

# Mark Scheme (Results)

## Summer 2008

GCSE

### GCSE English B (1204/5H)

SECTION A: UNPREPARED NON-FICTION

You must answer the question in this section.  
**You should spend about 40 minutes on this question.**

Question Number	Indicative content	Mark
1	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• read with insight</li> <li>• develop and sustain interpretations of texts</li> <li>• select material appropriate to purpose</li> <li>• understand and evaluate how writers use linguistic and structural devices to achieve their effects.</li> </ul> <p><b>A successful answer will focus on:</b></p> <ul style="list-style-type: none"> <li>• evaluating the passage in terms of how the writer conveys the special pleasures of the picnic at Ait Oum er-Rbia</li> <li>• using textual evidence to substantiate the points made</li> <li>• the passage's techniques, including the use of language.</li> </ul> <p>Candidates are free to interpret textual details in a variety of ways. The following section represents a likely interpretation of the text but examiners must evaluate other responses on their merits. It is important to be alert to unusual responses which are well explained and substantiated by effective use of textual evidence.</p>	Total for Section A: 25 Marks for Reading

the setting, including the buildings

the height and colour of the cliffs	<i>tall cliff of golden rock</i>
the river; its size, source, speed, coldness of the water	<i>not just a spring but a full-blown river... clear, icy water leapt from a dozen caves... coursed swiftly down a steep slope</i>
the number of islands	<i>dotted with islands</i>
the way it has been adapted as a picnic spot	<i>Stairways had been cut into the cliffs; and little bridges of wood and stone constructed between the islands</i>
simple functional buildings that fit into the landscape	<i>teahouses had been built, using the materials that lay to hand: eucalyptus branches, string and wire, sacks and twigs for the roof. The floors were of beaten earth spread with rugs</i>
unspoilt	<i>no turnstiles, no advertising, no muzak, no health and safety railings</i>
unusually picturesque	<i>strange beauty... Like figures in a Chinese painting</i>

### the people, including the writer

very much a family occasion	<i>Everywhere were families</i>
ordinary, pleasant people getting on with each other and having a good time	<i>these families were enjoying themselves - just the simple pleasure of being together... gentle, generous people</i>
little energetic activity	<i>some idly trailing an arm... others making tea</i>
the exception which proves the rule is the man who rents out the tent, but he is quickly forgotten	<i>We negotiated a fee with the ragged old man... A little too much, but I was past caring</i>
the writer enjoys his role as cook, and the women accept this	<i>Aisha and Latifa, concerned at first at the thought of me doing the cooking, began to relax when they saw how much I enjoyed preparing the tagine</i>
holiday activity/inactivity	<i>Then we dozed some more, had another brew of tea and went to explore the cliffs and waterfalls.</i>

### the atmosphere

tranquillity	<i>there was the most glorious sense of peace</i>
cool inside the teahouses	<i>The air inside was blessedly cool.</i>
a happy family occasion, unusual in its simplicity and genuineness;	<i>the natural unsophisticated ease with which these families were enjoying themselves</i>
uncommercialised	<i>the absence of anything packaged</i>
afternoon - relaxed, dreamy, idyllic	<i>We dozed and murmured contentedly, trailed fingers in the river, swatted flies and daydreamed</i>

### the use of language

superlative words, hyperbole	<i>truly extraordinary...spectacular... the most glorious sense of peace</i>
simple descriptive verbs, adjectives and adverbs, sometimes using devices like alliteration and onomatopoeia	<i>burst once... clear, icy... gently gurgling... their peeping</i>
words that suggest simplicity	<i>natural unsophisticated... simple pleasure...</i>
words suggesting simplicity used in juxtaposition with more elevated phrasing to create paradox	<i>just the simple pleasure of being together in a place of dazzling and strange beauty.</i>
analogy to bring out the strange beauty of the place	<i>Like figures in a Chinese painting</i>
words that suggest perfection, idyll	<i>magical picnic spot... I was ecstatic about this idyllic place</i>
use of negatives for emphasis	<i>no turnstiles, no advertising, no muzak, no health and safety railing</i>
words associated with food - suggesting smell, taste	<i>the smell of chicken cooking with coriander and onions and garlic... became more intense...sipping the sweet minty brew</i>

Candidates are not expected to comment on all of the possible points of detail. They may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

**NOW REFER TO PAGE 5 FOR THE ASSESSMENT OBJECTIVE GRID.**

In applying the grid, bear in mind the need for the 'best fit' approach.

