affect variation(s) in register.</li> <li>• There should be some evidence of recognising the field(s) of the passages and this linked to register. There should be some appraisal of context(s) and some interpretation of material as written discourse.</li> </ul>
	22	
	21	

<b>Competent</b>		
<b>3</b>	20	<ul style="list-style-type: none"> <li>There should be a secure framework engaging with issues of lexis, grammar, syntax and discourse with some comment on how they affect register (AO3i);</li> <li>There should be evidence of recognising the field(s) of the passages and this linked to register. There should be appraisal of context(s) and comment upon the material as written discourse (AO5i).</li> </ul>
	19	
	18	
<b>Generally sound</b>		
<b>4</b>	17	<ul style="list-style-type: none"> <li>There should be some evidence of a framework, which should engage with some aspects of lexis, grammar, syntax and discourse (AO3i);</li> <li>There should be limited recognition of the field(s) of the passages and a link to register. There should be recognition of context(s) and possible reaction to the field(s) of discourse (AO5i).</li> </ul>
	16	
	15	
<b>Basic</b>		
<b>5i</b>	14	<ul style="list-style-type: none"> <li>There should be a descriptive framework which should engage with limited aspects of lexis etc, and recognise the features of simple register (AO3);</li> <li>There should be simple discrimination between the passages in a clear narrative, which might recognise differences in context(s) and field(s) (AO5i).</li> </ul>
	13	
	12	
<b>Limited</b>		
<b>5ii</b>	11	<ul style="list-style-type: none"> <li>Show occasional evidence of achievement against the criteria for Band 5i.</li> </ul>
	10	
	9	
<b>Answers which do not reach the standard defined for Band 5 because they:</b>		
<b>U</b>	8, 7, 6	<ul style="list-style-type: none"> <li>Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR</li> <li>Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR</li> <li>Are not written with sufficient clarity or accuracy to make meaning and argument coherent.</li> </ul>
	5, 4,3	
	2, 1	

<b>Qn. No.</b>	<b>Max. Marks</b>	<b><i>Child Language Acquisition</i></b>
3	30	<p>Jennifer is five years old. In the transcription she is having a lively conversation with her mother about the day's events.</p> <p><b>By close reference to the transcription comment in detail upon Jennifer's language skills. Pay particular attention to syntax and lexis.</b></p>

**NOTES ON THE TASK:**

Jennifer is clearly confident and articulate. She shows sound grammatical knowledge and a command of spoken syntax. Candidates should not find difficulty in mapping out these skills. There might be some attempts to address her social status; however, there are no specific markers to indicate any particular accentual distinctiveness. More thoughtful candidates will note her social interactional skills and her lexical competence. She has an excellent command of the topic and can adjust her speech to meet her mother's comments. The fact that she can move between her mother's ideas and her own social world is a clear skills indicator. Though there is little abstract language (possibly lines 3 and 29) the subject is a concrete one, not asking for metaphorical niceties. Given the overall quality of her speech it is to be hoped that the deficit hunters will find little to say. As in the past it is the skills factor which candidates need to address in a systematic way. There should be no great need to recourse to general theories of acquisition. However, if such are used to effect, they should be reflected in the marking.

<b>Band</b>	<b>Marks</b>	<b>DESCRIPTOR</b>
		<b><i>Very good</i></b>
<b>1</b>	30	<ul style="list-style-type: none"> <li>Will give a comprehensive framework of speaking skills, showing a detailed systematic response (AO3i);</li> <li>Will engage with a wide range of the features of speech, using clear analytical approach. This should cover grammar, syntax and lexis and could include basic prosodic issues. Indications of the interactive nature of conversation/speech and its links to development are likely to come in this descriptor (AO5i).</li> </ul>
	29	
	28	
	27	
	26	
	25	
	24	
		<b><i>Proficient</i></b>
<b>2</b>	23	<ul style="list-style-type: none"> <li>Will give a detailed framework of skills, with clear systematic response (AO3i);</li> <li>Will engage with a clear range of the speech, using an analytical approach. This should cover lexis, syntax and grammar and, possibly aspects of interactivity and prosodics (AO5i).</li> </ul>
	22	
	21	

<b>Competent</b>		
<b>3</b>	20	<ul style="list-style-type: none"> <li>Will have a clear framework of skills, supported by a systematic approach (AO3i);</li> <li>Will engage with a range of speech, using some analytical methods. This should cover lexis, syntax and grammar and might address interactive skills (AO5i).</li> </ul>
	19	
	18	
<b>Generally sound</b>		
<b>4</b>	17	<ul style="list-style-type: none"> <li>Will show some framework of skills and have a reasonably systematic approach (AO3i);</li> <li>Will engage with some aspects of speech, using some analytical skills. This should cover lexis, syntax and grammar (AO5i).</li> </ul>
	16	
	15	
<b>Basic</b>		
<b>5i</b>	14	<ul style="list-style-type: none"> <li>There will be some account of speaking skills, supported in a simple approach (AO3i);</li> <li>There will be a simple recognition of issues like lexis, grammar and syntax. These might well be listed in a narrative fashion (AO5i).</li> </ul>
	13	
	12	
<b>Limited</b>		
<b>5ii</b>	11	<ul style="list-style-type: none"> <li>Show occasional evidence of achievement against the criteria for Band 5i.</li> </ul>
	10	
	9	
<b>Answers which do not reach the standard defined for Band 5 because they:</b>		
<b>U</b>	8, 7, 6	<ul style="list-style-type: none"> <li>Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR</li> <li>Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR</li> <li>Are not written with sufficient clarity or accuracy to make meaning and argument coherent.</li> </ul>
	5, 4,3	
	2, 1	

# 2704 Language Contexts – Structural and Social

## 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 (ie no answer in one of the Sections)**

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

- **Answering more than one question from Section A or Section B**
- If a candidate has written two answers from just one section – ie 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.

