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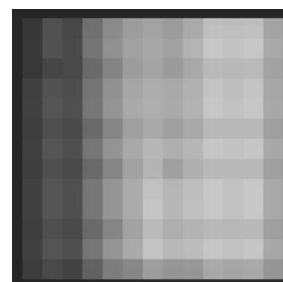
**ADVANCED GCE
ADVANCED SUBSIDIARY GCE**

**A2 7827
AS 3827**

ENGLISH LANGUAGE

**COMBINED MARK SCHEME
AND REPORT FOR THE UNITS
JANUARY 2005**

AS/A2



3827/7827/MS/R/05J

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The report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annersley
NOTTINGHAM
NG15 0DL

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

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RECOGNISING ACHIEVEMENT

Mark Scheme 2701
January 2005

Mark Scheme Guidance

Introduction

- This guidance complements the unit-specific notes given in the **mark scheme** which follows. The mark scheme for this, as for all units, is derived from, and must be read in conjunction with, the **generic mark band descriptions**.
- Reference must also be made to the **band descriptions for Written Communication**.
- The mark scheme provides unit-specific notes of guidance and question-specific band descriptions for each relevant Assessment Objective indicating both skills and likely content. Marking must be based on assessment of performance against each relevant Assessment Objective.

This paper targets **AO1, AO3 and AO4**

- Written Communication must be assessed under Assessment Objective 1.
- Further exemplification and amplification of the standard to be applied is given at the Standardisation Meeting.

The sections that follow deal with:

- 1 Rubric
- 2 Assessment Objectives
- 3 Awarding Marks
- 4 Rubric Infringement
- 5 Question-specific mark schemes

1 Rubric

Answer Question 1.

2 Assessment Objectives

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

(i) For this Unit, the weighting of marks to assessment objectives is as follows:

AO1: 10 AO3i: 15 AO4: 5

Total: 30% of AS level, 15% of A2.

AO1	AO3i	AO4
**	***	*

3 Awarding Marks

(i) Question 1 is worth 60 marks.

(ii) A **single overall mark** out of 60 must be awarded, as follows:

- Refer to the question-specific mark schemes in (5), below, for descriptions of levels of skill and likely content;
- Using 'best fit', locate the answer in the appropriate mark band;
- Bearing in mind the weighting of the key AOs (see above), place the answer within the band and award the appropriate mark out of 60. The mark range within each band is divided as follows:

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

Please mark POSITIVELY. Use the lowest mark in the band ONLY if the answer is borderline/doubtful.

Please use the FULL RANGE of marks, particularly at the top and bottom of the range.

(iii) When the complete script has been marked:

- If necessary, follow the instructions concerning rubric infringements;
- Cross-check this mark against the generic mark band descriptions – does the overall mark fairly reflect the achievement demonstrated in the script?
- Check the band descriptions for Written Communication. If performance in this aspect falls into a band which differs significantly from that of the script as a whole, review the total mark in the light of this judgement.

4 Rubric Infringement

Candidates may infringe the rubric in the following ways:

- **Not answering question 1**

If a candidate's script fits the above description no marks for this Unit may be awarded.

5 Question-specific mark schemes

The guidance is intended to indicate aspects of questions that may feature in candidates' answers. It is not prescriptive, nor is it exclusive; Examiners must be careful to reward original but well-focused answers and implicit as well as explicit response to questions.

Band descriptions: Written Communication

Written communication (AO1) is assessed according to the following descriptions of performance:

Band 1

Candidates must show evidence of:

- sustained use of writing that is entirely appropriate to purpose and capable of expressing complex ideas and arguments;
- sustained ability to organise relevant material (including quotations and other references) clearly and coherently;
- appropriate and (at A2) sophisticated use of appropriate linguistic terminology* and vocabulary;
- highly accurate and fluent writing, demonstrating a high level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 3

Candidates must show evidence of:

- sustained use of writing that is nearly always appropriate to purpose and generally capable of expressing complex ideas and arguments;
- competent ability to organise relevant material (including quotations and other references) clearly and coherently;
- usually appropriate and (at A2) reasonably sophisticated use of appropriate linguistic terminology* and vocabulary;
- accurate and generally fluent writing, demonstrating a good level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 5

Candidates must show evidence of:

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

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

<p>Qn. No.</p> <p style="text-align: center;">1</p>	<p>Max. Marks</p> <p style="text-align: center;">60</p>	<p>In the following transcription of a conversation between a client and a hairdresser, the speakers use co-operative language to try to decide what kind of hairstyle the client would like.</p> <p>Identify the lexical, syntactic, semantic and phonological features in this transcription that are typical of speech. You may if you wish refer to the table of phonemic symbols on the next page.</p>
--	--	--

Notes on the task

This question is designed to test candidates' awareness of features of English as used in everyday conversation. Candidates should show awareness that spoken English has its own distinct features that you would not find in written English, and should not be suggesting that spoken English is somehow wrong or inferior. This is a successful conversation and the word 'co-operative' in the question is intended to direct candidates in that direction.

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

Lexis: slang, abbreviated words ('yep'), field specific words ('mohawk'), colloquialism, fillers ('sort of'), dieitic features ('here') etc.

Syntax: overlapping, turntaking, incomplete utterances, conjunctions, ellipsis (eg. Sentences without verbs), person, tense, mood, repetition etc.

Semantics: etymology, denotation, connotation, field etc.

Phonology: accent, emphasis, stress, repetition etc. If candidates are writing about the possible origin of the accent, they may guess at Cockney/ Estuary English/London. If they get the accent completely wrong, avoid penalising. They may also use the phonemic symbols to represent other features of this accent.

AO3i is assessing application of frameworks as above. AO1 assesses use of appropriate terminology and written accuracy and marks must be awarded proportionally for this (10%). Please also use the separate band descriptors for written expression to award marks for AO1.

AO4 (5%) assesses comments on wider issues and concepts. This could include occupational dialects, differences between speech and writing, co-operative language, formality, register, convergence, attitudes to accents and dialects, pragmatics and politeness strategies etc. Candidates must attempt to look at some wider issues and concepts, but should not be penalised if these areas are less fully explored than the frameworks outlined above for AO3i; that is how the AOs are weighted on this paper.

Band	Marks	DESCRIPTOR
1	✓✓✓ 60, 59, 58 ✓✓ 57, 56, 55, 54 ✓ 53, 52, 51, 50 [49, 48]	<p>Answers that show depth and insight and which should:</p> <ul style="list-style-type: none"> • be written coherently, presenting a well-organised line of argument and supported by relevant and full exemplification, using terminology appropriate to the subject matter (AO1). • Show comprehensive knowledge in a formal analytical framework, using formal meta-language in discussing issues in speech. This is supported by a range of salient examples, which should focus on phonology, lexis, syntax etc (AO3i). Candidates should be applying a range of terms in an accurate manner. • show a broad and accurate understanding of concepts relating to language in spoken use. Support such comments by relevant examples drawn from the passage and their own ideas, relating this in an objective academic fashion (AO4). Candidates may refer to specific named theories and linguists and employ these accurately.
		2

3	Answers that show a competent level of understanding and which should:	
	✓✓✓ 41, 40 ✓✓ 39, 38 ✓ 37 [36]	<ul style="list-style-type: none"> • be written coherently and present a focussed argument, supported by some exemplification using appropriate terminology (AO1). • show a clear knowledge of an analytical framework, using some meta-language in discussing speech. Support by salient examples, which should say something on phonology, semantics, syntax and lexis (AO3i). • show some understanding of concepts relating to spoken language situations. Support this by some examples drawn from passage and own ideas, relating this in a focussed fashion (AO4).
4	Answers that are basically sound but sometimes uneven and which should:	
	✓✓✓ 35, 34 ✓✓ 33, 32 ✓ 31 [30]	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3. • Be written in an appropriate style and generally clearly expressed, although dealing with more straightforward ideas. Some use of appropriate terminology and relevant examples.(AO1) • Show some understanding of phonology, semantics, lexis, syntax, although this may be uneven and ideas are sometimes more implicit than explicitly described.(AO3 i) • Attempt to explore wider concepts and issues, although knowledge may be limited. Should present own views on spoken language. Should attempt to relate wider issues to details from the text with some degree of accuracy (AO4)
5i	Answers that are barely adequate as a response to the task set and which should:	
	✓✓✓ 29, 28 ✓✓ 27, 26 ✓ 25 [24]	<ul style="list-style-type: none"> • communicate limited knowledge in an ordered fashion, with a few appropriate linguistic terms (AO1). • create a basic framework where speech is discussed, giving a few relevant examples from the text. There should be hints of understanding phonology and lexis, semantics and syntax(AO3i). • show limited awareness of broader issues and identify their own views upon spoken language in relation to the materials in passage (AO4).
5ii	Answers that are, on balance, not adequate to the task set but which:	
	✓✓✓ 23, 22 ✓✓ 21, 20 ✓ 19 [18]	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.