## READING MARK SCHEME

### The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Mark Range	Understanding and interpretation of text	Understanding and evaluation of writer's use of language	Selection and development of appropriate material/textual references
8-10	fair understanding of the text some interpretative comment	some understanding of language an attempt to evaluate use of language	valid points some development some relevant textual support
11-13	generally sound grasp of the text reasonably secure interpretation	fair understanding of language reasonably sound evaluation of the use of language	mostly clear points some reasonable development generally appropriate examples/ references
14-16	sound grasp of the text secure interpretation	clear understanding of language sound evaluation of the use of language	a range of relevant points reasonable development appropriate examples/references
17-19	thorough understanding of the text thoughtful interpretation	good analysis of language thoughtful evaluation of the use of language	a good range of well-focused points sustained development apt use of examples/references
20-22	assured understanding of the text perceptive interpretation	confident analysis of language sensitive evaluation of the use of language	a variety of perceptive points coherent and fully developed ideas effective use of apposite examples/references
23-25	Impressive command of the text cogent interpretation	Penetrating analysis of language Sophisticated evaluation of the use of language	a variety of astute and discriminating points commanding exploration of ideas deft use of apposite examples/ references

This extension to the scale is only for use in circumstances where candidates clearly perform below the normal range on this question for this tier.

0-1	<i>rudimentary understanding</i>	<i>minimal grasp of language</i>	<i>extremely limited content</i>
2-4	<i>basic understanding</i>	<i>little awareness of language</i>	<i>unclear and/or undeveloped points</i>
5-7	<i>some understanding an attempt at interpretation</i>	<i>limited awareness of language</i>	<i>some relevant points little development</i>

SECTION B: WRITING TO ARGUE, PERSUADE, ADVISE

There are two questions in this section. You should answer ONE of them.  
You should spend about 40 minutes on this question.

Question Number	Indicative content	Mark
2	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ul> <p>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</p> <ul style="list-style-type: none"> <li>• It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.</li> <li>• Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.</li> <li>• Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.</li> </ul> <p>In this question the clarity and the effectiveness with which a persuasive argument is developed are key discriminators.</p> <ul style="list-style-type: none"> <li>• The audience is specified and the chosen magazine context will demand consideration of form, style and tone. Given the context of a family magazine, a “middle of the road” approach is likely and the style and tone adopted could be relatively informal and teenager friendly. The use of street language would be inappropriate and limiting, but a light hearted response might be very effective.</li> <li>• The argument should be presented and developed logically and clearly, but credit should be given to candidates who attempt to shape the response of the reader by use of language which is designed to persuade.</li> <li>• Candidate should use examples and evidence to support their ideas.</li> <li>• Typical content may well include points about <ul style="list-style-type: none"> <li>• personal freedom</li> <li>• fashion</li> <li>• judging by actions</li> <li>• moral or inner character</li> <li>• conformity versus individuality</li> </ul> </li> </ul> <p>Some may comment on the banning of certain types of clothing in shopping centres and argument may then focus on</p> <ul style="list-style-type: none"> <li>• prejudice</li> <li>• stereotyping</li> <li>• victimisation of young people.</li> </ul> <p>Some points may relate to religion and interpretations of doctrine in relation to clothing. The issues discussed may include</p> <ul style="list-style-type: none"> <li>• religious stricture</li> <li>• racial perception</li> <li>• communication</li> </ul> <p>Abler candidates may be able to take a more detached and philosophical approach, and be less bound by the specifics of personal experience.</p>	<p>Total for Section B: 25 Marks for Writing</p>

- This is an area where examiners may need to be more tolerant than usual. Candidates are likely to be strongly influenced in their views by their own experiences and by cultural and religious factors.

**Less developed responses** may be undeveloped, assertive and lacking in cohesive structure, and show little awareness of the context or the need to persuade; **more developed responses** may develop a convincing argument, with detailed points, backed up by examples, and expressed in an engaging and persuasive style, suitable for a family magazine.

**NOW REFER TO PAGES 10-11 FOR THE ASSESSMENT OBJECTIVE GRIDS.**

In applying the grids, bear in mind the need for the 'best fit' approach.