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

## Section A: Structures

*Either*

Qn No	Max Marks	<i>Language and Speech Sounds</i>
1	30	<p>The following is a transcription of a lively conversation between a young woman and her brother. They are discussing a recent holiday.</p> <p><b>In the passage the transcriber has used signs to record the phonological features of the speakers. What more detailed methods could have been used to give the transcription greater technical accuracy?</b></p>

**NOTES ON THE TASK:**

Both speakers are mature conversationalists and have a clear rapport with each other. Anticipate some candidates might wish to raise the issue of differences in gender. This must be supported by some kind of clear technical evidence. It is important that candidates respect the rubric in terms of *greater technical accuracy*. This means some simple recourse to phonemic symbols, vowel quadrilaterals, or similar, marking of possible prosodic features etc. This will ensure adequate address to AO3ii. Expect candidates to have rather broad views on what a *London accent* might sound like. To many it will be equated with some kind of Estuarine sounds. From the transcript it would seem as if both speakers can switch in and out of accents, depending upon discourse features. It is quite clear that both speakers are playing with over stressing particular words. Some demonstration of rising stress marks should be expected. Candidates might well see the elision of consonants as a class marker. This would lead to some speculation about what the vowel sounds could be – particularly in the case of Michelle. Always reward intelligent speculation, if supported by some kind of technical resources. Be cautious of candidates who produce prepared materials which do not really fit the actual passage.

Band	Marks	DESCRIPTOR
		<b>Very Good</b>
1	30	<ul style="list-style-type: none"> <li>Will be written in fluent English, employing a wide range of apposite terminology (AO1);</li> <li>Will show a systematic command of phonemic analysis, in a controlled framework, exploring the passage(s) in depth (AO3ii).</li> </ul>
	29	
	28	
	27	
	26	
	25	
	24	

<b>2</b>	<b>Proficient</b>	
	23	<ul style="list-style-type: none"> <li>Will be written in fluent English, employing quite a wide range of apposite terminology (AO1);</li> <li>Will show a largely systematic command of phonemic analysis, in a largely controlled framework, exploring the passage(s) with some depth (AO3ii).</li> </ul>
	22	
	21	
<b>3</b>	<b>Competent</b>	
	20	<ul style="list-style-type: none"> <li>Will be written in accurate English, employing a reasonable range of apposite terminology (AO1);</li> <li>Will show some systematic command of phonemic analysis, in a suitable framework, exploring the passage(s) in reasonable depth (AO3ii).</li> </ul>
	19	
	18	
<b>4</b>	<b>Generally sound</b>	
	17	<ul style="list-style-type: none"> <li>Will be written in largely accurate English, employing some apposite terminology (AO1);</li> <li>Will show some command of phonemic analysis, in a framework, exploring the passage(s) in variable depth (AO3ii).</li> </ul>
	16	
	15	
<b>5i</b>	<b>Basic</b>	
	14	<ul style="list-style-type: none"> <li>Will be written in clear English, employing limited terminology (AO1);</li> <li>Will show a limited awareness of phonemic analysis, in a basic narrative framework, largely focused on passage(s) (AO3ii).</li> </ul>
	13	
	12	
<b>5ii</b>	<b>Limited</b>	
	11	<ul style="list-style-type: none"> <li>Show occasional evidence of achievement against the criteria for Band 5i.</li> </ul>
	10	
	9	
<b>U</b>	<b>Answers which do not reach the standard defined for Band 5 because they:</b>	
	8, 7, 6	<ul style="list-style-type: none"> <li>Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR</li> <li>Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR</li> <li>Are not written with sufficient clarity or accuracy to make meaning and argument coherent.</li> </ul>
	5, 4, 3,	
	2, 1	

OR

<b>Qn No</b>	<b>Max Marks</b>	<b>Language and Grammar</b>
2	30	<p>The following passage comes from a short story published in a national newspaper. The subject is about cars and driving.</p> <p><b>By detailed analysis of the whole passage comment upon the grammatical and syntactical variations in the writing.</b></p>

**NOTES ON THE TASK:**

The story is reproduced as in original publication. Candidates must concentrate upon grammar and syntax. Comments upon lexis and general narrative are not significantly relevant, unless supporting issues of syntactic organisation. Experience suggests that candidates can be unfamiliar with prose fiction in this kind of form. It is not necessary for them to approach as if some kind of literary test and aberrant readings can be anticipated. There will probably be comments upon the punctuation, which we accept as a basic grammatical issue. The more informed candidates should move towards some/all of the following: The internalised voice – speech grammar – numerous minor sentences, unusual adjectives, unusual imperatives, unusual clausal structures, shifts in grammatical person. Anything which links the broad features of discourse to some kind of simple stylistic reaction is producing an answer of high quality. Be prepared to reward candidates who attempt some kind of structural analysis of selected passages – tree structures, linear analysis etc, – and be sympathetic towards minor errors in technical application.

