

English Language and Literature

OCR Advanced GCE 7829 Units 2716 and 2718

OCR Advanced Subsidiary GCE 3829 Unit 2716

Instructions relating to the Marking and Moderation of Coursework

UNIT 2716 Styles of Writing

UNIT 2718 Issues in Language and Literature

A. Documentation

Attention is drawn to the following documents

- (a) the Assessment Guidelines;
- (b) General Coursework Regulations, Section 5 page 19 of the Administrative Guide and Entry Procedures Folder 2006;
- (c) the Coursework Cover Sheets CCS181 (unit 2716) and CCS182 (unit 2718)
- (d) the Centre Authentication Form for Coursework CCS160
- (e) form MS1

B. Internal Standardisation

Where more than one teacher in the Centre has marked the work for a particular coursework unit, the Centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark and that the rank order of the coursework marks for the Centre as a whole is appropriate.

C. Submission of Marks

OCR will send Centres internal assessment mark sheets (MS1) for the submission of coursework marks, along with instructions for completing and returning the mark sheets. Coursework marks may also be submitted electronically by EDI. The dates for despatch of MS1 mark sheets and for submission of coursework marks are **for the summer series, 15th May; for the winter series, 10th January**. Centres must ensure that they keep a copy of their coursework marks.

D. Moderation

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has 10 or fewer candidates entered for a coursework unit all the candidates' work should be sent to the Moderator with a copy of the internal assessment mark sheet(s). Where there are more than 10 candidates, the Centre should send all marks to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once he/she has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. The work sent to the moderator must be accompanied by a completed Centre Authentication Form for Coursework. A report on the outcome of the moderation will be sent to Centres at the time results are issued

E. Assessment Guidelines

- (a) The aim should always be to arrive at a **single overall mark out of 60** that fairly reflects the achievement of the **folder of work taken as a whole**.
- (b) Refer to the **coursework mark band descriptions** and use the 'best-fit' principle to locate work within the appropriate mark band. Note that assessments refer to bands and not grades: this applies both to coursework and externally assessed units.
- (c) Bear in mind also that **quality of written communication** must also be taken into account when assessing overall achievement.
- (d) **Mark positively and use the full range of marks**, particularly at Band 1. Locate folders firmly within the band and **use the lowest mark** in a band only if the work is of **borderline** quality.
- (e) **Once** a final mark has been arrived at, look again at the mark band descriptions. Does the **overall mark out of 60** fairly reflect the achievement of the **whole folder**?

All folders 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
U	0-17

Coursework mark band descriptions

The band descriptions for each of the AS coursework units are printed on pages 4 and 5. These are adapted from the *generic mark band descriptions* which appear in Section 3.1.1 of the Specification, and which form the basis of mark schemes for all units.

2716 Language and Literature

Unit	AO1	AO2i	AO3i	AO4	AO5	AO6
2716	*	**		*		**

For both analysis and original writing options, the **folder is assessed as a whole** to give a **single mark out of 60** using the coursework band descriptions.

Use the '**best fit**' principle to place the work in the appropriate **band**.

Now consider the dominant AOs 2i and 6 to arrive at a mark within the band. The **single, final mark out of 60** should reflect the achievement shown by the folder as a whole.

For **original writing**, the following guidance is taken from the specification (Appendix B section 2.2):

C) Guidance on marking original writing:

This task falls into two parts: the original writing itself, and the commentary. In this second part the candidate reflects on the process of writing, evaluates the outcome and identifies ways in which the exercise has highlighted approaches to literary and linguistic study. **The marks available for this task must not be divided into two equal parts, but should be awarded on the basis of both parts assessed together.** Some reasons for this might be:

- The candidate's awareness of textual form, type, context and variety may be shown both **implicitly** in the original writing exercise and **explicitly** in the commentary;
- The candidate may struggle to produce a satisfactory piece of original writing, but may produce a substantial commentary effectively identifying and discussing the difficulties encountered and the light they shine on the issues about the relationship between literary and non-literary texts.

Both parts should therefore be assessed together to give a **final mark out of 60**.

Length of folders

The specification makes clear that the **guideline length of AS coursework is 1500–2000 words**. AS candidates should be encouraged to keep closely to this guideline. Please note that the **maximum figure of 3000 words at A2** is a limitation required by QCA, and so **no folder must be submitted at AS which exceeds this length**. If a folder contains in excess of this limit, Centres are instructed to assess only the first 3000 words. A comment must appear on the Cover Sheet to indicate that this has been done.

