

English Language

Advanced GCE A2 7827

Advanced Subsidiary GCE AS 3827

Mark Schemes for the Units

June 2007

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**Mark Scheme 2701
June 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 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.

Qn. No.	Max. Marks	<p>In this transcription, two national radio DJs are presenting a live broadcast from the Notting Hill Carnival in London. This is a festival that particularly celebrates Afro-Caribbean culture.</p> <p>Identify the lexical, syntactic, semantic and phonological features in this transcript that are typical of spoken English. You may if you wish refer to the table of phonemic symbols on the next page.</p>
1	60	

NOTES ON THE TASK:

This question is designed to test candidates' awareness of features of spoken English as used in everyday conversation and to convey information. 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 have been told that this is from an Afro-Caribbean festival and may want to comment on features of British Afro-Caribbean accent and dialect. Some candidates may not be explicitly familiar with this type of English but should be rewarded for comments on features of accent and dialect. Candidates may also wish to discuss other London accents and dialects such as Estuary English.

Comments on speakers using this kind of language being 'uneducated' or 'inferior' in some way should be treated with caution because the students are using inappropriate analytical models but reward positively any attempts to comment on the changing nature of broadcast language and the influence of other cultures on British English (AO4).

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: dialect (*easy, razzed, man*), colloquialism, (*what's going down, for real*), fillers, markers of speech and topic change, modifiers, use of pronouns, field specific words (*calypso, sound systems*), etc.

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

Semantics: changes in word class, connotation, extended meanings of words (*easy*), semantic change (use of *nuff* [pronunciation of *enough* denoting a *lot of*]), denotation (*getting ready to kick off*) etc.

Phonology: accent, emphasis, stress, repetition etc. Candidates may comment on features of the London accent (*everyfing*) etc but don't penalise if they show unfamiliarity. Candidates may use the phonemic symbols to make further comments on features of accent.

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 (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.

**Mark Scheme 2702
June 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 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.

Qn. No.	Max. Marks	<i>Written Language</i>
1	30	<p>The following passage is taken from an advertisement for mobile telephones, published in a magazine. 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 passages 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, advertising and journalism. 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. Discussion of 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 are the most fruitful ground to explore variation in English use in the press. Recent papers 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 question, or literary illustration. Provided responses are anchored in the demands of the question, such materials are in line with the demands of the question. 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 generalized narratives.

GRAPHOLOGY. If this is part of a candidate's response to 'variation', accept provided it has something which signals linguistics. For instance: The NOUNS are capitalised/ The minor sentence is emboldened/ The change of font foregrounds the adjectival cluster etc. If the answer simply talks about general communication issues, as in past, simply discount, but do not penalise.

Band	Marks	DESCRIPTOR
<i>Very good</i>		
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	
<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. The writing should show signs of precision, indicating a selective grasp of linguistic terminology (AO1). There should be SOME clear evidence of an analytical approach, though this need not be sustained across the whole answer(s). Any practical application of conceptual thinking, perhaps drawing upon an interesting approach generated in the centre will certainly indicate potential for this band (AO4).
	22	
	21	
<i>Competent</i>		
3	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	
<i>Generally sound</i>		
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. Writing should show some clarity. However, this can be variable. The use of terminology is often functional rather than explorative (AO1). Choice of variations is likely to be stolid and written in a simple observational fashion. There might be basic conceptual understanding, but this will often be obscured by either the quality of expression, or the lack of a reasonable range of linguistic terminology (AO4).
	16	
	15	
<i>Basic</i>		
5i	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	

