

English Language

Advanced GCE A2 7827

Advanced Subsidiary GCE AS 3827

Mark Schemes for the Units

January 2007

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Advanced Subsidiary GCE English Language 3827

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**Mark Scheme 2701
January 2007**

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

[]	= <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.

Qn. No	Max. Marks	In this transcription, four friends are discussing television programmes. They all live in Sheffield.
1	60	Identify the lexical, syntactic, semantic and phonological features in this transcription that are typical of spoken English. You may also refer to the table of phonemic symbols listed on page 4.

Notes on the task

This question is designed to test candidates' awareness of features of spoken English as used in everyday conversation. Candidates should show awareness that spoken English has its own distinct features that you would not find in written English and should not be suggesting that spoken English is somehow wrong or inferior. Candidates should be discussing features of accent and dialect. Do not over-penalise if they do not show explicit familiarity with regional - Sheffield/Yorkshire - features in general but they must look at what there is in the transcript. Candidates have a lot of evidence of turntaking and co-operative conversational features and should make some attempt to comment on that. 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: colloquialism (*innit, to be fair, a bit o clue*), markers of speech and topic change (*well I was watching*), modifiers (*sort o*), vague language (*stuff, summat*)

Syntax: overlapping, turntaking, minimal responses, backchannelling, ellipsis etc are all features that are part of syntactic structure and comments should make that reasonably clear.

Candidates may also comment on sentence type and construction and incomplete grammatical utterances.

Semantics: changes in word class, connotation (*its a roald dahl story*), extended meanings of words, semantic change (*nightmare*), denotation (*battle*) etc.

Phonology: accent (*wi, oos, sort o*), emphasis, stress, repetition etc. Candidates have been told that the speakers are from Sheffield and may use the phonemic symbols to make further comments on features of accent. Phonemic symbols have been used in the transcription and it is hoped that candidates will respond positively to them. Candidates should not be making speculative comments on aspects of the speaker's background.

AO3i, is assessing applications of frameworks as above. AO1 assesses use of appropriate terminology and written accuracy and marks should be awarded proportionally for this (10%).

Please use the separate band descriptors for written expression to award marks for AO1.

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

Band	Marks	DESCRIPTOR
1	Very good	
	√√√ 60, 59, 58 √√ 57, 56, 55, 54 √ 53, 52, 51 50 [49, 48]	<ul style="list-style-type: none"> • Be written coherently, presenting a well-organised line of argument and supported by relevant full exemplification, using terminology appropriate to the subject matter (AO1); • Show a comprehensive knowledge in a formal analytical framework, using formal metalanguage in discussing issues in speech. This is supported by a range of salient examples, which should focus on phonology, lexis, syntax etc (AO3i); • Show a broad understanding of concepts relating to language in spoken use. Support such comments by relevant examples drawn from the passage and their own ideas, relating this in an objective academic fashion (AO4).
2	Proficient	
	√√√ 47, 46 √√ 45, 44 √ 43 [42]	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3; • Begin to show evidence of achievement against the criteria for Band 1; • Written coherently, presenting clear arguments supported by detailed and relevant exemplification, using appropriate terminology (AO1); • Show sound knowledge using a formal analytical framework, although ideas may not always be fully developed. This should be supported by a range of examples focusing on phonology, lexis, semantics and syntax, demonstrating a generally clear understanding of their application (AO3i); • Show sound understanding and make practical use of concepts and issues relating to spoken language. They will support these comments by relevant examples drawn from the passage and some of their own ideas. Candidates will write in an objective academic fashion and may refer to specific theories, but probably with less surety and development than the top band (AO4).
3	Competent	
	√√√ 41, 40 √√ 39, 38 √ 37 [36]	<ul style="list-style-type: none"> • Written coherently and presenting a focused argument, supported by some exemplification using appropriate terminology (AO1); • Show a clear knowledge in an analytical framework, using some metalanguage in discussing speech. Support by salient examples, which should say something on phonology, lexis, syntax and semantics (AO3i); • Show some understanding of concepts relating to spoken language situations. Support this by some examples drawn from passage and own ideas, relating this in a focused fashion (AO4).

Generally sound		
4	√√√ 35, 34 √√ 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; • Written in an appropriate style and generally clearly expressed, although dealing with some straightforward ideas. Some use of appropriate terminology and relevant examples (AO1); • Show some understanding of phonology, semantics, lexis, syntax, although this may be uneven and ideas are sometimes more implicit than explicitly described (AO3i); • Attempt to explore wider concepts and issues, although knowledge may be limited. Should present own views on spoken language. Should attempt to relate wider issues to details from the text with some degree of accuracy (AO4).
Basic		
5i	√√√ 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 (AO3i); • Show limited awareness of broader issues and identify their own views upon spoken language in relation to the materials in passage (AO4).
Limited		
5ii	√√√ 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"> • Do not offer an adequate attempt to answer the question or complete the task (i.e. do not sufficiently address the relevant AOs); AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

**Mark Scheme 2702
January 2007**

Mark Scheme Guidance

Introduction

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

Question 1 targets AO1 and AO4.

Questions 2 and 3 target AO3i and AO5i.

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

The sections that follow deal with:

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

1 Rubric

Answer TWO questions.

Answer the question in Section A.

Choose ONE question from Section B. Answer the question.

2 Assessment Objectives

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

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

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

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

(ii) Question 1 targets AO1 and AO4.
Questions 2 and 3 target AO3i and AO5i.

