

English Language

Advanced GCE A2 7827

Advanced Subsidiary GCE AS 3827

Mark Scheme for the Components

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2701 Frameworks for the Description of English

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 in the *Approved Specification: Use of Technical Terms in Question Papers and Candidates' Answers*.

Qn. No.	Max. Marks	<p>In this transcription, two women are cooking together. Nancy is Malaysian and is showing Jenny, who is English, how to cook a real Malaysian dish.</p> <p>Identify the lexical, syntactic, semantic and phonological features in this transcription that are typical of spoken English. You may if you wish refer to the table of phonemic symbols listed on page 4.</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. Candidates should show awareness that spoken English has its own distinct features that you would not find in written English and should not be suggesting that spoken English is somehow wrong or inferior. This should apply equally to speakers of English as a second language. Although they may make grammatical, syntactical or semantic errors, as Nancy does in this transcription, candidates should focus just as much on the successful communication taking place here. This makes the errors much less significant. Simple logging of errors should not be over rewarded. There is some evidence here of Nancy's accent and her idiomatic use of English which could be labelled as her dialect or idiolect by some candidates which is perfectly acceptable. Candidates may take a range of approaches to this transcription because they have not been presented with a non-native speaker of English for several sessions and so flexibility may be necessary when awarding marks. Candidates have a lot of evidence of turntaking and co-operative conversational features as well as anecdotal or 'storytelling' speech 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 (*pop in, get off*), fillers (*and and*), markers of speech and topic change (*now we're talking about*), use of pronouns, field specific words etc.

Syntax: overlapping, turntaking, minimal responses, backchannelling, grammatically incomplete utterances, conjunctions, ellipsis, person, verb tense etc.

Semantics: idiomatic use of *home* (to mean Malaysia), extended or altered meanings of words, (*skew, don't worry*) etc.

Phonology: Nancy's accent (*don, is* for its), the confusion between *love* and *laugh*, emphasis, stress, repetition etc. Candidates should not be making speculative comments on wider aspects of the speaker's background such as age, level of education, but avoid penalising if they attempt to do so.

AO3i (15%), is assessing applications of frameworks as above.

AO1 (10%) assesses use of appropriate terminology and written accuracy and marks should be awarded proportionally for this. Please note its balance with AO3i and AO4 in terms of weighting. 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 global or 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	✓✓✓ 60, 59, 58 ✓✓ 57, 56, 55, 54 ✓ 53, 52, 51 50 [49, 48]	<p style="text-align: center;">Very good</p> <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
3	✓✓✓ 41, 40 ✓✓ 39, 38 ✓ 37 [36]	

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.

2702 Variation in Usage of English

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.

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

Qn. No.	Max. Marks	Written Language
1	30	<p>The following passage is part of a publicity handout, promoting a band's latest recording.</p> <p>By close reference to your own studies of English, comment upon and illustrate influences which can lead to variations in written texts. You may, if you wish, refer to the passage as part of your answer.</p> <p>You should ensure that your answer includes detailed discussion of lexis, syntax and grammar.</p>

NOTES ON THE TASK:

AO4 is dominant and asks for an informed approach from candidates. The rubric allows candidates to use the steer passage if they wish as PART of the answer. However, it is likely that many scripts will embark upon some fairly standard source materials. Texts, websites and blogs will probably continue to have significant presence. Better candidates do more than make simple observational lists. Advertising, journalism and other printed media texts will be likely to occupy a number of candidates. In this area it is often difficult to see what is variation from 'Standard English' in responses. The better efforts concentrate upon headlines/bylines/memorable games with sounds, puns and euphemisms. For higher marks there must be some clear indication that grammar/syntax as well as lexis is part of the answer. It will be necessary to exercise caution when marking scripts which make general references to variation, but provide little clear evidence of having studied any particular forms of writing recommended for this paper. If there are unusual categories cited, still look for answers which respond to the specifics of the rubric. Upper band work invariably gives clear indications of judicious selection and some informed textual reference. Lower band work is often narrative in structure and fails to engage with the actual purpose of the question.

Band	Marks	DESCRIPTOR
		<i>Very good</i>
1	30	<ul style="list-style-type: none"> Precise control of English and a systematic illustration of issues supported by apposite range of terminology (AO1); A range of examples drawn from specific area(s) of language studies. These will be commented upon in terms of rubric specifics. There should be evidence of some conceptual exploration of these issues indicating the basics of linguistic study at this level (AO4).
	29	
	28	
	27	
	26	
	25	
	24	

Proficient		
2	23	<ul style="list-style-type: none"> The writing should show some precision, indicating a selective grasp of linguistic terminology (AO1); There should be some evidence of an analytical approach, though this need not be sustained. Any unusual choice of variation might fit into this Band. The conceptual element need not be consistent (AO4).
	22	
	21	
Competent		
3	20	<ul style="list-style-type: none"> Written in accurate English with some illustration of variations using some appropriate terminology (AO1); There should be a clear range of examples which should show signs of analytical address, though this need not be consistent. The work should conform to the demands of the rubric and be supported by a basically conceptual framework. (AO4).
	19	
	18	
Generally Sound		
4	17	<ul style="list-style-type: none"> Writing should be clear but may be of variable quality. Use of terminology will be functional rather than incisive (AO1). Choice of variations will be stolid and variable, largely written in an observational register. Conceptual understanding will be fairly basic (AO4).
	16	
	15	
Basic		
5i	14	<ul style="list-style-type: none"> Writing might be basic in both form and use of terminology (AO1); Evidence of variation will largely be presented in narrative format and will often not cover much linguistic ground. The rubric will probably be marginally applied in terms of specific linguistic features (AO4).
	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	Register and Levels of Formality
2	30	<p>The following two passages (a) and (b) are concerned with issues in broadcasting.</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: AO5i is dominant. Subject matter should be fairly accessible in terms of content. Tolerate a certain amount of general summarising to be part of candidates' strategies. Though better responses will look carefully at specific features of language, which divide the formality. (a) a little more discursive and uses some clear idiomatic/slang terminology, in a fairly simple 'things are going down' discourse. Writer is striking at a number of targets which should offer solid ground to establish AO3i framework. They might wish to try and contextualise the world of popular TV as part of their writing, which covers AO5i efficiently. The shift from first person to the pluralised might be noticed, as might the topic shift which occurs when the subject changes to a presenter's views. (b) is more serious media information, covering issues of the youth market-teenagers/they/generation Y/young are all markers of discourse, promoting the register of market/marketing. The formality seems to be higher than (a) - not quite as energetically journalistically right on as (a) and clearly arguing a point about the fickleness of youth markets. There is slightly more obvious technical jargon in offering a view on the segmental aspects of youth consumption-especially social networking, Caution should be exercised in not over marking scripts which offer little more than a subject gloss.</p>		

Band	Marks	DESCRIPTOR
Very good		
1	30 29 28 27 26 25 24	<ul style="list-style-type: none"> • There will be a detailed framework which will engage systematically with issues of lexis, grammar, syntax and discourse and how they affect variation(s) in register (AO3i); • There should be evidence of recognizing the specificity of the field(s) of the passages and how this is an issue in terms of register. There needs to be a clear appraisal of likely context(s) and clear attempts to offer a broad interpretation of the material as written discourse (AO5i).
Proficient		
2	23 22 21	<ul style="list-style-type: none"> • There should be a fairly detailed framework, engaging systematically with lexis, grammar, syntax and discourse and how these affect variation(s) in register (AO3i); • There should be some evidence of recognizing the field(s) of the passages and this linked to register. There should be some appraisal of context(s) and some interpretation of material as written discourse (AO5i).

Competent		
3	20	<ul style="list-style-type: none"> There should be a secure framework engaging with issues of lexis, grammar, syntax and discourse with some comment on how they affect register (AO3i); There should be evidence of recognizing the field(s) of the passages and this linked to register. There should be appraisal of context(s) and comment upon the material as written discourse (AO5i).
	19	
	18	
Generally Sound		
4	17	<ul style="list-style-type: none"> There should be some evidence of a framework, which should engage with some aspects of lexis, grammar, syntax and discourse (AO3i); There should be limited recognition of the field(s) of the passages and a link to register. There should be recognition of context(s) and possible reaction to the field(s) of discourse (AO5i).
	16	
	15	
Basic		
5i	14	<ul style="list-style-type: none"> There should be a descriptive framework which should engage with limited aspects of lexis etc, and recognize the features of simple register (AO3i); There should be simple discrimination between the passages in a clear narrative which might recognize differences in context(s) and field(s).
	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	James is nearly three and attends a nursery school. In the transcription he is talking with his play-group supervisor about what he has been doing that day. By close reference to the transcription comment in detail upon James's language skills. Pay particular attention to syntax and lexis.