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

<i>Answers which do not reach the standard defined for Band 5</i> 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	Register and Levels of Formality
2	30	<p>Passage (a) is from a review of the film <i>Constantine</i>. Passage (b) is from a review of the stage play <i>Lark Rise to Candleford</i>.</p> <p>By careful analysis of the language of each passage, compare and contrast the levels of formality and register.</p>
<p>NOTES ON THE TASK: The DOMINANT AO is AO5i. Reviews have been used previously and usually prove accessible to the candidates. Both passages are lexically dense and offer strong contrasts in terms of setting. The religio-mythological context of <i>Constantine</i> is radically opposed to the rural sentimentality which seems to inspire the stage adaptation. Both reviews offer a kind of synopsis of the story, one rather more inclined to cinematic journalese/or cinematic intertextuality, the other playing upon a number of both rural and stage rural conventions. The different construction of audience might be picked up by astute candidates, with probable reference to the slightly gonzo style of the review, opposed to the more conventionally formulated sentences of the play review. Both passages attempt to give some indication of the technical elements of production, though again this is formulated in stylistically different ways. Candidates who attempt any simple analysis of the differing syntactic structures will be acquitting themselves very well. The fact that both reviews are concerned with the ideological construct of mythology might mark out the very discriminating candidate.</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. • The writing should show signs of precision, indicating a selective grasp of linguistic terminology (AO1). There should be SOME clear evidence of an analytical approach, though this need not be sustained across the whole answer(s). Any practical application of conceptual thinking, perhaps drawing upon an interesting approach generated in the centre will certainly indicate potential for this band (AO4).
	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. Writing should show some clarity. However, this can be variable. The use of terminology is often functional rather than explorative (AO1). Choice of variations is likely to be stolid and written in a simple observational fashion. There might be basic conceptual understanding, but this will often be obscured by either the quality of expression, or the lack of a reasonable range of linguistic terminology (AO4).
	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	30	<p>Clare is five-years-old. Nadia, her sister, is four. They are having a lively conversation with Sarah, a teaching assistant.</p> <p>By close reference to the transcription comment in detail upon the language skills of both Claire and Nadia, as shown during the course of their conversation.</p>
<p>NOTES ON THE TASK:</p> <p><i>Language skills</i> is the key phrase to cover DOMINANT AO5i. Candidates should be able to see the rich social interaction between the speakers, marking out the social discourse. The skills shown indicate maturity in at least three areas of speech acquisition. These are:</p> <ul style="list-style-type: none"> • effective turn taking producing fluent conversation; • saying things which have a heuristic purpose; • constructing significant sentences, using a range of syntactic features. <p>There are few false starts and relatively few fillers/hedges. The skills are interactional, showing the natural competitiveness between sisters with a close age gap. The pragmatics of the situation, delicately non intrusive on the part of the adult speaker, show a clear contextual control of lexis which reflects both girls dealing with basic social and personal issues in depth and with highly apposite building of a conversation into a real exchange of views. Turn taking organizes the speech and the overlaps contribute to the real sense of exchanging views and social attitudes. Though Claire shows slight dominance, Nadia is almost her equal. There is little which could be called vague language in the duration of the transcription. Most 'sentences' show an entirely consistent use of a wide range of grammatical features, especially noun phrases and adjectivals. The final tag question neatly turns the younger speaker towards the adult involving her in furthering the discorsal features. Be cautious with the persistent candidates who simply try to find 'mistakes' and ignore the actual request in the rubric. Look for close illustration taken from passage. There should only be very limited reference to broader theories of language skills in the age group.</p>		

Band	Marks	DESCRIPTOR
1	<i>Very good</i>	
	30	<ul style="list-style-type: none"> • A detailed framework showing systematic responses to a range of skills (AO3); • 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		

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. The writing should show signs of precision, indicating a selective grasp of linguistic terminology (AO1). There should be SOME clear evidence of an analytical approach, though this need not be sustained across the whole answer(s). Any practical application of conceptual thinking, perhaps drawing upon an interesting approach generated in the centre will certainly indicate potential for this band (AO4).
	22	
	21	
Competent		
3	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	
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. Writing should show some clarity. However, this can be variable. The use of terminology is often functional rather than explorative (AO1). Choice of variations is likely to be stolid and written in a simple observational fashion. There might be basic conceptual understanding, but this will often be obscured by either the quality of expression, or the lack of a reasonable range of linguistic terminology (AO4).
	16	
	15	
Basic		
5i	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	
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	

**Mark Scheme 2704
June 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.

Section A: Structures

Either

Qn No	Max Marks	<i>Language and Speech Sounds</i>
1	30	<p>In the following transcription a female speaker is talking about her studies on a beauticians' course at a local college. The transcriber has noted that the speaker has a strong London or South Eastern accent.</p> <p>Comment upon the effectiveness of the transcription. Suggest any further technical methods the transcriber might have used in order to clarify the speakers' accents and delivery.</p>

NOTES ON THE TASK:

Experience has shown us that candidates who attempt this task usually have a reasonable grasp of issues in phonology and often respond with rigour and in detail. There should be adequate material for clear focus on AO3ii. We need to remember that even simple phonemic work takes time to write out and the short answer can often be the most concisely focused on the task. The data provided comes from a recording made of students doing a GNVQ course in a local FE college. The girl speaking is a lively informative student, who, on the actual tape, has a fast rate of delivery, but quite secure articulation patterns. Her accentual features are from London, probably the south east corners, but the speech is not entirely driven by the estuarine. Candidates should find her likeable and the orthographic method does reflect some of the characteristics quite efficiently. What it does not do is give indications of delivery patterns, ignoring the use of any stress or intonation markers. Primary stressing occurs all over the place and specifically with the filler 'right', which is a potential latch for the interviewer and a likely monitoring of the speaker's delivery. Really good candidates might like to consider ways of breaking some parts into possible tone units, showing likely patterns of stress. We should not be too severe if these are experimental, since they cannot 'hear' the actual speaker. Rising and falling pitch could also be addressed. The predicative adjectival 'well' might offer a good example of rise and the polysyllables could offer rise and fall patterns. Candidates will probably use the symbols to address the Fronted labial f sounds for the labio-dental th sounds and might speculate upon whether the double vv orthography is an accurate reflection of the single phoneme v as it is pronounced in place of labio-dental th.

Band	Marks	DESCRIPTOR
		<i>Very Good</i>
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 taken from a modern novel. The spelling and punctuation are given exactly as published.</p> <p>By close reference to the passage comment upon the grammar and syntax used by the author.</p>

NOTES ON THE TASK:

Methodical candidates should be able to feel the way through AO3ii. Passage is akin to internal monologue/schematic diary, where a number of grammatical features have been eliminated. There is a chronology of activity, but the time scale and the ambience are not deemed a necessary syntactic feature by the writer. Hence the usual narrative framework of the story is pared away. Candidates should notice a number of minor sentences, which they might call incorrect. There are numerous parts of the syntax where normal conventions demand the use of the verb/verb phrase – I have a headache etc. There is a scant use of the conventional adjectival foreloading of the nouns, making the sentences seem consistently simple declaratives. Also there is little use of adverbials, another important functional element in most conventional syntactic structures. Tenses are usually not anything more than simple – little use of Aux. forms and there is no use of modality – again candidates might note how important such verbs are in making conditional structures and are very usual in standard narratives. Kodak (will/cannot/might/could?) catch it, so opening up a range of possible syntactical meanings. We are not expecting candidates to grapple with novelistic conventions and they should spend minimal time on issues of lexis, except the possible comment on restrictive collocations. They should note restricted punctuation marks and this can be accepted as a syntactic issue.

Band	Marks	DESCRIPTOR
		Very Good
1	30	<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).
	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 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 words are all of recent origin. They have no current attribution of meaning in a dictionary.</p> <p>Referring closely to each word suggest an appropriate dictionary entry. What problems does this exercise raise concerning meaning in language?</p>

NOTES ON THE TASK:

The nature of the question ensures candidates are directed to AO3ii. The example should give a clear steer for the candidates. Compounding is now a very big issue facing lexicographers, with the spread of worldwide English it is likely to grow exponentially. It is likely most candidates will recognise the base origins of the words and some of the affixes. It is not important that they give what we consider is a 'correct' definition, since they have no resources to call upon to check. In any case, it would be hard yet to feel entirely secure that the nuances of meaning are embedded in our linguistic domains. Some of them look like staying the course. However, candidates might suggest the ephemeral nature of many modern words / phrases. None of these have been used in any specifically slang mode, though they might, in some case, have an idiolectic appeal. This type of question should encourage candidates who are interested in semantic issues to place themselves in the ever-increasing circle of interest being shown in collecting and classifying data about language. Previous questions, which have moved in this direction, have usually evinced some thoughtful answers.

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 from a 17th century guide-book. Passage (b) is adapted from a review of a book published in 2005, about the famous London bus called the Routemaster.</p> <p>By referring closely to the passages, comment upon some of the similarities and differences between 18th and 21st century English, as illustrated here.</p>

NOTES ON THE TASK:

The contextual issue is given in the question. Better candidates might speculate upon the differences between a guide and a book review, in terms of possible audience. The changes over time in language should be easy to pick up. 17th C (Evelyn) prose marked by fairly consistent capitalisation of nouns. Spellings (some adjusted) are not on complete conformity with modern orthography. Punctuation does not conform in entirety with modern conventions. Lexical issues should allow candidates to say something about the formality of the discourse – there are number of interesting adjectival clusters and there are consistent nouns balancing the elements of air/water – health/corruption. For AO4 candidates might wish to comment that writing is less like a guide and more like a treatise on public health. We might expect something on Johnson/Latinisms. Treat sensitively and give credit if relevance is basically sound. Passage (b) should flag up its modernity by the more obvious echoes of technology and imagery. There is some variation in the features of discourse, between simple declaratives and more complex clausal constructions, rich in interesting adjective and noun usage. The lexis might cause a few problems in knowing meaning of reference to Sir Cliff and long dead TV comedy shows. However, it is important that candidates engage and tease at such issues, which cover both AO4 and AO5ii. Both have a didactic purpose, though that in the modern review seems to pick up on post modernist irony in its ideas of fetishism of object. We meet little in the way of semiology in the paper. Both questions invite some such input.

