

English Language and Literature

Advanced GCE **2719**

Experience into Words

Mark Scheme for June 2010

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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1 Rubric

Answer Section A and Section B.

There is ONE Compulsory question in Section A.

There is ONE Compulsory question in Section B.

2 Assessment Objectives

AO1	communicate clearly the knowledge, understanding and insights gained from the combined study of literary and linguistic study, using appropriate terminology and accurate written expression
AO2ii	respond with knowledge and understanding to texts of different types and from different periods, exploring and commenting on relationships and comparisons between them
AO3ii	use and evaluate different literary and linguistic approaches to the study of written and spoken language, showing how these approaches inform their readings
AO4	show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts
AO5	identify and consider the ways attitudes and values are created and conveyed in speech and writing
AO6	demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made

- (i) For this Unit, the % weighting of marks to assessment objectives is as follows:

AO1: 5% AO2ii: 10% AO3ii: 5% AO4: 5% AO5: 5% AO6: 10%

Total: 20% of Advanced GCE.

- (ii) Section A focuses on AO1, AO2ii, AO3ii and AO4. AO2ii is dominant.
Section B focuses on AO1, AO4, AO5 and AO6. AO6 is dominant.

3 Awarding Marks

- (i) Each question is worth 30 marks.

- (ii) For each answer, a **single overall mark** out of 30 must be awarded, as follows:

- Refer to the question-specific mark schemes in (5), below, for descriptions of levels of skill and likely content;
- Using 'best fit', locate the answer in the appropriate mark band;
- Bearing in mind the weighting of the key AOs (see above), place the answer within the band and award the appropriate mark out of 30.

Please mark **POSITIVELY**. Use the lowest mark in the band **ONLY** if the answer is borderline/doubtful.

Please use the **FULL RANGE** of marks, particularly at the top and bottom ends of the mark range.

(iii) When the complete script has been marked:

- If necessary, follow the instructions concerning rubric infringements;
- Add together the marks for the two answers, to arrive at the total mark for the script;
- Cross-check this mark against the generic mark band descriptions – does the overall mark fairly reflect the achievement demonstrated in the script? Review the marking of individual questions, if necessary;
- Check the band descriptions for Written Communication. If performance in this aspect falls into a band which differs significantly from that of the script as a whole, review the total mark in the light of this judgement.

4 Rubric Infringement

Candidates may infringe the rubric in one way:

- Only answering one question.

If a candidate's script fits the above description no more than half the total available marks for the Unit may be awarded.

5 Question-specific mark schemes

The following guidance is intended to indicate aspects of questions that may feature in candidates' answers. It is not prescriptive, nor is it exclusive; Examiners must be careful to reward original but well-focused answers and implicit as well as explicit responses to questions.

Band descriptions: Written Communication

Written communication is assessed according to the following descriptions of performance:

Band 1

Candidates must show evidence of:

- sustained use of writing that is entirely appropriate to purpose and capable of expressing complex ideas and arguments;
- sustained ability to organise relevant material (including quotations and other references) clearly and coherently;
- appropriate and (at A2) sophisticated use of appropriate linguistic and literary critical terminology* and vocabulary;
- highly accurate and fluent writing, demonstrating a high level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 3

Candidates must show evidence of:

- sustained use of writing that is nearly always appropriate to purpose and generally capable of expressing complex ideas and arguments;
- competent ability to organise relevant material (including quotations and other references) clearly and coherently;
- usually appropriate and (at A2) reasonably sophisticated use of appropriate linguistic and literary critical terminology* and vocabulary;
- accurate and generally fluent writing, demonstrating a good level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 5

Candidates must show evidence of:

- writing that is usually appropriate to purpose and generally capable of expressing some more complex ideas and arguments;
- an ability to organise relevant material (including quotations and other references) adequately;
- fairly appropriate use of appropriate linguistic and literary critical 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 clear and convincing.

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

SECTION A

Question 1 (30 marks)	<p>Look again at Passage A, the poem 'Head of English' by Carol Ann Duffy, and Passage B, the transcription of the interview with the Scottish broadcaster Muriel Gray.</p> <p>Using any of the approaches to literary and linguistic study that you are familiar with, write about how ideas and feelings are constructed and presented in each of these two texts.</p> <p>In the course of your answer you should refer to at least one example of monologue from your wider reading for purposes of comparison or contrast. This can include any text studied for another unit on the course, and can be taken from any type of text: prose, non-fiction, drama, or natural spoken language.</p>
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NOTES ON THE TASK:

Through close analysis candidates should show knowledge and understanding of how combined study of literary and linguistic approaches can offer insights into both texts and another of their choice [AO1]; they should be able to draw comparison between literary and non-literary features in different types of text including poetic forms and transcripts of spontaneous speech [AO2ii]; evaluate the effects of construction and delivery of such texts showing how they shape interpretations such as the constructed voice of the poem compared to the accent, dialect and tone of the transcript [AO3ii]; show an appreciation of how the different forms, contexts, style and vocabulary of the texts shape their meanings such as the clinical register and the tone of the first text compared to the more impromptu and humorous approach of the second [AO4].

