

## GCE English Language

OCR Advanced Subsidiary GCE in English Language H069

OCR Advanced GCE in English Language H469

version 2 – February 2008  
**specification**

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Vertical black lines indicate a significant change to the previous printed version. Changes can be found on pages 11, 13, 24 and 40.

# 1 About these Qualifications

This booklet contains OCR's Advanced Subsidiary GCE and Advanced GCE specifications in English Language for teaching from September 2008.

OCR has developed this specification in response to the national subject criteria published by the QCA in 2006. There are four units of assessment, two at AS Level and two at Advanced Level, for the qualification of GCE in English Language. Internal assessment (coursework) is a mandatory unit at each level.

## 1.1 The Two-Unit AS

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The Advanced Subsidiary GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, ie between GCSE and Advanced GCE.

From September 2008 the AS GCE is made up of **two** mandatory units, **one** of which is externally assessed and **one** which is internally assessed, and form 50% of the corresponding four-unit Advanced GCE.

Unit F651: *The Dynamics of Speech* is an externally-assessed written paper testing AO1, AO2 and AO3 through passage or data-based analysis of speech and language in context. It represents 60% of the marks for AS (30% of A Level).

Unit F652: *Texts and Audiences* is an internally-assessed portfolio of work testing AO1, AO2, AO3 and AO4 through analysis of written and multi-modal texts. There is an essay and an adaptive writing with commentary task. It represents 40% of the marks for AS (20% of A Level).

## 1.2 The Four-Unit Advanced GCE

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From September 2008 the Advanced GCE is made up of **two** mandatory units at AS and **two** further mandatory units at A2. One of the A2 units is externally assessed and the other A2 unit is internally assessed.

Unit F653: *Culture, Language and Identity* is an externally-assessed written paper testing AO1, AO2 and AO3 through analysis of stylistic variations in spoken and written texts. There are two essay tasks. It represents 30% of the marks for A Level.

Unit F654: *Media Language* is an internally-assessed portfolio of work testing AO1, AO2, AO3 and AO4 through analysis of written, spoken and multi-modal texts. There is an essay and an original writing with commentary task. It represents 20% of the marks for A Level.

## 1.3 Qualification Titles and Levels

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These qualifications are shown on a certificate as:

- OCR Advanced Subsidiary GCE in English Language.
- OCR Advanced GCE in English Language.

Both qualifications are Level 3 in the National Qualification Framework (NQF).

## 1.4 Aims

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The aims of these specifications are to encourage candidates to deepen their interest and enjoyment in the use of English as they:

- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language;
- undertake independent investigative work related to language in use;
- engage creatively and independently with a varied programme for the study of English from the past to the present day;
- develop their skills as producers and interpreters of language.

## 1.5 Prior Learning/Attainment

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The specifications build on the knowledge, understanding and skills established in GCSE English and in the National Curriculum Programmes of Study for Key Stages 3 and 4. Although not a prerequisite for the study of these specifications, it is recommended that at the start of the course candidates should have obtained at least Grade C in GCSE English, or an equivalent qualification.

# 2 Summary of Content

## 2.1 AS Units

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### Unit F651: *The Dynamics of Speech*

- Speech and Children
- Speech Varieties and Social Groups

### Unit F652: *Texts and Audiences*

Candidates will be required to show broad knowledge and understanding of some of the key constituents of language and how they contribute to meaning in spoken and written English, including:

- the characteristic speech sounds and intonation patterns (phonetics and phonology);
- the vocabulary of English, including the origins, meanings and usage of words (lexis);
- the forms and structures of words, phrases, clauses, sentences and texts in speech and writing (morphology, grammar and discourse);
- how meanings and forms in language are influenced by variations in mode (spoken and written, including multimodal and electronic forms) and context, including personal, cultural and social factors.

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Candidates should be able to:

- apply linguistic concepts and methods of analysis appropriately and systematically to the study of meanings and topical issues in language;
  - describe, explain and interpret variation in and between spoken and written texts, including multimodal texts;
  - develop their skills in using spoken and written English accurately and creatively for a variety of different audiences and purposes;
  - use linguistic terminology and concepts appropriately and accurately in discussions of language;
  - make accurate references to texts and sources.
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## 2.2 A2 Units

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### Unit F653: *Culture, Language and Identity*

- Language and Speech
- The Language of Popular Written Texts
- Language and Cultural Production
- Language, Power and Identity

### Unit F654: *Media Language*

In addition to the requirements for the AS units, candidates should be able to show deeper knowledge and understanding of:

- how some of the following frameworks can be applied to the systematic study of meaning in language: phonology and phonetics, lexis, morphology, grammar, discourse;
- the influence of mode and context, including time and place, on the meanings and forms of English;
- connections between different areas of study in their course as a whole.

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In addition to the requirements for the AS units, A Level candidates should be able to:

- sustain informed, critical judgements about issues raised through the study of language;
  - undertake independent investigations of language, selecting appropriate linguistic methods and techniques;
  - draw on their knowledge of the forms and structures of spoken and written English to create imaginative and informative texts for different audiences and purposes;
  - synthesise and reflect on linguistic knowledge and understanding drawn from different areas of their studies of English language.
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# 3 Unit Content

## 3.1 AS Unit F651: *The Dynamics of Speech*

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The focus of this unit is the analysis of speech, both scripted and unscripted. It features multimodal texts. There are two topic areas:

- Speech and Children
- Speech Varieties and Social Groups

Candidates should have a critical awareness of characteristic speech sounds and intonation patterns, mode, context, register, grammar and discourse structure. In the analysis of data candidates are expected to evaluate the specific features of speech employed and how these features construct varieties of contemporary speech.

Candidates should be familiar with recordings in the form of transcripts taken from the media and everyday life. These should be transcripts from scripted, partly scripted or spontaneous speech, from fictional texts such as plays, novels and poems and from representations in non-fiction formats such as magazine interviews.

To support their study, candidates should be encouraged to explore the speech communities around them, analyse their own recordings and transcripts of the speech varieties found and consider how to represent speech in different modes. This would include consideration of attitudes to language and use of language in friendship groups, families, local and national communities of all kinds.

### Speech and Children

- Spoken language generated by and for children and young people up to the age of 14. Some knowledge of the theories of child language is required but knowledge of how to use theoretical ideas in practice is more important.
  - The stages of language acquisition and the many social contexts of talk and children.
  - Children's language in use; children speaking to other children, and children interacting with adults, in a range of contexts and situations.
  - Children's language in the media and in the wider community, both scripted and unscripted. Candidates are expected to comment on the grammatical and structural features of this kind of discourse.
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## Speech Varieties and Social Groups

- Group identities created through specific features of spoken language
  - How language can exclude and include
  - Use of slang and jargon
  - How language can reflect social class
  - Regional variation
  - Occupation
  - Age
  - Power
  - How speech can vary in function as well as how it demonstrates attitudes and values
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Candidates should be encouraged to explore the speech communities around them and be ready to refer to their own findings in the examination. This includes consideration of attitudes to language and the use of language in friendship groups, families, local and national communities of all kinds. The analysis of the data would invite candidates to explore the specific features of speech being employed and how these features construct varieties of dynamic contemporary speech.

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## 3.2 AS Unit F652: *Texts and Audiences*

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The focus of this internally-assessed unit is a study of a range of written and multimodal texts.

Candidates are required to produce a folder of coursework of a maximum of 3000 words. There are **two** tasks.

### Task 1: Text Study

This is an analytical essay and candidates should choose **two** texts, **one** written and **one** multimodal. There is no prescribed length of original text and candidates are required to include both texts with submission of the coursework folder.

Candidates should show awareness of audience and purpose, and the social and cultural context in which the texts were produced.

Candidates should be able to analyse meaning and phonological, lexical, morphological and grammatical features of each text.

The quality of written communication is important and candidates are required to write coherently and accurately, using appropriate terminology.

### Task 2: Adaptive Writing and Commentary

This is an adaptive writing task where candidates select one of the texts from Task 1 and adapt it for a different audience and/or purpose. The adapted text can be produced in any of the **three** modes: spoken, written or multimodal. It can be the same as or different to the original text.

In the adapted text, candidates should be able to:

- demonstrate expertise in using English creatively and appropriately in producing a text for a specific audience and purpose.

In the commentary, candidates should be able to:

- demonstrate an awareness of audience, purpose and genre;
- discuss the lexical and syntactic choices made;
- evaluate their own writing, discussing any difficulties encountered in adapting the original text.

The quality of written communication is important and candidates are required to write coherently and accurately, using appropriate terminology.

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## Range of Texts

Candidates are expected to be familiar with a wide range of different texts.

The following are suggested areas of study.

Written texts:

- Poetry
- Prose fiction
- Drama
- Tabloid and broadsheet journalism
- Travel writing
- Biography
- Advertising material
- Music of film reviews
- Magazine articles
- Leaflets
- Letters
- Diaries

Multimodal texts:

(a variety of media used simultaneously)

- TV presentations
- Illustrated books
- Films
- Music videos
- Cartoons
- Illustrated talks
- Computer games
- Web-based texts

### 3.3 A2 Unit F653: *Culture, Language and Identity*

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The focus of this unit is an analysis of stylistic variation in spoken and written language. There are **four** topic areas:

- Topic A: Language and Speech (compulsory);
- Topic B: The Language of Popular Written Texts (optional);
- Topic C: Language and Cultural Production (optional);
- Topic D: Language, Power and Identity (optional).

Candidates should answer on Topic A and **one** other topic.

Candidates should show knowledge and understanding of the key constituents of language: lexis, grammar, morphology, phonology, phonetics and features of discourse.

Candidates should show a systematic and analytical approach to the study of language and to have a critical awareness of the impact of mode and context (including the effects of time and place) on the meanings and forms of English.

#### Topic A: Language and Speech

Candidates should have a broad knowledge of the major debates and issues concerning speech and dialect. A basic knowledge of phonology and phonetics is expected for this topic. A list of phonemic symbols will be printed on the question paper.

#### Topic B: The Language of Popular Written Texts

Candidates should have a broad knowledge of the linguistic variants of: fiction and non-fiction (including biographical, historical writing), styles of journalism (including reviews and critical articles on a range of topics taken from broadsheet and tabloid formats) and web-based writing.

#### Topic C: Language and Cultural Production

Candidates should have a broad knowledge of the linguistic variants of the cultural industries. Data will be selected from: cinema, TV and radio, advertising, the visual arts. Candidates will be expected to be familiar with web-based data and with non specialist data from technology and science.

#### Topic D: Language, Power and Identity

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Candidates should have a broad knowledge of the areas of: political and professional writing, public relations and advertising, press and magazine writing and writing covering social topics such as gender, class and status.

Candidates should have an awareness of how the respective linguistic constituents of these areas construct and challenge varieties of power and identity.

Candidates should be familiar with web-based data.

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### 3.4 A2 Unit F654: *Media Language*

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The focus of this internally-assessed unit is a study of texts in the **three** modes: spoken, written and multimodal.

Candidates should study the language of more traditional media such as film, television, radio and journalism, alongside that of developing media (eg electronic texts and the language of the internet).

Candidates should carry out an independent investigation in which they analyse and compare texts from all **three** modes and to produce their own original writing.

Candidates are required to submit a coursework folder of a maximum of 3000 words containing **two** items of work in the form of two tasks.

#### Task 1: Independent Investigation: Comparison and Analysis

This is a sustained comparative analysis of **three** media texts, **one** selected from each mode: spoken, written and multimodal. There is no prescribed length of original text but the texts should be linked by a common theme or common topic. Candidates are required to include all three texts with submission of the coursework folder.

Candidates are expected to demonstrate detailed understanding of audience and purpose, and of the complexities of the social and cultural context(s) in which their chosen texts were produced. Where appropriate, candidates should apply relevant theoretical knowledge and produce evidence of wider independent research around their chosen texts. Building on knowledge, skills and understanding developed at AS Level, candidates should demonstrate deepening knowledge and understanding of the influence of mode and context on the meanings and forms of English, making connections between their chosen texts as they compare and contrast the phonological, lexical, morphological, grammatical and discourse features of each.

The quality of written communication is important and candidates are required to write coherently and accurately, using appropriate terminology.

#### Task 2: Original Writing and Commentary

This is an original writing task where candidates are required to produce their own piece of media writing in any one of the three modes: spoken, written or multimodal.

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**In the original writing task**, candidates should:

- demonstrate expertise in using English creatively and appropriately in writing for a specific audience, purpose and for a specific context.

It is important that the writing produced is substantial enough, in terms of length and range of linguistic features, to enable candidates to provide a detailed discussion in the commentary.

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**In the commentary**, candidates should discuss their own writing so that they:

- demonstrate an awareness of audience, purpose and genre;
- evaluate their choice of linguistic and stylistic features.

The quality of written communication is important and candidates are required to write coherently and accurately, using appropriate terminology.

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## Range of Texts

Candidates are expected to be familiar with a variety of media texts in three different modes.

The following are suggested areas of study.

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Written texts:

- Tabloid and broadsheet journalism
- Advertising
- Music or film reviews
- Magazines
- Leaflets
- Electronic texts: email, weblogs, chat rooms and text-messaging

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Multimodal texts:

(a variety of media used simultaneously)

- TV presentations
- Films
- Music videos
- Cartoons
- Computer games
- Web-based texts

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Spoken texts:

- News items
  - Transcripts of political speeches
  - Radio interviews
  - Comedy sketches
  - Music lyrics
  - CDs
  - Podcasts
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# 4 Schemes of Assessment

## 4.1 AS GCE Scheme of Assessment

### AS GCE English Language (H069)

#### AS Unit F651: *The Dynamics of Speech*

60% of the total AS  
GCE marks  
2 h written paper  
60 marks

This unit has **two** sections:

#### **Section A: Speech and Children**

Candidates answer **one** question from a choice of two data-based questions to demonstrate knowledge and analysis of the features of speech, commenting on characteristic speech sounds and intonation patterns, mode, context, register, grammar and discourse structure.

Candidates are assessed on:

AO1: select and apply a range of linguistic methods; communicate relevant knowledge using appropriate terminology; coherent and accurate written expression.

AO2: critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language; use of linguistic approaches.

AO3: analysis and evaluation of the influence of contextual factors on the production and reception of spoken and written language; knowledge of the key constituents of language.

#### **Section B: Speech Varieties and Social Groups**

Candidates answer **one** question from a choice of two data-based questions to demonstrate knowledge, analysis and evaluation of contextual factors.

Candidates are assessed on:

AO1: select and apply a range of linguistic methods; communicate relevant knowledge using appropriate terminology; coherent and accurate written expression.

AO2: critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language; use of linguistic approaches.

AO3: analysis and evaluation of the influence of contextual factors on the production and reception of spoken and written language; knowledge of the key constituents of language.

**Assessment Criteria:** please refer to Appendix B1 at the back of this specification.



40% of the total AS  
GCE marks  
Coursework  
40 marks

Candidates are required to submit a coursework folder of a maximum 3000 words. There are **two** tasks:

Task 1: an analytical essay on a study of one written and one multimodal text;

Task 2: adaptive writing with a supporting commentary.

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### **Task 1: Text Study (20 marks)**

Candidates are required to produce one essay where they discuss the key linguistic and stylistic features of **one written and one multimodal** text.

Comment on both texts should be made on:

- context, audience and purpose;
- key linguistic and stylistic features.

Candidates are assessed on:

AO1: select and apply a range of linguistic methods; communicate relevant knowledge using appropriate terminology; coherent and accurate written expression.

AO2: critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language; use of linguistic approaches.

AO3: analysis and evaluation of the influence of contextual factors on the production and reception of spoken and written language; knowledge of the key constituents of language.

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## Task 2: Adaptive Writing and Commentary (20 marks)

Candidates select either the written or the multimodal text from Task 1 and

- reproduce it, making it suitable for an audience and/or purpose that is different to that of the original text;
- produce an accompanying commentary that explains the linguistic and stylistic changes and the difficulties encountered in producing the adapted text.

The adapted text can be produced in any of the **three** modes: spoken, written or multimodal. It can be in the same mode as the original or it may be in a different mode.

Candidates are assessed on:

AO1: select and apply a range of linguistic methods; communicate relevant knowledge using appropriate terminology; coherent and accurate written expression.

AO4: demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study.

**Assessment Criteria:** please refer to Appendix B2 at the back of this specification.

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## 4.2 Advanced GCE Scheme of Assessment

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### Advanced GCE English Language (H649)

AS Units as above, Unit F651 being 30% of the total Advanced GCE marks and Unit F652 being 20% of the Advanced GCE marks.

#### A2 Unit F653: *Culture, Language and Identity*

30% of the total  
Advanced GCE  
marks  
2 h written paper  
60 marks

This unit has **four** sections. Candidates are required to answer **one** question from Section A and **one** question from either Section B **or** Section C **or** Section D

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#### **Section A: Language and Speech**

**This section is compulsory.**

Candidates answer **one** question from a choice of **two** to demonstrate knowledge and understanding of the key constituents of language. Passages will be drawn from relevant books and articles and may include transcribed data.

Candidates are assessed on:

AO1: select and apply a range of linguistic methods; communicate relevant knowledge using appropriate terminology; coherent and accurate written expression.

AO2: critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language; use of linguistic approaches.

AO3: analysis and evaluation of the influence of contextual factors on the production and reception of spoken and written language; knowledge of the key constituents of language.

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## Section B: The Language of Popular Written Texts

Candidates answer **one** question from a choice of **two** to demonstrate knowledge and understanding of linguistic variants in written texts. Passages will be drawn from fiction and non-fiction, journalism and web-based writing.

Candidates are assessed on:

AO1: select and apply a range of linguistic methods; communicate relevant knowledge using appropriate terminology; coherent and accurate written expression.

AO2: critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language; use of linguistic approaches.

AO3: analysis and evaluation of the influence of contextual factors on the production and reception of spoken and written language; knowledge of the key constituents of language.

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## Section C: Language and Cultural Production

Candidates answer **one** question from a choice of **two** to demonstrate knowledge and understanding of the linguistic variants of the cultural industries. Candidates will be expected to be familiar with data from cinema, TV and radio, advertising and the visual arts as well as non-specialist technology and science and web-based data.

Candidates are assessed on:

AO1: select and apply a range of linguistic methods; communicate relevant knowledge using appropriate terminology; coherent and accurate written expression.

AO2: critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language; use of linguistic approaches.

AO3: analysis and evaluation of the influence of contextual factors on the production and reception of spoken and written language; knowledge of the key constituents of language.

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## Section D: Language, Power and Identity

Candidates answer **one** question from a choice of **two** to demonstrate knowledge and understanding of how the linguistic constituents of these areas construct and challenge varieties of power and identity. Candidates will be expected to be familiar with data from political and professional writing, public relations and advertising, press and magazine writing and writing covering social topics such as gender, class and status. This includes web-based data.

Candidates are assessed on:

AO1: select and apply a range of linguistic methods; communicate relevant knowledge using appropriate terminology; coherent and accurate written expression.

AO2: critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language; use of linguistic approaches.

AO3: analysis and evaluation of the influence of contextual factors on the production and reception of spoken and written language; knowledge of the key constituents of language.

**Assessment Criteria:** please refer to Appendix C1 at the back of this specification.

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20% of the total  
Advanced GCE  
marks  
Coursework  
40 marks

Candidates are required to submit a coursework folder of a maximum of 3000 words. There are two tasks:

- Task 1: an analytical essay;
- Task 2: original writing with a supporting commentary.

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**Task 1: Independent investigation: comparison and analysis (20 marks)**

Candidates are required to produce one essay where they compare and analyse the generic linguistic and stylistic features of one written, one spoken and one multimodal media text, linked by a common theme or topic.

Candidates are expected to make a comparative analysis of the three texts and:

- analyse meaning using knowledge of linguistic approaches;
- demonstrate knowledge of the key constituents of language: phonological, lexical, morphological and grammatical features;
- discuss context, audience and purpose, showing how these have affected linguistic choice.

Candidates are assessed on:

AO1: select and apply a range of linguistic methods; communicate relevant knowledge using appropriate terminology; coherent and accurate written expression.

AO2: critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language; use of linguistic approaches.

AO3: analysis and evaluation of the influence of contextual factors on the production and reception of spoken and written language; knowledge of the key constituents of language.

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## Task 2: Original writing and commentary (20 marks)

Candidates produce:

- one item of original media writing in one of the three modes (written/spoken/multimodal) studied;
- an accompanying commentary that explains how their own writing incorporates the linguistic and stylistic features identified in Task 1.

Candidates are assessed on:

AO2: critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language; use of linguistic approaches.

AO4: demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study.

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## 4.3 Unit Order

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The normal order in which the unit assessments could be taken is AS Units in the first year of study, leading to an AS GCE award, then A2 Units leading to the Advanced GCE award. However, the unit assessments may be taken in any order.

Alternatively, candidates may take a valid combination of unit assessments at the end of their AS GCE or Advanced GCE course in a 'linear' fashion.

## 4.4 Unit Options (at AS/A2)

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There are no optional units in the AS GCE specification; for AS GCE English Language candidates must take AS Units F651 and F652.

There are no optional units in the Advanced GCE specification; for Advanced GCE English Language candidates take AS Units, *and* A2 Units F653 and F654.

## 4.5 Synoptic Assessment (A Level GCE)

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Synoptic assessment is included wholly in the final A2 Units.

Synoptic assessment tests the candidates' understanding of the connections between different elements of the subject. Each of A2 Unit F653: *Culture, Language and Identity* and A2 Unit F654: *Media Language* fulfils this requirement. Both units build on the knowledge, understanding and skills acquired in the AS units, and require a synthesis of insights developed through the application of linguistic knowledge to the study of speech, writing and multimodal texts. Candidates will need to demonstrate skills of interpretation and expression in insightful, accurate and well-argued responses, and make appropriate use of linguistic analyses to inform their understanding of meaning and variation in language.

## 4.6 Assessment Availability

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There are two examination series each year, in January and June.

In 2009, only AS units will be assessed.

From 2010 onwards, both AS units and A2 units will be assessed.



## 4.7 Assessment Objectives

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Candidates are expected to demonstrate the following in the context of the content described:

### AO1 Knowledge, Application and Communication

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- Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.

### AO2 Understanding and Meaning

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- Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.

### AO3 Contexts, Analysis and Evaluation

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- Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.

### AO4 Expertise and Creativity

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- Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study.

### AO weightings in AS GCE

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Unit	% of AS GCE				Total
	AO1	AO2	AO3	AO4	
AS Unit F651: <i>The Dynamics of Speech</i>	10	25	25	0	60%
AS Unit F652: <i>Texts and Audiences</i>	10	5	10	15	40%
	20%	30%	35%	15%	100%

### AO weightings in Advanced GCE

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Unit	% of Advanced GCE				Total
	AO1	AO2	AO3	AO4	
AS Unit F651: <i>The Dynamics of Speech</i>	5	12.5	12.5	0	30%
AS Unit F652: <i>Texts and Audiences</i>	5	2.5	5	7.5	20%
A2 Unit F653: <i>Culture, Language and Identity</i>	5	12.5	12.5	0	30%
A2 Unit F654: <i>Media Language</i>	2.5	5	5	7.5	20%



## 4.8 Quality of Written Communication

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*Quality of written communication* is assessed in all units and credit may be restricted if communication is unclear. Candidates will be assessed on their overall competence in using language accurately and effectively in constructing well-argued responses to assessment tasks for the specifications.

Candidates will:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise information clearly and coherently, using specialist vocabulary when appropriate.

The assessment of the *quality of written communication* is included in AO1.

## 4.9 Supervision of Internally-Assessed Work Units F652 and F654

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### Supervision in the carrying out of tasks

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There are three different stages in the production of coursework: planning of the task; first draft; final submission. The permitted level of supervision is different at each stage.

### Planning of the task

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It is expected that the teacher will provide detailed guidance to candidates in relation to the purpose and requirement of the task. Teacher's advice might include:

- discussion and guidance on an appropriate and effective title;
- recommended reading;
- possible structure;
- resolving practical and conceptual problems;
- research techniques;
- help with time planning;

- monitoring of progress throughout the process to ensure that candidates are proceeding successfully.

## First draft

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- **What teachers can do:** review the work in either written or oral form, concentrating on the appropriateness of the title and content; structure; references.
- **What teachers cannot do:** having reviewed the candidate's coursework it is not acceptable for teachers to give, either to individual candidates or to groups, detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria. Examples of unacceptable assistance include:
  - detailed indication of errors or omissions;
  - advice on specific improvements needed to meet the criteria;
  - the provision of outlines, paragraph or section headings, or writing frames specific to the coursework task(s);
  - personal intervention to improve the presentation or content of the coursework.

## Final submission

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Once the final draft is submitted it must not be revised:

- in no circumstances are 'fair copies' of marked work allowed;
- adding or removing any material to or from coursework after it has been presented by a candidate for final assessment would constitute malpractice.

## Conditions under which assessment takes place

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Centres will be required to:

- authenticate the work as the candidates' own work;
- indicate the extent and nature of advice given to candidates;
- declare the circumstances under which the final work was produced.

# 5 Technical Information

## 5.1 Making Unit Entries

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Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework.

**It is essential** that unit entry codes are quoted in all correspondence with OCR. See Sections 4.1 and 4.2 for these unit entry codes.

## 5.2 Making Qualification Entries

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Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- AS GCE certification (entry code H069);
- Advanced GCE certification (entry code H469).

A candidate who has completed all the units required for the qualification may enter for certification either in the same examination series (within a specified period after publication of results) or in a later series.

AS GCE certification is available from June 2009.  
Advanced GCE certification is available from June 2010.

## 5.3 Grading

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All GCE units are awarded a-e. The Advanced Subsidiary GCE is awarded on the scale A-E. The Advanced GCE is awarded on the scale A-E with access to an A\*. To be awarded an A\*, candidates will need to achieve a grade A on their full A level qualification and an A\* on the aggregate of their A2 units. Grades are reported on certificates. Results for candidates who fail to achieve the minimum grade (E or e) will be recorded as *unclassified* (U or u) and this is **not** certificated.

A Uniform Mark Scale (UMS) enables comparison of candidates' performance across units and across series and enables candidates' scores to be put on a common scale for aggregation purposes. The two-unit AS GCE has a total of 200 *uniform* marks and the four-unit Advanced GCE has a total of 400 *uniform* marks.

OCR converts each raw mark for each unit to a uniform mark. The maximum *uniform* mark for any unit depends on that unit's weighting in the specification. In these English Language specifications, the four units of the Advanced GCE specification have UMS weightings of 30%/20%/30%/20% (and the two units of the AS GCE specification have UMS weightings of 60%/40%). The UMS totals are 120/80/120/80 respectively. Each unit's *raw* mark grade boundary equates to the *uniform* mark boundary at the same grade. Intermediate marks are converted on a pro-rata basis.

*Uniform* marks correspond to *unit* grades as follows:

(Advanced GCE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade					u
		a	b	c	d	e	
30%	120	120–96	95–84	83–72	71–60	59–48	47–0
20%	80	80–64	63–56	55–48	47–40	39–32	31–0

OCR adds together the unit *uniform* marks and compares these to pre-set boundaries (see the table below) to arrive at *qualification* grades.

Qualification	Qualification Grade					U
	A	B	C	D	E	
AS GCE	200–160	159–140	139–120	119–100	99–80	79–0
Advanced GCE	400–320	319–280	279–240	239–200	199–160	159–0

Candidates achieving at least 320 UMS marks in their Advanced GCE, ie grade A, and who also gain at least 180 UMS in their two A2 units will receive an A\* grade.

## 5.4 Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquires on results and appeals, centres should consult the OCR *Administration Guide for General Qualifications* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from OCR.

## 5.5 Shelf-Life of Units

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Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 5.6 Unit and Qualification Re-sits

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There is no restriction on the number of times a candidate may re-sit each unit before entering for certification for an AS GCE or Advanced GCE.

Candidates may enter for the full qualifications an unlimited number of times.

## 5.7 Guided Learning Hours

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AS GCE English Language requires **180** guided learning hours in total.

Advanced GCE English Language requires **360** guided learning hours in total.

## 5.8 Code of Practice/Subject Criteria/Common Criteria Requirements

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These specifications comply in all respects with current *GCSE GCE GNVQ and AEA Code of Practice* as available on the QCA website, the subject criteria for GCE English Language and *The Statutory Regulation of External Qualifications 2004*.

## 5.9 Arrangements for Candidates with Particular Requirements

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For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council. In such cases advice should be sought from OCR as early as possible during the course.



## 5.10 Prohibited Qualifications and Classification Code

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Candidates who enter for the OCR GCE specifications may not also enter for any other GCE specification with the certification title *English Language* in the same examination series.

Candidates who enter for these GCE English Language specifications may not also enter for any other GCE specification with the certification title *English Language and Literature* in the same examination series. They may, however, enter for GCE English Literature.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Achievement and Attainment Tables.

The classification code for these specifications is 5030.

## 5.11 Coursework Administration/Regulations

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### Supervision and Authentication

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As with all coursework, teachers must be able to verify that the work submitted for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence.

## Submitting marks to OCR

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Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework. Coursework administration documents are sent to centres on the basis of estimated entries. Marks may be submitted to OCR either via Interchange, on the computer-printed Coursework Mark Sheets (MS1) provided by OCR (sending the top copy to OCR and the second copy to their allocated moderator) or by EDI (centres using EDI are asked to print a copy of their file and sign it before sending to their allocated moderator).

Deadline for the receipt of coursework marks are:  
10 January for the January series;  
15 May for the June series.

The awarding body must require centres to obtain from each candidate a signed declaration that authenticates the coursework they produce as their own. For regulations governing coursework, centres should consult the OCR *Administration Guide for General Qualifications*. Further copies of the coursework administration documents are available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

## Standardisation and Moderation

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All internally-assessed coursework is marked by the teacher and internally standardised by the centre. Marks must be submitted to OCR by the agreed date, after which postal moderation takes place in accordance with OCR procedures.

The purpose of moderation is to ensure that the standard for the award of marks in internally-assessed coursework is the same for each centre, and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is submitted to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

## Minimum Coursework Required

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If a candidate submits no work for a unit, then the candidate should be indicated as being absent from that unit on the coursework mark sheets submitted to OCR. If a candidate completes any work at all for that unit then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero.

# 6 Other Specification Issues

## 6.1 Overlap with other Qualifications

There is no overlap between the content of these specifications and those for other Advanced GCE.

## 6.2 Progression from these Qualifications

Throughout the course of study candidates are encouraged to develop a critical awareness of the structure of English and the ways in which the language is used, and to become confident and skilled in using spoken and written English accurately and creatively.

The specifications therefore provide a suitable foundation for the study of English Language or related courses in higher education. Equally they are also suitable for candidates of various ages and backgrounds as part of a course of general education and lifelong learning.

## 6.3 Key Skills Mapping

These specifications provide opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 2 and/or 3. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities *may* exist for at least some coverage of the various Key Skills criteria at Levels 2 and/or 3 for each unit.

Unit	C				AoN			IT			WwO			IOLP			PS		
	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3
F651	✓	✓	✓	✓								✓	✓	✓	✓	✓			
F652	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓			
F653	✓	✓	✓	✓								✓	✓	✓	✓	✓			
F654	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓			

## 6.4 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

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These specifications offer opportunities which can contribute to an understanding of the social and cultural contexts within which speech and writing are produced and received. In studying English as spoken and written language candidates become aware of the role of language in shaping our identities. The ways in which opinion, belief and truth are presented and influenced by language requires candidates to define their own spiritual, moral and ethical viewpoints while at the same time gaining a greater awareness of the views and values of individuals and cultures.

However, no legislative or economic issues are covered in these specifications.

## 6.5 Sustainable Development, Health and Safety Considerations and European Developments

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These specifications support issues of European developments, consistent with current EU agreements, by requiring candidates to have a knowledge and understanding of the historical and cultural development of English as a global language.

However, there are no sustainable development or health and safety considerations in these specifications.

## 6.6 Avoidance of Bias

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OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

## 6.7 Language

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These specifications and associated assessment materials are in English only.

## 6.8 Disability Discrimination Act Information Relating to these Specifications

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AS/A Levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in *Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council (refer to Section 5.9 of this specification).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed.

The use of the term “spoken” in AO2 can mean a written record of speech. The subject does not therefore require listening skills. Reading independently may be problematic for some students but should not be a barrier to assessment.

# Appendix A: Performance Descriptions

Performance descriptions have been produced for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A Level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

## AS performance descriptions for English Language

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
Assessment Objectives	Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.	Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.	Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.	Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study.
A/B boundary Performance Descriptions	Candidates characteristically: a) communicate relevant knowledge and understanding of the methods of language study; b) consistently use appropriate terminology to support interpretations when applying this understanding; c) structure and organise their writing well; d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) communicate relevant understanding of linguistic approaches, concepts and issues; b) explore the significant features of linguistic variation that create meaning in spoken and written language; c) generally use specific references to support their responses.	Candidates characteristically: a) explore the relationships between spoken and written language and the contexts in which both are used; b) communicate a practical understanding of issues relating to language in use.	Candidates characteristically: a) write effectively in a form and style matched to audience, purpose and genre; b) select and order relevant content; c) identify where, and suggest how, key linguistic features are used in their writing to create specific effects.
E/U boundary Performance Descriptions	Candidates characteristically: a) communicate some understanding of the methods of language study; b) apply this understanding to support interpretations; c) communicate content and meaning in writing using straightforward language.	Candidates characteristically: a) communicate some understanding of linguistic approaches, concepts or issues; b) identify features of linguistic variation that create meaning in spoken and written language; c) make some related references to texts to support their responses.	Candidates characteristically: a) note some relationships between spoken and written language and the contexts in which both are used; b) communicate some understanding of issues relating to language in use.	Candidates characteristically: a) demonstrate some ability to write in a form or style matched to audience, purpose or genre; b) select and order content; c) identify where some linguistic features are used in their writing to create effects.

## A2 performance descriptions for English Language

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
<b>Assessment Objectives</b>	Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.	Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.	Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.	Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study.
<b>A/B boundary Performance Descriptions</b>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate extensive knowledge and understanding of the methods of language study;</li> <li>b) create and sustain well-organised and coherent arguments, using appropriate terminology to support informed interpretations;</li> <li>c) structure and organise their writing using an appropriate linguistic register;</li> <li>d) communicate content and meaning through expressive and accurate writing.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate critical understanding of linguistic approaches, concepts and issues;</li> <li>b) distinguish and describe a range of significant features of linguistic variation that creates meaning in spoken and written language;</li> <li>c) consistently make reference to authorities, texts and sources to support their responses.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) explore and comment on the significance of the relationships between spoken and written language and the contexts in which both are used;</li> <li>b) communicate an informed understanding of concepts and issues relating to language in use.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) write effectively in a form and style matched to audience, purpose and genre;</li> <li>b) select and order complex and relevant content;</li> <li>c) identify where and explain how key linguistic features are used in their writing to create specific effects.</li> </ul>
<b>E/U boundary Performance Descriptions</b>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate knowledge and some understanding of the methods of language study;</li> <li>b) present responses making some use of appropriate terminology to support interpretations;</li> <li>c) communicate content and meaning using straightforward language accurately.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate an understanding of linguistic approaches, concepts or issues;</li> <li>b) identify features of linguistic variation that create meaning in spoken and written language;</li> <li>c) make some reference to authorities, texts or sources to support their responses.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) comment on the relationships between spoken and written language and the contexts in which both are used;</li> <li>b) communicate some understanding of concepts and issues relating to language in use.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) demonstrate some ability to write in a form and style matched to audience, purpose or genre;</li> <li>b) select and order relevant content;</li> <li>c) identify where key linguistic features are used in their writing to create specific effects.</li> </ul>



# Appendix B1: Assessment Criteria for AS Unit F651: *The Dynamics of Speech*

## Band descriptors: Questions 1, 2, 3 and 4

<p>Band 6</p> <p>26–30 marks</p>	AO 1	<ul style="list-style-type: none"> <li>• excellent and coherent argument consistently developed with relevant and detailed exemplification;</li> <li>• critical terminology, appropriate to the subject matter, accurately and consistently used;</li> <li>• excellent use of a range of linguistic methods;</li> <li>• consistently accurate written expression, meaning is consistently clear.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• excellent, well-developed and consistently detailed discussion of concepts and issues relating to the construction and analysis of meanings in speech;</li> <li>• excellent and consistently effective use of relevant linguistic approaches.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• well-developed and consistently effective analysis and evaluation of the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question;</li> <li>• shows thoroughly detailed and accurate knowledge of the key constituents of language.</li> </ul>

<p>Band 5</p> <p>21–25 marks</p>	AO 1	<ul style="list-style-type: none"> <li>• well-structured argument, clearly developed with relevant and clear exemplification;</li> <li>• critical terminology, appropriate to the subject matter, used accurately;</li> <li>• good use of a range of linguistic methods;</li> <li>• good level of accuracy in written expression, only minor errors which do not inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• developed and coherently detailed discussion of concepts and issues relating to the construction and analysis of meanings in speech;</li> <li>• clear and good use of relevant linguistic approaches.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• developed, clear analysis and evaluation of the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question;</li> <li>• shows good knowledge of the key constituents of language.</li> </ul>

Band 4 16–20 marks	AO 1	<ul style="list-style-type: none"> <li>• straightforward argument, competently structured and supported by generally relevant exemplification;</li> <li>• critical terminology appropriate to the subject matter used competently;</li> <li>• competent use of a range of linguistic methods;</li> <li>• generally accurate written expression, there are errors that occasionally inhibit communication.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• some developed discussion of concepts and issues relating to the construction and analysis of meanings in speech with some relevant details;</li> <li>• competent use of some relevant linguistic approaches with some relevant details.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• competent analysis and evaluation of the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question;</li> <li>• shows some competent knowledge of the key constituents of language.</li> </ul>

Band 3 11–15 marks	AO 1	<ul style="list-style-type: none"> <li>• some structured argument evident with some relevant exemplification;</li> <li>• some competent use of critical terminology appropriate to the subject matter;</li> <li>• some use of a range of linguistic methods;</li> <li>• some clear written expression but there are inconsistencies that inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• some attempt to develop a discussion of concepts and issues relating to the construction and analysis of meanings in speech with some basic relevant details;</li> <li>• some attempt to use some relevant linguistic approaches.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• some attempt to structure the analysis and evaluation of the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question;</li> <li>• shows some basic knowledge of the key constituents of language.</li> </ul>

Band 2 6–10 marks	AO 1	<ul style="list-style-type: none"> <li>• limited attempt to structure argument with limited or irrelevant exemplification;</li> <li>• limited use of critical terminology appropriate to the subject matter;</li> <li>• limited use of linguistic methods (evidence of only one or two);</li> <li>• mostly inconsistent written expression and errors inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• limited discussion of concepts and issues relating to the construction and analysis of meanings in speech with limited use of relevant details;</li> <li>• limited or inconsistent use of relevant linguistic approaches.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• limited attempt to structure the analysis and evaluation of the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question;</li> <li>• limited knowledge of the key constituents of language.</li> </ul>

<p>Band 1</p> <p>0–5 marks</p>	AO 1	<ul style="list-style-type: none"> <li>• little or no attempt to structure argument with little or irrelevant exemplification;</li> <li>• little or no use of critical terminology appropriate to the subject matter;</li> <li>• little or no use of linguistic methods (partial use of one or two);</li> <li>• persistent writing errors that inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• little or no discussion of concepts and issues relating to the construction and analysis of meanings in speech; few or no relevant details;</li> <li>• little or no use of relevant linguistic approaches.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• little or no attempt to analyse and evaluate the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question;</li> <li>• little or no knowledge of the key constituents of language.</li> </ul>

# Appendix B2: Coursework Assessment

## Criteria for AS Unit F652: *Texts and Audiences*

### Task 1: Text Study

<p>Band 5</p> <p>16–20 marks</p>	AO 1	<ul style="list-style-type: none"> <li>• excellent and consistently detailed understanding of the texts and comprehensive knowledge communicated in relation to the task undertaken;</li> <li>• excellent use of a range of linguistic methods effectively applied to the task;</li> <li>• consistently coherent and accurate written expression;</li> <li>• critical terminology accurately and consistently used.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• excellent, well-developed and consistently detailed discussion of concepts and issues relating to the construction and analysis of meanings in written and multimodal texts;</li> <li>• excellent and consistently effective use of relevant linguistic approaches applied to the task.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• well-developed and consistently effective analysis and evaluation of the influence of the contextual factors on the production and reception of written and multimodal texts;</li> <li>• shows thoroughly detailed and accurate knowledge of the key constituents of language consistently demonstrated through detailed analysis of chosen texts.</li> </ul>

<p>Band 4</p> <p>12–15 marks</p>	AO 1	<ul style="list-style-type: none"> <li>• good understanding of the texts and relevant knowledge communicated in relation to the task undertaken;</li> <li>• good use of a range of linguistic methods with relevant application to the task;</li> <li>• good level of coherence and accuracy in written expression, only minor errors which do not inhibit communication of meaning;</li> <li>• critical terminology used accurately.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• developed and coherently detailed discussion of concepts and issues related to the construction and analysis of meanings in written and multimodal texts;</li> <li>• clear and good use of relevant linguistic approaches applied to the task.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• developed, clear analysis and evaluation of the influence of the contextual factors on the production and reception of written and multimodal texts;</li> <li>• shows good knowledge of the key constituents of language with good detailed analysis of the chosen texts.</li> </ul>

Band 3 8–11 marks	AO 1	<ul style="list-style-type: none"> <li>• some competent understanding of the texts and some relevant knowledge communicated in relation to task undertaken;</li> <li>• some use of a range of linguistic methods with some relevant application to the task;</li> <li>• some clear written expression but there are inconsistencies that inhibit communication of meaning;</li> <li>• some competent use of critical terminology.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• some developed discussion of range of concepts and issues related to the construction and analysis of meanings in written and multimodal texts;</li> <li>• some competent use of relevant linguistic approaches applied to the task.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• some attempt to develop the analysis and evaluation of the influence of the contextual factors on the production and reception of written and multimodal texts;</li> <li>• shows some knowledge of the key constituents of language with some relevant analysis of the chosen texts.</li> </ul>

Band 2 4–7 marks	AO 1	<ul style="list-style-type: none"> <li>• limited understanding of the texts and only limited relevant knowledge communicated in relation to task undertaken;</li> <li>• limited use of a range of linguistic methods with only limited relevant application to the task;</li> <li>• mostly inconsistent written expression and errors inhibit communication of meaning;</li> <li>• limited use of critical terminology.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• limited discussion of concepts and issues related to the construction and analysis of meanings in written and multimodal texts;</li> <li>• limited or inconsistent use of relevant linguistic approaches applied to the task.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• limited attempt to develop the analysis and evaluation of the influence of the contextual factors on the production and reception of written and multimodal texts;</li> <li>• limited knowledge of key constituents of language and limited analysis of chosen texts.</li> </ul>

Band 1 0–3 marks	AO 1	<ul style="list-style-type: none"> <li>• little or no understanding of the texts and only little or no relevant knowledge communicated in relation to task undertaken;</li> <li>• little or no use of relevant linguistic methods applied to the task;</li> <li>• inconsistent written expression and persistent errors inhibit communication of meaning;</li> <li>• little or no use of critical terminology.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• little or no discussion of concepts and issues related to the construction and analysis of meanings in written and multimodal texts;</li> <li>• little or no use of relevant linguistic approaches applied to the task.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• little or no analysis and evaluation of the influence of the contextual factors on the production and reception of written and multimodal texts;</li> <li>• little or no knowledge of key constituents of language and little or no analysis of chosen texts.</li> </ul>

## Task 2 : Adaptive Writing and Commentary

Band 5 16–20 marks	AO 1	<ul style="list-style-type: none"> <li>• excellent and consistently detailed understanding of the texts, and comprehensive knowledge communicated in relation to the task undertaken;</li> <li>• excellent use of a range of linguistic methods effectively applied to the task;</li> <li>• consistently coherent and accurate written expression;</li> <li>• critical terminology accurately and consistently used.</li> </ul>
	AO 4	<ul style="list-style-type: none"> <li>• excellent level of expertise and creativity, informed by linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• comprehensive and consistently detailed knowledge of linguistic features demonstrated in commentary.</li> </ul>

Band 4 12–15 marks	AO 1	<ul style="list-style-type: none"> <li>• good understanding of the texts and relevant knowledge communicated in relation to the task undertaken;</li> <li>• good use of a range of linguistic methods with relevant application to the task;</li> <li>• good level of coherence and accuracy in written expression, only minor errors</li> <li>• which do not inhibit communication of meaning;</li> <li>• critical terminology used accurately .</li> </ul>
	AO 4	<ul style="list-style-type: none"> <li>• good level of expertise and creativity, informed by linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• relevant knowledge of linguistic features demonstrated in commentary.</li> </ul>

Band 3 8–11 marks	AO 1	<ul style="list-style-type: none"> <li>• some competent understanding of the texts and some relevant knowledge communicated in relation to task undertaken;</li> <li>• some use of a range of linguistic methods with some relevant application to the task;</li> <li>• some clear written expression but there are inconsistencies that inhibit communication of meaning;</li> <li>• some competent use of critical terminology.</li> </ul>
	AO 4	<ul style="list-style-type: none"> <li>• some competent level of expertise and creativity, informed by linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• some relevant knowledge of linguistic features demonstrated in commentary.</li> </ul>

Band 2 4–7 marks	AO 1	<ul style="list-style-type: none"> <li>• limited understanding of the texts and only limited relevant knowledge communicated in relation to task undertaken;</li> <li>• limited use of a range of linguistic methods with only limited relevant application to the task;</li> <li>• mostly inconsistent written expression and errors inhibit communication of meaning;</li> <li>• limited use of critical terminology.</li> </ul>
	AO 4	<ul style="list-style-type: none"> <li>• limited level of expertise and creativity, inconsistently informed by linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• limited knowledge of linguistic features demonstrated in commentary.</li> </ul>

Band 1 0–3 marks	AO 1	<ul style="list-style-type: none"> <li>• little or no understanding of the texts and only little or no relevant knowledge communicated in relation to task undertaken;</li> <li>• little or no use of relevant linguistic methods applied to the task;</li> <li>• inconsistent written expression and persistent errors inhibit communication of meaning;</li> <li>• little or no use of critical terminology.</li> </ul>
	AO 4	<ul style="list-style-type: none"> <li>• little or no expertise and creativity, little or no use of linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• little or no knowledge of linguistic features demonstrated in commentary.</li> </ul>

	AO1	AO2	AO3	AO4
Task 1	5	<u>5</u>	10	0
Task 2	5	0	0	15

# Appendix C1: Assessment Criteria for A2 Unit F653: *Culture, Language and Identity*

## Band descriptors all sections

Band 6  26–30 marks	AO 1	<ul style="list-style-type: none"> <li>• excellent and coherent argument consistently developed with relevant and detailed exemplification;</li> <li>• critical terminology, appropriate to the subject matter, accurately and consistently used;</li> <li>• excellent use of a range of linguistic methods;</li> <li>• consistently accurate written expression, meaning is consistently clear.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• excellent, well-developed and consistently detailed discussion of concepts and issues relating to the construction and analysis of meanings in spoken and written language;</li> <li>• excellent and consistently effective use of relevant linguistic approaches .</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• well-developed and consistently effective analysis and evaluation of the influence of the contextual factors on the production and reception of spoken and written language, as appropriate to the question;</li> <li>• shows thoroughly detailed and accurate knowledge of the key constituents of language.</li> </ul>

Band 5  21–25 marks	AO 1	<ul style="list-style-type: none"> <li>• well-structured argument, clearly developed with relevant and clear exemplification;</li> <li>• critical terminology, appropriate to the subject matter, used accurately ;</li> <li>• good use of a range of linguistic methods ;</li> <li>• good level of accuracy in written expression, only minor errors which do not inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• developed and coherently detailed discussion of concepts and issues relating to the construction and analysis of meanings in spoken and written language;</li> <li>• clear and good use of relevant linguistic approaches.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• developed, clear analysis and evaluation of the influence of the contextual factors on the production and reception of spoken and written language, as appropriate to the question;</li> <li>• shows good knowledge of the key constituents of language.</li> </ul>



Band 4 16–20 marks	AO 1	<ul style="list-style-type: none"> <li>• straightforward argument, competently structured and supported by generally relevant exemplification;</li> <li>• critical terminology appropriate to the subject matter used competently;</li> <li>• competent use of a range of linguistic methods;</li> <li>• generally accurate written expression, there are errors that occasionally inhibit communication.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• some developed discussion of concepts and issues relating to the construction and analysis of meanings in spoken and written language with some relevant details;</li> <li>• competent use of some relevant linguistic approaches with some relevant details.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• competent analysis and evaluation of the influence of the contextual factors on the production and reception of spoken and written language, as appropriate to the question;</li> <li>• shows some competent knowledge of the key constituents of language.</li> </ul>

Band 3 11–15 marks	AO 1	<ul style="list-style-type: none"> <li>• some structured argument evident with some relevant exemplification;</li> <li>• some competent use of critical terminology appropriate to the subject matter;</li> <li>• some use of a range of linguistic methods;</li> <li>• some clear written expression but there are inconsistencies that inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• some attempt to develop a discussion of concepts and issues relating to the construction and analysis of meanings in spoken and written language with some basic relevant details;</li> <li>• some attempt to use some relevant linguistic approaches.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• some attempt to structure the analysis and evaluation of the influence of the contextual factors on the production and reception of spoken and written language, as appropriate to the question;</li> <li>• shows some basic knowledge of the key constituents of language.</li> </ul>

Band 2 6–10 marks	AO 1	<ul style="list-style-type: none"> <li>• limited attempt to structure argument with limited or irrelevant exemplification;</li> <li>• limited use of critical terminology appropriate to the subject matter;</li> <li>• limited use of linguistic methods (evidence of only one or two);</li> <li>• mostly inconsistent written expression and errors inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• limited discussion of concepts and issues relating to the construction and analysis of meanings in spoken and written language with limited use of relevant details;</li> <li>• limited or inconsistent use of relevant linguistic approaches.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• limited attempt to structure the analysis and evaluation of the influence of the contextual factors on the production and reception of spoken and written language, as appropriate to the question;</li> <li>• limited knowledge of the key constituents of language.</li> </ul>

<p>Band 1</p> <p>0–5 marks</p>	AO 1	<ul style="list-style-type: none"> <li>• little or no attempt to structure argument with little or irrelevant exemplification;</li> <li>• little or no use of critical terminology appropriate to the subject matter;</li> <li>• little or no use of linguistic methods (partial use of one or two);</li> <li>• persistent writing errors that inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• little or no discussion of concepts and issues relating to the construction and analysis of meanings in spoken and written language; few or no relevant details;</li> <li>• little or no use of relevant linguistic approaches.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• little or no attempt to analyse and evaluate the influence of the contextual factors on the production and reception of spoken and written language, as appropriate to the question;</li> <li>• little or no knowledge of the key constituents of language.</li> </ul>

# Appendix C2: Coursework Assessment

## Criteria for A2 Unit F654: *Media Language*

### Task 1: Independent Investigation: Comparison and Analysis

<p>Band 5</p> <p>16–20 marks</p>	AO 1	<ul style="list-style-type: none"> <li>• excellent and consistently detailed understanding of the texts, and comprehensive knowledge communicated in relation to the task undertaken;</li> <li>• excellent use of a range of linguistic methods effectively applied to the task;</li> <li>• consistently coherent and accurate written expression;</li> <li>• critical terminology accurately and consistently used.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• excellent, well-developed and consistently detailed discussion of concepts and issues relating to the construction and analysis of meanings in written and multimodal texts;</li> <li>• excellent and consistently effective use of relevant linguistic approaches applied to the task.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• well-developed and consistently effective analysis and evaluation of the influence of the contextual factors on the production and reception of written and multimodal texts;</li> <li>• shows thoroughly detailed and accurate knowledge of the key constituents of language consistently demonstrated through detailed analysis of chosen texts.</li> </ul>

<p>Band 4</p> <p>12–15 marks</p>	AO 1	<ul style="list-style-type: none"> <li>• good understanding of the texts and relevant knowledge communicated in relation to the task undertaken;</li> <li>• good use of a range of linguistic methods with relevant application to the task;</li> <li>• good level of coherence and accuracy in written expression, only minor errors which do not inhibit communication of meaning;</li> <li>• critical terminology used accurately.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• developed and coherently detailed discussion of concepts and issues related to the construction and analysis of meanings in written and multimodal texts;</li> <li>• clear and good use of relevant linguistic approaches applied to the task.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• developed, clear analysis and evaluation of the influence of the contextual factors on the production and reception of written and multimodal texts;</li> <li>• shows good knowledge of the key constituents of language with good detailed analysis of the chosen texts.</li> </ul>

Band 3 9–11 marks	AO 1	<ul style="list-style-type: none"> <li>• some competent understanding of the texts and some relevant knowledge communicated in relation to task undertaken;</li> <li>• some use of a range of linguistic methods with some relevant application to the task;</li> <li>• some clear written expression but there are inconsistencies that inhibit communication of meaning;</li> <li>• some competent use of critical terminology.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• some developed discussion of range of concepts and issues related to the construction and analysis of meanings in written and multimodal texts;</li> <li>• some competent use of relevant linguistic approaches applied to the task.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• some attempt to develop the analysis and evaluation of the influence of the contextual factors on the production and reception of written and multimodal texts;</li> <li>• shows some knowledge of the key constituents of language with some relevant analysis of the chosen texts.</li> </ul>

Band 2 4–7 marks	AO 1	<ul style="list-style-type: none"> <li>• limited understanding of the texts and only limited relevant knowledge communicated in relation to task undertaken;</li> <li>• limited use of a range of linguistic methods with only limited relevant application to the task;</li> <li>• mostly inconsistent written expression and errors inhibit communication of meaning;</li> <li>• limited use of critical terminology.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• limited discussion of concepts and issues related to the construction and analysis of meanings in written and multimodal texts;</li> <li>• limited or inconsistent use of relevant linguistic approaches applied to the task.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• limited attempt to develop the analysis and evaluation of the influence of the contextual factors on the production and reception of written and multimodal texts;</li> <li>• limited knowledge of key constituents of language and limited analysis of chosen texts.</li> </ul>

Band 1 0–3 marks	AO 1	<ul style="list-style-type: none"> <li>• little or no understanding of the texts and only little or no relevant knowledge communicated in relation to task undertaken;</li> <li>• little or no use of relevant linguistic methods applied to the task;</li> <li>• inconsistent written expression and persistent errors inhibit communication of meaning;</li> <li>• little or no use of critical terminology.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• little or no discussion of concepts and issues related to the construction and analysis of meanings in written and multimodal texts;</li> <li>• little or no use of relevant linguistic approaches applied to the task.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• little or no analysis and evaluation of the influence of the contextual factors on the production and reception of written and multimodal texts;</li> <li>• little or no knowledge of key constituents of language and little or no analysis of chosen texts.</li> </ul>

## Task 2: Original writing and commentary

Band 5 16–20 marks	AO 1	<ul style="list-style-type: none"> <li>• excellent and consistently detailed understanding of the texts, and comprehensive knowledge communicated in relation to the task undertaken;</li> <li>• excellent use of a range of linguistic methods effectively applied to the task;</li> <li>• consistently coherent and accurate written expression;</li> <li>• critical terminology accurately and consistently used.</li> </ul>
	AO 4	<ul style="list-style-type: none"> <li>• excellent level of expertise and creativity, informed by linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• comprehensive and consistently detailed knowledge of linguistic features demonstrated in commentary.</li> </ul>

Band 4 12–15 marks	AO 1	<ul style="list-style-type: none"> <li>• good understanding of the texts and relevant knowledge communicated in relation to the task undertaken;</li> <li>• good use of a range of linguistic methods with relevant application to the task;</li> <li>• good level of coherence and accuracy in written expression, only minor errors which do not inhibit communication of meaning;</li> <li>• critical terminology used accurately .</li> </ul>
	AO 4	<ul style="list-style-type: none"> <li>• good level of expertise and creativity, informed by linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• relevant knowledge of linguistic features demonstrated in commentary.</li> </ul>

Band 3 8–11 marks	AO 1	<ul style="list-style-type: none"> <li>• some competent understanding of the texts and some relevant knowledge communicated in relation to task undertaken;</li> <li>• some use of a range of linguistic methods with some relevant application to the task;</li> <li>• some clear written expression but there are inconsistencies that inhibit communication of meaning;</li> <li>• some competent use of critical terminology.</li> </ul>
	AO 4	<ul style="list-style-type: none"> <li>• some competent level of expertise and creativity, informed by linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• some relevant knowledge of linguistic features demonstrated in commentary.</li> </ul>

Band 2 4–7 marks	AO 1	<ul style="list-style-type: none"> <li>• limited understanding of the texts and only limited relevant knowledge communicated in relation to task undertaken;</li> <li>• limited use of a range of linguistic methods with only limited relevant application to the task;</li> <li>• mostly inconsistent written expression and errors inhibit communication of meaning;</li> <li>• limited use of critical terminology.</li> </ul>
	AO 4	<ul style="list-style-type: none"> <li>• limited level of expertise and creativity, inconsistently informed by linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• limited knowledge of linguistic features demonstrated in commentary.</li> </ul>

Band 1 0–3 marks	AO 1	<ul style="list-style-type: none"> <li>• little or no understanding of the texts and only little or no relevant knowledge communicated in relation to task undertaken;</li> <li>• little or no use of relevant linguistic methods applied to the task;</li> <li>• inconsistent written expression and persistent errors inhibit communication of meaning;</li> <li>• little or no use of critical terminology.</li> </ul>
	AO 4	<ul style="list-style-type: none"> <li>• little or no expertise and creativity, little or no use of linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• little or no knowledge of linguistic features demonstrated in commentary.</li> </ul>

	AO1	AO2	AO3	AO4
Task 1	1.25	5	5	0
Task 2	1.25	0	0	7.5

# Appendix D: Phonemic symbols and signs

## List of Phonemic Symbols and Signs (RP)

### 1. Consonants of English

/f/ - fat, rough

/v/ - very, village, love

/θ/ - theatre, thank, athlete

/ð/ - this, them, with, either

/s/ - sing, thinks, losses

/z/ - zoo, beds, easy

/ʃ/ - sugar, bush

/ʒ/ - pleasure, beige

/h/ - high, hit, behind

/p/ - pit, top, spit

/t/ - tip, pot, steep

/k/ - keep, tick, scare

/b/ - bad, rub

/d/ - bad, dim

/g/ - gun, big

/tʃ/ - church, lunch

/dʒ/ - judge, gin, jury

/m/ - mad, jam, small

/n/ - man, no, snow

/ŋ/ - singer, long

/l/ - loud, kill, play

/j/ - you, pure

/w/ - one, when, sweet

/r/ - rim, bread

### 2. Pure vowels of English

/i:/ - beat, keep

/ɪ/ - bit, tip, busy

/e/ - bet, many

/æ/ - bat

/ʌ/ - cup, son, blood

/ɑ:/ - car, heart, calm, aunt

/ɒ/ - pot, want

/ɔ:/ - port, saw, talk

/ə/ - about

/ɜ:/ - word, bird

/ʊ/ - book, wood, put

/u:/ - food, soup, rude

### 3. Diphthongs of English

/eɪ/ - late, day, great

/aɪ/ - time, high, die

/ɔɪ/ - boy, noise

/aʊ/ - cow, house, town

/əʊ/ - boat, home, know

/ɪə/ - ear, here

/eə/ - air, care, chair

/ʊə/ - jury, cure