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 following passage is from a newspaper article discussing changing attitudes to women drivers.</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:

The passage should provide a secure platform to cover the relevant AO's. Language over time is held up via the noun chauvinism and by the remorseless logic of modern marketing language. The context is the new feminising of journalism in its mainstream guise and its gently mocking of the older redundant male. There is adequate lexical patterning to allow candidates to reflect upon changes in both attitudes and company market segments. Candidates might make issue with car names and even more model makes, which certainly once carried the idea of the thrusting, dynamic male leader. It might be argued that the parity of feminine is simply a marketing play and that "toys for the boys" is equally a strong motif in selling cars. This could open up the question, particularly in terms of unwitting stereotyping via handbags for the ladies. The use of the noun 'performance' for the male might be scrutinised in terms of its covert sexualising of driving and the concept of feminine being allure and comfort, pushing a possibly dated idea of the woman as both an object of desire and a consoler. There is a certain tension in wholesale marketing of gender in the supposed new age. If candidates take a slightly cynical view, it will be necessary to challenge via the lexical patterns and the over view of market-driven ad-speaking which permeates the article. The fact that there is a logical contradiction in the syntax of the penultimate sentence could give candidates further ideas. What is noticeable about the women who are driving is the narrow construction of their gender roles, ages and possible marketable identities.

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 in detail how the passage reflects attitudes to gender identity in terms of its linguistic constituents. Make clear comments upon likely effects 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, employing some suitable terminology (AO1); Discuss some of the conceptual implications of language used in passage and support by some further exemplification (AO4); Discuss how the passage reflects upon attitudes to gender identity in terms of some of its linguistic constituents. Make some comment upon the context of production (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 the effects of gender identity raised in some of the language in the passage. Recognise that there is a context of production in terms of journalism (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 following passage is adapted from an article discussing the importance of <i>The Dictionary of Contemporary Slang</i>.</p> <p>By detailed reference to the passage and, where relevant, to your own wider studies of contemporary English usage, discuss the issues raised concerning the ‘creative, complex language’ of slang.</p>

NOTES ON THE TASK:

Close reference to the passage is expected if balanced AO4/AO5ii are to be effectively met. There is some similarity with question set on 2704 in June 2005, but passage is different. Candidates might attempt to take on board the examples given as being dated/not in their cultural ambience. If so, they should reflect in some detail upon the top three areas, itemised at the end of the passage. They might well raise the issue that the creative/complex elements occur far more in the spoken than in the written. A potentially secure candidate could link this to popular media like music, film or television. Candidates who introduce material/ideas about sociolects and idiolects are likely to be developing fruitful enquiry. If this is supported by exemplification, the marking should move towards the upper bands. Those who challenge the supremacy of youth and suggest that all areas of society produce slang are also showing initiative in terms of the dominant AO's. Examples of ‘mature’ slang could prove interesting. Other candidates might try and link slang to dialect forms. This will be a little less easy to assess, if candidates do not make clear exactly what the dialect word is in its slang derivation. However, it is a possible pathway. The underlying potential for class-directed assertions will be unlikely to push above Band 4, since there is nothing clearly in the passage linking with social banding. However, the idea that upper echelons have particular positions over slang idiom and use it in specific social situations could be interesting – again needs clear exemplification. Candidates who offer any lexical/grammatical/morphological reasoning why words come to mean certain things in slang usage are giving clear indications of higher band marks.

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
June 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.