Band	Marks	DESCRIPTOR
1	<i>Very good</i>	
	30 29 28 27 26 25 24	<ul style="list-style-type: none"> A discriminating and sophisticated understanding of and insights into the linguistic and literary features of each text (such as the use of diction and form) supported by the use of highly appropriate terminology and accurate expression (AO1); A perceptive and informed appreciation and understanding of comparative linguistic (such as choices of vocabulary) and literary features (such as the uses of imagery) between the given texts and other selected and relevant monologue forms [AO2ii]; A detailed and discriminating analysis of the different linguistic and literary approaches to spoken and written language (such as the different styles of delivery in the extracts shown, aspects of lexis and register, and the constructed and shaped features – or not – of these passages in terms of theme and style) showing how these inform our interpretations (AO3ii); An informed understanding of the ways in which the contexts and linguistic and literary features of different monologue forms and passages shape meaning and interpretation (AO4).

2	Proficient	
	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3;
	22	<ul style="list-style-type: none"> Begin to show evidence of achievement against the criteria for Band 1.
	21	
3	Competent	
	20	<ul style="list-style-type: none"> A clear understanding of and insights into the linguistic and literary features of the texts (such as the use of diction and form) supported by the use of appropriate terminology and generally accurate expression (AO1);
	19	<ul style="list-style-type: none"> An informed appreciation and understanding of comparative linguistic (such as lexis and syntax) and literary features (such as the uses of imagery) between the given texts and other selected and relevant monologue forms and passages (AO2ii); A clear analysis of the different linguistic and literary approaches to different types of written language (such as the different styles of delivery in the extracts shown, aspects of lexis and register, and the constructed and shaped features – or not – of these passages in terms of theme and style) showing how these inform our interpretations (AO3ii);
	18	<ul style="list-style-type: none"> A clear understanding of the ways in which the contexts and linguistic and literary features of different monologue forms and passages shape meaning and interpretation (AO4).
4	Generally sound	
	17	<ul style="list-style-type: none"> Fully meet the criteria for Band 5i;
	16	<ul style="list-style-type: none"> Begin to show evidence of achievement against the criteria for Band 3.
	15	
5i	Basic	
	14	<ul style="list-style-type: none"> A basic understanding of and insights into the linguistic and literary features of the texts (such as some awareness of the uses of diction) supported by the use of some terminology and generally accurate expression (AO1);
	13	<ul style="list-style-type: none"> Some appreciation and understanding of comparative linguistic (such as lexis and syntax) and literary features (such as the uses of vocabulary and form) between the given texts and other selected and relevant monologue forms and passages (AO2ii);
	12	<ul style="list-style-type: none"> Basic analysis of some linguistic and literary approaches to spoken and written language (such as some aspects of delivery in the extracts and some basic awareness of their constructed – or not – quality) with some elementary understanding of how these affect the reader's impressions (AO3ii); Understanding of some of the ways in which the contexts and linguistic and literary features of different monologue forms and passages shape meaning and interpretation (AO4).

5ii	<i>Limited</i>	
	11 10 9	<ul style="list-style-type: none"> • <i>Show occasional evidence of achievement against the criteria for Band 5i.</i>

U	Answers which <i>do not reach the standard defined for Band 5</i> because they:	
	8, 7, 6 5, 4, 3 2, 1	<ul style="list-style-type: none"> • <i>Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR</i> • <i>Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR</i> • <i>Are not written with sufficient clarity or accuracy to make meaning and argument coherent.</i>

SECTION B

Question 2 (30 marks)	<p>Look again at Passage C, the extract from the article written by the newspaper columnist Richard Littlejohn.</p> <p>As a student, you are approached by the BBC to write a scripted radio talk, giving your personal response to the newspaper article.</p> <p>(a) Basing your answer closely on the material in the article write the opening section of your talk [between 120 – 150 words].</p> <p>(b) Write a commentary which compares the literary and linguistic features of your scripted talk with those of the original text.</p>
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NOTES ON THE TASK:

Candidates should show the use of appropriate language and written expression in writing the feature and knowledge and insights about the form compared to the languages in their commentary [AO1]; they should show an appreciation of how the lexis and style of the newspaper article differs from those of the scripted talk [AO4]; consider how the writer's different values and attitudes are created and conveyed in both texts [AO5]; show skill and accuracy in both the creative piece and commentary, demonstrating how varied purposes and audiences are shaped by different linguistic and literary features; show the capacity to explain and comment on them [AO6].

Band	Marks	DESCRIPTOR
1		<i>Very good</i>
	30	<ul style="list-style-type: none"> Consistently accurate, structured, assured written expression which, in the creative piece, demonstrates a clear understanding of the shaping of an audience's response (through apposite choice of language, register, tone and structure) and, in the commentary, articulates with precision how interconnecting literary and linguistic approaches can be applied to illuminate the comparison that is being drawn; sophisticated handling of appropriate terminology and discriminating use of examples (AO1); A full appreciation of how different contexts shape the form (aligned to different senses of audience), style (the possible differences in attitude and tone) and vocabulary which can lead to different meanings (AO4); A sophisticated consideration of the ways in which different features convey different values and attitudes in different forms of writing (for example, how different senses of audience include or exclude certain patterns of vocabulary or construction) (AO5); A high level of accuracy in the writing and commentary supported by the use of highly appropriate terminology (drawing on linguistic and literary terms) to explain and comment on features and choices (AO6).
	29	
	28	
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2	Proficient	
	23	<ul style="list-style-type: none"> Fully meet the criteria for Band 3;
	22	<ul style="list-style-type: none"> Begin to show evidence of achievement against the criteria for Band 1.
	21	

3	Competent	
	20	<ul style="list-style-type: none"> Clear, accurate written expression which, in the creative piece, demonstrates a clear understanding of the shaping of an audience's response (through sound choice of language, register, tone and structure) and, in the commentary, articulates with reasonable clarity how interconnecting literary and linguistic approaches can be applied to illuminate the comparison that is being drawn; effective use of appropriate terminology and competent selection of examples to highlight key features (AO1);
	19	<ul style="list-style-type: none"> A clear awareness of how different contexts shape the form (aligned to different senses of audience), style (the possible differences in attitude and tone) and vocabulary (a contrast between the different lexis and patterns of delivery in the original review and the creative piece) which can lead to different meanings (AO4);
	18	<ul style="list-style-type: none"> A clear consideration of the ways in which different features (such as some awareness of persuasive features) convey different values and attitudes in writing (for example, how different senses of audience include or exclude certain patterns of vocabulary or construction) (AO5); A consistent level of accuracy in the writing and commentary supported by the use of correct and relevant terminology (drawing on linguistic and literary terms) to explain and comment on features and choices (AO6).

4	Generally sound	
	17	<ul style="list-style-type: none"> Fully meet the criteria for Band 5i;
	16	<ul style="list-style-type: none"> Begin to show evidence of achievement against the criteria for Band 3.
	15	

5i	Basic	
	14 13 12	<ul style="list-style-type: none"> On balance, reasonably effective written expression (though with occasional lapses) which, in the creative piece, demonstrates some limited understanding of the shaping of an audience's response (through choice of language, register, tone) and, in the commentary, attempts with some limited success to apply literary and linguistic approaches to illuminate the comparison that is being drawn; an attempt to use basic but appropriate terminology to highlight some basic features (AO1); Limited appreciation of how different contexts shape the form (aligned to different senses of audience) style (the possible differences in attitude and tone) and vocabulary which can lead to different meanings (the difference between different types of written texts aligned to different purposes) (AO4); Some consideration of the ways in which different features (such as colloquial and formal features) convey different values and attitudes in speech and writing (for example, how different senses of audience include or exclude certain patterns of speech or thought) (AO5); A relevant level of accuracy in the writing and commentary supported by the use of occasional terminology (drawing on linguistic and literary terms) to explain and comment on features and choices (AO6).

5ii	Limited	
	11 10 9	<ul style="list-style-type: none"> Show occasional evidence of achievement against the criteria for Band 5i.

U	Answers which do not reach the standard defined for Band 5 because they:	
	8, 7, 6 5, 4, 3 2, 1	<ul style="list-style-type: none"> Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs); AND/OR Do not demonstrate sufficient evidence of the knowledge, skills and understanding required; AND/OR Are not written with sufficient clarity or accuracy to make meaning and argument coherent.

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