2716	Language and Literature Coursework Mark Band Descriptions – Whole folder
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Band	Marks	Descriptions
1	<i>Answers that show depth and insight.</i>	
	60 - 48	<p>(AO1) a confident and appropriate written style, with a high level of technical accuracy; fluent and effective use of appropriate terminology; detailed knowledge, understanding and insight gained from literary and linguistic study;</p> <p>(AO2i) a secure and well-informed knowledge and handling of literary and non-literary texts; a range of complex ideas, supported by close, intelligent reading; a clear conceptual grasp of variations in form and meaning; relevant argument supported by skilful and telling use of textual and/or secondary evidence;</p> <p>(AO4) a sophisticated appreciation of the ways in which form, style and vocabulary shape meaning; with some mature awareness of the significance of contextual variation;</p> <p>(AO6) expertise and a high level of accuracy in writing for varied purposes and audiences; a fluent commentary informed by a good knowledge of literary and linguistic features.</p>
2	<i>Answers that are proficient and well focused :</i>	
	47 – 42	<p>(AO1) a well-controlled and technically accurate written style, using terminology accurately and appropriately; proficient knowledge, understanding and insight gained from literary and linguistic study;</p> <p>(AO2i) sound and detailed understanding and handling of literary and non-literary texts; ability to respond directly to the task and establish a consistent, clear line or argument, supported by close reference; a consistent awareness of the content and style of literary and non-literary texts;</p> <p>(AO4) proficient analysis of how features of form, style and vocabulary shape meaning; with some clear awareness of the significance of contextual variation;</p> <p>(AO6) some expertise and a good general level of accuracy in writing for varied purposes and audiences; a purposeful commentary informed by a knowledge of literary and linguistic features.</p>
3	<i>Answers that show a competent level of understanding :</i>	
	41 - 36	<p>(AO1) a clear, controlled and accurate written style; terminology used appropriately; competent knowledge and understanding gained from literary and linguistic study;</p> <p>(AO2i) an informed knowledge and handling of literary and non-literary texts used to construct an appropriate argument supported by relevant textual reference; an understanding of the task and its implications, and some awareness of the context and style of literary and non-literary texts</p> <p>(AO4) sound if straightforward awareness of how form, style and vocabulary shape meaning with some awareness of contextual variation</p> <p>(AO6) competence and a sound level of accuracy in writing for varied purposes and audiences; an effective commentary showing a usually sound knowledge of literary and linguistic features.</p>

4	Answers that are basically sound but sometimes uneven:	
	35 - 30	(AO1) a reasonably clear and accurate written style, using a limited but appropriate critical vocabulary; some basic understanding and knowledge gained from literary and linguistic study; (AO2i) a basically sound knowledge and handling of literary and non-literary texts; some ability to engage directly with the task; some awareness of the context and style of literary and non-literary texts (AO4) generally sound if limited awareness of some implications of form, style and vocabulary with some awareness of the significance of context; (AO6) reasonable accuracy in writing for varied purposes and audiences; an effective commentary showing some awareness of literary and linguistic features.

5i	Answers that are just adequate as a response to the task set:	
	29 - 24	(AO1) an effective written style with some lapses, though technical errors do not impede the communication of meaning; a limited critical vocabulary with some limited understanding gained from literary and linguistic study; (AO2i) limited knowledge and handling of literary and non-literary texts, but some engagement with the task to demonstrate a limited awareness of the content and style of literary and non-literary texts (AO4) a partial awareness of implicit meanings of form, style and vocabulary with an ability to show some limited awareness of the significance of context; (AO6) limited skill but basic accuracy in writing for varied purposes and audiences; some evidence of ability to comment with awareness and knowledge of literary and linguistic features.

5ii	Answers that are, on balance, not adequate to the task set:	
	23 - 18	(AO1) some lapses in effective written English, with technical errors that significantly impede the communication of meaning; a limited critical vocabulary; little understanding shown of literary and linguistic study; (AO2i) limited knowledge and handling of literary and non-literary texts, and engagement with the task demonstrates a very limited awareness of the content and style of literary and non-literary texts (AO4) very occasional awareness of implicit meanings of form, style and vocabulary with little awareness shown of the significance of context; (AO6) very limited skill and struggling to achieve basic accuracy in writing for varied purposes and audiences; very little evidence of ability to comment with awareness and knowledge of literary and linguistic features.

U	Answers which do not reach the standard defined for band 5:	
	17 - 10	<ul style="list-style-type: none"> Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs) AND/OR Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR Are not written with sufficient clarity or accuracy to make meaning and argument coherent

Quality of written communication (QWC)

The specifications state that:

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. (*Section 3.2*)

The **QWC band descriptions** for the key bands 1, 3 and 5 are taken from section 3.3 of the specifications. There are no separate marks to be added or subtracted, but the quality of written communication must be taken into account when assessing any piece of coursework.

Band 1

- 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 use of appropriate terminology and vocabulary;
- Highly accurate and fluent writing, demonstrating a high level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 3

- 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 use of appropriate terminology and vocabulary;
- accurate and generally fluent writing, demonstrating a good level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 5

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

UNIT 2718: Issues in Language and Literature

ASSESSMENT GUIDELINES

This document contains instructions and guidance for assessing A2 coursework in English Language and Literature. It should be read in conjunction with the specification document.

- The aim should always be to arrive at a **single overall mark out of 60** that fairly reflects the achievement of the **folder of work taken as a whole**. The method of assessment is described fully on **page 2**.
- Refer to the **coursework mark band descriptions** and use the 'best-fit' principle to locate work within the appropriate mark band. *Note that assessments refer to bands and not grades: this applies both to coursework and externally assessed units.*
- Bear in mind also that **quality of written communication** must also be taken into account when assessing overall achievement.
- **Mark positively and use the full range of marks**, particularly at Band 1. Locate folders firmly within the band and **use the lowest mark** in a band only if the work is of **borderline** quality.
- Once a final mark has been arrived at, look again at the mark band descriptions. Does the **overall mark out of 60** fairly reflect the achievement of the **whole folder**?

All folders will be marked out of 60 according to the following grid:

Mark band	mark out of 60
1	48-60
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4	30-35
5i	24-29
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U	0-17

Coursework mark band descriptions

The band descriptions for each of the A2 coursework units are printed on pages 9 and 10. These are adapted from the *generic mark band descriptions* which appear in Section 3.1.1 of the Specification, and which form the basis of mark schemes for all units.

2718 Language and Literature

Unit	AO1	AO2ii	AO3ii	AO4	AO5	AO6
2718	*	*	*	*	**	

Method of Assessment

For this unit, the **folder is assessed as a whole** to give a **single mark out of 60** using the coursework band descriptions.

Use the '**best fit**' principle to place the work in the appropriate **band**.

Now consider again the dominant objective **AO5** to arrive at a mark within the band. The **single, final mark out of 60** should reflect the achievement shown by the folder as a whole.

Length of folders

Please note that the **maximum figure of 3000 words at A2** is a limitation required by QCA, and so no folder must be submitted which exceeds this length. **If a folder contains in excess of this limit, Centres are instructed to assess only the first 3000 words.** A comment must appear on the Cover Sheet to indicate that this has been done.

Centres are reminded of the need to attach copies of candidates' extracts/source material to folders sent to the external moderator. These do not however count towards the total number of words.

2718 Language and Literature Coursework Mark Band Descriptions		
Band	Marks	Descriptions
1	Answers that are penetrating and original :	
	60 - 48	<ul style="list-style-type: none"> • (AO1) a confident, sophisticated style, with a high level of technical accuracy; fluent and effective use of appropriate terminology; and at A2 increasingly detailed and mature knowledge and understanding of the links between literary and linguistic study and an ability to create original insights; • (AO2ii) a secure and well-informed knowledge of different types of literary and non-literary texts from different periods; a range of complex ideas, supported by close, intelligent reading; a clear conceptual grasp of variations in form and meaning; relevant argument supported by skilful and telling use of textual and/or secondary evidence; sophisticated comment on relationships between texts; • (AO3ii) response to and analysis of literary and non-literary texts; applying sophisticated and varied literary and linguistic concepts and approaches, evaluated with detailed insight into written and spoken language; • (AO4) a sophisticated appreciation of the ways in which form, style and vocabulary shape meaning; with mature awareness of the significance of contextual variation; • (AO5) a sophisticated understanding of how attitudes and values are conveyed in speech and writing; and an awareness of the range of ways in which this occurs;
2	Answers that are proficient and well focused :	
	47 - 42	<ul style="list-style-type: none"> • (AO1) ideas expressed in a succinct, well-controlled and technically accurate way, using terminology accurately and appropriately; and at A2 increasingly proficient knowledge, understanding and insight shown into the links between literary and linguistic study; • (AO2ii) sound and detailed understanding of different types of literary and non-literary texts from different periods; ability to respond directly to the question and establish a consistent, clear line or argument, supported by close reference to texts; a consistent awareness of content and style; ability to comment in a consistent way on relationships between texts; • (AO3ii) ability to respond to literary and non-literary texts using varied literary and linguistic concepts and approaches; ability to produce sound evaluation of written and spoken language; • (AO4) proficient analysis of how features of form, style and vocabulary shape meaning; with a clear awareness of the significance of contextual variation; • (AO5) a sound and detailed understanding of how attitudes and values are created and conveyed in speech and writing; and an awareness of an extensive range of ways in which this occurs;
3	Answers that show a competent level of understanding :	
	41 - 36	<ul style="list-style-type: none"> • (AO1) ideas expressed in a clear, controlled and accurate way; terminology used appropriately; and at A2 increasingly sound knowledge, understanding and insight into the links between literary and linguistic study; • (AO2ii) an informed knowledge of different types of literary and non-literary texts from different periods used to construct an appropriate argument supported by relevant textual knowledge; an understanding of the question and its implications, and some awareness of content and style; the ability to comment in a relevant way on relationships between texts; • (AO3ii) the ability to respond to and analyse literary and non-literary texts using literary and linguistic concepts and approaches; the ability to evaluate written and spoken language competently; • (AO4) sound if straightforward awareness of how form, style and vocabulary shape meaning with an awareness of contextual variation • (AO5) a competent understanding of the ways attitudes and values are conveyed in speech and writing and an awareness of a range of ways in which this occurs;

4	Answers that are basically sound but sometimes uneven:	
	35 - 30	<ul style="list-style-type: none"> • (AO1) some ability to convey ideas with reasonable clarity and accuracy, using a limited but appropriate critical vocabulary; and at A2 increasingly some understanding and insight into the links between literary and linguistic study; • (AO2ii) a basically sound knowledge of different types of literary and non-literary texts from different periods; some ability to engage directly with questions and texts; some awareness of content and style, with basic but relevant comment on relationships between texts; • (AO3ii) basically sound response to and analysis of literary and non-literary texts, using some literary and linguistic concepts and approaches to produce at least a partial evaluation of written and spoken language; • (AO4) generally sound if limited awareness of some implications of form, style and vocabulary with some awareness of the significance of context • (AO5) a basically sound if limited understanding of how attitudes and values are created and conveyed in speech and writing and some awareness of the range of ways in which this occurs;
5i	Answers that are just adequate as a response to the task set:	
	29 - 24	<ul style="list-style-type: none"> • (AO1) some lapses in effective written English, though technical errors do not impede the communication of meaning; a limited critical vocabulary; and at A2 increasingly some understanding of the links between literary and linguistic study; • (AO2ii) limited knowledge of different types of literary and non-literary texts from different periods, but some engagement with questions to demonstrate a limited awareness of content and style; limited awareness of relationships between texts; • (AO3ii) a basic response to literary and non-literary texts using literary and/or linguistic approaches, with at least a partial evaluation of written and spoken language; • (AO4) a partial awareness of implicit meanings of form, style and vocabulary with an ability to show some limited awareness of the significance of context; • (AO5) a limited awareness that attitudes and values can be created and conveyed in speech and writing and some limited awareness of the range of ways in which this occurs;
5ii	Answers that are, on balance, not adequate to the task set:	
	23 - 18	<ul style="list-style-type: none"> • (AO1) some lapses in effective written English, with technical errors that significantly impede the communication of meaning; a limited critical vocabulary; and at A2 particularly, little understanding shown of the links between literary and linguistic study; • (AO2ii) limited knowledge of different types of literary and non-literary texts from different periods, and engagement with questions demonstrates a very limited awareness of the content and style of texts and of the relationships between them; • (AO3ii) a basic response to literary and non-literary texts making little effective use of literary and/or linguistic approaches, with little effective evaluation of written and spoken language; • (AO4) very occasional awareness of implicit meanings of form, style and vocabulary with little awareness shown of the significance of context; • (AO5) very little awareness that attitudes and values can be created and conveyed in speech and writing and only a very limited awareness of the range of ways in which this occurs;
U	Answers which do not reach the standard defined for band 5:	
	17 - 0	<ul style="list-style-type: none"> • Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs) AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent

Quality of written communication (QWC)

The specifications state that:

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. (*Section 3.2*)

The **QWC band descriptions** for the key bands 1, 3 and 5 are taken from section 3.3 of the specifications. There are no separate marks to be added or subtracted, but the quality of written communication must be taken into account when assessing any piece of coursework.

Band 1

- 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 use of appropriate terminology and vocabulary;
- Highly accurate and fluent writing, demonstrating a high level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 3

- 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 use of appropriate terminology and vocabulary;
- accurate and generally fluent writing, demonstrating a good level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 5

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