Question Number	Indicative content	Mark
3	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ul> <p><b>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</b></p> <ul style="list-style-type: none"> <li>• It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.</li> <li>• Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.</li> <li>• Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.</li> </ul> <p><b>In this question the clarity and the effectiveness with which an argument is developed are key discriminators.</b></p> <ul style="list-style-type: none"> <li>• The answer needs to show a sense of form and audience, though there is no single approved way of setting out a letter. There should, however, be an opening which is clearly addressed to the Prime Minister (e.g. Dear Sir/Madam - a name is not expected) and an appropriate conclusion (Yours sincerely/faithfully). Heading addresses are not required.</li> <li>• A clear structure is likely to be reflected in an ordered sequence of paragraphs, the first establishing the context, followed by a linked series of paragraphs which develop the candidate’s ideas. The final paragraph should seal the argument.</li> <li>• Given the context, the style should be relatively formal, with some complex sentences and a choice of words. Simple, clear expression, however, should be rewarded positively, in contrast to the inappropriate use of slang or street language.</li> <li>• The overall cohesiveness and clarity of the argument will to a large extent determine its merit. Credit should also be given to candidates who attempt to shape the response of the recipient by use of language which is deliberately designed to enhance the argument.</li> <li>• Arguments in favour may include points about: <ul style="list-style-type: none"> <li>• increasing electoral participation</li> <li>• providing a more consistent approach to the age of adulthood</li> <li>• anyone who pays taxes should have the right to vote</li> <li>• increasing understanding about government</li> <li>• previous electoral reforms (e.g. female suffrage)</li> </ul> </li> <li>• Arguments against may include points about: <ul style="list-style-type: none"> <li>• reducing voter turnout; teenagers are apathetic about politics</li> <li>• 18 is generally seen as the age of adulthood</li> <li>• paying taxes does not entitle you to vote (e.g. foreign workers)</li> <li>• most teenagers will not take political issues seriously</li> </ul> </li> </ul>	<p><b>Total for Section B: 25 Marks for Writing</b></p>



- historical comparisons are not relevant (everybody gets the vote eventually)
- Answers should be clearly in favour of one side or another though this may be done in a number of ways, including balancing the pros and cons before coming down on one side of the argument.

Less developed responses may be not clearly in support of either statement, undeveloped and lacking in logic and cohesive structure, showing little awareness of an appropriate letter style and format; more developed responses may develop a detailed and convincing argument in support of one side of the argument, with an effective beginning and ending, and support ideas with evidence and examples; the style is likely to show a strong sense of context and purpose.

**NOW REFER TO PAGES 10-11 FOR THE ASSESSMENT OBJECTIVE GRIDS.**

In applying the grids, bear in mind the need for the 'best fit' approach.

## WRITING MARK SCHEME

### The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which **corresponds most closely** to the overall quality of the response.

### Assessment Objectives 1 and 2

Mark Range	General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
mark band one 0-3	the writing achieves <b>limited success</b> at a basic level	there is <b>little awareness</b> of the purpose of the writing	the writing uses a <b>limited</b> vocabulary and shows <b>little variety</b> of sentence structure	organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are <b>broadly appropriate</b>	there is <b>some grasp</b> of the purpose of the writing	the writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
mark band three 8-11	the writing expresses and develops ideas in a <b>clear, organised</b> way	there is a <b>generally clear</b> sense of the purpose of the writing	the writing includes <b>well-chosen</b> vocabulary and shows <b>some evidence of crafting</b> in the construction of sentences	organisation of the material is <b>mostly sound</b> , with a <b>clear</b> text structure, <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices
mark band four 12-15	the writing presents <b>effective and sustained</b> ideas	there is a <b>secure, sustained</b> realisation of the purpose of the writing	the writing has <b>aptly chosen</b> vocabulary and <b>well-controlled</b> variety in the construction of sentences	organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure, <b>effective</b> paragraphing and <b>successful use</b> of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves <b>precision and clarity</b> in presenting <b>compelling and fully-developed</b> ideas	there is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose	the writing has an <b>extensive</b> vocabulary and <b>mature</b> control in the construction of <b>varied</b> sentence forms	organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application</b> of a <b>wide range</b> of markers of textual cohesion

### Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
mark band one 0-1	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
mark band two 2-3	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually accurate
mark band three 4-5	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
mark band four 6-7	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