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

3 Awarding Marks

(i) Each question is worth 30 marks.

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

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

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

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

(iii) When the complete script has been marked:

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

4 Rubric Infringement

Candidates may infringe the rubric in the following ways:

- **Answering only one question (ie no answer in one of the Sections)**

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

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

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

5 Question-specific mark schemes

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

Band descriptions: Written Communication

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

Band 1

Candidates must show evidence of:

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

Band 3

Candidates must show evidence of:

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

Band 5

Candidates must show evidence of:

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

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

Qn. No.	Max. Marks	Written Language
1	30	<p>The following passage is taken from an e-mail. The passage shows some variations from standard written English.</p> <p>By close reference to your own studies of English, comment upon and illustrate influences which can lead to lexical and syntactical variations in written texts. You may, if you wish, refer to the passage as part of your answer.</p> <p>You should ensure that you include detailed references to lexis, syntax and grammar in your responses.</p>

Notes on the task

The key words in the question are variation and detailed illustration. This is reinforced by candidates being required to illustrate syntax, lexis and grammar. The DOMINANT OBJECTIVE is AO4 and there should be adequate evidence that this is met by work which focuses upon varieties/variations in modern written English. If the passage is used, it will provide a secure point to illustrate non-standard written usage. It is likely that a number of candidates will launch into prepared material on texting or e-language. Providing there is a range of examples and some attempt is made to fit these around lexis/grammar etc., such answers are likely to be at a competent level or above. Alternative sources such as journalism, with its accompanying sociological references can prove difficult to mark. Comments about clause structures, or vague suggestions about differing lexis between popular press and upmarket journalism, need to be treated very cautiously. Look for references to headlines, straplines and photo illustrations for the most fruitful ground to explore variation in English use in the press. Recent examinations have shown candidates using legal English as a variant. This is acceptable, with the same provision of detailed technical commentary. Other minority approaches could well include the written spoken, as in the question, or literary illustration. Provided responses are anchored in the demands of the question, any such material is acceptable. Upper band answers invariably flag up their knowledge by evidence of judicious preparation and technical illustration. Lower band answers show a usually rudimentary understanding of language studies and often are little more than generalised narratives.

Band	Marks	DESCRIPTOR
		Very good
1	30	<ul style="list-style-type: none"> There should be precise written English and a good range of apposite terminology. (AO1); Examples to illustrate variation will be treated analytically and in depth. Answers will show an informed understanding of concepts concerning variation/variety in the written language (AO4).
	29	
	28	
	27	
	26	
	25	
	24	

2	Proficient	
	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3; Begin to show evidence of achievement against the criteria for Band 1.
	22	
21		
3	Competent	
	20	<ul style="list-style-type: none"> There should be accurate written English and a range of apposite terminology (AO1); Examples will show some ability to treat analytically. There will be a clear understanding of some concepts linked to variation in written language (AO4).
	19	
18		
4	Generally sound	
	17	<ul style="list-style-type: none"> Fully meet the criteria for Band 5i; Begin to show evidence of achievement against the criteria for Band 3.
	16	
15		
5i	Basic	
	14	<ul style="list-style-type: none"> There should be appropriate written English and the use of basic terminology (AO1); There should be evidence of a general view of variation and this should be presented in a clear narrative format (AO4).
	13	
12		
5ii	Limited	
	11	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.
	10	
9		
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6	<ul style="list-style-type: none"> Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR Are not written with sufficient clarity or accuracy to make meaning and argument coherent.
	5, 4, 3,	
2, 1		

Qn. No.	Max. Marks	Register and Levels of Formality
2	30	<p>The following two passages (a) and (b) are advertisements which appeared in Sunday newspapers.</p> <p>By careful analysis of the language of each passage, compare and contrast the levels of formality and register.</p>
Notes on the task		
<p>The DOMINANT AO is AO5i. Advertising has been used in the past and usually proves accessible to candidates. Winnie the Pooh recycles an old favourite, and is heavily laden with adjectival modification. The proper nouns constantly indenting the lexis of childhood/the nursery, though likely market would appear to be the collector. This link in the language between craftsmanship for adult consumers and the rhetoric/nostalgia that the characters reflect is a clear part of the register. As a passage which plays on a great range of discourse markers, which suggest a user friendly understanding, the formality is only really embedded in the fact it will cost some money. The clairvoyant speaks to us in the first paragraph and then changes person in the second. The lexis in this one should be remarked upon, moving from the mystical mountain freedom to the worry/scare that we all suffer in modern life. The mixing of spiritual lexemes with those of commercial success is effectively integrated in the copy. The fact that there is no mention of paying for any of this is part of the discourse of the advertisement. It should provide more than adequate material to contrast/compare with Pooh. The higher band candidates should see the play upon the multi-layered meanings in the language. The difference in mode of address is a clear syntactical marker. Lower band candidates are likely to respond at a rather more functional level, using a modest amount of technical terminology.</p>		

Band	Marks	DESCRIPTOR
Very good		
1	30	<ul style="list-style-type: none"> • There will be a detailed framework showing systematic response to differences (AO3i); • There should be some understanding of simple discourse features as part of the conventions in the medium of the articles. Interpreting such meanings should be expected, supported by apposite technical terminology (AO5i).
	29	
	28	
	27	
	26	
	25	
	24	
Proficient		
2	23	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3; • Begin to show evidence of achievement against the criteria for Band 1.
	22	
	21	

Competent		
3	20	<ul style="list-style-type: none"> There should be a clear framework showing some response to differences (AO3i); There should be recognition of the written conventions which address the reader. There will be clear reference to distinguishing differences in the passages, supported by some terminology (AO5i).
	19	
	18	
Generally sound		
4	17	<ul style="list-style-type: none"> Fully meet the criteria for Band 5i; Begin to show evidence of achievement against the criteria for Band 3.
	16	
	15	
Basic		
5i	14	<ul style="list-style-type: none"> There should be a clear descriptive framework (AO3i); Answers should show simple discrimination between passages, in narrative framework. There should be limited evidence of appropriate terminology (AO5i).
	13	
	12	
Limited		
5ii	11	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.
	10	
	9	
Answers which do not reach the standard defined for Band 5 because they:		
U	8, 7, 6	<ul style="list-style-type: none"> Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR Are not written with sufficient clarity or accuracy to make meaning and argument coherent.
	5, 4, 3,	
	2, 1	

Qn. No.	Max. Marks	<i>Child Language Acquisition</i>
3	60	<p>Thomas, who is five years old, is talking about himself with Sue, a student teacher at his primary school.</p> <p>By close reference to the transcription comment in detail upon Thomas's language skills, as shown during the course of the conversation.</p>
Notes on the task		
<p>Skills is the key phrase to cover DOMINANT AO5i. Candidates should find adequate material in the passage to see how Thomas is both a fluent speaker and fully able to engage in specific and broader social discourse. Look for candidates who address effective turn-taking, comment on heuristic directions given by Thomas, and comment on developed syntax and conversational engagement with Sue.</p> <p>There are several phonemic markings to enrich what Thomas sounds like. Expect candidates who engage with this to discuss the likely accentual patterns in the rest of his speech (either negatively or otherwise); do not give any negative comments to candidates who ignore this, since it is not a compulsory issue at AS. However, candidates who use them to enrich answers are likely to be in the upper mark bands. The whole conversation is interactional, with Thomas able to build upon questions and explore issues which give a full picture of his interests. The overlapping is positive, generated by the teacher who perhaps feels the need to stimulate responses. The use of pauses and fillers is consistent with a fluency of thought and control of ideas. Thomas's speech works in spoken 'sentences' and he commands a good syntactical understanding - tenses, adverbials, long post modification in sentences, use of negation, use of question, the ability to move from the personal pronoun form to third person and pluralised first person plural verbs. Apply the usual caution when candidates just go through a litany of mistakes; this is minor rubric infringement. Look for detailed passage illustration. Do not let broad theories from Piaget, via Skinner to Chomsky affect judgements.</p>		

Band	Marks	DESCRIPTOR
<i>Very good</i>		
1	30	<ul style="list-style-type: none"> • A detailed framework showing systematic responses to a range of skills (AO3i); • Show a detailed understanding of the nature of conversation, using a wide range of technical terminology to support analysis (AO5i).
	29	
	28	
	27	
	26	
	25	
	24	
<i>Proficient</i>		
2	23	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3; • Begin to show evidence of achievement against the criteria for Band 1.
	22	
	21	

3	Competent	
	20	<ul style="list-style-type: none"> • A clear framework showing some response to a range of skills (AO3i); • A sound understanding of the nature of conversation, using a reasonable range of technical terminology to support the analysis (AO5i).
	19	
18		
4	Generally sound	
	17	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5i; • Begin to show evidence of achievement against the criteria for Band 3.
	16	
15		
5i	Basic	
	14	<ul style="list-style-type: none"> • Write a clear descriptive framework in response to speaker's basic skills (AO3i); • Show a simple understanding of how conversation works, using a basic range of technical terminology (AO5i).
	13	
12		
5ii	Limited	
	11	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
	10	
9		
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6	<ul style="list-style-type: none"> • Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.
	5, 4, 3,	
2, 1		

**Mark Scheme 2704
January 2007**

Mark Scheme Guidance

Introduction

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

Section A targets AO1 and AO3ii.

Section B targets AO1 and AO4 and AO5ii.

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

The sections that follow deal with:

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

1 Rubric

Answer TWO questions.

Choose ONE question from Section A. Answer the question.

Choose ONE question from Section B. Answer the question.

2 Assessment Objectives

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

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

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

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

(ii) **Section A targets AO1 and AO3ii.**
Section B targets AO1 and AO4 and AO5ii.

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

3 Awarding Marks

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

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

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

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

4 Rubric Infringement

Candidates may infringe the rubric in the following ways:

- **Answering only one question (ie no answer in one of the Sections)**

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

- **Answering more than one question from Section A or Section B**
- If a candidate has written two answers from just one section – ie two in Section A or two in Section B, both should be marked, and the lower of the two marks should be discounted.

