

## English Language

OCR Advanced GCE 7827 Units 2703 and 2705

OCR Advanced Subsidiary GCE 3827 Unit 2703

# Instructions relating to the Marking and Moderation of Coursework

## A. Documentation

Attention is drawn to the following documents:

- (a) the Assessment Guidelines;
- (b) General Coursework Regulations and Procedures in the Administrative Guide and Entry Procedures Folder 2006;
- (c) the Coursework Cover Sheets CCS177 (unit 2703) and CCS178 (unit 2705)
- (d) the Centre Authentication Form for coursework CCS160
- (e) form MS1

## B. Internal Standardisation

Where more than one teacher in the Centre has marked the work for a particular coursework unit, the Centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark and that the rank order of the coursework marks for the Centre as a whole is appropriate.

## C. Submission of Marks

OCR will send Centres internal assessment mark sheets (MS1) for the submission of coursework marks, along with instructions for completing and returning the mark sheets. Coursework marks may also be submitted electronically by EDI. The dates for despatch of MS1 mark sheets and for submission of coursework marks are **for the summer series, 15<sup>th</sup> May; for the winter series, 10<sup>th</sup> January**. Centres must ensure that they keep a copy of their coursework marks.

## D. Moderation

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has 10 or fewer candidates entered for a coursework unit all the candidates' work should be sent to the Moderator with a copy of the internal assessment mark sheet(s). Where there are more than 10 candidates, the Centre should send all marks to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once he/she has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. The MS1 sent to the moderator **must** be accompanied by a completed Centre Authentication Form for coursework. A report on the outcome of the moderation will be sent to Centres at the time results are issued

## E. Assessment Guidelines

- (a) The aim should always be to arrive at a **single overall mark out of 60** that fairly reflects the achievement of the **folder of work taken as a whole**.
- (b) Refer to the **coursework mark band descriptions (see pages 4-5 of these guidelines)** and use the 'best-fit' principle to locate work within the appropriate mark band. *Note that assessments refer to bands and not grades: this applies both to coursework and externally assessed units.*
- (c) Bear in mind also that **quality of written communication (page 6 of these guidelines)** must also be taken into account when assessing overall achievement.
- (d) **Mark positively and use the full range of marks**, particularly at Band 1. Locate folders firmly within the band and **use the lowest mark** in a band only if the work is of **borderline** quality.
- (e) Once a final mark has been arrived at, look again at the *mark band descriptions*. Does the **overall mark out of 60** fairly reflect the achievement of the **whole folder**?

All folders will be marked out of 60 according to the following grid:

Mark band	mark out of 60
• 1	• 48-60
• 2	• 42-47
• 3	• 36-41
• 4	• 30-35
• 5i	• 24-29
• 5ii	• 18-23
• U	• 0-17

## Coursework mark band descriptions

The band descriptions for each of the AS coursework units are printed on pages 3 and 4 of these guidelines. These are adapted from the *generic mark band descriptions* which appear in Section 3.1.1 of the specification and which form the basis of mark schemes for all units.

## Assessment Objectives and Weighting

The relative weighting of the Assessment Objectives for this unit can be represented as:

Unit 2703	AO1	AO2	AO3i	AO4	AO5i
	*	****			*

**NOTE:** The following guidance supersedes some of that given in Appendix B Section 2.2 of the original specification which suggests awarding marks out of 5 (AO1 and 5i) and out of 20 (AO2).

In this unit the **dominant weighting is for AO2**. In assessing candidates' work Centres should therefore focus on this AO first. Bear in mind the following guidance from the specification (Appendix B Section 2.2):

The mark for AO2 should **not** be subdivided: it should be awarded *on the basis of all three folder items taken together*. There are two reasons for this:

- the candidate's understanding of linguistic features and choices may be shown both in the writing tasks and in the commentary;
- the candidate may struggle to produce satisfactory original writing, but this may be counterbalanced by a substantial commentary effectively identifying and discussing key linguistic features and choices.