NOTES ON THE TASK:

The question asks for detailed attention to skills in lexis and syntax. This should ensure focus upon relevant AO's. Candidates who simply wish to register speaker's lack of adult skills-deficit register - are not really addressing the question and are likely to be in lower band marks. James has clearly moved beyond telegraphese and is perfectly able to engage in an organised conversation. He clearly listens and on some occasions engages in complex syntactic organisation as he builds a response around a set of declaratives. Whilst his language is largely concrete, actuality of situation dominating, he has a clear register linked to the domain of school and family. Many candidates do not see this as a positive linguistic attribute, perhaps anticipating that he should convert his discourse into figurative responses. We should hope candidates do see the range of technical skills in both his general lexis, which includes a secure range of nouns, adjectives, adverbs, negatives, pronouns, prepositions, and the particularity of syntax, which includes the use of compounding sentences into quite a complex narrative. He is able to shift lexical patterns, depending upon the kinds of topic shift(s) introduced by the supervisor and is quite able to pick up the questions and extend them in a basically conceptualising way. Since there is no marking of accent, this should not be of great concern to candidates. Nor should they engage at any length in trying to fit his stage of speech acquisition to any specific theories.

Band	Marks	DESCRIPTOR
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<i>Very good</i>		
1	30	<ul style="list-style-type: none"> Will give a comprehensive framework of speaking skills, showing a detailed systematic response (AO3i); Will engage with a wide range of the features of speech, using clear analytical approach. This should cover grammar, syntax and lexis and could include basic prosodic issues. Indications of the interactive nature of conversation/speech and its links to development are likely to come in this descriptor (AO5i).
	29	
	28	
	27	
	26	
	25	
	24	

2	Proficient	
	23	<ul style="list-style-type: none"> Will give a detailed framework of skills, with clear systematic response (AO3i);
	22	<ul style="list-style-type: none"> Will engage with a clear range of the speech, using an analytical approach. This should cover lexis, syntax and grammar and, possibly aspects of interactivity and prosodics AO5i).
	21	
3	Competent	
	20	<ul style="list-style-type: none"> Will have a clear framework of skills, supported by a systematic approach (AO3i);
	19	<ul style="list-style-type: none"> Will engage with a range of speech, using some analytical methods. This should cover lexis, syntax and grammar and might address interactive skills (AO5i).
	18	
4	Generally Sound	
	17	<ul style="list-style-type: none"> Will show some framework of skills and have a reasonably systematic approach (AO3i);
	16	<ul style="list-style-type: none"> Will engage with some aspects of speech, using some analytical skills. This should cover lexis, syntax and grammar (AO5i).
	15	
5i	Basic	
	14	<ul style="list-style-type: none"> There will be some account of speaking skills, supported in a simple approach (AO3i);
	13	<ul style="list-style-type: none"> There will be simple recognition of issues like lexis, grammar and syntax. These might well be listed in a narrative fashion. (AO5i).
	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
	5, 4,3	<ul style="list-style-type: none"> Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR
	2, 1	<ul style="list-style-type: none"> Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

2704 Language Contexts – Structural and Social

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 in the *Approved Specification: 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 passage is a student's transcription of a conversation between James, a sixth former, and his tutor.</p> <p>In the passage the transcriber has used basic means to show the phonological features of speech. What more detailed methods could have been applied to give the transcription greater technical accuracy?</p>

NOTES ON THE TASK:

The dominant AO3ii should be met if candidates work via close analysis and more detailed phonemic illustration. The question reverses some past practices in submitting what is an actual draft of a linguistic project. Candidates should spot the technically incorrect data in brackets and should suggest what would be more concise as phonological guidance. Overlaps and stress/intonation are indicated at several points, needing further clear annotation. There is no specific marking of dominant vowel sounds, which would be indicators of regional location in the case of James. Candidates who make suggestions of conventions such as limited RP/Estuary should be positively marked. It is possible that some will assume a higher social sounding lexicon from the teacher. Though this will need to be clearly indicated phonemically, rather than by simple assertions. As in previous papers, candidates are often well-taught and enthusiastic in responses. Give credit to intelligent suppositions. Be a little cautious in marking answers which give simplified summaries about 'correctness', or a history of accents in English.

