

# OCR ADVANCED SUBSIDIARY GCE IN ENGLISH LANGUAGE (3827)

# OCR ADVANCED GCE IN ENGLISH LANGUAGE (7827)

## Foreword to Second Edition

This booklet contains OCR's Advanced Subsidiary (AS) GCE and Advanced GCE (A Level) English Language specifications for first examination in June 2003. It has been revised to take account of the QCA Review of Curriculum 2000.

**There is no change to the overall teaching content of the specification though there are some differences in the way this is arranged in the AS examination units. Significant changes are sidelined. The major changes are in Sections 4 and 5:**

**Units of Assessment** – the duration of the AS papers has changed and there are some changes to the content of each. In addition, the format of questions in Section A of the synoptic paper 2706 has been simplified.

**Synoptic Assessment** – it is no longer a requirement to take the synoptic unit at the end of the course. Candidates can take this unit in any available session.

**Assessment Objectives** – the weightings have been adjusted slightly to reflect the amendments for Units 2701 and 2702.

The Advanced Subsidiary GCE is assessed at a standard appropriate for candidates who have completed the first year of study of a two year Advanced GCE course, i.e. between GCSE and Advanced GCE. It forms the first half of the Advanced GCE course in terms of teaching time and content. When combined with the second half of the Advanced GCE course, the Advanced Subsidiary GCE forms 50% of the assessment of the total Advanced GCE. However, the Advanced Subsidiary GCE can be taken as a 'stand-alone' qualification. A2 is weighted at 50% of the total assessment of the Advanced GCE.

The first year of certification of the OCR Advanced Subsidiary GCE in English Language was 2001.

The first year of certification of the OCR Advanced GCE in English Language was 2002.

In these specifications the term **unit** describes a unit of assessment.

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These specifications meet the requirements of the *Common Criteria* (Qualifications and Curriculum Authority, 1999), the *GCE Advanced Subsidiary and Advanced Level Qualification-Specific Criteria* (QCA, 1999) and the relevant Subject Criteria (QCA, 1999).

Qualification Accreditation Numbers:

Advanced Subsidiary GCE: 100/0602/3

Advanced GCE: 100/0430/0

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## Specification Summary

### Outline

These OCR Advanced Subsidiary GCE and Advanced GCE English Language specifications are designed to heighten the awareness and sensitivity of students to the way the English Language functions, to the way they themselves use their language and to the ways in which their language is used upon them.

### Specification Content

These Advanced Subsidiary GCE and Advanced GCE specifications in English Language encourage candidates to develop their interest and enjoyment in the use of English, through learning more about the structures and functions of English, drawing on their experience and knowledge of language change and variation. Candidates learn to express themselves in speech and writing with increasing competence and sophistication, undertake a varied programme of reading, and develop skills of listening critically and attentively to spoken English.

The Advanced Subsidiary course introduces candidates to an understanding of concepts and frameworks for the study of language, and enables them to apply these to investigate their own and others' use of speech (note that 'speech' and 'spoken English' may include transcripts) and writing. Advanced Subsidiary courses develop candidates' skills in speaking and writing for different purposes and audiences, as well as their ability to respond perceptively to the different varieties of English they hear and read.

The Advanced GCE course in English Language develops further candidates' knowledge of and ability to apply a range of linguistic frameworks to a wide variety of texts from both the past and the present. Advanced GCE candidates become increasingly able to select and use the frameworks most appropriate for their investigation and research, and express themselves with fluency and competence in speech and writing.

### Scheme of Assessment

The Advanced Subsidiary GCE forms 50% of the assessment weighting of the full Advanced GCE. Advanced Subsidiary GCE is assessed at a standard expected to be reached at the end of the first year of a two year Advanced GCE course, and can be taken as a stand-alone specification or as the first part of the full Advanced GCE course.

Assessment is by means of **3 units of assessment** for Advanced Subsidiary GCE and **6 units of assessment** for Advanced GCE.

**Advanced Subsidiary GCE:** Candidates take Units 2701, 2702 and 2703.

**Advanced GCE:** Candidates take Units 2701, 2702, 2703, 2704, 2705 and 2706.

Unit 2706 covers the synoptic assessment requirements of the Advanced GCE specification.

## Units of Assessment

Unit	Level	Name	Mode of Assessment	Duration	Weighting	
					AS	Advanced GCE
2701	AS	Frameworks for the Description of English	Written Examination	1 hour 15 mins	30%	15%
2702	AS	Variation in the Usage of English	Written Examination	1 hour 45 mins	40%	20%
2703	AS	Experiments in Writing	Coursework	-	30%	15%
2704	A2	Language Contexts – Structural and Social	Written Examination	2 hours	-	15%
2705	A2	Language Research Topic	Coursework	-	-	15%
2706	A2	Exploring, Analysing and Evaluating English	Written Examination	2 hours + 15 mins reading	-	20%

## Question Paper Requirements

**Unit 2701: Frameworks for the Description of English** Candidates answer one question on spoken English, requiring analysis of a set passage of speech transcript.

**Unit 2702: Variation in the Usage of English** Candidates answer two questions, one requiring an essay answer on the topic of Written Language and one requiring an analysis of a passage from a choice of two set topics.

**Unit 2704: Language Contexts – Structural and Social** Candidates answer questions on two language topics.

**Unit 2706: Exploring, Analysing and Evaluating English** Candidates answer two compulsory questions, based on a selection of linked passages or samples of data. In Section A, a transcription of spoken language is presented for transposition and commentary; in Section B, candidates are required to analyse and account for different features of language in the materials provided.

## Coursework Requirements – AS and Advanced GCE

Centres must select texts and tasks which meet the requirements and the Assessment Objectives of Unit 2703 (AS) or Unit 2705 (A2). Prior submission of proposed tasks and topics is **not** required. (See Section 4.2 and Appendix B for guidance on coursework.)

**Unit 2703: Experiments in Writing** Candidates produce a folder containing creative, recreative or adaptive writing in two different genres on a common theme, accompanied by a commentary (*guideline length: 1500-2000 words; maximum 3000*).

**Unit 2705: Language Research Topic** Candidates present a piece of original research on a topic connected with the study of language, chosen by the candidate (*maximum 3000 words*).


## Key Skills

Key Skills signposting appears in **three** sections of these OCR specifications:

- (1) *Key Skills Coverage* – the matrix aids curriculum managers in mapping the potential Key Skills coverage within each OCR Advanced Subsidiary/Advanced GCE specification.
- (2) *Specification Content (section 5)* – the specific evidence references enable subject teachers to identify opportunities for meeting specific Key Skills evidence requirements.
- (3) *Appendix A* – provides guidance to teachers in trying to identify those parts of their normal teaching programme which might most appropriately be used to develop or provide evidence for the Key Skills signposted.

The specifications provide opportunities for the development of the Key Skills of *Communication, Information Technology, Working With Others* and *Improving Own Learning and Performance* as required by QCA's subject criteria for English Language.

Through classwork, coursework and preparation for external assessment, candidates may produce evidence for Key Skills at Level 3. However, the extent to which this evidence fulfils the requirements of the QCA Key Skills specifications at this level will be dependent on the style of teaching and learning adopted. In some cases, the work produced may meet the evidence requirements of the Key Skills specifications at a higher or lower level.

Throughout section 5 the symbol  is used in the margin to highlight where Key Skills development opportunities are signposted. The following abbreviations are used to represent the above Key Skills:

C = Communication

IT = Information Technology

WO = Working with Others

LP = Improving Own Learning and Performance

These abbreviations are taken from the QCA Key Skills specifications for use in programmes starting from September 2000. References in section 5 and Appendix A, for example **IT3.1**, show the Key Skill (IT), the level (3) and subsection (1).

Centres are encouraged to consider the OCR Key Skills scheme to provide certification of Key Skills for their candidates.

## Key Skills Coverage

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills exist.

Preparation For Unit	Communication Level 3	IT Level 3	Working with Others Level 3	Learning Performance Level 3
2701	✓			
2702	✓			
2703	✓	✓		✓
2704	✓			
2705	✓	✓	✓	✓
2706	✓			





# 1 Introduction

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These OCR specifications lead to qualifications at Advanced Subsidiary GCE and Advanced GCE in English Language. Internal assessment (coursework) forms an integral part of both qualifications.

The specifications encourage candidates to gain greater confidence in handling both spoken and written English. They also encourage them to reflect on the uses of English and to develop confidence in handling frameworks for the systematic study of the language.

In each area of the specifications and in each unit, candidates meet the requirements of the QCA Subject Criteria (1999) and of the Assessment Objectives. The Subject Criteria require candidates to develop, through the study of English:

- a proper knowledge and understanding of frameworks for the systematic study of the structure of language, including phonology, lexis, grammar, semantics and pragmatics;
- the ability to describe, explain and interpret variations of usage in both spoken and written language;
- appropriate and accurate control of written English for a variety of audiences and purposes; this should include the production, interpretation, adaptation or re-presentation of texts;
- the ability to understand, and (in A2) to evaluate, frameworks for elucidating the structure of language, as well as how language is used both by themselves and by others.

The specifications offer candidates, in a structured progression, a variety of ways in which they can demonstrate control of these skills. They are constructed on the premise that awareness of the ways in which spoken and written English is structured heighten candidates' sensitivity to the variations of its use. Awareness of the structure of English is seen not as an end in itself but as an essential means to a sharper appreciation of how language is used and to improved control in handling it. Increased appreciation of language and ability to handle it inevitably lead to greater self-confidence on the part of the student.

The externally assessed units of the Advanced Subsidiary GCE specification focus on the key features of the structure of spoken English (Unit 2701) and on key aspects of variation in the usage of English (Unit 2702). The internally assessed unit at this level (Unit 2703) offers candidates the opportunity to apply the insights acquired in studying for Units 2701 and 2702 to their own writing and to the accompanying commentary on it.

In the A2 half of the Advanced GCE specification, Unit 2704 gives candidates the opportunity and encouragement to explore in greater depth and complexity areas within the structure of English and within the range of English usage, as well as to evaluate the insights so gained. Treatment of more complex issues and greater depth of investigation are also required in preparing for the internally assessed Unit 2705, where candidates have the opportunity to investigate a language topic of their own - guided - choice. Unit 2706 links systematic analysis of structure, usage and variation with the application and evaluation of frameworks for language study, thus synthesising the knowledge, understanding and skills developed through the different emphases of the preceding units. Unit 2706, therefore, covers the synoptic assessment requirements of the Advanced GCE specification.

## Recommended Prior Learning

These OCR specifications build on the knowledge, skills and understanding developed in English courses at Key Stage 4 and assessed at GCSE, and offer candidates from this and other educational contexts the chance to study, in a systematic fashion, the structure of English and the ways in which the language is used. Although a GCSE in English is not a pre-requisite for the study of these specifications, candidates should have acquired the skills, understanding and knowledge necessary for the advanced study of English Language - that is, at a level equivalent at least to Grade C at GCSE. Intending candidates for these specifications should have covered the range of study set out in the National Curriculum Programmes of Study for Key Stages 3 and 4.

## Progression

These OCR specifications aim to enable candidates to progress from the standard already reached at GCSE (or equivalent) through Advanced Subsidiary GCE and Advanced GCE to a level where – if they wish – they would be able to pursue English Studies at degree or equivalent level.

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## 1.1 Certification Title

These specifications will be shown on a certificate as:

- OCR Advanced Subsidiary GCE in English Language.
- OCR Advanced GCE in English Language.

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## 1.2 Language

These specifications and associated assessment materials are available in English only.

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## 1.3 Exclusions

Candidates who enter for this Advanced Subsidiary GCE specification may **not** also enter for any other Advanced Subsidiary GCE specification with the title English Language in the same examination session.

Candidates who enter for this Advanced GCE specification may **not** also enter for any other Advanced GCE specification with the title English Language in the same examination session.

Candidates may take Advanced Subsidiary GCE or Advanced GCE English Language at the same time as Advanced Subsidiary GCE or Advanced GCE English Literature. However, they may **not**

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take Advanced Subsidiary GCE or Advanced GCE English Language at the same time as any other specification entitled English Language and Literature.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for these specifications is 5030.

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## **1.4 Code of Practice requirements**

These specifications will comply in all respects with the revised Code of Practice requirements for courses starting in September 2000.

## 2 Specification Aims

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The chief aims of these OCR Advanced Subsidiary GCE and Advanced GCE specifications are to bring candidates to greater awareness of their own intuitive understanding of the structure and functions of English, to help them explore that understanding and to strengthen it. The format of the units aims to make the candidates' own experience of English, as far as is possible, the central focus.

These specifications aim to encourage candidates at Advanced Subsidiary GCE and Advanced GCE to develop knowledge and understanding of the following areas:

- frameworks for the systematic study of language at different levels of analysis, including phonology, lexis, grammar and semantics;
- variations in language according to mode (speech and writing) and context;
- the application, and (in A2) the usefulness, of different linguistic frameworks for the description and analysis of speech and writing;
- how geographical, social, personal and (at A2) historical variation shape and change forms and meanings in language.

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### 2.1 Spiritual, Moral, Ethical, Social and Cultural Issues

*He gave man speech, and speech created thought / Which is the measure of the universe.*

Shelley's words from *Prometheus Unbound* describe the centrality of language in human existence. The proper study of language structure and usage is of benefit to the personal enhancement of individual candidates, over and above the increased understanding of language itself that they will acquire from their course of study.

Greater awareness of language and greater sensitivity to its use entail greater appreciation of everything that language is used to convey; greater control in the handling of language leads to greater self-confidence in using language; greater awareness of the facts of language use will help to dissipate prejudice and social stigma that attach to various forms and structures; greater awareness of change in English develops greater appreciation of the linguistic heritage of the language and of the social and cultural contexts that have helped to form it; greater appreciation of the nature and development of structure and usage of English helps candidates to a more balanced view of the language vis-à-vis the other languages of the British Isles, as well as those of the rest of Europe; greater awareness of the varieties of English used world-wide helps candidates to a more balanced view of their own English vis-à-vis other standard or non-standard forms around the world. The proper and systematic study of English can help to build the candidates' confidence in their linguistic ability, develop their speaking and writing skills, widen their appreciation of the world around them and of concepts used to interpret it, reduce their prejudice of view and insularity of thinking and awaken their appreciation of their social and cultural heritage.

All units prompt consideration by candidates of these issues.

## 2.2 The European Dimension

The historical development of English (see Unit 2704 and Unit 2706) invites consideration of the place of English within the family of European languages, and topics such as Language and Society (in Unit 2704) also offer opportunities for placing English Language study within a European dimension.

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## 2.3 Avoidance of Bias

OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

### 3 Assessment Objectives

The QCA Subject Criteria for English Language (1999) require that candidates meet the following assessment objectives, weighted as indicated.

Assessment Objectives		% Weighting		
	<i>Candidates should be able to:</i>	AS	A2	Advanced GCE
<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	10 - 20	10 - 20	10-20
<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	10 - 20	10 - 20	10-20
<b>AO3i</b>	know and use key features of frameworks for the systematic study of spoken and written English	20 - 30	-	}
<b>AO3ii</b>	apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken	-	20 - 30	}
<b>AO4</b>	understand, discuss and explore concepts and issues relating to language in use	20 - 30	20 - 30	20-30
<b>AO5i</b>	distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context	20 - 30	-	}
<b>AO5ii</b>	analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context	-	20 - 30	}

### 3.1 Specification Grid

The following grid shows the relationship between the assessment objectives and units of assessment in these OCR specifications.

AO	Unit 2701	Unit 2702	Unit 2703	AS %	Unit 2704	Unit 2705	Unit 2706	A2 %	Advanced GCE%
1	10	5	5	20	10	5	5	20	20
2			20	20			10	10	15
3(i)	15	5		20					25
3(ii)					10	10	10	30	
4	5	15		20	5	10	5	20	20
5(i)		15	5	20					20
5(ii)					5	5	10	20	
<i>Total %</i>	<i>30</i>	<i>40</i>	<i>30</i>	<i>100</i>	<i>30</i>	<i>30</i>	<i>40</i>	<i>100</i>	<i>100</i>

#### 3.1.1 Mark Band Descriptions - generic

The following mark band descriptions are designed to indicate overall performance; however, not all assessment objectives apply to all units, nor are they all equally weighted. It is recognised that candidates will not always achieve a consistent level of performance across all the assessment objectives, and marks awarded will reflect a balance of strengths and weaknesses.

The qualities that distinguish different levels of performance at Advanced Subsidiary GCE are the same as those at Advanced GCE; performance at Advanced Subsidiary GCE is measured in response to the specific questions set and assessed at a standard appropriate for candidates after the completion of the first half of a full Advanced GCE course. At A2, candidates' work should show greater breadth of knowledge and depth of understanding. Assessment Objectives 3 and 5 distinguish levels of performance at AS (i) and A2 (ii).

**Band 1: *Answers that show depth and insight***

***These will normally show:***

(AO1) comprehensive knowledge and understanding demonstrated in incisive and informed argument, with a strong sense of perspective and overview; expressed with precision and accuracy, and using terminology appropriately and accurately throughout; and, **at A2**, greater depth and insight appropriate to the study of language;

(AO2) comprehensive appreciation of purpose and audience shown; sound awareness of linguistic features appropriately displayed in analysis and commentary; showing, **at A2**, greater sophistication in applying knowledge of linguistic features to explain and comment on choices made;

(AO3i) comprehensive understanding of a range of key features, demonstrated in sustained, convincing argument and analysis; perceptive, detailed commentary with relevant, aptly-chosen examples;

(AO3ii) as above; and with a thorough grasp of the frameworks for the systematic study of language (spoken and written), fully demonstrated through examples and commentary;

(AO4) comprehensive theoretical knowledge, applied critically and concisely (and increasingly **at A2**) to a wide range of topical issues surrounding English in use;

(AO5i) comprehensive understanding of the range and significance of variations in spoken and written language, analysed through perceptive interpretation of aptly-chosen examples;

(AO5ii) as above, with a clear ability to evaluate variations in language in both historical and contemporary contexts.

**Band 2: Answers that are proficient and well focused**

**These will normally show:**

(AO1) broad knowledge and understanding demonstrated in perceptive and informed argument, with a clear sense of perspective and overview; expressed with accuracy, and usually employing terminology appropriately and accurately throughout; and, **at A2**, rather greater depth and insight appropriate to the study of language;

(AO2) clear appreciation of purpose and audience; generally sound awareness of linguistic features appropriately displayed in analysis and commentary; showing, **at A2**, greater proficiency in applying knowledge of linguistic features to explain and comment on choices made ;

(AO3i) clear understanding of a range of key features, demonstrated in proficient argument and analysis; perceptive, relevant commentary with mainly well-chosen examples;

(AO3ii) as above; and with a sound grasp of frameworks for the systematic study of language (spoken and written), demonstrated through examples and commentary;

(AO4) sound theoretical knowledge, applied critically (and **at A2** with increasing understanding if not necessarily more concisely) to a range of topical issues surrounding English in use;

(AO5i) proficient understanding of the range of important variations in spoken and written language, analysed through interpretation of aptly-chosen examples;

(AO5ii) as above, with ability to evaluate variations in language in both historical and contemporary contexts.

**Band 3: Answers that show a competent level of understanding**

**These will normally show:**

(AO1) straightforward knowledge and understanding demonstrated in informed and well organised argument; some sense of perspective and overview; expressed generally with accuracy, and usually employing terminology appropriately throughout; and, **at A2**, some evidence of greater depth and insight appropriate to the study of language;

(AO2) appreciation of purpose and audience shown; generally competent awareness of linguistic features usually appropriately displayed in analysis and commentary; showing, **at A2**, greater confidence in applying knowledge of linguistic features to explain and comment on choices made;



(AO3i) competent understanding of a range of obvious (and, perhaps, less obvious) features, demonstrated in competent argument and analysis; signs of perceptive, relevant commentary with some apt examples;

(AO3ii) as above; and with a competent grasp of frameworks for the systematic study of language (spoken and written), demonstrated through examples and commentary;

(AO4) competent theoretical knowledge, usually relevantly applied (and **at A2** with some increasing understanding) to a range of topical issues surrounding English in use;

(AO5i) competent understanding of a range of important variations in spoken and written language, competently analysed through interpretation of aptly-chosen examples;

(AO5ii) as above, with a generally competent ability to evaluate variations in language in both historical and contemporary contexts.

**Band 4: Answers that are basically sound but sometimes uneven**

**These will normally show:**

(AO1) basically sound knowledge and understanding demonstrated in fairly well organised description and, possibly, argument; a limited sense of perspective and overview; expressed generally with relative accuracy, and usually employing appropriate terminology; and, **at A2**, some indication of awareness appropriate to the study of language;

(AO2) some limited appreciation of purpose and audience shown; basic but generally sound awareness of linguistic features either not very fully expressed (or presented rather laboriously) in commentary; possibly showing, **at A2**, some awareness of how to apply knowledge of linguistic features to comment on choices made;

(AO3i) basically sound understanding of a range of obvious (and, perhaps, less obvious) features, demonstrated in argument and analysis; signs of straightforward, relevant commentary with a few apt examples;

(AO3ii) as above; and with a basic but generally satisfactory grasp of frameworks for the systematic study of language (spoken and written), demonstrated through what may seem rather limited examples and commentary;

(AO4) basically sound theoretical knowledge, usually relevantly applied (and **at A2** with some greater awareness) but to a perhaps limited range of topical issues surrounding English in use;

(AO5i) basically sound grasp of a range of important variations in spoken and written language, analysed through interpretation of not necessarily well-chosen examples;

(AO5ii) as above, with a genuine - if limited - attempt to evaluate variations in language in both historical and contemporary contexts.

**Band 5i: Answers that are just adequate as a response to the tasks set**

**These will normally show:**

(AO1) a just adequate knowledge and understanding demonstrated in simple description and opinion; some limited sense of perspective and overview; expressed with limited accuracy, and some attempt at employing appropriate terminology; and, **at A2**, possibly some awareness of the greater depth and insight appropriate to the study of language;

(AO2) a just adequate description of purpose and audience; at least partial awareness of linguistic features; commentary very limited; but possibly showing, **at A2**, some awareness of how to comment on choices made;

(AO3i) a just adequate understanding of some obvious features, partially demonstrated in opinion if not in analysis; signs of straightforward, relevant comment;

(AO3ii) as above; and with a just adequate grasp of frameworks for the systematic study of language (spoken and written), demonstrated through some very straightforward examples;

(AO4) a just adequate descriptive knowledge, applied (and sometimes with greater relevance **at A2**) to a limited range of topical issues surrounding the use of English;

(AO5i) some description of obvious significant variations in spoken and written language, with a few examples offered;

(AO5ii) as above, with a genuine - even if very limited - attempt to describe variations in language in both historical and contemporary contexts.

**Band 5ii: Answers that are, on balance, not adequate as a response to the tasks set**

**These will normally show:**

(AO1) very partial knowledge and understanding demonstrated in simple description; a limited sense of perspective and overview; expressed with limited accuracy, and some attempt at employing appropriate terminology; and, **at A2**, possibly only occasional awareness of the greater depth and insight appropriate to the study of language;

(AO2) occasional noting of purpose and audience; some slight awareness of linguistic features; commentary very limited; possibly showing, **at A2**, little awareness of choices made;

(AO3i) some recognition of a few obvious features, partially demonstrated in opinion; a few signs of straightforward, relevant comment with very sketchy examples;

(AO3ii) as above; and with few signs of recognising frameworks for the systematic study of language (spoken and written);

(AO4) barely adequate, entirely descriptive knowledge, possibly applied (and with some relevance **at A2**) to a limited range of topical issues surrounding English in use;

(AO5i) brief outline of some significant variations in spoken and written language,;

(AO5ii) as above, with very limited attempt to describe variations in language in both historical and contemporary contexts.

**Answers which do not reach the standards defined for Band 5 will usually contain one or more of the following characteristics:**

- not offering an adequate attempt to answer the question or to complete the task (consequently, not sufficiently addressing the assessment objectives targeted by the question)
- not demonstrating sufficient evidence of the knowledge, skills and understanding required;
- not being written with sufficient clarity or accuracy to make meaning and argument coherent.

All answers in Units 2702, 2704 and 2706 are marked out of 30 according to the following grid:

Mark band	Mark out of 30
1	24-30
2	21-23
3	18-20
4	15-17
5i	12-14
5ii	9-11
Below 5	0-8

The single answer in Unit 2701, and the whole folder for 2703 and 2705, will be marked out of 60 according to the following grid:

Mark band	Mark out of 60
1	48-60
2	42-47
3	36-41
4	30-35
5i	24-29
5ii	18-23
Below 5	0-17

## 3.2 Quality of Written Communication

All units require answers in continuous prose and therefore include the assessment of quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. This is assessed in relation to AO1, which applies to all units in the specification.

Candidates must produce evidence which meets the following criteria in order to fulfil the requirements for Key Skills Written Communication at Level 3:

- select and use a form and style of writing that is appropriate to their purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate; and
- ensure their text is legible and their spelling, grammar and punctuation are accurate, so their meaning is clear.

### 3.2.1 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 increasingly) sophisticated use of appropriate linguistic terminology (see Appendix C) 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 (increasingly at A2) reasonably sophisticated use of appropriate linguistic terminology (see Appendix C) 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 (see Appendix C) 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.

## 4 Scheme of Assessment

At Advanced Subsidiary GCE, candidates take **three units of assessment**, including a coursework unit, followed by a further **three units**, including a coursework unit, at A2 if they are seeking an Advanced GCE award.

### Units of Assessment

Unit	Level	Name	Mode of Assessment	Duration	Weighting	
					AS	Advanced GCE
2701	AS	Frameworks for the Description of English	Written Examination	1 hour 15 mins	30%	15%
2702	AS	Variation in the Usage of English	Written Examination	1 hour 45 mins	40%	20%
2703	AS	Experiments in Writing	Coursework	-	30%	15%
2704	A2	Language Contexts - Structural and Social	Written Examination	2 hours	-	15%
2705	A2	Language Research Topic	Coursework	-	-	15%
2706	A2	Exploring, Analysing and Evaluating English	Written Examination	2 hours + 15 mins reading	-	20%

### Rules of Combination

Candidates must take the following combination of units of assessment:

Advanced Subsidiary GCE      Units 2701, 2702 and 2703.

Advanced GCE                      Units 2701, 2702, 2703, 2704, 2705 and 2706.

### Unit Availability

There are two units sessions each year, in January and June.

The availability of units is shown in the following table.

<b>Unit</b>	<b>Level</b>	<b>Unit Title</b>	<b>Jan 2003</b>	<b>June 2003</b>
2701	AS	Frameworks for the Description of English	✓	✓
2702	AS	Variation in the Usage of English	✓	✓
2703	AS	Experiments in Writing	✓	✓
2704	A2	Language Contexts - Structural and Social	✓	✓
2705	A2	Language Research Topic	✓	✓
2706	A2	Exploring, Analysing and Evaluating English	✓	✓

**The availability shown for 2003 will be the same in subsequent years.**

**Sequence of Units**

The normal sequence in which the units will be taken is Units 2701, 2702 and 2703 in the first year of a course of study, leading to an Advanced Subsidiary GCE award, then Units 2704, 2705 and 2706 in the second year, together leading to the Advanced GCE award.

Alternatively, candidates may take all units at the end of their Advanced Subsidiary GCE or Advanced GCE course in a 'linear' fashion, if desired.

**Synoptic Assessment**

'Synoptic assessment in English Language takes account of the requirement that Advanced GCE qualifications should enable candidates to develop a broader and deeper understanding of the connections between components of the specification as a whole, including the requirement to produce a range of writing. Synoptic assessment involves the explicit synthesis of insights developed through the application of theoretical frameworks to the study of language, both spoken and written. It requires candidates to show evidence that their critical understanding of meaning and variation in language is informed by the appropriate use of linguistic analyses, and to demonstrate their skills of interpretation and expression in accurate, well-argued responses.' (QCA Subject Criteria, 1999)

In the OCR Advanced GCE specification, Synoptic Assessment is located in Unit 2706. It should be regarded as the culmination of the course, enabling candidates explicitly to draw together the knowledge, understanding and skills acquired through the preceding units. This unit should normally be taken at the end of a course of study leading to an Advanced GCE award, but this is not a requirement.

There is no Synoptic Assessment in Advanced Subsidiary GCE English Language.

**Aggregation**

Candidates may enter for:

- Advanced Subsidiary GCE aggregation
- Advanced Subsidiary GCE aggregation, bank the result and complete the A2 assessment at a later date
- Advanced GCE certification.

Candidates must enter all six Advanced Subsidiary GCE and Advanced GCE units to qualify for the full Advanced GCE award.

Individual unit results, prior to certification of the qualification, have a shelf life limited only by that of the qualification.

#### **Re-sits of Units of Assessment**

Candidates are permitted to re-sit units once only, before seeking an Advanced Subsidiary GCE or Advanced GCE award, and the better result will count.

#### **Re-sits of Advanced Subsidiary GCE and Advanced GCE**

Candidates may retake the whole qualification more than once.

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## **4.1 Question Papers**

The question paper for Unit 2701 is of one hour and 15 minutes' duration, and for Unit 2702 is of one hour and 45 minutes' duration. The question papers for Units 2704 and 2706 (A2) are of two hours' duration. Unit 2706 has an additional fifteen minutes' reading time. Full details are given in Sections 5.1 to 5.6.

The List of Phonemic Symbols and Signs (RP) shown in Appendix D will be included in all question papers at both AS and A2. Candidates are not required to make reference to this, but may do so at any stage in their answers if they find it useful.

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### **4.1.1 Assessment and Marking**

Mark schemes for all units are based on the generic mark band descriptions given in Section 3.1.1.

For externally-assessed units, that is Units 2701, 2702, 2704 and 2706, examiners are provided with unit-specific notes of guidance and work from question-specific mark schemes which include mark band descriptions related to each relevant assessment objective, indicating both skills and likely content.

In any unit, marking is based on assessment of performance against each relevant assessment objective. If a candidate submits only one of two required answers, no more than 50% of the available marks for the unit may be awarded.

## 4.2 Internal Assessment - Coursework

There are two coursework units – Units 2703 and 2705.

**For further guidance on planning, teaching and setting tasks for coursework, see Appendix B.**

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### 4.2.1 Assessment and Moderation

The work submitted by candidates for Units 2703 and 2705 is marked by the teacher, in accordance with published marking guidelines, and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which postal moderation takes place in accordance with OCR procedures.

The purpose of moderation is to ensure that the standard of the award of marks in coursework is the same for each Centre, and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

The sample of work submitted to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

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### 4.2.2 Minimum Coursework Assessment Requirements

If a candidate submits no work for Unit 2703 or Unit 2705, then the candidate should be indicated as being absent on the Coursework Mark Sheets submitted to OCR. If a candidate completes any work at all for Unit 2703 or Unit 2705, then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be 0 (zero).

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### 4.2.3 Authentication

As with all coursework, candidates' teachers must be able to verify that the work submitted for Units 2703 and 2705 is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence.

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#### 4.2.4 Coursework Re-sits

Candidates who re-sit a coursework unit must submit a folder that is substantially new in content. At AS (Unit 2703), this means that at least one of the original writing pieces – and the commentary that accompanies it – must be new. At A2 (Unit 2705), this means that the whole of the extended study must be new. New work may be based on the same data/ texts/ extracts/ theme, but the task set must be sufficiently different to ensure that previously submitted, assessed coursework cannot be re-drafted.

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### 4.3 Special Arrangements

For candidates who submit some work but are unable to complete the full assessment, or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*. In such cases advice should be sought from OCR as early as possible during the course. Applications for special consideration in coursework units should be accompanied by Coursework Assessment Forms giving the breakdown of marks for each skill.

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### 4.4 Differentiation

In the question papers, differentiation is achieved by the setting of questions which are designed to: address the assessment objectives specified for the unit; assess candidates at their appropriate levels of ability; and allow all candidates to demonstrate what they know, understand and can do.

In coursework, differentiation is achieved by task and by outcome. Tasks must be set which are designed to address the assessment objectives specified for the unit, to assess candidates at their appropriate levels of ability, and to allow all candidates to demonstrate what they know, understand and can do.

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### 4.5 Awarding of Grades

The Advanced Subsidiary GCE has a weighting of 50% when used in an Advanced GCE award. An Advanced GCE award is based on the aggregation of the weighted Advanced Subsidiary GCE (50%) and Advanced GCE (50%) marks.

Both Advanced Subsidiary GCE and Advanced GCE qualifications are awarded in the scale A to E and U (unclassified).

## 4.6 Grade Descriptions

The following grade descriptions are given in the QCA Subject Criteria for English Language (1999). They are intended to indicate the level of attainment characteristic of the given grade at Advanced GCE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined by the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

### **Grade A**

In response to the tasks set, candidates demonstrate a comprehensive theoretical knowledge of the way language works as a multi-layered system, through their analysis and evaluation of a range of material from the present to the past. They select and apply analytical frameworks appropriately and systematically in their own investigation and research, evaluating the usefulness of the approaches taken to the description of spoken and written English. Candidates explore perceptively and critically concepts and viewpoints relating to language in use, supporting coherent, well-argued discussion with relevant examples, using appropriate terminology. Their writing is fluent, well structured, accurate and precise, demonstrating awareness of a wide range of different audiences and purposes.

### **Grade C**

In response to the tasks set, candidates demonstrate secure knowledge and understanding of linguistic ideas and concepts in their use of analytical frameworks to identify and discuss significant features of spoken and written language. They distinguish important elements of language variation in past and present usage, explaining these by reference to context and using examples to support their interpretations. They show awareness of different approaches to language study and different attitudes to language use, informed by their own investigative studies of speech or writing. Their writing in a range of tasks is accurate and clear, showing an ability to use technical language appropriately, and some adaptation to audience and purpose.

### **Grade E**

In response to the tasks set, candidates demonstrate some knowledge and understanding of the way different linguistic frameworks may be used and applied in the study of language. They comment descriptively on some of the ways in which spoken or written English varies according to the context of use, without necessarily distinguishing the impact of different factors. Candidates show an appreciation of topical issues surrounding the use of English, which may be informed by some investigation of samples of speech and writing. Their writing conveys basic ideas and is generally accurate if non-technical in expression, showing some awareness of the needs of different audiences and purposes.

## 5 Specification Units

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In line with the requirements of the QCA Subject Criteria for English Language 1999, the **Advanced Subsidiary GCE specification** requires candidates to show knowledge and understanding of key features of frameworks for the systematic study of the English Language at different levels of analysis, including:

- the characteristic speech sounds and intonation patterns (phonetics and phonology);
- the vocabulary of English, including the origins, meanings and usage of words (lexis);
- the forms and structures of words, phrases, clauses, sentences and texts in speech and writing (morphology and grammar);
- the ways meanings are constructed and interpreted in speech and writing (semantics and pragmatics)

and knowledge and understanding of variations in language according to mode (speech or writing) and context, including:

- the role of personal and social factors in influencing meanings and forms.

The **Advanced GCE specification** requires candidates to show knowledge and understanding of:

- frameworks for the systematic study of language, including phonology and phonetics, lexis, morphology, grammar and semantics;
- the application and usefulness of different linguistic frameworks for the description and analysis of speech and writing;
- how historical and geographical variation shape and change meanings and forms in language.

**These OCR specifications** require candidates to:

- apply linguistic concepts and frameworks appropriately and systematically in the study of language;
- describe, explain and interpret variation in both spoken and written language;
- demonstrate appropriate and accurate control in writing for a variety of audiences and purposes;
- comment on the production, interpretation, adaptation or re-presentation of texts.

In addition, **the OCR Advanced GCE specification** requires candidates to:

- analyse and evaluate variation in written and spoken language, including language from the past;
- make connections between their knowledge and understanding of concepts and frameworks for the study of language and evaluate the suitability of these as tools for analysis of language in use.

The first two AS units together cover the description of the structures of English (spoken and written), and a consideration of synchronic variation in the language, leading to an opportunity for

candidates to demonstrate their own skill and awareness in handling English for different purposes and audiences for coursework in the third unit.

Two of the three A2 units offer an opportunity to pursue, at greater depth, aspects of language structure and use that have particularly caught the interest of candidates. The final, synoptic, unit (Unit 2706) requires a synthesis and overview of the aspects of language use and function covered in the preceding five units, and candidates need to draw on the expertise and insights they have developed.

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## 5.1 Unit 2701: Frameworks for the Description of English

### 1 hour 15 minutes



C3.1a, C3.1b, C3.2, C3.3.

**Candidates answer one compulsory question which requires analysis of a set passage of speech transcript.**

The focus of this paper will be on speech, accent and dialect. The question set will test candidates' understanding of the features which are characteristic of spoken (as opposed to written) forms of English, and their ability to discuss and explore ways in which an awareness of the structural features of the text informs understanding of the use of language in it. (Candidates are not expected to supply their own examples/samples of appropriate data.)

In analysing the set passage, Candidates are expected to demonstrate that they can communicate clearly knowledge, understanding and insights appropriate to the study of language, use appropriate terminology, and express themselves accurately and coherently (AO1). They should show that they know and can use key frameworks for the systematic study of spoken English (AO3i), and that they understand and can discuss and explore concepts and issues relating to language in use (AO4).

An indication of how passages of speech transcript will be presented in the examination paper is given in Appendix C.

*Assessment Objectives:* AO1, AO3i, AO4.

## 5.2 Unit 2702: Variation in the Usage of English

1 hour 45 mins



C3.1a, C3.1b, C3.2, C3.3.

Candidates answer two questions. Section A, *Written Language*, requires an essay answer. In Section B (*Child Language Acquisition OR Levels of Formality and Register*), the questions are passage-based.

**Section A, Written Language**, contains **one compulsory essay question** that focuses on an issue of specific written language usage. This allows Centres to study in depth some specific areas of language variation of their own choice. The question will be framed to allow candidates to present their learning in **at least one** of these chosen areas as the detailed illustration of their answers. In this way it is hoped that the teaching for this Unit can be adapted by Centres to their own particular needs and preferences, that candidates will be able to bring to their answers fresher and more informed responses, and that a strong connection will be provided with the coursework requirements in Unit 2703. The emphasis in this section on wider issues relating to language reflects the dominant weighting of AO4. AO1 will also be assessed in this essay-style answer; AOs 3i and 5i will be assessed solely in Section B.

The following are offered as examples of suitable topics for the study of **written** language variation for this section of the paper: *advertising, television, journalism, e-languages, film, the music industry, politics, finance, leisure and tourism, magazines, and popular literary texts*. Other topics could be equally appropriate. There is no set requirement for the number of topics to be studied, though it is recommended that candidates are able to choose from more than one topic that they have studied to provide detailed illustration in their answers.

**Section B** contains **two** questions, both passage- or data-based, from which candidates choose **one** to answer. One question focuses on **Child Language Acquisition**; the other on **Levels of Formality and Register**. Candidates who answer on **Child Language Acquisition** will be required to focus upon grammatical and lexical issues and, as appropriate, considerations of turn-taking and developmental attributes. Candidates who answer on **Levels of Formality and Register** will be required to focus upon lexis, syntax and pragmatics. Both questions in this section will assess AO3i and AO5i.

*Assessment Objectives: AO1, AO3i, AO4, AO5i.*

## 5.3 Unit 2703: Experiments in Writing (Internal Assessment)



C3.1a, C3.1b, C3.2, C3.3; IT3.3

LP3.1, LP3.2, LP3.3

**A folder containing original writing in two different modes, chosen by the candidate in discussion with his or her teacher, accompanied by a single commentary, evaluating the work undertaken and the differences in linguistic features between the pieces. (Guideline length: 1500 - 2000 words; maximum 3000.)**

The folder must contain two pieces of writing in different and contrasting modes: candidates thereby focus on AO2 - expertise and accuracy in writing for a variety of specific purposes and audiences. The two pieces of writing, which can be creative, recreative or adaptive in nature, may focus on different approaches to the same theme, or on the linguistic requirements of two genres without the existence of a linking theme. However, it is likely that candidates will find it easier to focus their two pieces of writing upon a common theme. (See Appendix B for further guidance.)

The two pieces must be accompanied by a single analytical commentary explaining and commenting on choices made (AO2), evaluating the differences in language choice and use required by each genre (AO5i), and clearly communicating knowledge and understanding appropriate to the study of language (AO1). It is therefore important that the commentary demonstrates systematic consideration of specific examples and of relevant issues and concepts. However, since the work produced for the unit is based on original experimentation, it will not be necessary for the commentary to include quotation, references or bibliographies.

Care in the choice of topic(s) and the framing of titles for this unit is essential. Teachers and candidates must bear in mind that it is not a simple 'creative writing' exercise, and guidance should be given in order to ensure that candidates are able to meet the assessment objectives for the unit. Varieties of Language, both Spoken and Written, studied for Units 2701 and 2702 may well provide a critical and terminological framework for the candidate's writing and commentary. The recommended length for AS coursework is 1500-2000 words. Where candidates exceed this length, they must not exceed the overall maximum of 3000 words.

**Further guidance on the content and assessment of Unit 2703 is given in Appendix B.**

**A Coursework Assessment Pack, containing further guidance on assessment and a sample cover sheet, will be issued to any Centre making entries for this unit. This pack is also available on the OCR website: [www.ocr.org.uk](http://www.ocr.org.uk)**

*Assessment Objectives: AO1, AO2, AO5i.*

## 5.4 Unit 2704: Language Contexts - Structural and Social

### 2 hours



C3.1a, C3.1b, C3.2, C3.3.

Candidates answer two questions\*, one from Section A: *Structures*, and one from Section B: *Social Contexts*. Topic areas are: Section A - Language and Speech Sounds, Language and Grammar, Language and Meaning; Section B - Language Change, Language and Gender, Language and Society. Each Section contains one passage-based question on each topic area.

\* It is recommended that Centres prepare more than one topic in each section so that candidates have a choice of question.

**Section A** offers three passage-based questions, which either present discussion of frameworks for the relevant structural topic, or provide an illustrative example of it in usage. If candidates opt to discuss **Language and Speech Sounds**, they will have available as a reference point a list of the phonemic symbols of RP English. Where appropriate they should be prepared to employ in their answers phonemic and phonetic notation and vowel quadrilaterals. **Language and Grammar** covers word classes, word structure, syntax and morphology; where appropriate, candidates need to demonstrate a clear understanding of formal grammatical analysis. **Language and Meaning** covers lexical, etymological and connotative issues. Also covered are issues concerning context of usage (deixis) and speech acts (the way language can be used to affect and persuade others).

**Section B** offers a choice of three questions treating language and language change within a context of social usage. Questions will be passage-based, offering frameworks and illustration for discussion and analysis. Adaptive or recreative writing may form part of the tasks set. **Language Change** requires candidates to consider the evolution of English in broader historical contexts. **Language and Gender** will be concerned with issues surrounding masculine and feminine speech and writing. **Language and Society** will look at a range of issues concerning contemporary usage of English. Such matters as standard and non-standard, prescriptive and descriptive, the language of sub-cultures, the changing nature of spoken and written discourses, and the effects of the media upon language and culture may be covered.

In Section A, candidates are required to apply and explore frameworks for the systematic study of the aspect of language structure or usage at issue and give evidence of understanding and perspective, by commenting on the usefulness of the approach taken either in the original passage or by themselves in analysing it (AO3ii). In Section B, they are expected to discuss and explore relevant concepts and issues relating to language in use (AO4), and to analyse and evaluate variation in forms and meanings of spoken and written language from different times according to context (AO5ii). In both sections, candidates must communicate clearly a grasp and insight appropriate to the study of language, use terminology appropriately and express themselves accurately and coherently (AO1).

*Assessment Objectives: AO1, AO3ii, AO4, AO5ii.*

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## 5.5 Unit 2705: Language Research Topic (Internal Assessment)



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3

**A piece of original research on a topic connected with the study of language, chosen by the candidate. (Maximum length: 3000 words)**

This Unit encourages Candidates to undertake formal linguistic research. In order to ensure both focus and relevance, it may well be that the chosen topic is closely linked to areas that have already been studied in detail in other parts of the course.

Centres should ensure that grammar, lexis, meaning and phonology occupy a substantial part of the candidate's research. Broader issues such as sociolinguistics can then be addressed within an appropriate framework. The study undertaken should demonstrate clear progression from Advanced Subsidiary work.

The assessment objectives targeted in this unit must be met, and candidates require judicious guidance in order to ensure a realisable outcome. The completed work should be primarily devoted to linguistic analysis, supported by commentary and evaluation. The work must address formal issues in linguistics (AO4), and analysis should be presented in a suitable framework (AO3ii). Candidates should analyse and evaluate variation in spoken and/or written language according to context (AO5ii); however, in this unit, it is not essential to address variation over time.

**Further guidance on the content and assessment of Unit 2703 is given in Appendix B.**

**A Coursework Assessment Pack, containing further guidance on assessment and a sample cover sheet, will be issued to any Centre making entries for this unit. This pack is also available on the OCR website: [www.ocr.org.uk](http://www.ocr.org.uk)**

*Assessment Objectives: AO1, AO3ii, AO4, AO5ii.*



## 5.6 Unit 2706: Exploring, Analysing and Evaluating English

### 2 hours + 15 mins



C3.1a, C3.2, C3.3.

Candidates must answer **Section A** and **Section B**, each of which contains one compulsory question. A selection of linked passage-based material is provided, which forms the source material for both sections. A period of 15 minutes is allowed for initial reading, before the question paper is issued to candidates.