Assess **all items together for AO2** using the coursework band descriptions to arrive at an **initial mark out of 60**.

Assess the **commentary only for AOs 1 and 5i**. Determine a single band using the best-fit principle for these AOs. If this is the same band as already identified for AO2, then no further adjustment to the initial mark is necessary: this is the **single, final mark out of 60** for the folder.

If the band for AO1 and 5i is higher/lower than that for AO2, then adjust the initial mark up/down by up to +4/-4.

### Example:

Candidate X	AO2 initial mark	40 (high Band 3)
	AO1/AO5	Band 2
	Adjustment	+3
	Final folder mark	43 (low Band 2)

### Length of folders

The specification makes clear that the **guideline length of AS coursework is 1500–2000 words**. AS candidates should be encouraged to keep closely to this guideline. Please note that the **maximum figure of 3000 words at A2** is a limitation required by QCA, and so **no folder must be submitted at AS which exceeds this length**. If a folder contains in excess of this limit, Centres are instructed to assess only the first 3000 words. A comment must appear on the Cover Sheet to indicate that this has been done.

Band	Marks	Description
<b>1</b>	<b>Answers that are penetrating and original:</b>	
	<b>60 - 48</b>	<ul style="list-style-type: none"> <li>• (AO1) comprehensive knowledge and understanding demonstrated in incisive and informed argument, with a strong sense of perspective and overview; expressed with precision and accuracy, and using terminology appropriately and accurately throughout; and some depth and insight appropriate to the study of language;</li> <li>• <b>(AO2) comprehensive appreciation of purpose and audience shown; sound awareness of linguistic features appropriately displayed in analysis and commentary; showing some sophistication in applying knowledge of linguistic features to explain and comment on choices made;</b></li> <li>• (AO5i) comprehensive understanding of the range and significance of variations in spoken and written language, analysed through perceptive interpretation of aptly-chosen examples;</li> </ul>

<b>2</b>	<b>Answers that are proficient and well focused :</b>	
	<b>47 - 42</b>	<ul style="list-style-type: none"> <li>• (AO1) broad knowledge and understanding demonstrated in perceptive and informed argument, with a clear sense of perspective and overview; expressed with accuracy, and usually employing terminology appropriately and accurately throughout; and some depth and insight appropriate to the study of language;</li> <li>• <b>(AO2) clear appreciation of purpose and audience; generally sound awareness of linguistic features appropriately displayed in analysis and commentary; showing some proficiency in applying knowledge of linguistic features to explain and comment on choices made ;</b></li> <li>• (AO5i) proficient understanding of the range of important variations in spoken and written language, analysed through interpretation of aptly-chosen examples;</li> </ul>

<b>3</b>	<b>Answers that show a competent level of understanding :</b>	
	<b>41 - 36</b>	<ul style="list-style-type: none"> <li>• (AO1) straightforward knowledge and understanding demonstrated in informed and well organised argument; some sense of perspective and overview; expressed generally with accuracy, and usually employing terminology appropriately throughout; and some evidence of depth and insight appropriate to the study of language;</li> <li>• <b>(AO2) appreciation of purpose and audience shown; generally competent awareness of linguistic features usually appropriately displayed in analysis and commentary; showing some confidence in applying knowledge of linguistic features to explain and comment on choices made;</b></li> <li>• (AO5i) competent understanding of a range of important variations in spoken and written language, competently analysed through interpretation of aptly-chosen examples;</li> </ul>

<b>4</b>	<b>Answers that are basically sound but sometimes uneven:</b>	
<b>35 - 30</b>		<ul style="list-style-type: none"> <li>• (AO1) basically sound knowledge and understanding demonstrated in fairly well organised description and, possibly, argument; a limited sense of perspective and overview; expressed generally with relative accuracy, and usually employing appropriate terminology;</li> <li>• <b>(AO2) some limited appreciation of purpose and audience shown; basic but generally sound awareness of linguistic features either not very fully expressed (or presented rather laboriously) in commentary; possibly showing some awareness of how to apply knowledge of linguistic features to comment on choices made;</b></li> <li>• (AO5i) basically sound grasp of a range of important variations in spoken and written language, analysed through interpretation of not necessarily well-chosen examples;</li> </ul>

<b>5i</b>	<b>Answers that are just adequate as a response to the task set:</b>	
<b>29 - 24</b>		<ul style="list-style-type: none"> <li>• (AO1) a just adequate knowledge and understanding demonstrated in simple description and opinion; some limited sense of perspective and overview; expressed with limited accuracy, and some attempt at employing appropriate terminology;</li> <li>• <b>(AO2) a just adequate description of purpose and audience; at least partial awareness of linguistic features; commentary very limited; but possibly showing some awareness of how to comment on choices made;</b></li> <li>• (AO5i) some description of obvious significant variations in spoken and written language, with a few examples offered;</li> </ul>

<b>5ii</b>	<b>Answers that are, on balance, not adequate to the task set:</b>	
<b>23 - 18</b>		<ul style="list-style-type: none"> <li>• (AO1) very partial knowledge and understanding demonstrated in simple description; a limited sense of perspective and overview; expressed with limited accuracy, and some attempt at employing appropriate terminology;</li> <li>• <b>(AO2) occasional noting of purpose and audience; some slight awareness of linguistic features; commentary very limited; possibly showing little awareness of choices made;</b></li> <li>• (AO5i) brief outline of some significant variations in spoken and written language;</li> </ul>

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

## F. Quality of written communication (QWC)

The specifications state that:

All units require answers in continuous prose and therefore include the assessment of quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. (*Section 3.2*)

The **QWC band descriptions** for the key bands 1, 3 and 5 are taken from section 3.3 of the specifications. There are no separate marks to be added or subtracted, but the quality of written communication must be taken into account when assessing any piece of coursework.

### Band 1

Sustained use of writing that is entirely appropriate to purpose and capable of expressing complex ideas and arguments;

Sustained ability to organise relevant material (including quotations and other references) clearly and coherently;

Appropriate use of appropriate terminology and vocabulary;

Highly accurate and fluent writing, demonstrating a high level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

### Band 3

sustained use of writing that is nearly always appropriate to purpose and generally capable of expressing complex ideas and arguments;

competent ability to organise relevant material (including quotations and other references) clearly and coherently;

usually appropriate use of appropriate terminology and vocabulary;

accurate and generally fluent writing, demonstrating a good level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

### Band 5

writing that is usually appropriate to purpose and generally capable of expressing some more complex ideas and arguments;

an ability to organise relevant material (including quotations and other references) adequately;

fairly appropriate use of appropriate terminology and vocabulary;

fairly accurate and generally fluent writing, demonstrating an adequate level of accuracy in spelling, punctuation and grammar to ensure that meaning is reasonably clear.

## G. Assessment Guidelines for Unit 2705: Language Research Topic

This document contains instructions and guidance for assessing A2 coursework in English Language. It should be read in conjunction with the specification document.

- The aim should always be to arrive at a **single overall mark out of 60** that fairly reflects the achievement of the **folder of work taken as a whole**. The method of assessment is described on **page 2 of these guidelines**.
- Refer to the **coursework mark band descriptions** (see pages 9-11 of these guidelines) and use the 'best-fit' principle to locate work within the appropriate mark band. *Note that assessments refer to bands and not grades: this applies both to coursework and externally assessed units.*
- Bear in mind also that **quality of written communication** (page 12 of these guidelines) must also be taken into account when assessing overall achievement.
- **Mark positively and use the full range of marks**, particularly at Band 1. Locate folders firmly within the band and **use the lowest mark** in a band only if the work is of **borderline** quality.
- Once a final mark has been arrived at, look again at the *mark band descriptions*. Does the **overall mark out of 60** fairly reflect the achievement of the **whole folder**?

All folders will be marked out of 60 according to the following grid:

Mark band	mark out of 60
• 1	• 48-60
• 2	• 42-47
• 3	• 36-41
• 4	• 30-35
• 5i	• 24-29
• 5ii	• 18-23
• U	• 0-17

## H. Coursework mark band descriptions

The band descriptions for each of the A2 coursework units are printed on pages 3 and 4 of these guidelines. These are adapted from the *generic mark band descriptions* which appear in Section 3.1.1 of the specification and which form the basis of mark schemes for all units.

## I. Assessment Objectives and Weighting

The relative weighting of the Assessment Objectives for this unit can be represented as:

Unit 2705	AO1	AO2	AO3ii	AO4	AO5ii
	*		**	**	*

## Method of Assessment

This single task is assessed for AOs 1, 3ii, 4 and 5ii together. By using the 'best fit' principle, place the work within the appropriate **mark band**.

Then refer again to **AO 3ii** and **AO4** as the dominant AOs to arrive at a mark within the band and so determine the **final mark out of 60**.

## **J. Length of folders**

Please note that the **maximum figure of 3000 words at A2** is a limitation required by QCA, and so **no folder must be submitted at AS which exceeds this length**. If a folder contains in excess of this limit, Centres are instructed to assess only the first 3000 words. A comment must appear on the Cover Sheet to indicate that this has been done.



Band	Marks	Description
<b>1</b>	<b>Answers that are penetrating and original:</b>	
	<b>60 - 48</b>	<ul style="list-style-type: none"> <li>• (AO1) comprehensive knowledge and understanding demonstrated in incisive and informed argument, with a strong sense of perspective and overview; expressed with precision and accuracy, and using terminology appropriately and accurately throughout; and <b>at A2</b> greater depth and insight appropriate to the study of language;</li> <li>• (AO3ii) comprehensive understanding of a range of key features, demonstrated in sustained, convincing argument and analysis; a thorough grasp of frameworks for the systematic study of language, fully demonstrated through perceptive, detailed commentary with relevant, aptly-chosen examples;</li> <li>• (AO4) comprehensive theoretical knowledge, applied critically and concisely (and increasingly <b>at A2</b>) to a wide range of topical issues surrounding English in use;</li> <li>• (AO5ii) comprehensive understanding of the range and significance of variations in language, analysed through perceptive interpretation of aptly-chosen examples; a clear ability to evaluate variations in language in both historical and contemporary contexts.</li> </ul>

2	<b>Answers that are proficient and well focused :</b>	
	<b>47 - 42</b>	<ul style="list-style-type: none"> <li>• (AO1) broad knowledge and understanding demonstrated in perceptive and informed argument, with a clear sense of perspective and overview; expressed with accuracy, and usually employing terminology appropriately and accurately throughout; and, <b>at A2</b>, rather greater depth and insight appropriate to the study of language;</li> <li>• (AO3ii) clear understanding of a range of key features, demonstrated in proficient argument and analysis; a sound grasp of the frameworks for the systematic study of language, demonstrated through perceptive, relevant commentary with mainly well-chosen examples;</li> <li>• (AO4) sound theoretical knowledge, applied critically (and <b>at A2</b> with increasing understanding if not necessarily more concisely) to a wide range of topical issues surrounding English in use;</li> <li>• (AO5ii) proficient understanding of the range of important variations in language, analysed through interpretation of aptly-chosen examples; a clear ability to evaluate variations in language in both historical and contemporary contexts.</li> </ul>

3	Answers that show a competent level of understanding :	
	41 - 36	<ul style="list-style-type: none"> <li>• (AO1) straightforward knowledge and understanding demonstrated in informed and well organised argument; some sense of perspective and overview; expressed generally with accuracy, and usually employing terminology appropriately throughout; and, <b>at A2</b>, some evidence of greater depth and insight appropriate to the study of language;</li> <li>• (AO3ii) competent understanding of a range of obvious (and, perhaps, less obvious) features, demonstrated in competent argument and analysis; a competent grasp of the frameworks for the systematic study of language, demonstrated through signs of perceptive, relevant commentary with some apt examples;</li> <li>• (AO4) competent theoretical knowledge, usually relevantly applied (and <b>at A2</b> with some increasing understanding) to a range of topical issues surrounding English in use;</li> <li>• (AO5ii) competent understanding of a range of important variations in spoken and written language, competently analysed through interpretation of aptly-chosen examples; a generally competent ability to evaluate variations in language in both historical and contemporary contexts.</li> </ul>

4	Answers that are basically sound but sometimes uneven:	
	35 - 30	<ul style="list-style-type: none"> <li>• (AO1) basically sound knowledge and understanding demonstrated in fairly well organised description and, possibly, argument; a limited sense of perspective and overview; expressed generally with relative accuracy, and usually employing appropriate terminology; and, <b>at A2</b>, some indication of awareness appropriate to the study of language;</li> <li>• (AO3ii) basically sound understanding of a range of obvious (and, perhaps, less obvious) features, demonstrated in argument and analysis; a basic but generally satisfactory grasp of the frameworks for the systematic study of language, demonstrated through straightforward, relevant commentary with a few apt examples;</li> <li>• (AO4) basically sound theoretical knowledge, usually relevantly applied (and <b>at A2</b> with some greater awareness) but to a perhaps limited range of topical issues surrounding English in use;</li> <li>• (AO5ii) basically sound grasp of a range of important variations in language, analysed through interpretation of not necessarily well- chosen examples; a genuine – if limited – attempt to evaluate variations in language in both historical and contemporary contexts.</li> </ul>

<b>5i</b>		<b>Answers that are just adequate as a response to the task set:</b>
	<b>29 - 24</b>	<ul style="list-style-type: none"> <li>• (AO1) a just adequate knowledge and understanding demonstrated in simple description and opinion; some limited sense of perspective and overview; expressed with limited accuracy, and some attempt at employing appropriate terminology; and, <b>at A2</b>, possibly some awareness of the greater depth and insight appropriate to the study of language;</li> <li>• AO3ii) a just adequate understanding of some obvious features, partially demonstrated in opinion if not in analysis; a just adequate grasp of the frameworks for the systematic study of language demonstrated through signs of straightforward, relevant comment;</li> <li>• (AO4) a just adequate descriptive knowledge, possibly applied <b>at A2</b> to a limited range of topical issues surrounding English in use;</li> <li>• (AO5ii) some description of obvious significant variations in language, with a few examples offered; a genuine – even if very limited – attempt to describe variations in language in both historical and contemporary contexts.</li> </ul>

<b>5ii</b>		<b>Answers that are, on balance, not adequate to the task set:</b>
	<b>23 - 18</b>	<ul style="list-style-type: none"> <li>• (AO1) very partial knowledge and understanding demonstrated in simple description; a limited sense of perspective and overview; expressed with limited accuracy, and some attempt at employing appropriate terminology; and, <b>at A2</b>, possibly only occasional awareness of the greater depth and insight appropriate to the study of language;</li> <li>• (AO3ii) some recognition of a few obvious features, partially demonstrated in opinion; a few signs of recognising frameworks for the systematic study of language and of straightforward, relevant comment with very sketchy examples;</li> <li>• (AO4) barely adequate, entirely descriptive knowledge, possibly applied <b>at A2</b> to a very limited range of topical issues surrounding English in use;</li> <li>• (AO5ii) brief outline of some significant variations in language; a very limited attempt to describe variations in language in both historical and contemporary contexts.</li> </ul>

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

## **K. Quality of written communication (QWC)**

The specifications state that:

All units require answers in continuous prose and therefore include the assessment of quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. (*Section 3.2*)

The **QWC band descriptions** for the key bands 1, 3 and 5 are taken from section 3.3 of the specifications. There are no separate marks to be added or subtracted, but the quality of written communication must be taken into account when assessing any piece of coursework.

### **Band 1**

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

### **Band 3**

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

### **Band 5**

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