<b>Band</b>	<b>Marks</b>	<b>DESCRIPTOR</b>
		<b>Very good</b>
<b>1</b>	30	<ul style="list-style-type: none"> <li>• Will be written in fluent English, employing a wide range of apposite terminology (AO1);</li> <li>• Will show a systematic command of grammatical analysis in a controlled framework, exploring the passage(s) in depth (AO3ii).</li> </ul>
	29	
	28	
	27	
	26	
	25	
	24	
		<b>Proficient</b>
<b>2</b>	23	<ul style="list-style-type: none"> <li>• Will be written in fluent English, employing quite a wide range of apposite terminology (AO1);</li> <li>• Will show a largely systematic command of grammatical analysis, in a largely controlled framework, exploring the passage(s) with some depth (AO3ii).</li> </ul>
	22	
	21	

<b>Competent</b>		
<b>3</b>	20	<ul style="list-style-type: none"> <li>Will be written in accurate English, employing a reasonable range of apposite terminology (AO1);</li> <li>Will show some systematic command of grammatical analysis, in a suitable framework, exploring the passage(s) in reasonable depth (AO3ii).</li> </ul>
	19	
	18	
<b>Generally sound</b>		
<b>4</b>	17	<ul style="list-style-type: none"> <li>Will be written in largely accurate English, employing some terminology (AO1);</li> <li>Will show some command of grammatical analysis, in a framework, exploring the passage(s) in variable depth (AO3ii).</li> </ul>
	16	
	15	
<b>Basic</b>		
<b>5i</b>	14	<ul style="list-style-type: none"> <li>Will be written in clear English, employing limited terminology (AO1);</li> <li>Will show a limited awareness of grammatical analysis, in a basic narrative framework, largely focused on passage(s) (AO3ii).</li> </ul>
	13	
	12	
<b>Limited</b>		
<b>5ii</b>	11	<ul style="list-style-type: none"> <li>Show occasional evidence of achievement against the criteria for Band 5i.</li> </ul>
	10	
	9	
<b>Answers which do not reach the standard defined for Band 5 because they:</b>		
<b>U</b>	8, 7, 6	<ul style="list-style-type: none"> <li>Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR</li> <li>Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR</li> <li>Are not written with sufficient clarity or accuracy to make meaning and argument coherent.</li> </ul>
	5, 4, 3,	
	2, 1	

<b>Qn No.</b>	<b>Max Marks</b>	<b><i>Language and Meaning</i></b>
<b>3</b>	<b>30</b>	<p>The following passage is part of a longer review of a film. It was published in a magazine aimed at a readership interested in modern cinema.</p> <p><b>Comment in detail upon the italicised words and phrases. You should comment upon what they mean both in terms of the passage and in a wider context. To what extent have any problems about meaning in language been raised by your analysis?</b></p>

**NOTES ON THE TASK:**

Previous questions, similar to this one, have produced interesting responses from candidates. They are required to do a little lexicographical speculation and link that with the broader issues which surround semanticity. Since the passage gives a clear context, they should be able to give some focus to their responses. We must accept that they will not get everything right and will try and guess some of the meanings. Some examples, like *reality tv*, *celebrity culture*, *wholesome songs*, should be accessible. There might be some address to morphological origins and possible grammatical cases. Etymological speculation and discussion about change in word meaning would be a valuable approach.

We can expect quite diverse approaches to this topic and must be prepared to give credit for unusual slants being taken. It should not be problematic to reward AO3ii, since this is clearly built into the question. Treat with caution candidates who drift into broader commentaries about meaning, semantics and lexis and fail to address the actual rubric in any great depth.

<b>Band</b>	<b>Marks</b>	<b>DESCRIPTOR</b>
<b>1</b>	<b><i>Very good</i></b>	
	30	<ul style="list-style-type: none"> <li>Will be written in fluent English, employing a wide range of apposite terminology (AO1);</li> <li>Will show a systematic command of semantics/lexicography in a controlled framework, exploring the passage(s) in depth (AO3ii).</li> </ul>
	29	
	28	
	27	
	26	
25		
	24	
<b>2</b>	<b><i>Proficient</i></b>	
	23	<ul style="list-style-type: none"> <li>Will be written in fluent English, employing quite a wide range of apposite terminology (AO1);</li> <li>Will show a largely systematic command of semantic/lexicographic analysis, in a largely controlled framework, exploring the passage(s) with some depth (AO3ii).</li> </ul>
	22	
21		