Qn. No.	Max. Marks	Passage A (printed in the Reading Booklet accompanying this question paper) is a transcription of part of a conversation in which four car sales people talking about motor trade jargon are joined by Suzanne, who wants to know the meaning of some of the expressions she hears them using.
1	30	<p>(a) The colour magazine section of a weekend newspaper is running a series exploring the use of jargon in different trades. You have been asked to write an article entitled <i>The Secret Language of Selling Cars</i>. You should aim to entertain as well as inform. 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 magazine 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 transcription is fairly informal and light-hearted: candidates are unlikely to find any great difficulty in selecting a similar register for the transposition. 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 transpositions as examples of spoken and written language rather than a mere understanding of their obvious content;
- 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 magazine article format, 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 the typical 'lifestyle' colour supplement item requires a mixture of formal organisation with less formal lexis/register
- typically make use of direct address to the reader and a personal style with some use of colloquialism.

Clues and cues might be taken from some aspects of the different styles and layouts of Passages C and D; but an answer which slavishly imitates either of these passages is unlikely to receive much credit.

More developed answers will:

- be explicit in analysing (not just describing) the linguistic choices made in the transcription, for example in explaining linguistic choices made in 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 the difficulties encountered on the basis of linguistic issues, not on the perceived difficulties (or otherwise) of the subject-matter.

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:

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

Better answers are likely:

- to comment on how the highly co-operative nature of the conversation in Passage A is represented – or indeed how it might be better represented – in the transcription. Some of the overlapping utterances, for example, include complex sequences of false starts, feedback and other back-channel noise.
- to be able to move with some assurance between general comment on relevant issues and specific illustration from the compared texts, or indeed from other spoken and written texts they have encountered.

Band	Marks	DESCRIPTOR
1	Very good	
	30 29 28 27 26 25 24	<ul style="list-style-type: none"> • To 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).
2	Proficient	
	23 22 21	<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>
3	Competent	
	20 19 18	<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).
4	Generally sound	
	17 16 15	<ul style="list-style-type: none"> • <i>Fully meet the criteria for Band 5i.</i> • <i>Begin to show evidence of achievement against the criteria for Band 3.</i>

5i	Basic	
	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 (AO1); • 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); • Offer some basic comments on the main issues surrounding the representation of speech in written form as revealed in the set task (AO4).
5ii	Limited	
	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 (ie 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>

Qn. No.	Max. Marks	Passages A, B, C, and D are all concerned with motor transport. By close reference to the passages, analyse and discuss ways in which each speaker or writer addresses his/her subject and audience. In your answer you should, where relevant:
2	30	<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.

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 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 (which may be characterised as 'archaic' in Passage B)
- recognise (but not necessarily explain) how family resemblances and personality are attributed to cars in Passage C.

Better answers will:

- go on to more detailed and analytical readings, noting for example the inclusive effect of switching from alternation between first-person singular ("Personally, I recommend") and second-person address to the reader ("you ask") to first-person plural ("OK, let's put on some old clothes and get to work") in Passage D.
- 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 complex subordination of Passage B may be noted without a developed explanation of how grammatical and syntactical features work
- the use of sexual/taboo language for humour in Passage A; and some candidates may go on to explore the wider contemporary sexualisation of language
- the familiarity towards the reader in Passage C and D
- the tendency to convergence in Passage A

Comment might be made on obvious differences in purpose and intended audience, noting for example in assumptions about shared values in Passage C ("the New Beetle is well-behaved, as you'd expect from a car of its class ... sound system you can't help but use") and the helpful sequencing of the instructions in Passage D.

Better answers might

- note that the sequencing of Passage D works through the use of conditionals followed by imperatives ("if you have car ramps, drive the car onto the ramps")
- analyse the syntactical structure of one of the longer sentences in Passage B, or explore the effect of 'empty' abstract nouns (advertising 'buzz-words') like "style, class and performance" in Passage C.

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

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

Limited		
5ii	11	<ul style="list-style-type: none"> • <i>Show occasional evidence of achievement against the criteria for Band 5i.</i>
	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"> • <i>Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR</i> • <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>
	5, 4, 3,	
	2, 1	

**Advanced GCE (Subject) (Aggregation Code(s))
January 2007 Assessment Series**

Unit Threshold Marks

<i>Unit</i>		Maximum Mark	a	b	c	d	e	u
2701	Raw	60	46	41	36	31	27	0
	UMS	90	72	63	54	45	36	0
2702	Raw	60	45	40	35	30	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	44	39	34	29	25	0
	UMS	90	72	63	54	45	36	0
2705	Raw	60	50	44	39	34	29	0
	UMS	90	72	63	54	45	36	0
2706	Raw	60	43	39	35	31	27	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	16.1	32.7	60.9	82.8	94.33	100	547
7827	16.7	41	68.2	91.2	99.1	100	444

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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