5 Question-specific mark schemes

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

Band descriptions: Written Communication

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

Band 1

Candidates must show evidence of:

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

Band 3

Candidates must show evidence of:

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

Band 5

Candidates must show evidence of:

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

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

Section A: Structures

Either

Qn No	Max Marks	<i>Language and Speech Sounds</i>
1	30	<p>The following transcription is of a witness giving evidence in a court room.</p> <p>Comment upon the effectiveness of the transcription. Suggest any further technical methods the transcriber might have used in order to clarify speakers' accents and delivery.</p>

Notes on the task

For candidates the lead into AO3ii is clear and there is adequate information to suggest some further notation to help improve the quality of transcribed material. We need to remember time factors in dealing with any writing of phonemic symbols or other stress/intonational markers. Candidates' answers can be short but highly relevant to the basic issues in the question. The actual tape is quite dramatic after a bomb explosion and the first witness is in quite an emotional state about what he had seen and, later, what had happened to his friend Jim. The orthographics of his speech would need to be enhanced by a few further phonemic symbols, suggesting the patterns of accent loosely ascribed to lower class Londoners, though this is rather wider in class terms nowadays. Elision of word endings, emphasising a kind of schwa vowel at the end of words, h elision, compressions- 'cos' extensions- 'ter' are fairly familiar as supposed markers of the London speaker. Given the dramatic situation, it is likely that some kind of stress marking would be needed at specific junctures. Candidates should be able to offer some kind of guidance to a likely pattern, though they need only itemise a few sentences/clauses. Intonation is probably harder to spot without hearing it read, though there would appear to be a change in patterning in W1's second speech when his descriptive language itemises events within a specific time sequence, probably indicating slower speaking with the personal coda of shock on a rising pattern. However, there are no demands upon candidates to be precise, and we are looking to award speculation, providing it is backed by sensible phonemic commentary.

Band	Marks	DESCRIPTOR
		Very Good
1	30	<ul style="list-style-type: none"> Be written in very accurate English, employing a wide range of terminology (AO1); Show a sustained systematic command of technical phonology and apply it in detail to the transcription (AO3ii).
	29	
	28	
	27	
	26	
	25	
	24	

2	Proficient	
	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3; Begin to show evidence of achievement against the criteria for Band 1.
	22	
21		
3	Competent	
	20	<ul style="list-style-type: none"> Be written in accurate English, employing a sound range of terminology (AO1); Show a systematic command of technical phonology and apply it to some elements of the transcription (AO3ii).
	19	
18		
4	Generally sound	
	17	<ul style="list-style-type: none"> Fully meet the criteria for Band 5i; Begin to show evidence of achievement against the criteria for Band 3.
	16	
15		
5i	Basic	
	14	<ul style="list-style-type: none"> Be written in clear English and apply limited terminology to the task (AO1); Give a simplified account of the passage, showing limited skill in addressing technical issues in phonology (AO3ii).
	13	
12		
5ii	Limited	
	11	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.
	10	
9		
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6	<ul style="list-style-type: none"> Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR Are not written with sufficient clarity or accuracy to make meaning and argument coherent.
	5, 4, 3,	
2, 1		

OR

Qn No	Max Marks	Language and Grammar
2	30	<p>The following passage is from an essay written by a student studying English as a Foreign Language. The subject of the essay is the famous English novel <i>Tess of the D'Urbervilles</i>. Alec is the son of a wealthy land-owner. Tess has worked at his house as a domestic servant.</p> <p>By close reference to the passage, comment on the grammar and syntax used by the student.</p>

Notes on the task
<p>Candidates will probably wish to approach this with the correcting pen in their hands. This should give a steer to clear focus on AO3ii. It is not necessary for them to be familiar with Hardy's story and they should recognize that the narrative style of the writer is quite fluent and captures the essential features of a plot concerning a young girl's downfall. Though the lexis will probably look relatively simple, candidates need to focus upon the writer's grammar. A methodical line by line approach should be a satisfactory strategy. The writer makes strong use of the present continuous tenses, the likely indication being that the writer has been well taught about the Aux verbs in English, rather than inflected endings. Whilst not incorrect, they seem less familiar than the likely English use of present/past tense forms. Some of the uses of the verb 'to be' are unusual and the absence of the copula throughout indicates a non-native approach. Some of the 'to be' forms would be likely to be conditionals in vernacular English. The s tense inflection is occasionally missing. However, there is indication of understanding phrasal verbs, showing a good command of English verbal idiom. There is a relative absence of the range of prepositions and prep.p's we might expect from a native writer. The adjectivals are restricted, since the passage is driven by the need to produce a string of declaratives focusing on a summary of events in chronological order. The use of intensifier with superlative is a common 'error' in foreign students' writing. There is a basic clausality, with the relative being applied and adverbial phrases seem to function with efficiency. We should expect candidates to be able to give clear attention to the syntactic functions and not to spend too much time beach-combing for lexical misappropriations, of which there seem to be none.</p>

Band	Marks	DESCRIPTOR
		Very Good
1	30 29 28 27 26 25 24	<ul style="list-style-type: none"> Be written in very accurate English, using a full range of appropriate terminology (AO1); Show a systematic command of grammatical analysis, giving detailed attention to a wide range of structural features (AO3ii).

2	Proficient	
	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3; Begin to show evidence of achievement against the criteria for Band 1.
	22	
21		
3	Competent	
	20	<ul style="list-style-type: none"> Be written in accurate English, using a range of appropriate terminology (AO1); Show a sound command of grammatical analysis, giving focused attention to the syntax of the passage (AO3ii).
	19	
18		
4	Generally sound	
	17	<ul style="list-style-type: none"> Fully meet the criteria for Band 5i; Begin to show evidence of achievement against the criteria for Band 3.
	16	
15		
5i	Basic	
	14	<ul style="list-style-type: none"> Be written in sound English, using a limited range of terminology. Discuss the work in largely narrative form, with limited attention to issues of syntax and grammar (AO1).
	13	
12		
5ii	Limited	
	11	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.
	10	
9		
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6	<ul style="list-style-type: none"> Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR Are not written with sufficient clarity or accuracy to make meaning and argument coherent.
	5, 4, 3,	
2, 1		

OR

Qn No	Max Marks	Language and Meaning
3	30	<p>The following passage lists a number of words which might merit inclusion in a dictionary.</p> <p>Referring in detail to all the examples, comment upon which specific issues they might raise about meaning in language.</p>

Notes on the task
<p>The question clearly invokes close AO3ii attention. This section of the question paper is moving firmly towards getting candidates to respond to material/data and not to speculate fancifully about quasi-philosophical issues. The examples are given with a potted version of the proposed entry to a dictionary base. More informed candidates might well take issue with the absence of any pragmatic base, which they will argue helps definitions. However, the base forms and affixes or the use of a compound should give some direction to discussion. For instance why a 'white van'? Could one have a 'black van'? Use of colour identity is an interesting semantic issue. Each definition is interesting in the way that the information contained in original base is either subverted, or made to sound more important than it is via affixing. Candidates might say that such language is not in their lexicon and take the tangent of offering further contemporary terminology. This is quite acceptable as long as they keep the idea of semantic problems as part of the AO3ii input. Some of the words could have an idiolectic or sociolectic(?) direction and this might raise the issue of pragmatics in a reasonably meaningful way. We should be prepared to meet candidates who are thinking carefully about fundamental lexical issues and reward positively. Candidates who simply repeat materials used in past examinations need to ensure that it is made relevant to the question.</p>

Band	Marks	DESCRIPTOR
		Very Good
1	30	<ul style="list-style-type: none"> • Be written in very accurate English, engaging fully with the question (AO1); • Offer searching and thoughtful comments about examples and discuss the difficulty of attributing meaning to words (AO3ii).
	29	
	28	
	27	
	26	
	25	
	24	

2	Proficient	
	23	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3; • Begin to show evidence of achievement against the criteria for Band 1.
	22	
21		
3	Competent	
	20	<ul style="list-style-type: none"> • Be written in accurate English, engaging in some depth with the question (AO1); • Offer thoughtful comment about examples and show how meanings are difficult to fix precisely (AO3ii).
	19	
18		
4	Generally sound	
	17	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5i; • Begin to show evidence of achievement against the criteria for Band 3.
	16	
15		
5i	Basic	
	14	<ul style="list-style-type: none"> • Be written in sound English, engaging at a simple level with the question (AO1); • Be largely general narrative, limited in its approach to word meanings and showing insecurity in addressing semantics (AO3ii).
	13	
12		
5ii	Limited	
	11	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
	10	
9		
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6	<ul style="list-style-type: none"> • Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.
	5, 4, 3,	
2, 1		

Section B: Social Contexts

Either

Qn No	Max Marks	Language Change
4	30	<p>Passage (a) is part of a letter, sent by a domestic servant in the mid-19th century. Passage (b) is part of a promotional letter to a customer, sent in 2005.</p> <p>By close attention to the passages, comment upon some of the similarities and differences between 19th and 21st century English as illustrated here.</p>

Notes on the task

The contextual element is clearly identified. The letter format has been used in the past and candidates often see it as a potentially obsolescent style, particularly for intimate communication, as passage (a) is. The audience is the market identity family in what is a purely promotional letter, using the techniques of the covert product placement in a teasing letter, requiring the customer to go to the site to find out exactly what the desirables will be. Candidates who have done unit 2702 should be able to see the register and casual formality and spot the advertising pitch. In terms of AO4, there should be adequate resources in the lexis of both passages for comment. The list of household duties gives an extended collocation of the skivvy's life, dominated by the verb/verb forms 'cleaning'. The list of household nominals, some of which may be entirely unfamiliar to our candidates should be easy to address. The constant use of the '&' and the slightly uneven punctuation in (a) should be commented upon. There are possible indications of a regional form of language choice and some inconsistent spellings. However, good candidates may spot the real personality behind the work, and her ability to convey this in a clear and lucid framework, which gives a clear narrative picture to the reader. The other passage of course hides behind the masking of a number of common adjectivals used in selling us something. 'valued', 'competitive', 'new', 'dedicated', 'special' etc, fall on us as the classic discourse of the advertising business. Candidates should note the friendliness of lexis and the sentences which are persuaders and teasers and the relative blankness in terms of lexis concerning what exactly is for sale.

Band	Marks	DESCRIPTOR
		Very Good
1	30	<ul style="list-style-type: none"> • Be written in very accurate English, using a full range of terminology (AO1); • Engage in detail in analysing the differences between passages, both in terms of micro issues, but also in terms of general narrative intentions (AO4); • Give sustained evidence of changes in language and comment effectively upon the issues of context (AO5ii).
	29	
	28	
	27	
	26	
	25	
	24	

2	Proficient	
	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3; Begin to show evidence of achievement against the criteria for Band 1.
	22	
21		
3	Competent	
	20	<ul style="list-style-type: none"> Be written in accurate English, using a suitable range of terminology (AO1); Analyse some of the differences between the passages, make comment upon effects of such differences (AO4); Give clear indication of how language changes. Make some contact with issues of context (AO5ii).
	19	
18		
4	Generally sound	
	17	<ul style="list-style-type: none"> Fully meet the criteria for Band 5i; Begin to show evidence of achievement against the criteria for Band 3.
	16	
15		
5i	Basic	
	14	<ul style="list-style-type: none"> Be written in clear English, using limited terminology (AO1); Discuss the passages at a sound narrative level (AO4); Make limited comment about change and context (AO5ii).
	13	
12		
5ii	Limited	
	11	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.
	10	
9		
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6	<ul style="list-style-type: none"> Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR Are not written with sufficient clarity or accuracy to make meaning and argument coherent.
	5, 4, 3,	
2, 1		

OR

Qn No	Max Marks	Language and Gender
5	30	<p>The passage is adapted from an article in which a well-known personality charts her younger life in terms of make-up and fashion.</p> <p>By close reference to the passage and, where relevant, your own wider studies in language and gender, comment upon the writer's use of language.</p>

Notes on the task
<p>This should provide a fairly straightforward passage, with a clear retrospective tone covering the AO5ii element and putting in the context of maturity reviewing sexual awakening. The style is chatty register and candidates might make this one aspect of their comments. This along with a consistently loaded lexical patterning should provide enough material for reasonably secure commentaries. There is no question about gender identity, so AO4 could be open to some moralising about body and facial adornment, the need to be both desired and possessed, the idea that there is a clear youth market which exploits female vulnerability and presses for sexual and social approval via facial and body rituals. There is a clear emphasis on being seductive and there are a number of nouns and adjectives which press home this point effectively. The discourse features suggest that even with maturity the writer can relish the strategies which formed part of her adolescent image, and, at the same time, offer a slight moral caution to the next generation. Gender/sexual identity is so clearly embedded that candidates should not need to offload too much broad gender theory. However, the idea of feminine as an object of consumption and as an object of the male gaze/male approbation could be fruitfully explored. The first person point of view could lead to some questioning about the actual reality of the experiences, and suggest that the writer is offering specific identifiable stereotypes of gender. This could mark out the upper levels of performance.</p>

Band	Marks	DESCRIPTOR
		Very Good
1	30	<ul style="list-style-type: none"> • Be written in very accurate English, employing a wide range of terminology (AO1); • Discuss the conceptual implications raised by the language in the passage and offer further supporting comments/examples about language and gender (AO4); • Discuss how the passage reflects the authorial shift over time and comment in some detail about the context of autobiographical reflection (AO5ii).
	29	
	28	
	27	
	26	
	25	
	24	

2	Proficient	
	23	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3; • Begin to show evidence of achievement against the criteria for Band 1.
	22	
21		
3	Competent	
	20	<ul style="list-style-type: none"> • Be written in accurate English, employing some suitable terminology (AO1); • Discuss some of the conceptual implications of language used in passage and support by some further exemplification (AO4); • Discuss the author's changing attitudes and comment upon the autobiographical position in the text (AO5ii).
	19	
18		
4	Generally sound	
	17	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5i; • Begin to show evidence of achievement against the criteria for Band 3.
	16	
15		
5i	Basic	
	14	<ul style="list-style-type: none"> • Be written in clear English, using limited terminology (AO1); • Give broad overview of passage in narrative format (AO4); • Recognise a simple element of time shift and personal textual input (AO5ii).
	13	
12		
5ii	Limited	
	11	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
	10	
9		
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6	<ul style="list-style-type: none"> • Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.
	5, 4, 3,	
2, 1		

OR

Qn No	Max Marks	Language and Society
6	30	<p>The passage is adapted from a newspaper article about dialect revival in Great Britain.</p> <p>By detailed reference to the passage and, where relevant, your own wider studies of contemporary English, discuss the issues concerning dialect which the writer raises.</p>

Notes on the task
<p>Close reference to passage is expected if balanced AO4/AO5ii are to be effectively met. There has not been a dialect question set for sometime and candidates may well have done little in unit 2701. The passage offers a country-wide range of examples, some of which have occurred in candidates' work in the past. The question probably invites some kind of social response, indicating the likely class origins of a number of users. If reasonably supported and discussed, this is covering AO4 quite well. The across time etc, is handled by the survival and revival factors. So candidates should be able to focus clearly on the dominant AOs. How far they will be able to offer further examples of genuine dialect is questionable. We will accept lexis of slang and youth idiolect, which could effectively be said to be a constituent of dialect formation. Taboo language, if cited, is also probably within the realms. As always, it is the quality of candidate's examples and analysis which will carry the marking weight. Since Estuarine is cited, we can expect some stuff about London and, probably, the effects upon speaking. This could be interesting if candidates equate dialect more with speech than the written. Candidates who are familiar with the urbandictionary.com might well enjoy some advantages in their responses. As usual, caution with the broadly sociological work, which avoids much detailed attention to lexis and variety.</p>

Band	Marks	DESCRIPTOR
		Very Good
1	30	<ul style="list-style-type: none"> • Be written in very accurate English, employing a wide range of appropriate terminology (AO1); • Closely analyse the material in the passages, then engage in further conceptual debate and illustration, raising further technical and structural issues (AO4); • Discuss in detail how language use changes. Comment in detail upon the likely effects of the social contexts of dialect use (AO5ii).
	29	
	28	
	27	
	26	
	25	
	24	

2	Proficient	
	23	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3; • Begin to show evidence of achievement against the criteria for Band 1.
	22	
21		
3	Competent	
	20	<ul style="list-style-type: none"> • Be written in accurate English, employing a range of appropriate terminology (AO1); • Analyse some of the material in the passages. Raise some conceptual issues which could be linked to the passage (AO4); • Discuss some of the issues in changing language use. Comment upon how social change might affect dialect use (AO5ii).
	19	
18		
4	Generally sound	
	17	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5i; • Begin to show evidence of achievement against the criteria for Band 3.
	16	
15		
5i	Basic	
	14	<ul style="list-style-type: none"> • Be written in ordered English, using limited terminology (AO1); • Comment upon a simple range of issues in a narrative format (AO4); • Indicate a basic understanding of the effects of dialect linked with some comment on relevant social issues in use (AO5ii).
	13	
12		
5ii	Limited	
	11	<ul style="list-style-type: none"> • Show occasional evidence of achievement against the criteria for Band 5i.
	10	
9		
U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6	<ul style="list-style-type: none"> • Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.
	5, 4, 3,	
2, 1		

**Mark Scheme 2706
January 2007**

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

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

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

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

5 Question-Specific Mark Schemes

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

Band Descriptions: Written Communication

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

Band 1

Candidates must show evidence of:

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

Band 3

Candidates must show evidence of:

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

Band 5

Candidates must show evidence of:

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

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

Qn. No.	Max. Marks	Passage A (printed in the Reading Booklet accompanying this question paper) is a transcription of part of a conversation involving three hairdressers who are keen night-clubbers and very good friends. Prompted by an interviewer from a local radio station, they discuss words meaning 'having no money' or 'having lots of money.'
1	30	<p>(a) The local newspaper has asked a bank manager to contribute an article about young people's attitudes to money and the language they use to talk about it. Using the material in the transcription, write the article in about 150-200 words.</p> <p>(b) Compare the transcription of the interview with your own transposition of the material into local newspaper article format. Explain the changes you made in your transposition. You should also comment upon wider issues concerning the presentation of speech in written form.</p>

Notes on the task

The original recorded conversation is intended to be at least as much for entertainment as for information. The interviewer deliberately invites the group to respond in a light-hearted way. The task is to transpose semi-spontaneous (directed) conversation into a more shaped format for a semi-serious purpose. The notes below indicate some of the possible range of responses. Candidates should be rewarded positively for any valid response to the questions which relates to the Assessment Objectives.

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

Basic answers will:

- demonstrate some ability to focus on the transcript and transposition as examples of spoken and written language rather than a mere understanding of their obvious content;
- have sufficient command of basic linguistic terminology (eg register; formality; features of speech – repairs, overlaps, backtracks, minor sentences) to be able to communicate an appropriate response.

More developed answers will use terminology as an organising device to shape their discussion of the differences between transcribed/spoken and transposed/written language.

In transposing the content to the written mode, candidates should demonstrate their **control of language appropriate for the purpose (AO2).**

Basic answers will:

- be written in such a way as to show awareness that a local newspaper article requires greater clarity and contextualisation than is normal in speech;
- reflect the attitudes of the original with an appropriate change of perspective.

More developed answers are likely to:

- include some speculation about, or exploration of, semantic aspects of the content, picking up the implication of "slang";
- be more explicit in analysing (not just describing) the linguistic choices made in the transcription, for example in explaining methods of addressing the reader or in commenting on the need for variety of sentence structure in order to maintain the reader's interest;
- make accurate use of the material in the transcription, and should be rewarded for any appropriate choice(s) of style coupled with detailed explanation;
- discuss changes made and difficulties encountered in terms of linguistic issues, not on the perceived difficulties (or otherwise) of the subject-matter.

It would be equally acceptable to write in continuous prose or to adopt a glossary-like format.

Candidates are asked to compare the different versions, using this comparison as a starting point for **comment upon issues involved in representing speech in written form (AO4)**.

Basic answers are likely to:

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

Better answers are likely to comment on:

- how the highly co-operative nature of the conversation in Passage A is represented – or indeed how it might be better represented – in the transcription;
- the predominance of agreement and supportive feedback and the lack of topic shifts;
- the tendency of individual speakers and the group as a whole to offer a combination of definition and exemplification, with occasional clarifying utterances (“sheets is money”) for the benefit of the interviewer.

Band	Marks	DESCRIPTOR
1	<i>Answers that are very good and which should:</i>	
	30	<ul style="list-style-type: none"> • be written in coherent and accurate English; present a clearly ordered discussion, employing terminology appropriately and comprehensively (AO1) • demonstrate originality, fluency and sustained sureness of control of the mode of writing prescribed for the transposition; faithfully reflect the content and context of the original utterances and the attitudes conveyed; comment in some detail on the choices made in transposing the original (AO2) • comment fully upon, and evaluate perceptively, the issues surrounding the representation of speech in written form, as revealed in the set task (AO4)
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2	<i>Answers that are proficient and which should:</i>	
	23	<ul style="list-style-type: none"> • <i>Fully meet the criteria for Band 3.</i> • <i>Begin to show evidence of achievement against the criteria for Band 1.</i>
	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 mostly coherent and competent English; present a generally well-organised discussion, with some appropriate use of terminology (AO1) • demonstrate competence, some fluency and control of the mode of writing prescribed for the transposition; reflect the content and context of the original utterances and the attitudes involved with them; indicate the key choices made in the transposition (AO2) • comment on and evaluate the main issues surrounding the representation of speech in written form as revealed in the set task (AO4)
	19	
18		
4	<i>Answers that are generally sound and which should:</i>	
	17	<ul style="list-style-type: none"> • <i>fully meet the criteria for Band 5</i> • <i>begin to show evidence of achievement against the criteria for Band 3</i>
	16	
15		

5i	<i>Answers that are basic as a response to the task set and which should:</i>	
	14	<ul style="list-style-type: none"> be written in basically accurate English; present a straightforward discussion with some limited use of terminology (AO1)
	13	<ul style="list-style-type: none"> demonstrate an adequate if limited grasp of the mode of writing prescribed for the transposition; reflect the obvious elements and context of the original utterances and the attitudes involved; indicate basic choices made in transposing the original (AO2)
	12	<ul style="list-style-type: none"> offer some basic comments on the main issues surrounding the representation of speech in written form as revealed in the set task (AO4)

5ii	<i>Answers that are limited but which:</i>	
	11 10 9	<ul style="list-style-type: none"> show occasional evidence of achievement against the criteria for Band 5i

U	<i>Answers which do not reach the standard defined for Band 5 because they:</i>	
	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, 2, 1	<ul style="list-style-type: none"> 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	<p>Passages A, B, C, and D are all concerned with money or the lack of it. By close reference to the passages, analyse and discuss ways in which each speaker or writer addresses his/her audience.</p> <p>In your answer you should, where relevant:</p> <ul style="list-style-type: none"> • make detailed reference to specific examples of lexis, syntax, grammar, phonology, language change and features of discourse • comment on how the context and purpose of use might affect the form and register of the language used.
2	30	

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

Candidates are asked to **apply their knowledge of formal linguistic analysis to the texts in order to discuss and evaluate the linguistic methods used by the speakers/writers to address their subject (AO3ii).**

A basic answer will:

- identify differences in levels of register and formality, but may do little more than assert these in general terms;
- tend to list and accumulate rather than analyse examples of lexis from the fields of money and wealth;
- notice familiarity towards the reader in Passage D, and may locate it more precisely within the confident use of declaratives (“It’s important to work on your child’s financial awareness ... giving them small amounts of money helps them prepare”) and the colloquial (American) lexis (“kids ... keg parties ... savvy”).

Better answers:

- will go on to more detailed and analytical readings, exploring for example the semantics of synonyms for money in Passage A and the use of quasi-speech features in Passage C (eg the adjacency-pairings of “Ain’t it sad? ... That’s too bad”);
- might analyse discourse features such as those in Passage B: the opening statement of agenda (“the problem of our age is ...”); the series of balanced/antithetical syntactical items (“not to be deplored, but welcomed ... highest and best ... literature and arts ...”); the syntactical inversion, for (what kind of?) effect, of “Much better this great irregularity ...”;
- will also demonstrate a stronger tendency to evaluate the tools of linguistic analysis which they have employed.

Candidates are also required to **analyse and evaluate ways in which the different times and contexts of linguistic use may influence variations in meaning and form (AO5ii).**

A basic answer:

- will identify more obvious features of language which exhibit change over time, for example the apparently un-problematic use in Passage B of a lexical field which assumes social inequality (“him who serves”) within an argument for “the ties of brotherhood ... harmonious relationship”;
- may go on to explore the influence of ‘political correctness’ on language use;
- is likely to identify the kinds of language used to discuss money in Passage A, with an appreciation that the subject is not being addressed seriously but without a developed explanation of how semantic and lexical features work to create the tone/atmosphere;
- might comment on obvious differences in purpose and intended audience, noting for example the assumptions about shared values in Passage D and the simplistic conceptualisations/idealisations in Passage C – “the rich man’s world ... Las Vegas or Monaco ...”.

More developed answers may:

- include discussion of how inequalities are couched in half-figurative/half-literal terms in Passage B (“the palace of the millionaire and the cottage of the laborer”);
- go on to recognise (but not necessarily explain the effect of) the rather clichéd figurative language in Passage D (“spend money like it grows on trees ... put your children on the road to ... when they leave the nest”);
- more fully appreciate features of structure, such as the recourse to humorous undercutting in Passage D (“busy doing other things – like spending money”).

Band	Marks	DESCRIPTOR
Very good		
1	30	<ul style="list-style-type: none"> • Show detailed appreciation of lexical variation and change; • Analyse structural forms in detail; • Show strong awareness of context of use; • Show complete familiarity with appropriate phonological devices and procedures for analysis of speech sounds and prosodic features; • 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 differences. (AO5ii)
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2	25	<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.
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Competent		
3	20	<ul style="list-style-type: none"> • Appreciate main effects of lexical variation and change; • Analyse structural forms competently; • Show some awareness of context of use; • Show familiarity with appropriate phonological devices and procedures for analysis of speech sound and prosodic features; • 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)
	19	
	18	<ul style="list-style-type: none"> • 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)

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

Basic		
5i	14	<ul style="list-style-type: none"> • Recognise a few effects of lexical variation and change; • Begin to analyse structural forms; • Show limited awareness of context of use; • Show some awareness of appropriate phonological devices and procedures for analysis of speech sounds and prosodic features; • 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)
	13	
	12	

5ii	Limited	
	11 10 9	<ul style="list-style-type: none"> • <i>Show occasional evidence of achievement against the criteria for Band 5ii.</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"> • Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR • Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR • Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

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January 2007 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2701	Raw	60	42	38	34	30	27	0
	UMS	90	72	63	54	45	36	0
2702	Raw	60	46	41	36	31	26	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	46	41	36	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
7827	600	480	420	360	300	240	0

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

	A	B	C	D	E	U	Total Number of Candidates
3827	0.0	0.0	20.0	60.0	80.0	100	5
7827	57.1	71.4	85.7	100	100	100	7

For a description of how UMS marks are calculated see:
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

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