<b>Competent</b>		
<b>3</b>	20	<ul style="list-style-type: none"> <li>• Will be written in accurate English, employing a reasonable range of apposite terminology (AO1);</li> <li>• Will show some systematic command of semantic/lexicographic analysis, in a suitable framework, exploring the passage(s) in reasonable depth (AO3ii).</li> </ul>
	19	
	18	
<b>Generally sound</b>		
<b>4</b>	17	<ul style="list-style-type: none"> <li>• Will be written in largely accurate English, employing some terminology (AO1);</li> <li>• Will show some command of semantic/lexicographic analysis, in a framework, exploring the passage(s) in variable depth (AO3ii).</li> </ul>
	16	
	15	
<b>Basic</b>		
<b>5i</b>	14	<ul style="list-style-type: none"> <li>• Will be written in clear English, employing limited terminology (AO1);</li> <li>• Will show a limited awareness of semantic/lexicographic analysis, in a basic narrative framework, largely focused on passage(s) (AO3ii).</li> </ul>
	13	
	12	
<b>Limited</b>		
<b>5ii</b>	11	<ul style="list-style-type: none"> <li>• <i>Show occasional evidence of achievement against the criteria for Band 5i.</i></li> </ul>
	10	
	9	
<b>Answers which do not reach the standard defined for Band 5 because they:</b>		
<b>U</b>	8, 7, 6	<ul style="list-style-type: none"> <li>• <i>Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR</i></li> <li>• <i>Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR</i></li> <li>• <i>Are not written with sufficient clarity or accuracy to make meaning and argument coherent.</i></li> </ul>
	5, 4, 3,	
	2, 1	

## Section B: Social Contexts

*Either*

<b>Qn No</b>	<b>Max Marks</b>	<b>Language Change</b>
4	30	<p>Passage (a) is taken from the Town Records of Southampton, dated late 16th century. Passage (b) is from a newspaper report dated September 2006.</p> <p><b>By close attention to the passages, comment upon some of the similarities and differences between 16th and 21st century English as illustrated here.</b></p>

**NOTES ON THE TASK:**

In passage (a) most candidates should be able to pick up aberrant punctuation, lengthy clauses and non-standard orthography. The legal register should be fairly clear, as should the overall tone of morality which permeates the whole passage. They will probably have a lot to say about the lexis. We must accept that they will find a number of words either archaic or, as far as their personal lexicon is concerned, obsolete. Any attempt to speculate about the meaning of specific lexical items should be positively marked. The contrast with (b) should be reasonably clear. It is to be hoped candidates will again think about the fact that it is a woman who is the centre of attention. Here the writer is taking a stance against the conventions of political correctness – *when victimhood has become a cult and greedy professional vultures* – these seem to stand out as a kind of ideological stance in the writing. The position offers a moral contrast to the certainties of the good people of Southampton. We can expect some candidates to find the lexis in (b) a little less challenging and ‘modern’. The syntax should be quite accessible and comment might be made upon this. Be prepared to show a reasonable degree of generosity to the kinds of additional material candidates might wish to bring into support their answers. All markers to remember that in Section B we are marking AO4 and AO5ii and NOT AO3ii.

<b>Band</b>	<b>Marks</b>	<b>DESCRIPTOR</b>
		<b><i>Very good</i></b>
<b>1</b>	30	<ul style="list-style-type: none"> <li>• Will be written in fluent English, employing a wide range of apposite terminology (AO1);</li> <li>• Will show a systematic conceptual understanding of issues involved in language use (AO4);</li> <li>• Will analyse in detail variations in meanings of spoken and written forms over time clearly related to contexts of given passages (AO5ii).</li> </ul>
	29	
	28	
	27	
	26	
	25	
	24	



<b>Proficient</b>		
<b>2</b>	23	<ul style="list-style-type: none"> <li>• Will be written in fluent English, employing quite a wide range of apposite terminology (AO1);</li> <li>• Will show a largely systematic conceptual understanding of issues involved in language use (AO4);</li> <li>• Will analyse in some detail variations in meanings of spoken and written forms over time related to contexts in given passages (AO5ii).</li> </ul>
	22	
	21	
<b>Competent</b>		
<b>3</b>	20	<ul style="list-style-type: none"> <li>• Will be written in accurate English, employing a reasonable range of apposite terminology (AO1);</li> <li>• Will show some systematic conceptual understanding of issues involved in language use (AO4);</li> <li>• Will undertake some analysis of variations in meanings of spoken and written over time related to contexts in given passages (AO5ii).</li> </ul>
	19	
	18	
<b>Generally sound</b>		
<b>4</b>	17	<ul style="list-style-type: none"> <li>• Will be written in largely accurate English, employing some terminology (AO1);</li> <li>• Will show uneven conceptual understanding of issues involved in language use (AO4);</li> <li>• Will undertake some analysis of variations in meanings of spoken and written over time related to contexts in given passages (AO5ii).</li> </ul>
	16	
	15	
<b>Basic</b>		
<b>5i</b>	14	<ul style="list-style-type: none"> <li>• Will be written in clear English, employing limited terminology (AO1);</li> <li>• Will show evidence of simple conceptual understanding of issues involved in language use (AO4);</li> <li>• Will comment upon passage(s) largely in narrative format(s) with limited indications of spoken and written forms over time and limited address to context(s) (AO5ii).</li> </ul>
	13	
	12	
<b>Limited</b>		
<b>5ii</b>	11	<ul style="list-style-type: none"> <li>• Show occasional evidence of achievement against the criteria for Band 5i.</li> </ul>
	10	
	9	

<b>Answers which do not reach the standard defined for Band 5</b> because they:		
<b>U</b>	8, 7, 6	<ul style="list-style-type: none"><li>• 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</li><li>• Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR</li><li>• Are not written with sufficient clarity or accuracy to make meaning and argument coherent.</li></ul>
	5, 4, 3,	
	2, 1	

OR

<b>Qn No</b>	<b>Max Marks</b>	<b>Language and Gender</b>
5	30	<p>The following two passages (a) and (b) come from magazine articles discussing differences between men and women.</p> <p><b>By close references to the passages and the issues they raise, comment in detail upon the links between language and gender.</b></p>

**NOTES ON THE TASK:**

The passages offer some clear and significant views about the male/female differences. The fact that the question asks for comment upon the issues they raise should make it less problematic for those candidates who wish to offload the kinds of material which have proved a problem to markers in the past. However, close references to the passages are still a requirement of the rubric. The discursial features of (a) seem to be rather emotive and packed around the idea of the authorial subject 'I' and the 'many ages we have been'. Thoughtful candidates might suggest the lifestyle outlined is rather an affluent one. The article on men is focused strongly on the marker *genetically* and appears to have a more deterministic register. Some candidates might comment upon *autistic* as a demeaning item; though the context seems quite clearly not to imply anything derogatory. There are a whole range on nouns in the latter part of the passage which might cause some contention; though, again the context might suggest facetiousness on the writer's part. Anything which suggests men are from Mars and women from Venus should be positively marked.

<b>Band</b>	<b>Marks</b>	<b>DESCRIPTOR</b>
		<b>Very good</b>
<b>1</b>	30	<ul style="list-style-type: none"> <li>• Will be written in fluent English, employing a wide range of apposite terminology (AO1);</li> <li>• Will show a systematic conceptual understanding of issues involved in language use (AO4);</li> <li>• Will analyse in detail variations in meanings of spoken and written forms over time clearly related to contexts of given passages (AO5ii).</li> </ul>
	29	
	28	
	27	
	26	
	25	
	24	

<b>Proficient</b>		
<b>2</b>	23	<ul style="list-style-type: none"> <li>• Will be written in fluent English, employing a wide range of apposite terminology (AO1);</li> <li>• Will show a largely systematic conceptual understanding of issues involved in language use (AO4);</li> <li>• Will analyse in some detail variations in meanings of spoken and written forms over time related to contexts in given passages (AO5ii).</li> </ul>
	22	
	21	

<b>Competent</b>		
<b>3</b>	20	<ul style="list-style-type: none"> <li>• Will be written in accurate English, employing a reasonable range of apposite terminology (AO1);</li> <li>• Will show some systematic conceptual understanding of issues involved in language use (AO4);</li> <li>• Will undertake some analysis of variations in meanings of spoken and written over time related to contexts in given passages (AO5ii).</li> </ul>
	19	
	18	

<b>Generally sound</b>		
<b>4</b>	17	<ul style="list-style-type: none"> <li>• Will be written in largely accurate English, employing some terminology (AO1);</li> <li>• Will show uneven conceptual understanding of issues involved in language use (AO4);</li> <li>• Will undertake limited analysis of variations in meaning of spoken and written over time tentatively related to contexts in given passages (AO5ii).</li> </ul>
	16	
	15	

<b>Basic</b>		
<b>5i</b>	14	<ul style="list-style-type: none"> <li>• Will be written in clear English, employing limited terminology (AO1);</li> <li>• Will show evidence of simple conceptual understanding of issues involved in language use (AO4);</li> <li>• Will comment upon passages(s) largely in narrative format(s) with limited indications of spoken and written forms over time and limited address to context(s) (AO5ii).</li> </ul>
	13	
	12	

<b>Limited</b>		
<b>5ii</b>	11	<ul style="list-style-type: none"> <li>• Show occasional evidence of achievement against the criteria for Band 5.1.</li> </ul>
	10	
	9	

<b>Answers which do not reach the standard defined for Band 5</b> because they:		
<b>U</b>	8, 7, 6	<ul style="list-style-type: none"><li>• Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR</li><li>• Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR</li><li>• Are not written with sufficient clarity or accuracy to make meaning and argument coherent.</li></ul>
	5, 4, 3,	
	2, 1	

OR

<b>Qn No</b>	<b>Max Marks</b>	<b>Language and Society</b>
6	30	<p>The following passage comes from a newspaper article. It concerns a website launched by the British Library in London to preserve the dialects of the North of England.</p> <p><b>By detailed reference to the passage and, where relevant, your own wider studies of language and society, comment upon the linguistic issues which are raised by the article.</b></p>

**NOTES ON THE TASK:**

Recent answers to questions on dialect have tended to lack critical focus upon this important subject area. It is to be hoped that this passage, clearly playing on the North/South divide, will prove to be accessible and meaningful. The passage wittily challenges the idea of the cultural dynamo in language being southern. It is to be hoped that candidates will look carefully at the examples in the passage and use this either as a defence of regionality; or the chance to raise the whole issue of standardisation of the lexicon as promoted through education, the media and the class system. How far candidates are equipped with examples and organisational skills will probably dictate the level of response. We should expect comments on chavs, wiggers and other lexical terms which have appeared in recent papers. This is acceptable. It is to be hoped that some will go further and show some ability to offer regional dialects, even if only associated with the younger age groups. Since Estuary English is mentioned it is quite likely that there will be digression into speech sounds, rather than dialectology. This must be judged on how far it contributes to the broader theme of a geographical division in the UK. It is not expected that all candidates will know that the British Library is based in London. It is also likely that candidates will miss the irony of the passage, especially the last sentence. In all cases remember the importance on judging on AO4 and AO5ii, which does give some degree of latitude in assessing candidates' responses.

<b>Band</b>	<b>Marks</b>	<b>DESCRIPTOR</b>
<b>1</b>	<b>Very good</b>	
	30	<ul style="list-style-type: none"> <li>• Will be written in fluent English, employing a wide range of apposite terminology (AO1);</li> <li>• Will show a systematic conceptual understanding of issues involved in language use (AO4);</li> <li>• Will analyse in detail variations in meanings of spoken and written forms over time clearly related to contexts in given passages (AO5ii).</li> </ul>
	29	
	28	
	27	
	26	
	25	
24		

<b>Proficient</b>		
<b>2</b>	23	<ul style="list-style-type: none"> <li>• Will be written in fluent English, employing a wide range of apposite terminology (AO1);</li> <li>• Will show a largely systematic conceptual understanding of issues involved in language use (AO4);</li> <li>• Will analyse in some detail variations in meanings of spoken and written forms over time related to contexts in given passages (AO5ii).</li> </ul>
	22	
	21	
<b>Competent</b>		
<b>3</b>	20	<ul style="list-style-type: none"> <li>• Will be written in accurate English, employing a reasonable range of apposite terminology (AO1);</li> <li>• Will show some systematic conceptual understanding of issues involved in language use (AO4);</li> <li>• Will undertake some analysis of variations in meanings of spoken and written over time related to contexts in given passages (AO5ii).</li> </ul>
	19	
	18	
<b>Generally sound</b>		
<b>4</b>	17	<ul style="list-style-type: none"> <li>• Will be written in largely accurate English, employing some terminology (AO1);</li> <li>• Will show uneven conceptual understanding of issues involved in language use (AO4);</li> <li>• Will undertake limited analysis of variations in meaning of spoken and written over time tentatively related to contexts in given passages (AO5ii).</li> </ul>
	16	
	15	
<b>Basic</b>		
<b>5i</b>	14	<ul style="list-style-type: none"> <li>• Will be written in clear English, employing limited terminology (AO1);</li> <li>• Will show evidence of simple conceptual understanding of issues involved in language use (AO4);</li> <li>• Will comment upon passages(s) largely in narrative format(s) with limited indications of spoken and written forms over time and limited address to context(s) (AO5ii).</li> <li>•</li> </ul>
	13	
	12	
<b>Limited</b>		
<b>5ii</b>	11	<ul style="list-style-type: none"> <li>• Show occasional evidence of achievement against the criteria for Band 5i.</li> </ul>
	10	
	9	

<b>Answers which do not reach the standard defined for Band 5</b> because they:		
<b>U</b>	8, 7, 6	<ul style="list-style-type: none"><li>• Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR</li><li>• Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR</li><li>• Are not written with sufficient clarity or accuracy to make meaning and argument coherent.</li></ul>
	5, 4, 3,	
	2, 1	



# 2706 Exploring, Analysing and Evaluating English

## 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

<b>AO1</b>	Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.
<b>AO2</b>	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.
<b>AO3ii</b>	Apply and explore key features of frameworks for the systematic study of spoken and written English, commenting on the usefulness of approaches taken.
<b>AO4</b>	Understand, discuss and explore concepts and issues relating to language in use.
<b>AO5ii</b>	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.**

<b>UNIT &amp; Section</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3ii</b>	<b>AO4</b>	<b>AO5ii</b>
<b>2706a</b>	*	**		*	
<b>2706b</b>			**		**

## 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 (ie no answer in one of the Sections).**

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

\* See Appendix C in the *Approved Specification: 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 the question paper) is a transcription of part of a conversation in which four sixth form students are talking about their tastes in hot drinks.</p> <p>(a) A national company which operates a chain of coffee bars is keen to increase its appeal to 16–18 year olds. You have been asked to write a report for the company on attitudes to hot drinks amongst young people in this age group. Using the material in the transcription, write the 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. Explain the changes you made in your transposition. You should also comment upon wider issues concerning the presentation of speech in written form.</p>

**NOTES ON THE TASK:**

The task is to transpose some of the content of a spontaneous conversation into a more shaped format for a specific purpose. Candidates are likely to be able to select an appropriately more formal register and lexis for the report format.

The Notes below indicate some of the possible range of responses. Candidates should be rewarded positively for any valid response to the task which relates to the Assessment Objectives.

In answering, candidates should **communicate clearly their understanding of and insight into the differences between spoken and written language, use appropriate terminology and express themselves accurately and coherently (AO1).**

Basic answers will:

- demonstrate some ability to focus on the transcript and transposition as examples of spoken and written language rather than exhibiting only understanding of their obvious content;
- have sufficient command of basic linguistic terminology (eg 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 mode, candidates should demonstrate their **control of language appropriate for the purpose, drawing on linguistic knowledge to explain choices made (AO2).**

Basic answers will:

- typically make use of a relatively formal style, with awareness of the (commercial) context and purpose of the report;
- be written in such a way as to show awareness that the report might need to advise as well as to inform;
- exhibit a greater degree of structure and clarity than was evident in the original transcript of speech;
- reflect the attitudes of the original with an appropriate change of perspective and audience;
- begin to account for choices in terms of their explicit knowledge of language.

More developed answers are likely to:

- select and maintain an appropriate register in the transposition, tailoring choices of language to purpose, context and audience;
- make accurate use of the material in the transcription, and should be rewarded for any appropriate choice(s) of style;
- be more explicit in analysing (not just describing) the linguistic choices made in the transposition, for example in explaining methods of addressing the reader or in commenting on the factors influencing levels of formality or lexical and syntactical choices;
- discuss changes made and difficulties encountered in terms of linguistic issues, not in terms of the perceived difficulties (or otherwise) of the subject-matter.

It would be equally acceptable to write in continuous prose or to adopt a varied format using (for example) notes, lists or bullet points.

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)**.

Basic answers are likely to:

- simply to rehearse a (prepared) list of features of spoken language;
- to refer to or describe a limited range of differences arising from the comparison of transcription with transposition.

Better answers are likely to comment on:

- how the nature of the conversation in Passage A is represented – or indeed how it might be better represented – in the transcription;
- the predominance of one of the speakers who takes a directive role, though with the evident agreement and supportive feedback of the group;
- the co-operative nature of conversation amongst peers.

Band	Marks	DESCRIPTOR
1	<b>Very good</b>	
	30 29 28 27 26 25 24	<ul style="list-style-type: none"> <li>• Be written in coherent and accurate English; present a clearly ordered discussion, employing terminology appropriately and comprehensively (AO1).</li> <li>• 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).</li> <li>• Comment fully upon, and evaluate perceptively, the issues surrounding the representation of speech in written form, as revealed in the set task (AO4).</li> </ul>
2	<b>Proficient</b>	
	23 22 21	<ul style="list-style-type: none"> <li>• Fully meet the criteria for Band 3;</li> <li>• Begin to show evidence of achievement against the criteria for Band 1.</li> </ul>

3	<b>Competent</b>	
	20	<ul style="list-style-type: none"> <li>Be written in mostly coherent and competent English; present a generally well-organised discussion, with some appropriate use of terminology (AO1).</li> </ul>
	19	<ul style="list-style-type: none"> <li>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).</li> </ul>
	18	<ul style="list-style-type: none"> <li>Comment on and evaluate the main issues surrounding the representation of speech in written form as revealed in the set task (AO4).</li> </ul>
4	<b>Generally sound</b>	
	17	<ul style="list-style-type: none"> <li>Fully meet the criteria for Band 5;</li> </ul>
	16 15	<ul style="list-style-type: none"> <li>Begin to show evidence of achievement against the criteria for Band 3.</li> </ul>
5i	<b>Basic</b>	
	14	<ul style="list-style-type: none"> <li>Be written in basically accurate English; present a straightforward discussion with some limited use of terminology (AO1).</li> </ul>
	13	<ul style="list-style-type: none"> <li>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).</li> </ul>
	12	<ul style="list-style-type: none"> <li>Offer some basic comments on the main issues surrounding the representation of speech in written form as revealed in the set task (AO4).</li> </ul>
5ii	<b>Limited</b>	
	11	<ul style="list-style-type: none"> <li>Show occasional evidence of achievement against the criteria for Band 5i.</li> </ul>
	10 9	
U	<b>Answers which do not reach the standard defined for Band 5 because they:</b>	
	8, 7, 6	<ul style="list-style-type: none"> <li>Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs; AND/OR</li> </ul>
	5, 4, 3, 2, 1	<ul style="list-style-type: none"> <li>Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR</li> <li>Are not written with sufficient clarity or accuracy to make meaning and argument coherent.</li> </ul>

<b>Qn. No.</b>  <b>2</b>	<b>Max. Marks</b>  <b>30</b>	<p>Passages A, B, C, and D are all concerned with coffee. 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"> <li>• make detailed reference, where relevant, to specific examples of lexis, syntax, grammar, phonology, language change and features of discourse</li> <li>• comment on how the context and purpose of use might affect the form and register of the language used.</li> </ul>
<p><b>NOTES ON THE TASK:</b></p> <p>Candidates are asked to consider the difference in language use between four passages (Passage A is the transcript that forms the basis for Q1). The Notes below indicate some of the possible range of responses. Candidates should be rewarded positively for any valid response to the questions which relates to the Assessment Objectives.</p> <p>Candidates are asked to <b>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).</b></p> <p>A basic answer will:</p> <ul style="list-style-type: none"> <li>• identify differences in levels of register and formality, but may do little more than assert these in general terms;</li> <li>• tend to list and accumulate rather than analyse examples of lexis from particular fields – for example, the intrusion of medical lexis into Passage B;</li> <li>• notice attitudes towards the reader, such as the slightly assertive and opinionated tone of Passage C, and may locate this more precisely within the inclusive first-person plural pronouns of the first paragraph (“each of <i>us</i> prefers one method ... an everyday part of <i>our</i> lives ...”).</li> </ul> <p>Better answers:</p> <ul style="list-style-type: none"> <li>• will go on to more detailed and analytical readings, exploring for example the authority in Passage C derived from the accumulation of declaratives and the use of the passive voice (“two teaspoons are added ... then it is poured out and drunk ...”);</li> <li>• might analyse discourse features such as the syntactic patternings of Passage B (“It so incloseth the orifice of the stomach ... that it is very good ... and therefore ... It suppresseth fumes exceedingly, and therefore ...”);</li> <li>• will also demonstrate a stronger tendency to evaluate the tools of linguistic analysis which they have employed.</li> </ul> <p>Candidates are also required to <b>analyse and evaluate ways in which the different times and contexts of linguistic use may influence variations in meaning and form (AO5ii).</b></p> <p>A basic answer:</p> <ul style="list-style-type: none"> <li>• will identify more obvious features of language which exhibit change over time, for example the <i>-eth</i> verb endings in Passage B;</li> <li>• may go on to explore the influence of advertising and commerce on language use, especially in comparing Passage A with Passage C;</li> <li>• is likely to identify the extreme simplicity of language in Passage D, but without a developed explanation of how syntactic and grammatical features work to convey personal tragedy;</li> <li>• might comment on obvious differences in purpose and intended audience, noting for example the assumptions about shared values in Passage C.</li> </ul> <p>More developed answers may:</p> <ul style="list-style-type: none"> <li>• include discussion of how the overlaps and echoes in Passage A reflect the dynamics of group interaction;</li> <li>• go on to recognise that the only complex sentence in Passage D (“He put / His raincoat on/Because it was raining ...”) is in fact the most banal rather than the most developed.</li> </ul>		



Band	Marks	DESCRIPTOR
<b>Very good</b>		
1	30	<ul style="list-style-type: none"> <li>• Analyse with confidence examples of lexical, structural, contextual and phonological forms in each of the passages;</li> <li>• Show complete familiarity with appropriate phonological devices and procedures for analysis of speech sounds and prosodic features.</li> <li>• Be able to apply systematically the frameworks quoted in the question rubric, for the examination of the passages from these linguistic perspectives.</li> <li>• Reflect persuasively on the usefulness of the approaches taken <b>(AO3ii)</b>.</li> <li>• Show strong awareness of context of use.</li> <li>• Show full awareness of the differences of purpose, intended audience and language choices between the passages, and of the significance of these differences.</li> <li>• Show detailed appreciation of lexical variation and change <b>(AO5ii)</b>.</li> </ul>
	29	
	28	
	27	
	26	
	25	
	24	
<b>Proficient</b>		
2	23	<ul style="list-style-type: none"> <li>• Fully meet the criteria for Band 3;</li> <li>• Begin to show evidence of achievement against the criteria for Band 1.</li> </ul>
	22	
	21	
<b>Competent</b>		
3	20	<ul style="list-style-type: none"> <li>• Analyse competently examples of lexical, structural, contextual and phonological forms in each of the passages.</li> <li>• Show familiarity with appropriate phonological devices and procedures for analysis of speech sound and prosodic features.</li> <li>• Be able to apply appropriately the frameworks quoted in the question rubric, for the examination of the passages from the linguistic perspectives.</li> <li>• Begin to reflect on the usefulness of the approaches taken <b>(AO3ii)</b>.</li> <li>• Show some awareness of context of use.</li> <li>• Show some awareness of differences of purpose, intended audience and language choices between the passages.</li> <li>• Appreciate main effects of lexical variation and change. <b>(AO5ii)</b>.</li> </ul>
	19	
	18	
<b>Generally sound</b>		
4	17	<ul style="list-style-type: none"> <li>• Fully meet the criteria for Band 5;</li> <li>• Begin to show evidence of achievement against the criteria for Band 3.</li> </ul>
	16	
	15	

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

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

<b>Answers which do not reach the standard defined for Band 5 because they:</b>		
<b>U</b>	<b>8, 7, 6</b> <b>5, 4, 3,</b> <b>2, 1</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR</li> <li>• Are not written with sufficient clarity or accuracy to make meaning and argument coherent.</li> </ul>

# Grade Thresholds

Advanced GCE English Language 3827 / 7827  
June 2008 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2701	Raw	60	47	42	37	32	28	0
	UMS	90	72	63	54	45	36	0
2702	Raw	60	44	40	36	32	28	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	44	39	34	30	26	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	45	41	37	33	29	0
	UMS	120	96	84	72	60	48	0

## Specification Aggregation Results

Overall threshold marks in UMS (ie 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	11.6	31.0	58.4	80.6	94.1	100	510
7827	16.4	43.4	73.5	93.2	99.7	100	366

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication.

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