Band	Marks	DESCRIPTOR
1	Very Good	
	30	<ul style="list-style-type: none"> Will be written in fluent English, employing a wide range of apposite terminology (AO1); Will show a systematic command of phonemic analysis in a controlled framework, exploring the passage(s) in depth (AO3ii).
	29	
	28	
	27	
	26	
	25	
24		
2	Proficient	
	23	<ul style="list-style-type: none"> Will be written in fluent English, employing quite a wide range of apposite terminology (AO1); Will show a largely systematic command of phonemic analysis in a largely controlled framework, exploring the passage(s) in some depth (AO3ii).
	22	
21		

Competent		
3	20	<ul style="list-style-type: none"> Will be written in accurate English, employing a reasonable range of apposite terminology (AO1); Will show some systematic command of phonemic analysis in a suitable framework, exploring the passage(s) in reasonable depth (AO3ii).
	19	
	18	
Generally sound		
4	17	<ul style="list-style-type: none"> Will be written in largely accurate English, employing some apposite terminology (AO1); Will show some command of phonemic analysis in a framework, exploring the passage(s) in variable depth (AO3ii).
	16	
	15	
Basic		
5i	14	<ul style="list-style-type: none"> Will be written in clear English, employing limited terminology (AO1); Will show a limited awareness of phonemic analysis in a basic narrative framework, largely focused on the passage(s) (AO3ii).
	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	

OR

Qn. No.	Max Marks	Language and Grammar
2	30	In the following two passages the writers have experienced some difficulty in using standard written English. By close reference to both passages comment in detail upon the grammatical features of the writing.

NOTES ON THE TASK:

There should be no problems in candidates focusing on AO3ii. The passages will seem awkward in construction and it is possible to make intuitive responses without giving analytical detail. Such comments might veer into the negative and generalised. Whilst the cohesion/collocation of passages is fairly secure, the difficulties are to be found in the numerous misapplications of specific grammatical items. So it is to be expected that comment is made about adverbials, tenses, choice of nouns, elision of pronouns, problems with participle forms. The simple declarative style of most sentences might allow candidates to suggest that more clauses are needed. Candidates might suggest that some of the intensifiers are not usual in standard written English, or that the prepositions in parts of (B) seem to imply a dative case, making an unusual construction in contemporary English. The more problematic responses will be those from candidates who have a very limited grasp of grammatical terminology and attempt to identify issues in broad summative terms. Such responses can, by the nature of demands of rubric, not rise much above Band 5i.

Band	Marks	DESCRIPTOR
1	Very good	
	30	<ul style="list-style-type: none"> • Will be written in fluent English, employing a wide range of apposite terminology (AO1); • Will show a systematic command of grammatical analysis in a controlled framework, exploring the passage(s) in depth (AO3ii).
	29	
	28	
	27	
	26	
	25	
24		
2	Proficient	
	23	<ul style="list-style-type: none"> • Will be written in fluent English, employing quite a wide range of apposite terminology (AO1); • Will show a largely systematic command of grammatical analysis in a largely controlled framework, exploring the passage(s) in some depth (AO3ii).
	22	
21		

Competent		
3	20	<ul style="list-style-type: none"> Will be written in accurate English, employing a reasonable range of apposite terminology (AO1); Will show some systematic command of grammatical analysis in a suitable framework, exploring the passage(s) in reasonable depth (AO3ii).
	19	
	18	
Generally sound		
4	17	<ul style="list-style-type: none"> Will be written in largely accurate English, employing some terminology (AO1); Will show some command of grammatical analysis in a framework, exploring the passage(s) in variable depth (AO3ii).
	16	
	15	
Basic		
5i	14	<ul style="list-style-type: none"> Will be written in clear English, employing limited terminology (AO1); Will show a limited awareness of grammatical analysis in a basic narrative framework, largely focused upon the passage(s) (AO3ii).
	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>Language and Meaning</i>
3	30	<p>The following passage is taken from a letter to a newspaper. It is objecting to the way that the English language is constantly expanding because of the addition of new words.</p> <p>Comment in detail upon the italicised examples. You may, if you wish suggest likely dictionary definitions. To what extent do they raise issues about meaning in modern English lexis?</p>

NOTES ON THE TASK:

AO3ii is clearly embedded in materials. The tone of the letter and the range of examples should give candidates encouragement to enter into the spirit of debate. We should expect the more attuned candidates to offer lively and challenging definitions as possible entries into the dictionary. Caution to be exercised in not being over-prescriptive in what can be accepted. Candidates might use the question as a chance to slide into broader commentary upon semantics and pragmatics. As long as this is linked clearly to the modern lexicon and examples of some weight and interest are cited, this could be an interesting opportunity. We should hope that candidates will suggest the letter writer is being rather reactionary in stated views. Diachronic support could be called upon. Or we could have a further range of words, neologisms and such, possibly drawn from previous papers. The fact that English is a growing language, and a world language, might be raised as the reason why the lexicon continues to expand. Some of the examples should be quite easy to spot and attribute.

Band	Marks	DESCRIPTOR
1	<i>Very good</i>	
	30	<ul style="list-style-type: none"> Will be written in fluent English, employing a wide range of apposite terminology (AO1); Will show a systematic command of semantics/lexicography in a controlled framework, exploring the passage(s) in depth (AO3ii).
	29	
	28	
	27	
	26	
	25	
24		
2	<i>Proficient</i>	
	23	<ul style="list-style-type: none"> Will be written in fluent English, employing quite a wide range of apposite terminology (AO1); Will show a largely systematic command of semantic/lexicographic analysis in a largely controlled framework, exploring the passage(s) in some depth (AO3ii).
	22	
21		

3	Competent	
	20	<ul style="list-style-type: none"> Will be written in accurate English, employing a reasonable range of apposite terminology (AO1); Will show some systematic command of semantic/lexicographic analysis in a suitable framework, exploring passage(s) in reasonable depth (AO3ii).
	19	
18		
4	Generally sound	
	17	<ul style="list-style-type: none"> Will be written in largely accurate English, employing some terminology (AO1); Will show some command of semantic/lexicographic analysis in a framework, exploring the passage(s) in variable depth (AO3ii).
	16	
15		
5i	Basic	
	14	<ul style="list-style-type: none"> Will be written in clear English, employing limited terminology (AO1); Will show a limited awareness of semantic/lexicographic analysis in a basic narrative framework, largely focused upon the passages (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 19th century survey of working class people living in London. The interviewer is talking with a young girl, employed in the clothing trade. The article was published in 1852.</p> <p>Passage (b) is from a business and employment magazine, published in 2005.</p> <p>By close attention to the passages, comment upon some of the differences and similarities between 19th and 21st century English as illustrated here.</p>

NOTES ON THE TASK:

It is known that Mayhew cleaned up his interviewees for publication. However, the passage should give some idea of nineteenth century street vernacular. It is a prototype vox pops. Some of the lexis might seem a shade polished for a girl with no formal education. However the features of discourse are genuine social reportage, with an implicit moral imperative, which later became the basis for crusading journalism. There is no intrusive reporter and the language is simple anecdotal narrative. Periodisation should be noted in NP *slop work* and simple idiolect form like *up nineteen*. Some tenses are not quite formal. *Trowsers* is accepted spelling of period. Passage (b) seems centuries away. The writing is dominated by a bureaucratic register, trying to sound enthusiastic about low achievers. An affirmative register, softening some hurdles to be leapt, should be noted. The slop worker would probably have found this as intimidating as the Poor Laws she was likely to face. The contrasting linguistic issues should not prove too fearsome for candidates to unpick.

Band	Marks	DESCRIPTOR
Very good		
1	30	<ul style="list-style-type: none"> Will be written in fluent English employing a wide range of apposite terminology (AO1); Will show a systematic conceptual understanding of issues involved in language use (AO4); Will analyse in detail variations in meanings of spoken and written forms over time clearly related to contexts of given passages (AO5ii).
	29	
	28	
	27	
	26	
	25	
24		
Proficient		
2	23	<ul style="list-style-type: none"> Will be written in fluent English employing quite a wide range of apposite terminology (AO1); Will show a largely systematic conceptual understanding of issues involved in language use (AO4); Will analyse in some detail variations in meanings of spoken and written forms over time related to contexts in given passages (AO5ii).
	22	
	21	

3	Competent	
	20 19 18	<ul style="list-style-type: none"> • Will be written in accurate English employing a reasonable range of apposite terminology (AO1); • Will show some systematic conceptual understanding of issues involved in language use (AO4); • Will undertake limited analysis of variations in meanings of spoken and written forms over time related to contexts in given passages (AO5ii).
4	Generally sound	
	17 16 15	<ul style="list-style-type: none"> • Will be written in largely accurate English employing some terminology (AO1); • Will show uneven conceptual understanding of issues involved in language use (AO4); • Will undertake limited analysis of variations in meaning of spoken and written forms over time tentatively related to contexts in given passages (AO5ii).
5i	Basic	
	14 13 12	<ul style="list-style-type: none"> • Will be written in clear English employing limited terminology (AO1); • Will show evidence of simple conceptual understanding of issues involved in language in use (AO4); • Will comment upon passage(s) largely in narrative format(s) with limited indications of spoken and written forms over time and limited address to context(s) (AO5ii).
5ii	Limited	
	11 10 9	<ul style="list-style-type: none"> • <i>Show occasional evidence of achievement against the criteria for Band 5i.</i>
	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.

OR

Qn. No.	Max Marks	Language and Gender
5	30	<p>The following passage is taken from a newspaper article. It is discussing a recent survey on young women, conducted by a lifestyle magazine.</p> <p>By detailed reference to the lexis in the passage comment upon what gender issues are raised by the article.</p>

NOTES ON THE TASK:

The contents of passage should make the lead in covering AO4 and AO5ii. The material is largely a summary of a popular form of journalism, with echoes of market surveys/issues of creating consumer profiles etc. Candidates do not have the actual questions asked. However, it is clear from the responses outlined that the gender issues are often rather rudimentary. Key noun phrase is Easy Life Generation, coupled with probable idealised role models from the media celebrity lists functioning as some kind of meta text. Gender is constantly outlined in terms of cash for sex/cash for body/cash for beauty and surgical enhancement. These are issues which are fairly standard material in magazines and would appear to be retrogressive in the way that they are looking back to a period before the harder edges of feminism held sway. The language employed undermines the idea(s) that male language subverts the female, since the survey reportedly has canvassed only women. There is little room here for Lakoff and considerable room for discussing the lexis which is prone to predictability, with the occasional nod to idioms - *oodles of dosh*, *savvy rich fella*, *boob job*. *Workshy*, *hard graft* and *flirt and flaunt* in the opening sentence seem to call out for comment. Look to reward the systematic discussion of lexis and the repetitive summarising syntax of the quoted survey. The relative straightforward language should make the task focused. Caution to be exercised with those scripts which will rapidly dismiss the question and set out along pre-packaged pathways.

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

Very good		
1	30	<ul style="list-style-type: none"> Will be written in fluent English employing a wide range of apposite terminology (AO1); Will show a systematic conceptual understanding of issues involved in language use (AO4); Will analyse in detail variations in meanings of spoken and written forms over time clearly related to contexts of given passages (AO5ii).
	29	
	28	
	27	
	26	
	25	
	24	

Proficient		
2	23	<ul style="list-style-type: none"> • Will be written in fluent English employing quite a wide range of apposite terminology (AO1); • Will show a largely systematic conceptual understanding of issues involved in language use (AO4); • Will analyse in some detail variations in meanings of spoken and written forms over time related to contexts in given passages (AO5ii).
	22	
	21	
Competent		
3	20	<ul style="list-style-type: none"> • Will be written in accurate English employing a reasonable range of apposite terminology (AO1); • Will show some systematic conceptual understanding of issues involved in language use (AO4); • Will undertake some analysis of variations in meanings of spoken and written forms over time related to contexts in given passages (AO5ii).
	19	
	18	
Generally sound		
4	17	<ul style="list-style-type: none"> • Will be written in largely accurate English employing some terminology (AO1); • Will show uneven conceptual understanding of issues involved in language use (AO4); • Will undertake limited analysis of variations in meaning of spoken and written forms over time tentatively related to contexts in given passages (AO5ii).
	16	
	15	
Basic		
5i	14	<ul style="list-style-type: none"> • Will be written in clear English employing limited terminology (AO1); • Will show evidence of simple conceptual understanding of issues involved in language use (AO4); • Will comment upon passage(s) largely in narrative format(s) with limited indications of spoken and written forms over time and limited address to context(s) (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"> • 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	<i>Language and Society</i>
6	30	<p>The following passage is part of a newspaper article. It is concerned with teenage slang usage as it is occurring in London.</p> <p>By detailed reference to the passage and, where relevant, to your own studies of dialect, comment upon the linguistic issues which are raised by the article.</p>

NOTES ON THE TASK:

The material has some similarities with a passage set several years ago. It should allow some clear AO4/AO5ii engagement. Candidates are free to move away from London, after they have commented upon the passage. The noun *multiculturalism* now possesses a number of resonances which could lead to some interesting reactions from candidates. It would be quite acceptable to challenge the whole article as both excluding and oddly ridiculous in its aims. However, such debate would require some sophisticated supportive material about urban youth speech patterns and the way this speech has infiltrated culture, largely through the machinations of the showbiz columns/music industry. As with other assumptions about London, how far this vernacular is widely spread in urban areas, or the countryside, is an issue which some candidates might wish to raise. The passage also raises issues about the flexibility of English to absorb idioms and generate at a consistent rate numerous neologisms. Pre-packages and broad issues about speech are not likely to be of great significance.