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



RECOGNISING ACHIEVEMENT

Mark Scheme 2702
January 2005

Mark Scheme Guidance

Introduction

- This guidance complements the unit-specific notes given in the **mark scheme** which follows. The mark scheme for this, as for all units, is derived from, and must be read in conjunction with, the **generic mark band descriptions**.
- Reference must also be made to the **band descriptions for Written Communication**.
- The mark scheme provides unit-specific notes of guidance and question-specific band descriptions for each relevant Assessment Objective indicating both skills and likely content. Marking must be based on assessment of performance against each relevant Assessment Objective.

Question 1 targets AO1 and AO4.

Questions 2 and 3 target AO3i and AO5i.

- Written Communication must be assessed under Assessment Objective 1.
- Further exemplification and amplification of the standard to be applied is given at the Standardisation Meeting.

The sections that follow deal with:

- 1 Rubric
- 2 Assessment Objectives
- 3 Awarding Marks
- 4 Rubric Infringement
- 5 Question-specific mark schemes

1 Rubric

Answer TWO questions.

Answer the question in Section A.

Choose ONE question from Section B. Answer the question.

2 Assessment Objectives

AO1	communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression
AO3i	know and use key features of frameworks for the systematic study of spoken and written English
AO4	understand, discuss and explore concepts and issues relating to language in use
AO5i	distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context

(i) For this Unit, the weighting of marks to assessment objectives is as follows:

AO1: 5 AO3i: 5 AO4: 15 AO5i: 15

Total: 40% of AS level, 20% of Advanced GCE.

(ii) **Question 1 targets AO1 and AO4.**

Questions 2 and 3 target AO3i and AO5i.

UNIT & Section	AO1	AO3i	AO4	AO5i
2702a	*		***	
2702b		*		***

3 Awarding Marks

(i) Each question is worth 30 marks.

(ii) For each answer, a **single overall mark** out of 30 must be awarded, as follows:

- Refer to the question-specific mark schemes in (5), below, for descriptions of levels of skill and likely content;
- Using 'best fit', locate the answer in the appropriate mark band;
- Bearing in mind the weighting of the key AOs (see above), place the answer within the band and award the appropriate mark out of 30

Please mark **POSITIVELY**. Use the lowest mark in the band **ONLY** if the answer is borderline/doubtful.

Please use the **FULL RANGE** of marks, particularly at the top and bottom of the range.

(iii) When the complete script has been marked:

- If necessary, follow the instructions concerning rubric infringements;
- Add together the marks for the two answers, to arrive at the total mark for the script;
- Cross-check this mark against the generic mark band descriptions – does the overall mark fairly reflect the achievement demonstrated in the script? Review the marking of individual questions, if necessary;
- Check the band descriptions for Written Communication. If performance in this aspect falls into a band which differs significantly from that of the script as a whole, review the total mark in the light of this judgement.

4 Rubric Infringement

Candidates may infringe the rubric in the following ways:

- **Answering only one question (i.e. no answer in one of the Sections)**

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

- **Answering more than one question in Section B**

If a candidate has written two answers in Section B, both should be marked, and the lower of the two marks should be discounted.

5 Question-specific mark schemes

The guidance is intended to indicate aspects of questions that may feature in candidates' answers. It is not prescriptive, nor is it exclusive; Examiners must be careful to reward original but well-focused answers and implicit as well as explicit response to questions.

Band descriptions: Written Communication

Written communication (AO1) is assessed according to the following descriptions of performance:

Band 1

Candidates must show evidence of:

- sustained use of writing that is entirely appropriate to purpose and capable of expressing complex ideas and arguments;
- sustained ability to organise relevant material (including quotations and other references) clearly and coherently;
- appropriate and (at A2) sophisticated use of appropriate linguistic terminology* and vocabulary;
- highly accurate and fluent writing, demonstrating a high level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 3

Candidates must show evidence of:

- sustained use of writing that is nearly always appropriate to purpose and generally capable of expressing complex ideas and arguments;
- competent ability to organise relevant material (including quotations and other references) clearly and coherently;
- usually appropriate and (at A2) reasonably sophisticated use of appropriate linguistic terminology* and vocabulary;
- accurate and generally fluent writing, demonstrating a good level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 5

Candidates must show evidence of:

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

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

Section A

Qn. No.	Max. Marks	Written Language
1	30	<p>The following passage, taken from a modern novel, seems to ignore the conventions of standard written English.</p> <p><i>It was in mon the broakin stoans the grean rot and the creaper with the rain all drenching down and peltering on them dead stoans. Spattering on crumbelt concreat and bustit burk and durdling in the puddles. A kind of greanish lite to that day from the rain the grean rot and the dead town pong were going up all grean smelling in that greanish lite.</i></p> <p>Referring to materials drawn from your own studies, illustrate and comment upon variations in forms of written English. You may, if you wish, include discussion of the passage above.</p>

Notes on Task

The actual passage should cause candidates few problems. Remember the **DOMINANT AO is A04**. The most likely response is to discuss the functions of texting in terms of grammaticality and lexis. This could include comments upon 'incorrect spellings'. The fact that such messages often omit vowels and still can be read is a good point. The intrusiveness of such writing across the spectrum of IT could be a line of discussion. Other media, which might be used for exemplification, could include advertising, modern song lyrics, and examples drawn from non-standard fiction and journalism. Expect in all cases some degree of clear technical illustration, which should display clear focus upon issues relating to language in use. Reference to the passage can be quite minimal.

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

Answers that show depth and insight and which should:		
1	30	<ul style="list-style-type: none"> • There should be a precise control of English and a systematic illustration of issues supported by a range of apposite terminology (AOI) • There will be a clear range of examples drawn from chosen area of written language. These examples will be treated analytically and commented upon in detail. • Ensures clear specificity in terms of salient features of language. All answers will be clearly informed by a controlled exploration of concepts and issues central to chosen written area of study. (A04)
	29	
	28	
	27	
	26	
	25	
24		

Answers that are proficient and well focused and which should:		
2	23	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3. • Begin to show evidence of achievement against the criteria for Band 1.
	22	
	21	

3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> • Be written in accurate English with some illustration of issues and supported by some use of appropriate terminology (AOI) • There will be a range of examples drawn from chosen area of written language. There should be some evidence of analysis, and comment should have some detail. There should be some evidence of exploration of concepts and issues which have arisen from candidate's own chosen area of written study (A04)
4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.
5i	Answers that are barely adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> • Be written appropriate English and offer limited illustration of issues.(AOI) • There should be a few clear examples drawn from chosen area of study presented in a coherent narrative framework. There should be some connection between such language and their own area of study.(A04)
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6 5, 4, 3, 2, 1	<ul style="list-style-type: none"> • Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs) AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

Section B

EITHER

Qn. No.	Max. Marks	Register and Levels of Formality
2	30	The following two passages are taken from newspaper sources. Each is a review of a restaurant. By careful analysis of the language of each passage, compare and contrast the levels of formality and register.

Notes on Task

Candidates may not be very familiar with the conventions of restaurant reviews. However, the register should be fairly easy to spot. Comparisons of the opening sentences would effectively engage with the **DOMINANT A05i**. Both passages have a variety of lexical material, with plenty of nouns and adjectives collocating around the subject of gastronomy. Reference to these will provide adequate response to the formalities in the passages. The last two sentences in passage (a) are fertile grounds for discussion about the more esoteric levels of consumption. Candidates who slip into summary/comprehension responses are not fully addressing A05I, in terms of analysing language variations in the passages.