## SECTION C: WRITING TO ANALYSE, REVIEW, COMMENT

Question Number	Indicative content	Mark
4	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ul> <p><b>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</b></p> <ul style="list-style-type: none"> <li>• It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.</li> <li>• Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.</li> <li>• Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.</li> </ul> <p>The key discriminators are the detail of the analysis and the effectiveness with which this is presented.</p> <ul style="list-style-type: none"> <li>• No specific audience or context is given. Candidates are free to approach the subject as they wish; most will opt for essay form.</li> <li>• The language used is likely to be formal both in choice of vocabulary and sentence structures. Candidates, however, may quite legitimately try to enhance the impact of their views by adopting a more informal kind of expression, especially when giving their overall opinions.</li> <li>• Obviously the interpretation of the “perfect day” will depend on the candidate; it is most likely to be seen in terms of leisure - sport, entertainment and so on - though it could be related to hobbies or interests and/or it could be friends or family orientated.</li> <li>• Some candidates may pick up on the Question 1 article and write about a picnic or outdoor meal; this is entirely appropriate, though a narrative approach will be limiting.</li> <li>• The answer should contain a strong element of analysis. This should involve some degree of objectivity and evaluation.</li> </ul> <p>Less developed responses may tend to be brief and over reliant on description or narrative, with little analysis. More developed responses may be more developed, providing clear ideas on the topic, presented in an engaging way, with effective evaluative analysis of appropriate factors.</p> <p><b>NOW REFER TO PAGES 15-16 FOR THE ASSESSMENT OBJECTIVE GRIDS.</b></p> <p>In applying the grids, bear in mind the need for the ‘best fit’ approach.</p>	<p><b>Total for Section C: 25 Marks for Writing</b></p>

Question Number	Indicative content	Mark
5	<p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes.</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ul> <p><b>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</b></p> <ul style="list-style-type: none"> <li>• It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.</li> <li>• <b>Each answer will need to be judged on its merits</b>, and the skill and effectiveness with which the candidate answers the question.</li> <li>• <b>Examiners must be alert to unusual, perhaps original approaches</b> (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.</li> </ul> <p><b>In this question, the clarity and effectiveness with which the candidate reviews the book, film or gig are key discriminators.</b></p> <ul style="list-style-type: none"> <li>• Candidates are free to choose any film, book or gig and express whatever view they like.</li> <li>• Considerable latitude should be given to candidates in regard to choice of structure and style. Judge each answer on its merits.</li> <li>• The clarity of the expression and the consistency with which each approach is developed are also key factors in assessment. The style adopted could be either formal or informal.</li> <li>• It is important that an analytical and objective approach is used. An element of promotion is likely, but reviews which solely simply praise/endorse are likely to be self limiting and not address the triplet verbs or the question which asks for comment on both the merits and demerits.</li> <li>• The review should be developed in full. Comments should also be supported by evidence and reasons.</li> <li>• No allowance is made for the use of graphics in the mark scheme. Assessment is only based on the use of language.</li> <li>• No judgement should be made about the books, films or gigs chosen, however mundane or outrageous they may seem. A review of a literature text is acceptable.</li> </ul> <p><b>Less developed responses</b> may show little grasp of context and/or analytical reviewing, and make superficial, largely promotional and subjective comments. <b>More developed responses</b> may analyse the chosen book, film or gig in effective detail, to some degree balancing the strengths and weaknesses, and present the reviews in an appropriate and engaging way, with a strong beginning and ending</p> <p><b>NOW REFER TO PAGES 15-16 FOR THE ASSESSMENT OBJECTIVE GRIDS</b></p> <p>In applying the grids, bear in mind the need for the ‘best fit’ approach.</p>	<p><b>Total for Section C: 25 Marks for Writing</b></p>

## WRITING MARK SCHEME

### The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which **corresponds most closely** to the overall quality of the response.

### Assessment Objectives 1 and 2

Mark Range	General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
mark band one 0-3	the writing achieves <b>limited success</b> at a basic level	there is <b>little awareness</b> of the purpose of the writing	the writing uses a <b>limited</b> vocabulary and shows <b>little variety</b> of sentence structure	organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are <b>broadly appropriate</b>	there is <b>some grasp</b> of the purpose of the writing	the writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
mark band three 8-11	the writing expresses and develops ideas in a <b>clear, organised way</b>	there is a <b>generally clear</b> sense of the purpose of the writing	the writing includes <b>well-chosen</b> vocabulary and shows <b>some evidence of crafting</b> in the construction of sentences	organisation of the material is <b>mostly sound</b> , with a <b>clear</b> text structure, <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices
mark band four 12-15	the writing presents <b>effective and sustained</b> ideas	there is a <b>secure, sustained</b> realisation of the purpose of the writing	the writing has <b>aptly chosen</b> vocabulary and <b>well-controlled</b> variety in the construction of sentences	organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure, <b>effective</b> paragraphing and <b>successful use</b> of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves <b>precision and clarity</b> in presenting <b>compelling and fully-developed</b> ideas	there is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose	the writing has an <b>extensive</b> vocabulary and <b>mature</b> control in the construction of <b>varied</b> sentence forms	organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application</b> of a <b>wide range</b> of markers of textual cohesion

### Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
mark band one 0-1	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
mark band two 2-3	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually accurate
mark band three 4-5	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
mark band four 6-7	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate