

Commentaries for standardisation scripts.

1.

Analysis.

There is little awareness of the way that spoken language works. There are very few examples to support the general comments that he makes. His comments are largely descriptive rather than analytical. He has made no comment about the way language influences other speakers / listeners. The answer is too brief, with the second piece bringing down the mark. There is some awareness of the way language works but insufficient to get into Band 2. (4)

Writing.

There is some grasp of purpose and audience here. The script does not start with a setting, beyond 'A Block'. He has made an attempt to create colloquial language, which is appropriate for the context. However, nothing is sustained. There is some sense of structure but no resolution. He makes an attempt to use the conventions of the film script but he is not consistent. (6)

The spelling is often accurate. There is some control of sentence punctuation. (3)

2.

Analysis.

There is some awareness of the way language works in different contexts. The response is supported by general exemplification. There is some basic understanding of the way the listener's language can be affected by the speaker's. (10)

Writing.

Ideas are presented in a sustained way, with a clear sense of purpose. There is a sense of organisation with a logical structure and use of cohesive devices. The speech is paragraphed appropriately. (10)

The spelling is mostly accurate and generally punctuated accurately for effect. Sentences are generally demarcated accurately. (4)

Analysis.

The candidate presents a good introductory paragraph which illustrates their understanding of how and why language is adapted to different situations, but nothing is said about why. There is a good coverage of appropriate linguistic terms. However, this is mostly descriptive rather than analytical. There are some analysis to reward in the second half of the final paragraph. He demonstrates a clear understanding of the way language changes according to context, but says little about why this might happen. Comments are supported with appropriate examples. There are no comments about the way the relationship between speakers might influence language choices. There are no comments about the way the listener's language might have been influenced by the speaker's. Attempts to make comparisons hinder the student. (14)

Writing.

This piece has an unusual opening as it is not appropriate to summarise the plot at the beginning of a film script. The candidate explores a range of camera shots appropriately. The dialogue is realistic most of the time, but every utterance is brief – there is no development of ideas. Thought has been given to the construction of the scene but there is little explanation of why it has been written. There is little development of character. The candidate has not used film script conventions. (8)

Spelling is almost always accurate but sentences are not always demarcated appropriately. (5)

4.

Analysis.

The candidate presents an interesting opening paragraph which shows that he understands how and why language is adapted to suit situations. There are some sound comments about relationships between speakers when considering the first conversation, and how relationships influence language choices. However, the response loses focus when it considers the listening audience. There are some shallow comments about language, class and location. When considering the second conversation the candidate shows that he has a clear understanding of the way that language works in different situations. There is some analysis with clear explanation. In this response there is little about the way the listener's language may be affected by the speaker's. There are some valid comparisons but these are not a requirement of the syllabus. (15)

Writing.

A number of appropriate ideas are presented in this speech but they are not developed coherently. There is little cohesion and this causes some confusion. The candidate uses appropriate vocabulary. Sentence construction has, at times, been used to create effects – for example short sentences are used for emphasis. However, there is very little exploration of sentence construction. The candidate has been ambitious. (10)

Spelling is mostly accurate, but punctuation is not always used with control. (5)

5.

Analysis.

The candidate demonstrates a thorough understanding of the way language works in different situations. The task helps them to develop their ideas logically. The response is often supported with appropriate exemplification but more exemplification was required. They make some comments about the way language choices can affect the language used by others. (18)

Writing.

The candidate presents ideas in a sustained way. They have a clear sense of the purpose of the speech although it is difficult to discern the target audience. The organisation is secure with effective paragraphing and some use of cohesive devices. The choice of vocabulary is not ambitious. (11)

The spelling is very accurate and punctuation is usually used with precision. Sentences are constructed for effect. (6)

6.

Analysis.

The candidate provides an impressive opening paragraph which illustrates their understanding of the ways and reasons language is adapted according to context. She demonstrates a sophisticated understanding of the way language works. She has analysed the use of language thoroughly, explaining how it changes according to context. She pays close attention to the way the status of the speakers influences language choices. She has produced an impressive concluding paragraph which compares the two pieces of conversation, although comparison is not a requirement of this syllabus. (24)

Writing.

The candidate presents some compelling ideas with precision. Ideas are developed thoroughly and convincingly. She uses an extensive vocabulary, and there is a sophisticated control of structure. The speech sharply focuses on purpose and audience. (16)

The spelling is consistently accurate. Punctuation is used with sophistication. The writing is deliberately controlled. (8)