Band	Marks	DESCRIPTOR
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<i>Answers that show depth and insight</i> and which should:		
1	30	<ul style="list-style-type: none"> There should be a clear analytical framework where candidates will describe and illuminate salient features of the writing (AO3i) There should be a detailed address to the variations of the language in both passages. This could include attempts to unravel meanings in the passages, which are linked closely to the context of eating out. Specific nouns and lexical items could be mentioned as an aid to interpretation and response to the differences. Candidates should make some attempt to distinguish specific features, which create the register and formality in both passages. (A05I)
	29	
	28	
	27	
	26	
	25	
24		

<i>Answers that are proficient and well focused</i> and which should:		
2	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3. Begin to show evidence of achievement against the criteria for Band 1.
	22	
	21	

3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> There should be an analytical framework where some of the salient features of the writing are described.(A03i) There should be some address to the variations of language in both passages. This might include discussion of lexemes specific to food/dining out. Differences need support by reference to specific lexical items. There should be some distinction made about formality and register in both passages.(A05i)
4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> Fully meet the criteria for Band 5. Begin to show evidence of achievement against the criteria for Band 3.
5i	Answers that are barely adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> There should be a clear descriptive framework where a limited range of language features are discussed.(A03i) Variations between passages should be noted. Though it is likely that candidates in this band will slip into broader comprehension rather than formal discussion of register and formality .(A05i)
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6 5, 4, 3, 2, 1	<ul style="list-style-type: none"> Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs) AND/OR Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

OR

Qn. No.	Max. Marks	Child Language Acquisition
3	30	Elizabeth is five years old and attends primary school. In the transcription she is talking to her teacher about some of her personal interests. By careful analysis of the transcription comment upon and illustrate her spoken language skills.

Notes on Task

Language Skills is the key phrase. DOMINANT AO is A05i so expect clear descriptions and analysis of a range of skills. Comments are likely to focus upon her inter-active skills, turn-taking, lexical range, syntactic control in speech, topic shifting, monitoring her conversation to develop further illustrative materials etc., Candidates should spot that Elizabeth is a very competent SPEAKER. Beware of responses, which simply attribute grammatical errors as if she was writing English. Such responses do not really address the question fully. If they comment upon what seems to be accentual features in her speech, accept this as secure approach to variation. Do not over reward those who simply paraphrase what she says, re-writing it in what they deem 'correct' English. If candidates refer to sentences, do not penalise.

Band	Marks	DESCRIPTOR
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Answers that show depth and insight and which should:		
1	30	<ul style="list-style-type: none"> Give a comprehensive account of a range of the speaker's competencies, which clearly illuminate her skills in terms of language acquisition (A03i) Engage in theoretical detail with the significant features of her speech. This must include a range of technical terms applied to her utterances. The context of speaking in a situation, which is semi-formal, should be acknowledged (A05i)
	29	
	28	
	27	
	26	
	25	
	24	

Answers that are proficient and well focused and which should:		
2	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3. Begin to show evidence of achievement against the criteria for Band 1.
	22	
	21	

3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> • Give a reasonably full account of the speaker's competencies showing some of her skills in terms of language acquisition(A03i) • Engage in some detail with significant features of her speech. This should include some use of apposite terminology. The context of the conversation ought to be acknowledged (A05i)

4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.

5i	Answers that are barely adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> • There should be a simple systematic account of the speaker's competencies (A03i) • There should be recognition of a limited range of her language skills, which should be supported by simple terminology. There should be basic awareness of the factors likely to affect her speech in given context (A05i)

5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.

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



RECOGNISING ACHIEVEMENT

Mark Scheme 2704
January 2005

Mark Scheme Guidance

Introduction

- This guidance complements the unit-specific notes given in the **mark scheme** which follows. The mark scheme for this, as for all units, is derived from, and must be read in conjunction with, the generic mark band descriptions.
- Reference must also be made to the **band descriptions for Written Communication**.
- The mark scheme provides unit-specific notes of guidance and question-specific band descriptions for each relevant Assessment Objective indicating both skills and likely content. Marking must be based on assessment of performance against each relevant Assessment Objective.

Section A targets AO1 and AO3ii.

Section B targets AO1 and AO4 and AO5ii.

- Written Communication must be assessed under Assessment Objective 1.
- Further exemplification and amplification of the standard to be applied is given at the Standardisation Meeting.

The sections that follow deal with:

- 1 Rubric
- 2 Assessment Objectives
- 3 Awarding Marks
- 4 Rubric Infringement
- 5 Question-specific mark schemes

1 Rubric

Answer TWO questions.

Answer the question in Section A.

Choose ONE question from Section B. Answer the question.

2 Assessment Objectives

AO1	Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.
AO3ii	Apply and explore key features of frameworks for the systematic study of spoken and written English, commenting on the usefulness of approaches taken.
AO4	Understand, discuss and explore concepts and issues relating to language in use.
AO5ii	Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.

- (i) For this Unit, the weighting of marks to assessment objectives is as follows:

AO1: 10% AO3ii: 10% AO4: 5% AO5ii: 5%

Total: 30% of AS level, 15% of Advanced GCE.

- (ii) **Section A targets AO1 and AO3ii.**

Section B targets AO1 and AO4 and AO5ii.

UNIT & Section	AO1	AO3ii	AO4	AO5ii
2704a	*	**		
2704b	*		*	*

3 Awarding Marks

- (i) Each question is worth 30 marks.
- (ii) For each answer, a **single overall mark** out of 30 must be awarded, as follows:
- Refer to the question-specific mark schemes in (5), below, for descriptions of levels of skill and likely content;
 - Using 'best fit', locate the answer in the appropriate mark band;
 - Bearing in mind the weighting of the key AOs (see above), place the answer within the band and award the appropriate mark out of 30

Please mark **POSITIVELY**. Use the lowest mark in the band **ONLY** if the answer is borderline/doubtful.

Please use the **FULL RANGE** of marks, particularly at the top and bottom of the range.

- (iii) When the complete script has been marked:
- If necessary, follow the instructions concerning rubric infringements;
 - Add together the marks for the two answers, to arrive at the total mark for the script;
 - Cross-check this mark against the generic mark band descriptions – does the overall mark fairly reflect the achievement demonstrated in the script? Review the marking of individual questions, if necessary;
 - Check the band descriptions for Written Communication. If performance in this aspect falls into a band which differs significantly from that of the script as a whole, review the total mark in the light of this judgement.

4 Rubric Infringement

Candidates may infringe the rubric in the following ways:

- **Answering only one question (i.e. no answer in one of the Sections)**

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

- **Answering more than one question in Section B**

If a candidate has written two answers in Section B, both should be marked, and the lower of the two marks should be discounted.

5 Question-specific mark schemes

The guidance is intended to indicate aspects of questions that may feature in candidates' answers. It is not prescriptive, nor is it exclusive; Examiners must be careful to reward original but well-focused answers and implicit as well as explicit response to questions.

Band descriptions: Written Communication

Written communication (AO1) is assessed according to the following descriptions of performance:

Band 1

Candidates must show evidence of:

- sustained use of writing that is entirely appropriate to purpose and capable of expressing complex ideas and arguments;
- sustained ability to organise relevant material (including quotations and other references) clearly and coherently;
- appropriate and (at A2) sophisticated use of appropriate linguistic terminology* and vocabulary;
- highly accurate and fluent writing, demonstrating a high level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 3

Candidates must show evidence of:

- sustained use of writing that is nearly always appropriate to purpose and generally capable of expressing complex ideas and arguments;
- competent ability to organise relevant material (including quotations and other references) clearly and coherently;
- usually appropriate and (at A2) reasonably sophisticated use of appropriate linguistic terminology* and vocabulary;
- accurate and generally fluent writing, demonstrating a good level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 5

Candidates must show evidence of:

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

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

Section A: Structures

Either

Qn. No.	Max. Marks	<i>Language and Speech Sounds</i>
1	30	In the transcription James, a Cornishman, is describing some of the changes which have occurred in his village during his lifetime. Comment upon the effectiveness of the transcription in conveying his speech. What further methods might have been adopted to clarify features of accent?

Notes on Task

The passage has enough features to indicate an accent, with limited dialect words as well. Candidates should have adequate material to engage with **DOMINANT A03ii**. Accept whatever they wish to say about general quality of transcription. The important aspect is to identify other levels of language, which would make for greater accuracy in presentation. The orthographic method is not efficient in capturing accent and leads to parody if poorly applied. The vowel sounds are distinctive and a grid or diphthongal analysis with recourse to symbols would be highly awardable. There are no tone units and no other distinguishing features of prosodics, which would be essential for a complete analysis. Accept that candidates are looking at this 'on page' so do not penalise for limited technical application/errors in analysis. More focused candidates will understand the structure of the task. Be cautious with candidates who speak in general terms about phonemics, but fail to apply such learning to the set passage.

Band	Marks	DESCRIPTOR
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<i>Answers that show depth and insight</i> and which should:		
1	30	<ul style="list-style-type: none"> • Be written in accurate English, employing a wide range of apposite terminology, showing an informed understanding of phonology (AOi) • Show a systematic command of phonemic analysis, using a suitable framework to explore how technical analysis can function at different levels, drawing attention to the importance of such application to the spoken transcription (A03ii)
	29	
	28	
	27	
	26	
	25	
	24	

2	Answers that are proficient and well focused and which should:	
	23	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3. • Begin to show evidence of achievement against the criteria for Band 1.
	22	
21		

3	Answers that show a competent level of understanding and which should:	
	20	<ul style="list-style-type: none"> • Be written in accurate English, employing some suitable terminology, showing some understanding of phonology (AOi) • Show some command of phonemic analysis, using a suitable framework to explore how spoken language can function at different levels, drawing some attention to the importance of this in addressing spoken transcription. (A03ii)
	19	
18		

4	Answers that are basically sound but sometimes uneven and which should:	
	17	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.
	16	
15		

5i	Answers that are barely adequate as a response to the task set and which should:	
	14	<ul style="list-style-type: none"> • Be written in an ordered way, using limited terminology showing a basic understanding of phonology (AOi) • Show a basic awareness of phonemic analysis, using a simple framework to explore a limited range of language functioning at different levels and applying this to the transcription(A03ii)
	13	
12		

5ii	Answers that are, on balance, not adequate to the task set but which:	
	11	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
	10	
9		

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

Or

Qn. No.	Max. Marks	Language and Grammar
2	30	<p>Passage (a) is taken from an eleven year old's written account of a day out. Passage (b) is an account of a day out from a writer's diary. Each passage uses a distinctive grammar, syntax and lexis. By close reference to both passages comment upon grammatical similarities and differences which are shown here.</p>

Notes on Task

Candidates need to make contact with the obvious grammatical/syntactical differences. The **DOMINANT A03ii** should be easy to hold in focus. Passage (a) should be familiar from earlier school days exercise 'what I did on holiday'. It is written largely in simple declaratives supported by much past tense and one modal. There is limited clause co-ordination and PrepP's plus adverbial of time. Passage (b) more complicated in clausal structure, sentence 2 offering interesting chance for analysis. Settings largely in past tenses with the important Head N. showing stylistic element. Look for technical observations, however clumsily put. Do not over-reward broad essays which do not really confront the grammatical nuts and bolts in the passages. Treat observations on lexis as just about relevant. Comments made on any morphological level should be well rewarded.

Band	Marks	DESCRIPTOR
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Answers that show depth and insight and which should:		
1	30	<ul style="list-style-type: none"> Be written in accurate English, employing a wide range of apposite terminology, showing an informed understanding of grammatical features (AOI) Show a systematic command of grammatical analysis, using a suitable framework to explore in depth how language functions at different syntactic levels in passage, drawing attention to this by close application to both passages (A03ii)
	29	
	28	
	27	
	26	
	25	
	24	

Answers that are proficient and well focused and which should:		
2	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3. Begin to show evidence of achievement against the criteria for Band 1.
	22	
	21	

3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> • Be written in accurate English, employing some suitable terminology, showing some understanding of grammatical features (AOi) • Show some command of grammatical analysis, using a suitable framework to explore how language functions at different syntactic levels in passages, drawing some attention to this by application to both passages (A03ii)

4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.

5i	Answers that are barely adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> • Be written in an ordered way, using limited terminology showing a basic understanding of grammar. (AOi) • Show a basic awareness of grammatical analysis, using a simple framework to explore a limited range of functions at different levels and applying this to both passages (A03ii)

5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.

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

Or

Qn. No.	Max. Marks	Language and Meaning
3	30	<p>Meaning in language is sometimes made clearer by the context in which words appear. This article is from a magazine illustrating likely lifestyle trends in 2004.</p> <p>Starting with the highlighted words in the passage, discuss and illustrate how far context may help in defining the meanings of words and phrases.</p>

Notes on Task

It is a rather too easy generality to assume a pragmatic approach to meaning in language. However, candidates will most likely use the context to suggest how fashion/lifestyle is embedded in the intensifiers and nouns. Therefore there should be some clear focus on DOMINANT A03ii. Some of the words should have a familiar ring connecting them to modern sociolects/idiolects. Candidates are often weak on any etymological material. This should not be a large issue in terms of the examples. Any attempt to place meanings within some kind of semiotic system relating to popular living should be highly rewarded. The question makes it clear that there should be emphasis and speculation about the contents of the passage. Be cautious that further examples are fairly firmly linked to the question and not just rambling pre-packaging on texting or elanguages. It should go without saying that any additional discussion which gives a grammatical/phonic or morphological slant to the answer should merit very high marks. Be prepared in this question for unexpected material, which can show a very wide range of approaches from the centres.

Band	Marks	DESCRIPTOR
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Answers that show depth and insight and which should:		
1	30	<ul style="list-style-type: none"> Be written in accurate English, employing a wide range of apposite terminology, showing an informed understanding of broad issues in semantics(AOI) Show a systematic command of issues relevant to meanings in the passage, using a suitable framework to explore the multi-layered nature of meaning and the different levels of pragmatic and intrinsic approaches to such.(A03ii)
	29	
	28	
	27	
	26	
	25	
	24	

2	Answers that are proficient and well focused and which should:	
	23 22 21	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3. • Begin to show evidence of achievement against the criteria for Band 1.

3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> • Be written in accurate English, employing some suitable terminology, showing some understanding of issues in semantics (AO1) • Show some command of issues relevant to meanings in the passages, using a suitable framework to explore different levels of language to include pragmatics and intrinsic possibilities of meaning.(A03ii)

4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.

5i	Answers that are barely adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> • Be written in an ordered way, using limited terminology ,showing a basic understanding of semanticity (AOi) • Show a basic awareness of how meanings work at different levels of language and how there is more than one approach to understanding these issues (AO3ii).

5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.

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

Section B: Social Contexts

Either

Qn. No.	Max. Marks	Language Change
4	30	<p>Both of the following passages are concerned with aspects of English usage.</p> <ul style="list-style-type: none"> • Passage (A) was written in the 18th century. • Passage (B) was written in the 20th century. <p>By close attention to the passages, comment upon some of the similarities and differences between 18th and 20th century English as illustrated here.</p>

Notes on Task

Candidates should clearly see a likely context for both passages. The issues and variations should be clear enough for focus on A04 and A05ii. Passage (a) contains a premonition of modern efforts to offer a prescriptive diet for the would-be writer of English. Passage (b) adopts a less didactic tone to a rather old issue - that of spelling reform. Candidates should spot the imperatives and urgent intensifiers used by the writer in (a) and ought to spot the attempts to place this within the social importance of correctness. The link between oratory and punctuation pauses is an interesting point and may be spotted and commented upon by alert candidates. The style of Latinate constructions/lexis is a possible issue; but we should not expect this to be the most obvious to some candidates. Passage (b) rehearses some fair issues, perhaps more obviously aimed at a broader readership? Both spelling and writing are invoked and candidates might see issues over rhotic/non rhotic r and take up the issue of the possible proliferation of dialects, which (a) would certainly abjure. Very alert candidates might wish to take issue with foreign spelling conventions and borrowed words. There is, perhaps, a kind of solid pragmatism in (b) which would offend the rhetorician/stylist who wrote (a). Do not over reward-candidates who simply slip away from passages into cursory histories of English and ignore the opening phrase of the rubric.

Band	Marks	DESCRIPTOR
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1	Answers that show depth and insight and which should:	
	30	<ul style="list-style-type: none"> • Be written in accurate English, employing a wide range of terminology, showing an informed understanding of the languages used in passages(A01) • Analyse the varieties of language in such a way that a full range of the concepts and issues in both passages are compared and contrasted(A04) • Show in detail how language has changed over time and support by relevant examples • from both the passages and where relevant any further critical studies(A05ii)
	29	
	28	
	27	
	26	
	25	
24		

2	Answers that are proficient and well focused and which should:	
	23 22 21	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3. • Begin to show evidence of achievement against the criteria for Band 1.
3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> • Be written in accurate English, employing some suitable terminology, showing some understanding of the languages used in the passages (AOi) • Analyse the varieties of language so that some of the concepts and issues in both passages are revealed and discussed (AO4) • Show how language has changed over time and support by some examples from the passages and, where relevant, any further studies (AO5ii)
4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.
5i	Answers that are barely adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> • Be written in an ordered way using terminology showing some awareness of issues in passages (AO1) • Comment upon a simple range of language used presenting a basic discussion of the concepts (AO4) • Show some basic understanding of how language has changed over time (AO5ii)
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.

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

Or

Qn. No.	Max. Marks	Language and Gender
5	30	The following passage is a newspaper article written by a man. By close reference the passage and, where relevant, your own studies, comment upon and illustrate how far the language used by the writer reveals attitudes about gender.

Notes on Task

Keynote is CLOSE REFERENCE TO PASSAGE. This needs following in order to meet demands of A04. General pre-packed histories of feminism are not focused upon set question. If own studies are used they NEED TO RELATE CLEARLY to the actual passage. The article should not prove difficult and should evoke a range of responses. The language is glossy journalism and it has a fetishistic command of key language in terms of where you live and who you are. The nouns are abundant and should be picked up clearly. Gender is part of a commodification of lifestyle. The historical evidence is built round the new verb morphed with its resonances of the language of IT. The noun icon appearing at the end should encourage some semantic reflection on the typology of gender that the writing actually constructs. Candidates might comment upon the noun Sloane and compare to the neologistic Chessex compound. The w(?) demonstrative of the final sentence might give alert candidates a chance to reflect upon how the language of popular culture plays a significant structural role throughout the passage. If candidates engage in sociological discussion, it must be linked with technical reference to the syntax / lexis in the passage.

Band	Marks	DESCRIPTOR
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Answers that show depth and insight and which should:		
1	30	<ul style="list-style-type: none"> Be written in accurate English, employing a wide range of terminology, showing an informed understanding of the language used in the passage(A01) Analyse the varieties of language in the passage, so that a full range of concepts and issues relating to gender are illuminated in detail (A04) Discuss how the passage reflects variation over a time and how the language used reflects the changes in gender attitudes (A05ii)
	29	
	28	
	27	
	26	
	25	
	24	

Answers that are proficient and well focused and which should:		
2	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3. Begin to show evidence of achievement against the criteria for Band 1.
	22	
	21	

3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> • Be written in accurate English, employing some suitable terminology, showing some understanding of the language used in the passage (AO1) • Analyse the varieties of language in the passage so that some of the concepts and issues relating to gender are illuminated (A04) • Show how the passage reflects variation over time and how the language reflects changes in gender attitudes (A05ii)
4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.
5i	Answers that are barely adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> • Be written in an ordered way, using limited terminology, showing some awareness of issues in the passage (AO1) • Comment upon a simple range of the language used and its relation to gender (AO4) • Show some basic understanding of linguistic variation and its links to gender (AO5ii).
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6 5, 4, 3, 2, 1	<ul style="list-style-type: none"> • Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs) AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

Or

Qn. No.	Max. Marks	Language and Society
6	30	The passage is adapted from an article published in a tabloid newspaper. It argues that changing attitudes to accents are leading to 'abuse of English language'. By detailed reference to the passage and, where relevant, your own studies of contemporary spoken English, discuss and illustrate to what extent you agree with the author's view.

Notes on Task

CLOSE REFERENCE essential to give full cover to A04/A05ii. We should expect some definitions of public school accent, Brummie, regional diversity, speaking properly, abuse of English. Be cautious of candidates who try and off-load the 3 percent misinformation about RP. Better candidates will raise issues of acceptable changes and could cite Estuary as a wider ranging indicator of social change in speech. There must be CLEAR examples for higher mark bands. Any effort to use phonemic symbols MUST be awarded in upper bands. The conflation in last sentence could mark out good candidates who spot it as a variant on 'declining standards'. Lines 5-6 might evoke some comment; but some candidates will not understand elocution and its implications. The changes over time are placed clearly in the context of the writing. A sociolinguistic essay must be enhanced by determined use of appropriate technical terms - if so the indicator of a v.good candidate. Remember that it is possible that candidates will have done very little formally upon standards in speech before this level.

Band	Marks	DESCRIPTOR
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Answers that show depth and insight and which should:		
1	30	<ul style="list-style-type: none"> Be written in accurate English, employing a wide range of terminology, showing an informed understanding of the language used in the passage(A01) Analyse the varieties of language in the passage, so that a full range of concepts and issues relating to speech are illuminated in detail.(A04) Discuss how the passage reflects variation over time and how the language used raises issues about form and mode in speech(A05ii)
	29	
	28	
	27	
	26	
	25	
	24	

2	<i>Answers that are proficient and well focused and which should:</i>	
	23	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3. • Begin to show evidence of achievement against the criteria for Band 1.
	22	
	21	

3	<i>Answers that show a competent level of understanding and which should:</i>	
	20	<ul style="list-style-type: none"> • Be written in accurate English, employing some suitable terminology, showing some understanding of the language used in the passage (AO1) • Analyse the varieties of language in the passage, so that some of the concepts and issues relating to speech are illuminated (AO4) • Show how the passage reflects changes over time and how the language used raises some issues about form and mode in speech (AO5ii)
	19	
	18	

4	<i>Answers that are basically sound but sometimes uneven and which should:</i>	
	17	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.
	16	
	15	

5i	<i>Answers that are barely adequate as a response to the task set and which should:</i>	
	14	<ul style="list-style-type: none"> • Be written in an ordered way, using limited terminology, showing limited awareness of issues in the passage (AO1) • Comment upon the language used in the passage so that a basic understanding of concepts revealed (AO4). • Show a basic understanding of how language changes and how this links to modes of speech (AO5ii).
	13	
	12	

5ii	<i>Answers that are, on balance, not adequate to the task set but which:</i>	
	11	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
	10	
	9	

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



RECOGNISING ACHIEVEMENT

Mark Scheme 2706
January 2005

Mark Scheme Guidance

Introduction

- This guidance complements the unit-specific notes given in the **mark scheme**, which follows. The mark scheme for this, as for all units, is derived from, and must be read in conjunction with, the **generic mark band descriptions**.
- Reference must also be made to the **band descriptions for Written Communication**.
- The mark scheme provides unit-specific notes of guidance and question-specific band descriptions for each relevant Assessment Objective indicating both skills and likely content. Marking must be based on assessment of performance against each relevant Assessment Objective.

Section A targets AO1, AO2 and AO4.

Section B targets AO3ii and AO5ii.

- Written Communication must be assessed under Assessment Objective 1.
- Further exemplification and amplification of the standard to be applied is given at the Standardisation Meeting.

The sections that follow deal with:

- 1 Rubric
- 2 Assessment Objectives
- 3 Awarding Marks
- 4 Rubric Infringement
- 5 Question-specific mark schemes

1 Rubric

Answer TWO questions.
 Answer the question in Section A.
 Answer the question in Section B.

2 Assessment Objectives

AO1	Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression
AO2	Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made
AO3ii	apply and explore key features of frameworks for the systematic study of spoken and written English, commenting on the usefulness of approaches taken
AO4	Understand, discuss and explore concepts and issues relating to language in use
AO5ii	analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context

(i) For this Unit, the % weighting of marks to assessment objectives is as follows:

AO1: 5 AO2: 10 AO3ii: 10 AO4: 5 AO5ii: 10

Total: 40% of A2, 20% of A level.

(ii) **Section A targets AO1 AO2 and AO4.**

Section B targets AO3i and AO5ii.

UNIT & Section	AO1	AO2	AO3ii	AO4	AO5ii
2706a	*	**		*	
2706b			**		**

3 Awarding Marks

- (i) Each question is worth 30 marks.
- (ii) For each answer, a **single overall mark** out of 30 must be awarded, as follows:
 - Refer to the question-specific mark schemes in (5), below, for descriptions of levels of skill and likely content;
 - Using 'best fit', locate the answer in the appropriate mark band;
 - Bearing in mind the weighting of the key AOs (see above), place the answer within the band and award the appropriate mark out of 30

Please mark **POSITIVELY**. Use the lowest mark in the band **ONLY** if the answer is borderline/doubtful.

Please use the **FULL RANGE** of marks, particularly at the top and bottom of the range.

- (iii) When the complete script has been marked:
 - If necessary, follow the instructions concerning rubric infringements;
 - Add together the marks for the two answers, to arrive at the total mark for the script;
 - Cross-check this mark against the generic mark band descriptions – does the overall mark fairly reflect the achievement demonstrated in the script? Review the marking of individual questions, if necessary;
 - Check the band descriptions for Written Communication. If performance in this aspect falls into a band which differs significantly from that of the script as a whole, review the total mark in the light of this judgement.

4 Rubric Infringement

Candidates may infringe the rubric in the following ways:

- **Answering only one question (i.e. no answer in one of the Sections)**

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

- **Answering only one part (or two parts) of the question in Section A.**

If a candidate's script fits the above description then the mark awarded should reflect the extent to which the partial answer meets the requirements of the question and the band descriptors in the mark scheme; particular attention should be paid to the dominant weighting of AO2.

5 Question-specific mark schemes

The guidance is intended to indicate aspects of questions that may feature in candidates' answers. It is not prescriptive, nor is it exclusive; Examiners must be careful to reward original but well-focused answers and implicit as well as explicit response to questions.

Band descriptions: Written Communication

Written communication (AO1) is assessed according to the following descriptions of performance:

Band 1

Candidates must show evidence of:

- sustained use of writing that is entirely appropriate to purpose and capable of expressing complex ideas and arguments;
- sustained ability to organise relevant material (including quotations and other references) clearly and coherently;
- appropriate and (at A2) sophisticated use of appropriate linguistic terminology* and vocabulary;
- highly accurate and fluent writing, demonstrating a high level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 3

Candidates must show evidence of:

- sustained use of writing that is nearly always appropriate to purpose and generally capable of expressing complex ideas and arguments;
- competent ability to organise relevant material (including quotations and other references) clearly and coherently;
- usually appropriate and (at A2) reasonably sophisticated use of appropriate linguistic terminology* and vocabulary;
- accurate and generally fluent writing, demonstrating a good level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 5

Candidates must show evidence of:

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

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

Qn. No.	Max. Marks	
1	30	<p>(a) You have been asked to write a section dealing with school life in the 1920s for a children's History text-book aimed at 10-12 year olds. Using the material in the transcription of Mrs.B.'s memories, write the text for this section in about 150-200 words.</p> <p>(b) Compare the transcription of the interview with your own transposition of the material into textbook format. Explain any difficulties you encountered. You should also comment on the wider issues concerning the presentation of speech in written form.</p>

Notes on the task

The main speaker in the transcript is reminiscing about details of life some seventy or eighty years ago. Her easy acceptance of what conditions were like may well be contrasted by the textbook writer's likely intention of communicating surprise and difference to the readership of modern children.

In answering, candidates should communicate clearly their understanding of and insight into the differences between the spoken and the written word, use appropriate terminology and express themselves accurately and coherently (AO1). They are required to transpose the content of the transcript into children's History textbook format, which will involve a lively style. In transposing the content to this different mode, candidates should demonstrate their control of language appropriate for the purpose. In this particular case this requirement may involve some strategy for keeping a balance between toilet humour and the need to be informative. (AO2). Finally they are asked to compare the different versions, using this comparison as a starting point for comment upon issues involved in representing speech in written form. (They might notice, and take a cue from, the original speaker's tendency to understatement/euphemism and hesitation.) (AO4).

Band	Marks	DESCRIPTOR
1	Answers that show depth and insight and which should:	
	30	<ul style="list-style-type: none"> • Be written in coherent English and display an accurate command of the language; present a clearly ordered discussion, employing terminology and phonemic symbols appropriately and comprehensively, when analysing the original transcript and when contrasting its features with the candidate's own version. (A list of phonemic symbols is printed on the examination paper for candidates' reference.) (AO1); • Demonstrate originality, fluency and sustained sureness of control of the mode of writing prescribed for the transposition of the content; faithfully reflect the content of the original spoken exchanges, the context of the utterances and the attitudes conveyed; appropriately comment upon the choices made in transposing the original (AO2); • Comment fully upon, and evaluate perceptively, the issues surrounding the representation of speech in written form, as revealed in the set tasks of analysing the conversation between the three people and of transposing its content into the prescribed written context (AO4).
	29	
	28	
	27	
	26	
	25	
24		
2	Answers that are proficient and well focused and which should:	
	23	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3. • Begin to show evidence of achievement against the criteria for Band 1.
	22	
21		
3	Answers that show a competent level of understanding and which should:	
	20	<ul style="list-style-type: none"> • Be written in a coherent manner and display a competent command of English; present a generally well-organised discussion, with some appropriate use of terminology when analysing the transcript and contrasting its features with those in the candidate's own transposed version (AO1); • Demonstrate competence, some fluency and control of the mode of writing prescribed for the transposition of the content; reflect the content of the original exchanges, the context of the utterances and the attitudes involved with them; indicate the key choices made in transposing the content of the original (AO2); • Comment upon, and evaluate, the main issues surrounding the representation of speech in written form as revealed in the set tasks (AO4).
	19	
18		

4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.
5i	Answers that are barely adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> • Be written in basically accurate English; present a straightforward discussion with some limited use of terminology when analysing the transcript and contrasting its features with those in the candidate's own transposed version (AO1); • Demonstrate an adequate if limited grasp of the mode of writing prescribed for the transposition of the content; reflect the obvious elements of the original exchanges, the context of the utterances and the attitudes involved with it; indicate basic choices made in transposing the original (AO2); • Offer some basic comments on the main issues surrounding the representation of speech in written form as revealed in the set tasks (AO4).
5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6 5, 4, 3, 2, 1	<ul style="list-style-type: none"> • Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs) AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

Qn. No.	Max. Marks	Passages A, B, C, and D are all concerned with aspects of sanitation.
2	30	By close reference to the passages, analyse and discuss ways in which each speaker or writer addresses his/her audience. In your answer you should <ul style="list-style-type: none"> • Systematically identify similarities and differences • inform your approach by reference to specific examples of lexis, syntax, grammar, phonology and language change • evaluate how the context of each passage might affect the form of language used.

Notes on the task

Candidates are asked to consider the difference in language use between four passages (Passage A is the transcript that forms the basis for Q1). Candidates are asked to apply their knowledge of formal linguistic analysis to the texts to discuss and evaluate the linguistic methods used by the speakers/writers to address their subject (AO3ii). They are also required to analyse and evaluate ways in which the different contexts of linguistic use may influence variations in meaning and form (AO5ii).

Band	Marks	DESCRIPTOR
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Answers that show depth and insight and which should:		
1	30	<ul style="list-style-type: none"> • Show complete familiarity with appropriate phonological devices and procedures for analysis of speech sounds and prosodic features; show appreciation of lexical variation and change; show ability to analyse structural forms; show strong awareness of context of use; be able to apply systematically frameworks for the examination of the passages from these linguistic perspectives; reflect persuasively on the usefulness of the approaches taken (AO3ii); • Analyse with confidence examples of lexical, structural, contextual and phonological forms in each of the passages; consider the relevance of the various frameworks quoted in the question rubric, for the proper evaluation of each passage; show full awareness of the differences of purpose, intended audience and language choices between the passages, and of the significance of these difference (AO5ii).
	29	
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	24	

Answers that are proficient and well focused and which should:		
2	23	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3. • Begin to show evidence of achievement against the criteria for Band 1.
	22	
	21	

3	Answers that show a competent level of understanding and which should:	
	20 19 18	<ul style="list-style-type: none"> Show familiarity with appropriate phonological devices and procedures for analysis of speech sound and prosodic features; be able to appreciate main effects of lexical variation and change; analyse structural forms competently; show some awareness of context of use; be able to apply appropriate frameworks for the examination of the passages from these linguistic perspectives; begin to reflect on the usefulness of the approaches taken (AO3ii); Analyse competently examples of lexical, structural, contextual and phonological forms in each of the passages; offer some consideration of the relevance of the various frameworks quoted in the question rubric, for the proper evaluation of each passage; show some awareness of differences of purpose, intended audience and language choices between the passages (AO5ii).
4	Answers that are basically sound but sometimes uneven and which should:	
	17 16 15	<ul style="list-style-type: none"> Fully meet the criteria for Band 5. Begin to show evidence of achievement against the criteria for Band 3.
5i	Answers that are barely adequate as a response to the task set and which should:	
	14 13 12	<ul style="list-style-type: none"> Show some awareness of appropriate phonological devices and procedures for analysis of speech sounds and prosodic features; be able to recognise a few effects of lexical variation and change; begin to analyse structural forms; show limited awareness of context of use; attempt to apply frameworks for the examination of the passages from these linguistic perspectives; possibly begin to comment on the usefulness of the approaches taken (AO3ii); Begin to analyse obvious examples of lexical, structural, contextual and phonological forms in each of the passages; offer basic comments on the relevance of the various frameworks quoted in the question rubric, for the proper evaluation of each passage; show limited awareness of the differences of purpose, intended audience and language choices between passages (AO5ii).

5ii	Answers that are, on balance, not adequate to the task set but which:	
	11 10 9	<ul style="list-style-type: none"> • <i>Show occasional evidence of achievement against the criteria for Band 5i.</i>

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



RECOGNISING ACHIEVEMENT

REPORT ON THE UNITS
JANUARY 2005

Chief Examiner's Report

In all the papers candidates produced work which showed better understanding of relevant Assessment Objectives. There was some limited development in the use of phonemic symbols when addressing speech questions in the AS papers. In the A2 papers there was positive evidence of increased confidence in the use of appropriate technical terminology. Candidates at AS level still need to be more aware of the importance of quality of written communication (QWC) in their answers. At A2, candidates need to ensure that very careful attention is given to the specific demands of the rubric in all questions. In both 2703 and 2705, candidates continue to produce a challenging range of work, often showing significant interest in a range of language forms and activities. Centres seeking further guidance on the coursework units should refer to feedback given by the Principal Moderator in reports from previous sessions.

2701 Frameworks for the Description of English

Candidates responded very well to this question and there was a full range of interesting and insightful responses. Candidates obviously felt that the context was helpfully familiar but it was pleasing to see that very few responses were, to any great extent, anecdotal or over-generalised about the nature of hairdressing or hairdressers. In fact, even the weaker responses still showed awareness of the type of approach that is required and clearly attempted to focus on language above all else. Most candidates used the question systematically and appeared to be well prepared in terms of good examination technique: for example, identifying key words and using the question as a guide as to what is expected in the answer. However, there were still a number of examples to be found of 'shoehorning' in learnt theories that seemed to have little relevance, or indeed, using 'prepared answers' that suggest some candidates are employing a very rigid 'shopping list' of what to *expect* without actually fully commenting on *what is there* in the transcription they are analysing. Candidates made some use of the phonemic symbols and on the representation of accent in the transcription which continues on from the good work demonstrated in this area in the previous examination (June 2004). There was still some use of pejorative language such as 'there are excessive use of fillers' or comments on 'poor' or 'lazy' English which are not appropriate as part of a non-prescriptivist approach to analysis.

There was some interesting discussion of language and social class, attitudes to accent and dialect, convergence, occupational language and even some useful references to gender theory. Concerns from last year seem to have been addressed and there was much less logging of non-fluency features. Candidates at all levels took the word 'co-operative' from the question and sensibly used that in their answers as they commented on the kind of conversation they were looking at. Stronger responses were able to place 'co-operative language' into the theoretical frameworks of politeness strategies and pragmatics very successfully. Candidates made use of a range of theorists, such as Labov, Lakoff, Trudgill and Grice, and were rewarded for this, although sometimes the comments were rather mechanistic, suggesting the theory was not fully grasped. It might be helpful if candidates also looked at more recent, and no less accessible, writers such as Angela Goddard, Jennifer Coates and David Crystal for theoretical information. It is also worth noting that using named theorists is not a 'hurdle' to cross to getting top marks and there are top band responses that do not specifically name any theorists at all, but still show awareness of wider concepts (AO4) and more importantly fulfill the AO3i objective (that carries the heaviest weighting) fully by using the most appropriate frameworks for analysis. Some responses spent a disproportionate amount of time on paralinguistic features which, although obviously an accompaniment of much everyday speech, are not represented in the transcription and therefore such comments could only be speculative and unable to earn many marks. Candidates should presume that paralinguistic features will be only very minimally represented in transcriptions for this paper and should not expect to need to comment on them in any great detail, and time could be spent much more profitably on semantics, phonology, grammar and lexis, as the question requires.

2702 Variation in the Usage of English

Candidate performance was similar to that of June 2004. There were some interesting responses to Question 1, making use of the extract from a modern novel. Question 2 and 3 attracted equal attention from candidates. Most responses showed a reasonable degree of familiarity with the kinds of material set. Most candidates had a broad grasp of relevant linguistic issues necessary for the specific question. Markers still noted problems raised in the last two reports. Candidates are still finding it hard to apply relevant terminology to their analyses. As the MS indicates, and as should be quite clear to candidates, secure knowledge of syntactic and grammatical terminology needs to be consistently displayed. In speech, candidates are expected to understand the conventions of the spoken and apply a range of technical terminology to such, which could well include use of the phonemic symbols supplied on the paper. The other issue which causes markers difficulty is the problem of a candidate with adequate ideas, but lacking skills in writing a detailed academic essay. This is particularly the case in Q1.

Question 1

Variations chosen by candidates included legal language and poetic language. The majority of work still addressing texts, journalism, advertising, and e-languages. The inclusion of the short stimulus passage was welcomed by some candidates and used to validate or give further illustration to their views on language varieties. Candidates who had a clear range of examples and could illustrate them using a range of appropriate technical terminology acquitted themselves effectively. Those candidates who simply gave a list and made no effort to offer any valid analytical reason for why such was a variant could gain few marks. A number of responses still made vague quasi-sociological assertions about newspapers, but produced no technical evidence to support such claims. Centres are strongly advised that marks are awarded on the basis of the dominant AO and not for sweeping assertions about class and the press. Materials drawn from media studies/communication studies must be used to support examples linguistically analysed and not simply reiterated as evidence of unspecified variations. Those candidates who used legal language showed marginally more technical command; but more examples and more detailed analysis would have helped. To make claims for the inclusion of complex/derived clauses in legal language (why a variant?) but fail to give one example of such indicates an incomplete response to the question. Responses which used e-languages showed a broader range than in previous papers. This is a huge and growing area, which is now including material from chat rooms and the use of emoticons. Centres are strongly advised to give candidates guidance with such materials. Given examples need to be discussed against lexical, syntactical, morphological and, possibly phonemic models. To say CUL8R is non-standard is simply not enough in terms of technical evidence – see MS for AQ4 requirements. Candidates who use literary models for variation again need clear guidance. Markers are usually not convinced that ‘alliteration’ is usually non-standard. Nor do vague references to novels written in a particular Scottish dialect prove fruitful, unless adequate illustration and analysis of said text is actually inscribed in the answer.

Question 2

Candidates speculated about which of the two was more formal/informal. The non identification of sources stopped the unproductive time spent on social class and the press. Passage (a) was from a local free sheet. Passage (b) was from a Sunday Broadsheet. It seemed that by removing identification of source, more time was spent on the actual lexemes and syntax. The consensus was that (a) was more formal than (b), candidates perhaps being less familiar with some of the *nouveau cuisine* being puffed in (b). Some candidates felt 'guzzle' and 'posh' were slang. Others felt 'spermish' was taboo language. The vicar's daughter was seen as a lower class register. 'Schlep' was not identified in terms of its transition from Yiddish to mainstream. However, candidates offered an interesting range of comments about why it was of a lower register. Sharp Candidates did pick up on the actual language/registers of the menus. They spotted the greater internationalism of (b) whilst remarking upon how food is rarely addressed in such articles in basic English! They also spotted that 'my dining partner and I' (grammar?) seemed slightly less formal than the (?) possible royal 'we' of passage (b).

There is a feeling from markers that some candidates are still 'in at the deep end' with this question. It should be apparent by now that they will need to tackle comparisons which will contain field-specific references some of which will be culturally unfamiliar. And that this does not matter in terms of an adequate analysis/comment about the materials in passages. A few candidates used tree diagrams. Whilst not wishing to discourage, these need careful handling at AS under time pressures. Better to identify salient NP/VP structures and get them right then spend too long on pure syntactic analysis, perhaps more suited to Section A work in 2704, A2.

Question 3

There is still a clear division in the quality of response to this question. Alert candidates looked at Elizabeth's not inconsiderable range of linguistic skills. These included her turn-taking abilities in a probable semi-formal context, topic shifts, monitoring/hedging. She possessed a very secure lexical range, could sustain a highly organised discussion (see lines 19-26) and showed conceptual ability in her syntactic commands. Weaker candidates, despite constant references in past Reports, persisted in not addressing the rubric 'Skills' but pursued her deficiencies. In some cases with candidates writing out what she should have said. This was a major aberration in terms of the AO's. They appeared to think that the common use of elision in all speech (includes adults) and hesitations (ermms) were evidence of real linguistic deficiencies. Their assumptions that her speech was only at the 'Telegraphic' Stage indicated a major error in terms of her age and skills. These indicators appear to suggest real unfamiliarity with any of the conventions of speaking. They also suggest very limited exposure to the actual language of children in conversation. Centres, who enter candidates for the question, need to ensure candidates are put on the right track, in order to meet the needs of the marking criteria. (AO's) It would also help more able candidates if they were encouraged to refer to the phonemic symbols printed on the paper, if they wish to engage in any discussion about how a young speaker might sound in actuality. Such focus would certainly lift a number of answers into a very solid technical level of understanding.

2704 Language Contexts – Structural and Social

General Comments

Like the June 2004 paper, markers noted clear progression in the work of candidates taking this paper. This was seen in a sounder grasp of theory, the more concise use of terminology and a more incisive focus on achieving against the relevant AO's. There was still limited evidence of poor time management, leading to hurried final answers. There are still a minority of candidates who ignore the specific demands of the rubric that detailed references need to be made to the chosen passages in order to meet the relevant AO's. This is particularly the case in Section B of the paper, where caution needs to be exercised in interpreting the questions in order to give depth to AO4 and AO5ii.

Question 1

Centres who enter candidates for this option have given them a good grounding in basic phonology. The candidates themselves appear to respond with interest, showing a surprising fluidity with using phonemic symbols and other detailed speech markers. In the case of James's speech, the limitations of the Roman alphabet were seen by all candidates. Also, the absence of any prosodic markers /tone units was remarked upon inviting a few candidates to deal with illustrating where such might appear. Whilst no candidates used quadrilateral which would have really helped with James's diphthong/oi/, issues about the difficulties of showing this rich sound in any effective way apart from phonemics were seen as important by the candidates. A few candidates wished to explore the broader issue of the stereotype of a Cornish speaker. Whilst a challenging topic, this is outside the question's scope and the actual transcription fails to produce enough evidence upon which such judgements could be made.

Question 2

The main focus for answers to this question must be on syntax/grammar. References to lexis, unless this demonstrates grammatical anomalies/morphological issues, needs to be minimal. Candidates who do this option seemed to show familiarity with detailed grammatical analysis in many cases. In some cases they made broad points about the 'grammar' of the 11 year old, but without any effort to analyse the writing in structural details. In fact the child's writing showed a competent range of grammatical skills-declarative structure/use of modal/PrepP which indicated grammatical cohesion in the narrative. Whereas passage (b) with its derived clauses (subjects of sentence?) and some interesting adverbials was more challenging to unravel. It would help all candidates if they were encouraged to really understand the NP & VP and to be able to recognise the PrepP and AdvP. Without such skills being applied the responses are likely to be paraphrase with odd grammatical attachments of a 'spot-the-ball' type. This fulfils dominant AO3ii only partially.

Question 3

This question raised issues of pragmatics and most candidates seemed happy to deal with issues at the level of context. Some very interesting responses were able to give detailed etymological referencing to some of the N's and Adj's., suggesting the pathways by which they might have arrived at their use in an article on lifestyle. Minimalism was effectively deconstructed in this way. In fact most candidates found ample material in the passage and did not resort to broader illustrated referencing of similar words. Some candidates discussed how the meanings shifted

paradigmatically in terms of the overall context of the passage, pointing out that the narrative sequencing affects the ways in which words also take on additional connotations. Some candidates raised the Saussurean notion of langue/parole, but failed to relate this adequately as a theory which served the details of the question. Centres might like to advise candidates that Humpty Dumpty's famous statement about words meaning what he meant them to mean should not be over-worked, or needs to be understood within the context of its original utterance.

Question 4

Very few candidates undertook this question. Those who did seemed to find the meaning of (a) rather difficult, missing the fact that it was prescriptivism. More time was allocated to (b) where a more friendly address to some perennial issues over spelling were better understood. The high style (semi-Latinate) (a) with magisterial imperatives and links between speech and oratory was diametric to the reasonably more helpful (descriptive?) aspects of (b). In answers one might have expected a good emphasis on lexis. However, there were clear lingering doubts that a number of the nouns were not in the lexicon of the candidates. No candidate saw the opportunity to refer to the printed phonemic symbols to support (b's) case.

Question 5

Markers noted that candidates attempting this passage were clearer in their aims and able to focus largely upon the language in passage for their analyses. This meant less off-loading to Lakoff et al and clearer response to the rubric. The abundance of proper nouns allowed a view of the commodified new-class female to emerge, challenging the 'sensibly-dressed' of yesteryear. Some interesting comments were made about the neologistic 'morphed' and some candidates saw a kind of gender typology in the remorseless identification with products and sexuality bound therein to produce the new 'killer babe' (USA?). The noun icon was used to discuss how real these women – or were they girls? – were meant to be. The w(?) demonstrative reflecting upon popular cultural mediated identities, which a number of candidates felt were unreal and a fantasy caricature generated by the narrative discourse and its nominal abundance.

Question 6

This was a popular choice and produced several engaging answers and a number which saw it as the chance to make sociological comments about class. There was a general assumption that speech in public schools was equated with RP. Perhaps this is a reasonable supposition, historically; but there was no clear evidence in the text. It was surprising that few candidates seemed to know what elocution was and still is. In fact, a number of candidates seemed to miss the fact that this was the old debate about standards in speech/language abuse. What all but the most focused missed out was any exemplification of what was/is 'good speech'? What is 'Brummie'? What is 'regional diversity'? Without this technical support the work slipped into a broader AS approach and not the detailed work required at A2 to achieve the necessary AO's. This lack of AO4 debate and illustration is something that centres might wish to consider. At A2 level the language issue must predominate over broad summarising narratives, often drawn from general language text books, which lack the necessary linguistic substance for analysis and illustration. Reference to Bernstein (70's debate) on elaborated/restricted codes is unlikely to be of significant value in terms of accents. Speech should be a dynamic area for all candidates. Candidates need to know something about varieties in accent and to be able to show some. This means they should, at this level, be able to offer basic models and illustrate using just a few of the phonemic symbols printed on the paper. This would enhance the broader issues in such a passage, which they can then well contest.

**2706 Exploring, Analysing and Evaluating English
(Written Examination)**

General Comments

The January entry for this unit is very small so it is not meaningful to make general comments about standards.

- 1. (a)** The transcription task was to create an entry about school life in the 1920s for a children's History text-book aimed at 10-12 year olds, based on material in a transcribed interview.

Candidates generally chose an appropriate style and format for this task, with the better answers showing an awareness that a touch of (toilet) humour might be suitable in such a book. Direct address to the reader was employed with some success.

- (b)** Comparison of the candidate's transposition with the original transcription was done with varying levels of success. Once again, as in previous sessions, candidates tended to focus excessively on issues of content rather than of language, much to the detriment of their answers. The simplest answers described the structure and content of the transpositions, going on to make some general points about the presentation of speech in written form. More developed answers commented on how they had used specific linguistic features – for example, rhetorical questions and the use of conjunctions – in their transpositions, contrasting their effect with the features of the transcription.

- 2.** Language use in four different passages is the focus of this question. Candidates coped adequately with understanding each passage, making valid points of comparison, but again tending to fall back on describing content rather than analysing language features. Purpose and audience were, as usual, soundly understood. There was disappointingly little attempt to engage with grammatical or syntactical features; comments on lexis and language change tended to be limited to the observation that a word in Passage B, for example, was now considered archaic.

**Advanced GCE English Language 3827/7827
January 2005 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2701	Raw	60	45	40	35	31	27	0
	UMS	90	72	63	54	45	36	0
2702	Raw	60	41	36	31	27	23	0
	UMS	120	96	84	72	60	48	0
2703	Raw	60	48	43	38	33	28	0
	UMS	90	72	63	54	45	36	0
2704	Raw	60	43	39	35	31	27	0
	UMS	90	72	63	54	45	36	0
2705	Raw	60	49	44	39	34	29	0
	UMS	90	72	63	54	45	36	0
2706	Raw	60	43	38	33	29	25	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

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

	Maximum Mark	A	B	C	D	E	U
3827	300	240	210	180	150	120	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
3827	28.6	57.1	100.0	100.0	100.0	100.0	7

Report on the units taken in January

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

	Maximum Mark	A	B	C	D	E	U
7827	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
7827	0.0	40.0	80.0	100.0	100.0	100.0	5

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

OCR Information Bureau

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: helpdesk@ocr.org.uk

www.ocr.org.uk

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