In the collection of materials, at least one each of the following will be included: a transcription of natural spoken language; a pre-1900 written passage; a post-1900 written passage. Other data may also be provided, including written and spoken texts from different times. In addition to the transcription, other 'spoken' texts may include written (eg literary) versions of speech. The items will be connected either by theme or by purpose. Sources will be varied - for example: first-hand accounts; journalism; diaries; taped interviews; letters; fiction and drama; media texts.

In the first 15 minutes, candidates have time to read and annotate the materials presented, before the question paper is issued.

**Section A\*** focuses on a transcript of natural spoken language. Candidates are required to a) **transpose** its content for a given purpose and audience, and b) write a **commentary** on the choices and changes made in doing so (AO2). In discussing their own transposition and by comparing it with the original, candidates are required to show understanding of concepts and issues relevant to the study of language (AO4).

*\* This slight modification to the original format for this question (a two-part task instead of three) applies for first examination in June 2003.*

**Section B** requires an essay answer. Candidates are required to **analyse** and account for key features of language use in the data presented, with specific reference to change over time (AO5ii), and in so doing to apply and explore the approaches to linguistic study which they have taken (AO3ii).

Throughout, candidates must communicate clearly their insights into the study and use of English, employ appropriate terminology and in so doing express themselves clearly and coherently (AO1).

This synoptic unit provides the culmination of the course and requires candidates to synthesise their knowledge and understanding of the different strands of study they have undertaken in the other units. In planning their courses, Centres and candidates may wish to consider the various 'pathways' that may be followed through Units 2701-2705 and how these may help in preparation for Unit 2706. The specification is designed to provide points of contact with both the content and the approaches that will be encountered in this synoptic unit.

*Assessment Objectives: AO1, AO2, AO3ii, AO4, AO5ii.*

## 6 Further Information and Training for Teachers

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To support teachers using these specifications, OCR will make the following materials and services available:

- up-to-date copies of these specifications;
- a full programme of In-Service Training (INSET) meetings;
- specimen question papers and mark schemes;
- past question papers and mark schemes after each examination session;
- coursework guidance materials;
- written advice on coursework proposals;
- individual feedback to each Centre on the moderation of coursework;
- a Report on the Examination, compiled by senior examining personnel, after each examination session.

If you would like further information about these specifications, please contact OCR.

## 7 Reading List

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**BURCHFIELD, Robert, *The English Language*, OUP, New Edition 2002 (ISBN 0198604033)** An excellent study of the ever-changing face of the English language from the 5th century AD to the present day.

**CARTER, Ronald and McCARTHY, Michael, *Exploring Spoken English*, CUP, 1997 (ISBN 05215689)** A practical guide to spoken English with a wide range of varied extracts of authentic spoken English. (Cassette recording also available to accompany the text.)

**CLARKE, John and YALLOP, Colin, *An Introduction to Phonetics and Phonology* (ISBN 0631194525)** A useful book if judiciously used by teachers.

**CRYSTAL, David, *The Cambridge Encyclopedia of The English Language*, CUP, 1995 (ISBN 0521 40179 8)** An up-to-date coverage of all aspects of language study, attractively presented, by an expert in the field.

**CRYSTAL, David, *Language Play*, Penguin (ISBN 0140273859)** Some good starting points for AS coursework Unit 2703.

**FREEBORN, Dennis, *From Old English to Standard English*, Macmillan, 1992 (ISBN Hardback 0333 53767 X, Paperback 0333 53768 8)** A clear, practical guide to the development of the English language, with plenty of examples.

**FREEBORN, Dennis, *Varieties of English*, Macmillan (ISBN 0333589173)** An excellent general introduction for students.

**HUGHES, Arthur and TRUDGILL, Peter, *English Accents and Dialects: An Introduction to Social and Regional Varieties of British English*, Edward Arnold (Hodder & Stoughton), 1987 (2nd edition) (ISBN 07131 6508 1)** A practical handbook for examining regional accents and dialects, with accompanying cassette.

**MCDONALD, Christine, *English Language Project Work*, Macmillan, 1992, (ISBN Hardback 0333 54117 0, Paperback 0333 54118 9)** A handbook of valuable guidance for students tackling coursework, with a useful chapter on transcription.

**NASH, Walter and CARTER, Ronald, *Seeing through Language*, Blackwell (ISBN 0631151354)** This is an introduction to literary stylistics and the study of discourse. A more advanced text for teachers.

**THORNE, Sara, *Mastering Advanced English Language*, Macmillan, 1996, (ISBN 0333628322)** A comprehensive study guide for Advanced English Language students, covering analysis of language forms and structures and surveys of key areas of language usage. Particularly good on spoken English.

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## Appendix A

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### Key Skills

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This Appendix offers detailed guidance on the Key Skills evidence that candidates might produce during their programme of study. It focuses on the evidence required to meet the criteria for the internally assessed Key Skills portfolio. For example, in producing work for assessment as evidence of C3.2 (Read and synthesise information from two extended documents about a complex subject. One of these documents should include at least one image.) a candidate is required to:

- select and read material that contains the information you need;
- identify accurately, and compare, the lines of reasoning and main points from text and images; and
- synthesise the key information in a form that is relevant to your purpose.

The Key Skills and Evidence Requirements below are quoted from the Part B of the QCA Key Skills specifications and, as such, are addressed to the candidate. The text below the Evidence Requirements is guidance for teachers about how the specification might be used to provide teaching and learning opportunities and/or assessment opportunities for the Key Skill.

For further information teachers should refer to QCA's Key Skills specifications for use in programmes starting from September 2000.

For further information about the assessment and certification of Key Skills, teachers should contact OCR.

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## C3 Communication Level 3

The key skill of Communication is integral to the study of English Language, and **written communication** is assessed in each unit of the specification as an integral element of Assessment Objective 1 (*Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression*).

The weighting attached to AO1 in each unit is shown in the Specification Grid in Section 3.1.

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**C3.1a** Contribute to a group discussion about a complex subject.

#### Evidence requirements

- (i) Make clear and relevant contributions in a way that suits your purpose and situation.

- (ii) Listen and respond sensitively to others, and develop points and ideas.
- (iii) Create opportunities for others to contribute when appropriate.

**Possible opportunities**

The opportunity for a discussion might occur when using other students as a control group or as subjects for a particular piece of language research (Unit 2705). However opportunities exist in the preparation for all units.

**C3.1b** Make a presentation about a complex subject, using at least one image to illustrate complex points.

**Evidence requirements**

- (i) Speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation.
- (ii) Structure what you say so that the sequence of information and ideas may be easily followed.
- (iii) Use a range of techniques to engage the audience, including effective use of images.

**Possible opportunities**

Candidates could make a presentation to the other students of the issues arising from the candidates' language research project (Unit 2705). However opportunities exist in the preparation for all units.

**C3.2** Read and synthesise information from two extended documents that deal with a complex subject. One of these documents should include at least one image.

**Evidence requirements**

- (i) Select and read material that contains the information you need.
- (ii) Identify accurately, and compare, the lines of reasoning and main points from texts and images.
- (iii) Synthesise the key information in a form that is relevant to your purpose.

**Possible opportunities**

There are opportunities within the preparation for each unit to research each information from a number of sources, compare it and synthesise what is appropriate. The internal assessment units, especially Unit 2705, provide extensive opportunities to develop and show evidence of C3.2.

- C3.3** Write two different types of documents about complex subjects. One piece of writing should be an extended document and include at least one image.

**Evidence requirements**

- (i) Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- (ii) Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- (iii) Ensure your text is legible and your spelling, grammar and punctuation are accurate so your meaning is clear.

**Possible opportunities**

Opportunities exist throughout these specifications for candidates to develop and demonstrate C3.3. These opportunities occur particularly in Units 2703 and 2705 but also in the classwork produced in preparation for assessment in all units.

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## IT3 IT Level 3

**You must:**

Plan and carry through at least one substantial activity that includes tasks for IT3.1, IT3.2 and IT3.3.

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- IT3.1** Plan, and use different sources to search for, and select, information required for two different purposes.

**Evidence requirements**

- (i) Plan how to obtain and use the information required to meet the purpose of your activity.
- (ii) Choose appropriate sources and techniques for finding information and carry out effective searches.
- (iii) Make selections based on judgements of relevance and quality.

**Possible opportunities**

Throughout the course, candidates have opportunities to use IT sources for research.

There are good opportunities for candidates to develop and demonstrate their skills in accessing information related to their research topic (Unit 2705).

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**IT3.2** Explore, develop, and exchange information and derive new information to meet two different purposes.

**Evidence requirements**

- (i) Enter and bring together information in a consistent form, using automated routines where appropriate.
- (ii) Create and use appropriate structures and procedures to explore and develop information and derive new information.
- (iii) Use effective methods of exchanging information to support your purpose.

**Possible opportunities**

Not applicable to this specification.

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**IT3.3** Present information from different sources for two different purposes and audiences. Your work must include at least one example of text, one example of images and one example of numbers.

**Evidence requirements**

- (i) Develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements.
- (ii) Present information effectively, using a format and style that suits your purpose and audience.
- (iii) Ensure your work is accurate and makes sense.

**Possible opportunities**

Candidates have the opportunity to present their classwork using IT throughout the course.

The internally assessed units (Units 2703 and 2705) provide opportunities to present coursework using IT.

## WO3 Working with Others Level 3

### You must:

Provide at least one substantial example of meeting the standard for WO3.1, WO3.2 and WO3.3 (you must show you can work in both one-to-one and group situations).

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**WO3.1** Plan complex work with others, agreeing objectives, responsibilities and working arrangements.

### Evidence requirements

- (i) Agree realistic objectives for working together and what needs to be done to achieve them.
- (ii) Exchange information, based on appropriate evidence, to help agree responsibilities.
- (iii) Agree suitable working arrangements with those involved.

### Possible opportunities

In the critical preparation of individual projects, candidates might be encouraged to brainstorm in groups in order to agree targets for their work, for example: planning a collaborative project to research aspects of a topic selected (Unit 2705).

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**WO3.2** Seek to establish and maintain co-operative working relationships over an extended period of time, agreeing changes to achieve agreed objectives.

### Evidence requirements

- (i) Organise and carry out tasks so you can be effective and efficient in meeting your responsibilities and produce the quality of work required.
- (ii) Seek to establish and maintain co-operative working relationships, agreeing ways to overcome any difficulties.
- (iii) Exchange accurate information on progress of work, agreeing changes where necessary to achieve objectives.

### Possible opportunities

There might be continuing opportunities for candidates to develop their skills in the preparatory stages of the individual projects (Unit 2705).

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**WO3.3** Review work with others and agree ways of improving collaborative work in the future.

**Evidence requirements**

- (i) Agree the extent to which work with others has been successful and the objectives have been met.
- (ii) Identify factors that have influenced the outcome.
- (iii) Agree ways of improving work with others in the future.

**Possible opportunities**

Reflection on and evaluation of what has been achieved through group preparation might arise in a number of units, for example: evaluating the success of the project (Unit 2705).

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## **LP3 Improving Own Learning and Performance Level 3**

**You must:**

Provide at least one substantial example of meeting the standard for LP3.1, LP3.2 and LP3.3.

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**LP3.1** Agree targets and plan how these will be met over an extended period of time, using support from appropriate people.

**Evidence requirements**

- (i) Seek information on ways to achieve what you want to do, and identify factors that might affect your plans.
- (ii) Use this information to agree realistic targets with appropriate people.
- (iii) Plan how you will effectively manage your time and use of support to meet targets, including alternative action for overcoming possible difficulties.

**Possible opportunities**

Opportunities for developing LP3.1 are present throughout the teaching and learning programme, for example: planning a programme of reading and assignments in preparation for submitting a folder of coursework for Unit 2703 or Unit 2705.

**LP3.2** Take responsibility for your learning by using your plan, and seeking feedback and support from relevant sources, to help meet targets.

Improve your performance by:

- studying a complex subject;
- learning through a complex practical activity;
- further study or practical activity that involves independent learning.

**Evidence requirements**

- (i) Manage your time effectively to complete tasks, revising your plan as necessary.
- (ii) Seek and actively use feedback and support from relevant sources to help you meet targets; and
- (iii) Select and use different ways of learning to improve your performance, adapting approaches to meet new demands.

**Possible opportunities**

Using the plan described in LP3.1 (Unit 2703 or Unit 2705) and using IT resources to extend the range of learning opportunities.

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**LP3.3** Review progress on **two** occasions and establish evidence of achievements, including how you have used learning from other tasks to meet new demands.

**Evidence requirements**

- (i) Provide information on the quality of your learning and performance, including factors that have affected the outcome.
- (ii) Identify targets you have met, seeking information from relevant sources to establish evidence of your achievements.
- (iii) Exchange views with appropriate people to agree ways to further improve your performance.

**Possible opportunities**

There are opportunities to address LP3.3 during work in progress on the preparation of material for the coursework folder (Unit 2703 or Unit 2705).

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## Appendix B:

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# Notes for Guidance on Coursework

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## 1 Coursework within these specifications

### *(a) Choice and Flexibility*

Coursework at AS aids progression from GCSE. It offers an opportunity for linguistic study and response of a kind different from that in Units 2701 and 2702, thus broadening AS candidates' range of knowledge, understanding and skills. It encourages personal choice and individual investigation by allowing candidates to experiment with a variety of writing approaches. At the same time, this experimentation will need to be supported by a commentary which shows an understanding of the linguistic concepts and terminology introduced in Units 2701 and 2702. For candidates intending to progress to A2, work undertaken in Unit 2703 could be planned to provide a base for later, more advanced research.

Coursework at A2 requires candidates to demonstrate progression from AS by drawing on the knowledge and skills acquired elsewhere in AS and A2 and applying their understanding of the principles of linguistic study to investigation of a topic of their own choice.

### *(b) Drafting*

Once an internally assessed essay has been marked it may **not** be re-written. Once the candidate has begun drafting, discussion of the work and how it is proceeding are a natural part of the relationship between teacher and candidate in coursework as in preparation for other forms of examination. However, **any marking, correcting or editing of draft material by the teacher is inappropriate. The comment must not constitute the correction.**

### *(c) Use of Secondary Sources*

Candidates may need explicit direction about the positive use of published linguistic works and about what uses are unacceptable. Any reference to these in essays must be properly acknowledged, with footnotes and bibliographies appended. Material downloaded from the Internet must likewise be fully and properly acknowledged.

### *(d) Written Communication*

Effective written communication is essential in work submitted for an examination in English Language. Assignments should be written in an appropriate register, and quality of written communication must be taken into account in the marking of the internal assessment: it is assessed in relation to AO1 (**see above, Section 3.2: Quality of Written Communication**).

The weighting attached to AO1 for each unit is indicated in the Specification Grid in Section 3.1.

## 2 Coursework in AS (Unit 2703)

Two pieces of writing, are required together with a commentary. Guideline length: **1500 - 2000 words** (to include quotations, references, bibliographies, etc., if these are used). As stated in Section 5, however, **no folder must exceed an overall maximum of 3000 words**. This includes all quotations, references and bibliography. Where a folder exceeds this limit, only the first 3000 words must be assessed, and this must be indicated on the cover sheet.

### 2.1 Preparation of Coursework (Unit 2703)

#### (a) Tasks and Titles

The tasks on which candidates work and the titles on which they write are of the utmost importance in internal assessment. A properly framed task is of great assistance to candidates as much in pointing out a positive direction for the discussion as in precluding unnecessary rambling of any kind. Judicious framing of titles, to ensure candidates are able to meet the assessment objectives prescribed for the unit, is essential.

#### (b) Original writing

Candidates' original writing may be categorised as :

- **Creative:** created without reference to any specific stimulus or identified source; *for example, the candidate's own short story, poetry, diary; letter(s), etc.*
- **Re-creative:** working within the generic linguistic conventions and style of a specific stimulus or identified source; *for example, journalistic writing meeting the lexical and social demands of particular newspapers – tabloid and/or broadsheet*
- **Adaptive:** adapting material or content from a specific stimulus or identified source to fit the linguistic conventions and style of a different genre; *for example, adapting a written text for a spoken medium - such as creating a radio script for a narrator and/or a range of characters.*

The two pieces of original writing in the folder may cover any two of these three modes OR may work within any one of them, provided that the two pieces are clearly differentiated, *for example, by purpose and/or audience*. For example:

- *Two pieces of fiction for children of different ages (creative);*
- *Two pieces of advertising 'copy'; one for a glossy magazine, one for a radio commercial (re-creative);*
- *Material on a serious social issue (for example, 'road rage', blood sports) adapted for presentation in two different forms – a publicity leaflet and a radio documentary (adaptive).*

While the two pieces of original writing could focus on two different sets of linguistic requirements without the existence of a linking theme, it is likely that candidates will find it helpful to focus their writing on a common theme or topic.

In all cases the original writing will be supported by a systematic discussion in the **commentary** of the conventions of the chosen genres or modes, with comments upon a range of linguistic decisions taken in the course of writing.

**(c) Word limits**

The guideline word length for the whole folder is 1500-2000 words. Folders should not exceed 3000 as a maximum. Where a folder exceeds this length, Centres are instructed to assess the first 3000 words only, and to indicate on the cover sheet that this has been done.

Within the folder as a whole, an effective balance should be struck between the lengths of different items. Each of the items of original writing should be of sufficient length to enable the candidate to demonstrate appropriate linguistic choices, and for comparison between the two to be developed in the commentary, but it will **not** necessarily be the case that the two items will be of equal length. The two original items should be of sufficient substance to support a detailed commentary in which all the relevant assessment objectives are addressed.

**2.2 Internal assessment at AS (Unit 2703)****(a) General**

In assessing the work of candidates, Centres must consider the quality of work in the folder **in relation to the assessment objectives and the generic descriptions of performance in each mark band in Section 3.1.1 of the specification.**

Marking should be **positive**, rewarding achievement rather than penalising failure. It is the **quality** of the candidate's work, rather than the **quantity**, which is assessed. Using the 'best-fit' principle, work should be located within the appropriate mark band, taking into account any dominantly weighted Assessment Objective to arrive at a mark within the band. The final mark out of 60 should reflect the achievement of the folder as a whole.

The guideline word length for the whole folder is 1500-2000 words. Folders should not exceed 3000 as a maximum. Where a folder exceeds this length, Centres are instructed to assess the first 3000 words only, and to indicate on the cover sheet that this has been done.

A Coursework Assessment Pack, containing further guidance on assessment and a sample cover sheet, will be issued to any Centre making entries for this Unit. This pack is also available on the OCR website: [www.ocr.org.uk](http://www.ocr.org.uk)

**(b) Assessment Objectives**

For Unit 2703, the weighting of assessment objectives is:

AO1: 5%      AO2: 20%      AO5i: 5%                      Total: 30% of the AS

These assessment objectives indicate what candidates should achieve. Differentiation is by task and by outcome, with teachers helping candidates to select tasks which enable them to show what they know, understand and can do, and to score appropriately against the marking criteria.

The first two items in the folder (the candidate's own two pieces of writing) focus on AO2; the third item (commentary on the writing) focuses on AOs 1, 2 and 5i.

**(c) Mark Bands**

AO2 is the dominant assessment objective for this unit. It should **not** be 'subdivided': it should be assessed *on the basis of all three folder items taken together*. There are two reasons for this:

- The candidate's understanding of linguistic features and choices may be shown both in the writing tasks and in the commentary;

- The candidate may struggle to produce satisfactory original writing, but this may be counterbalanced by a substantial commentary effectively identifying and discussing key linguistic features and choices.

AO1 and AO5i must be assessed on the basis of the commentary item only.

The total mark awarded for the folder will fall into one of the following mark bands:

Mark band	Mark out of 60
1	48-60
2	42-47
3	36-41
4	30-35
5i	24-29
5ii	18-23
Below 5	0-17

### 3 Coursework in A2 (Unit 2705)

An extended study: maximum overall length **3000 words**, including quotations, references, bibliographies, etc. Where a folder exceeds this length, only the first 3000 words must be assessed, and this must be indicated on the cover sheet.

#### 3.1 Preparation of Coursework (Unit 2705)

##### (a) *Research Topics*

The tasks on which candidates work and the titles on which they write are of the utmost importance in internal assessment. Judicious guidance, to ensure candidates are able to meet the assessment objectives prescribed for the unit, is essential.

The choice of topic for Unit 2705 should encourage focused research on a specific aspect of language. Particular caution must be exercised where suggested areas of research indicate a nebulous study of general issues.

Some examples of Research Topic areas which could yield effective results by ensuring focus on formal linguistic methods and clear address of the Assessment Objectives are :

- *Child language development (with/without adults);*
- *Conversations and spontaneous speech (opportunities for live recording);*
- *Dialect, accent and regional features of speech (opportunities for field research);*
- *Occupational and community speech and language;*
- *English as a second language/English language learning;*

- *Language and the performing media (contrastive address to textual readings);*
- *Language and advertising (especially where spoken and written discourses interact).*

If candidates have specific interests in the written aspects of language, it is recommended that they be directed towards contemporary publications and current written idiom. The following areas may be appropriate:

- *Broadsheet and tabloid journalism/ contemporary magazine writing;*
- *Culturally-focused discourses (writing on contemporary art/architecture/film, etc.);*
- *Writing for specific audiences (gardening, food, lifestyles);*
- *Language of technology (the effects of e-mail, internet and web-centred discourses).*

### **(b) Methodology**

A significant proportion of the completed project should be devoted to linguistic analysis, supported by commentary and evaluation. The project must address formal issues in linguistics, and analysis should be presented in a suitable framework. For instance, if grammaticality is the central feature of research, correct and consistent use of grammatical terminology would be expected. If transcription of the spoken word is at the centre of the work undertaken, appropriate use of phonetic symbols and the marking of stress and intonation in a formal manner will be required. If the candidate is analysing speech acts, a Gricean or Austin framework should be expected. If a candidate's work focuses on vocabulary and lexicality, some recognition of the following should be evident: diachronic change; morphology, loan words, development of standard written English; lexicography; intertextuality.

## **3.2 Internal assessment at A2 (Unit 2705)**

### **(a) General**

In assessing the work of candidates, Centres must consider the quality of work in the folder **in relation to the assessment objectives and the generic descriptions of performance in each mark band in Section 3.1.1 of the specification.**

Marking should be **positive**, rewarding achievement rather than penalising failure. It is the **quality** of the candidate's work, rather than the **quantity**, which is assessed. Using the 'best-fit' principle, work should be located within the appropriate mark band, taking into account any dominantly weighted Assessment Objective to arrive at a mark within the band. The final mark out of 60 should reflect the achievement of the folder as a whole. *See also (b) Assessment Objectives below.*

The maximum word length for the whole folder, including references, quotations and bibliography, is 3000 words. Where a folder exceeds this length, Centres are instructed to assess the first 3000 words only, and to indicate on the cover sheet that this has been done.

**A Coursework Assessment Pack, containing further guidance on assessment and a sample cover sheet, will be issued to any Centre making entries for this unit. This pack is also available on the OCR website: [www.ocr.org.uk](http://www.ocr.org.uk)**

**(b) Assessment Objectives**

For Unit 2705, the weighting of assessment objectives is:

AO1: 5%    AO3ii: 10%    AO4: 10%    AO5ii: 5%    Total: 30% of the A2

These assessment objectives indicate what candidates should achieve. Differentiation is by task and by outcome, with teachers helping candidates to select tasks which enable them to show what they know, understand and can do, and to score appropriately against the marking criteria.

**(Note:** In terms of AO5ii, it is not essential in the Research Topic that candidates address issues of language variation over time.)

**(c) Mark Bands**

The work in the folder must be marked as a whole, with particular reference to the key assessment objectives – AO3ii and AO4. A single mark out of 60 must be awarded, which will fall into one of the following mark bands:

Mark band	Mark out of 60
1	48-60
2	42-47
3	36-41
4	30-35
5i	24-29
5ii	18-23
Below 5	0-17

## 4 Coursework Guidance and Support

There is no requirement to submit coursework titles for prior approval; however, Centres can seek written guidance from OCR on proposed coursework tasks.

**Support Materials**

A range of support materials will be available including exemplar tasks and assessed work with commentaries; guidance on course planning and choice of texts; advice for candidates on how to approach coursework and wider reading. INSET meetings will offer further guidance for assessment and standardisation of coursework. Support materials are available on the OCR website: [www.ocr.org.uk](http://www.ocr.org.uk)



## Appendix C

# Use of technical terms in question papers and candidates' answers; conventions of transcription for set passages.

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Question setters assume that candidates are familiar with basic terminology of linguistic study in the areas of phonology (e.g. phonetics, prosody, synchronic variation and diachronic change, syntax, grammar, cohesion, lexis, deixis, pragmatics and semantics).

The List of Phonemic Symbols and Signs (RP) shown in Appendix D will be included in all question papers at both AS and A2. Candidates are not required to make reference to this, but may do so at any stage in their answers if they find it useful.

Commencing in June 2003, any passage set for examination that includes transcription of natural speech will adhere to the following conventions:

- transcripts will be presented principally, if not entirely, in standard spelling
- no capital letters, even of proper names
- no punctuation marks
- no apostrophes
- pauses in speech will be marked by a dot in parentheses
- in pauses of longer duration the dot will be replaced by a number, indicating the length in seconds
- overlapping utterances will be indicated square bracketing.

There will be no other markings, apart from indications of emphatic stress and change of speaker. Any variation to these conventions will be minor, to take account of the particular features of a passage, and will be made in the interests of candidates sitting the paper. A key to all markings and symbols used will always be included in the question paper.

## Appendix D

### List of Phonemic Symbols and Signs (RP)

- /∥/ — pause or break  
 /ˈ/ — stressed syllable

#### 1. CONSONANTS OF ENGLISH

- /f/ — fat, rough  
 /v/ — very, village, love  
 /θ/ — theatre, thank, athlete  
 /ð/ — this, them, with, either  
 /s/ — sing, thinks, losses  
 /z/ — zoo, beds, easy  
 /ʃ/ — sugar, bush  
 /ʒ/ — pleasure, beige  
 /h/ — high, hit, behind  
 /p/ — pit, top, spit  
 /t/ — tip, pot, steep  
 /k/ — keep, tick, scare  
 /b/ — bad, rub  
 /d/ — bad, dim  
 /g/ — gun, big  
 /tʃ/ — church, lunch  
 /dʒ/ — judge, gin, jury  
 /m/ — mad, jam, small  
 /n/ — man, no, snow  
 /ŋ/ — singer, long  
 /l/ — loud, kill, play  
 /j/ — you, pure  
 /w/ — one, when, sweet  
 /r/ — rim, bread

#### 2. PURE VOWELS OF ENGLISH

- /i:/ — beat, keep  
 /ɪ/ — bit, tip, busy  
 /e/ — bet, many  
 /æ/ — bat  
 /ʌ/ — cup, son, blood  
 /ɑ:/ — car, heart, calm, aunt  
 /ɒ/ — pot, want  
 /ɔ:/ — port, saw, talk  
 /ə/ — about  
 /ɜ:/ — word, bird  
 /ʊ/ — book, wood, put  
 /u:/ — food, soup, rude

#### 3. DIPHTHONGS OF ENGLISH

- /eɪ/ — late, day, great  
 /aɪ/ — time, high, die  
 /ɔɪ/ — boy, noise  
 /aʊ/ — cow, house, town  
 /əʊ/ — boat, home, know  
 /ɪə/ — ear, here  
 /eə/ — air, care, chair  
 /ʊə/ — jury, cure