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

<i>Very good</i>		
1	30	<ul style="list-style-type: none"> Will be written in fluent English employing a wide range of apposite terminology (AO1); Will show a systematic conceptual understanding of issues involved in language use (AO4); Will analyse in detail variations in meanings of spoken and written forms over time clearly related to contexts in given passages (AO5ii).
	29	
	28	
	27	
	26	
	25	
	24	

<i>Proficient</i>		
2	23	<ul style="list-style-type: none"> Will be written in fluent English employing quite a wide range of apposite terminology (AO1); Will show a largely systematic conceptual understanding of issues involved in language use (AO4); Will analyse in some detail variations in meanings of spoken and written forms over time related to contexts in given passages (AO5ii).
	22	
	21	

Competent		
3	20	<ul style="list-style-type: none"> • Will be written in accurate English employing a reasonable range of apposite terminology (AO1); • Will show some systematic conceptual understanding of issues involved in language use (AO4); • Will undertake some analysis of variations in meanings of spoken and written forms over time related to contexts in given passages (AO5ii).
	19	
	18	

Generally sound		
4	17	<ul style="list-style-type: none"> • Will be written in largely accurate English employing some terminology (AO1); • Will show uneven conceptual understanding of issues involved in language use (AO4); • Will undertake limited analysis of variations in meaning of spoken and written forms over time tentatively related to contexts in given passages (AO5ii).
	16	
	15	

Basic		
5i	14	<ul style="list-style-type: none"> • Will be written in clear English employing limited terminology (AO1); • Will show evidence of simple conceptual understanding of issues involved in language use (AO4); • Will comment upon passage(s) largely in narrative format(s) with limited indications of spoken and written forms over time and limited address to context(s) (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"> • 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	

2706 Exploring, Analysing and Evaluating English

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 in the *Approved Specification: Use of Technical Terms in Question Papers and Candidates' Answers*.

Qn. No.	Max. Marks	
1	30	<p>Passage A (printed in the Reading Booklet accompanying the question paper) is a transcription of part of a conversation involving three regular users of a nudist beach in Dorset, in which they talk to a radio interviewer about naturism and some of the language used by naturists.</p> <p>A naturist group has been offered exclusive use of one of the local beaches. Members of the group have decided to encourage newcomers to this beach by placing flyers on car windscreens in the coastal car parks.</p> <p>Using the material in the transcription, write the text for this flyer in about 150-200 words.</p> <p>Compare the transcription of the interview with your own transposition of the material into flyer 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 as much for entertainment as for information. The interviewer at times provokes or encourages the group to respond in a humorous way.

The task is to transpose semi-spontaneous/semi-directed conversation into a more shaped format for a specific purpose. Candidates are likely to be able to select an appropriate register and 'voice' for the flyer.

The Notes below indicate some of the possible range of responses. Candidates should be rewarded positively for any valid response to the task 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, drawing on linguistic knowledge to explain choices made (AO2).**

Basic answers will

- typically make use of direct address to the reader and a personal style, with some use of colloquialism;
- be written in such a way as to show awareness that the flyer will need to encourage as well as inform;
- exhibit a greater degree of structure and clarity than was evident in the original transcript of speech;
- reflect the attitudes of the original with an appropriate change of perspective and audience;
- begin to account for choices in terms of their explicit knowledge of language.

More developed answers are likely to

- select and maintain an appropriate register in the flyer, tailoring choices of language to purpose, context and audience;
- make accurate use of the material in the transcription, and should be rewarded for any appropriate choice(s) of style;
- be more explicit in analysing (not just describing) the linguistic choices made in the transposition, 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;
- discuss changes made and difficulties encountered in terms of linguistic issues, not in terms of the perceived difficulties (or otherwise) of the subject-matter.

It would be equally acceptable to write in continuous prose or to adopt a varied format using (for example) notes, lists or bullet points. However, this is not a test of artistic ability and a 'professional' standard of layout is not expected.

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 nature of the conversation in Passage A is represented – or indeed how it might be better represented – in the transcription;
- the predominance of one speaker, though with the evident agreement and supportive feedback of the group;
- the role of the interviewer, and the persistence of the group in clarifying and explaining (and the comparative lack of topic shifts).

Band	Marks	DESCRIPTOR
1	Very good	
	30 29 28 27 26 25 24	<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).
2	Proficient	
	23 22 21	<ul style="list-style-type: none"> • Fully meet the criteria for Band 3. • Begin to show evidence of achievement against the criteria for Band 1.

Competent		
3	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	
Generally sound		
4	17	<ul style="list-style-type: none"> • Fully meet the criteria for Band 5. • Begin to show evidence of achievement against the criteria for Band 3.
	16	
	15	
Basic		
5i	14	<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).
	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	<p>Passages A, B, C, and D are all concerned with beaches and activities associated with beaches. 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:</p> <ul style="list-style-type: none"> • make detailed reference, where relevant, 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 beaches and beach activities – technical in the case of Passage C, more inclined to the recreational in the other passages ;
- notice attitudes towards the reader, such as the familiarity in Passage D, and may locate it more precisely within the knowingness of the ‘asides’ (“as they say in ‘surferish’ “).

Better answers are likely to:

- go on to more detailed and analytical readings, exploring for example the comic use of lexis of battle (“quite a lot of flak ... badge of honour ... seasoned campaigner”) in Passage A, and the use of quasi-speech features in Passage B (“... nay, they are provided with other conveniences ... “);
- identify sentence types and begin to analyse their function, for example the declaratives in Passage C which function as definitions as well as descriptions (“The Chesil Beach or Chesil Bank is a great storm beach ...”);
- 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 use at the opening of Passage B of “Image” as an (archaic) imperative form of the verb which today appears as “imagine”, or the (now non-standard) word order in “room enough”;
- may go on to explore the influence of propriety on language use, especially in contrasting Passage A with Passage B;
- is likely to identify the kinds of language used to discuss naturism (and newcomers to it) 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.

More developed answers are likely to

- include discussion of how the formalities of register and lexis in Passage C (“extends southeastward ... terminates 29 km or 18 miles away ... maintains an even curve”) are in part due to the academic provenance of the material;
- go on to recognise that a construction like the archaic conditional (“Should he be so weak or ill as to require a servant ...”) is not critical in tone but simply takes account of contemporary circumstances;
- appreciate more fully how features of structure are affected by context, for example the tendency in Passage D to end each paragraph with a joke or ironic comment (“The wave of a lifetime ... Good things, we are told, come to those who wait ... get my bum on the board ...”).

Band	Marks	DESCRIPTOR
1	<i>Very good</i>	
	30	<ul style="list-style-type: none"> • Analyse with confidence examples of lexical, structural, contextual and phonological forms in each of the passages.
	29	<ul style="list-style-type: none"> • Show complete familiarity with appropriate phonological devices and procedures for analysis of speech sounds and prosodic features.
	28	<ul style="list-style-type: none"> • Be able to apply systematically the frameworks quoted in the question rubric, for the examination of the passages from these linguistic perspectives.
	27	<ul style="list-style-type: none"> • Reflect persuasively on the usefulness of the approaches taken (AO3ii).
	26	<ul style="list-style-type: none"> • Show strong awareness of context of use.
	25	<ul style="list-style-type: none"> • Show full awareness of the differences of purpose, intended audience and language choices between the passages, and of the significance of these differences.
	24	<ul style="list-style-type: none"> • Show detailed appreciation of lexical variation and change (AO5ii).
2	<i>Proficient</i>	
	23	<ul style="list-style-type: none"> • <i>Fully meet the criteria for Band 3.</i>
	22	<ul style="list-style-type: none"> • <i>Begin to show evidence of achievement against the criteria for Band 1.</i>
	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.
	19	<ul style="list-style-type: none"> Begin to reflect on the usefulness of the approaches taken (AO3ii).
	18	<ul style="list-style-type: none"> 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).

Generally sound		
4	17	<ul style="list-style-type: none"> Fully meet the criteria for Band 5.
	16	<ul style="list-style-type: none"> Begin to show evidence of achievement against the criteria for Band 3.
	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.
	13	<ul style="list-style-type: none"> Possibly begin to comment on the usefulness of the approaches taken (AO3ii).
	12	<ul style="list-style-type: none"> 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).

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	

Grade Thresholds

Advanced GCE English Language 3827 / 7827
January 2008 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2701	Raw	60	44	39	35	31	27	0
	UMS	90	72	63	54	45	36	0
2702	Raw	60	43	38	34	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	42	37	32	28	24	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 (ie 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	12.5	12.5	25.0	87.5	100	100	11
7827	15.4	76.9	84.6	84.6	100	100	13

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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