

# **English Language**

Advanced GCE **2706**

Exploring, Analysing and Evaluating English

## **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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## Mark Scheme Guidance

### Introduction

- This guidance complements the unit-specific notes given in the mark scheme which follows. The mark scheme for this, as for all units, is derived from, and must be read in conjunction with, the **generic mark band descriptions**.
- Reference must also be made to the **band descriptions for Written Communication**.
- The mark scheme provides unit-specific notes of guidance and question-specific band descriptions for each relevant Assessment Objective indicating both skills and likely content. Marking must be based on assessment of performance against each relevant Assessment Objective.

**Section A targets AO1, AO2 and AO4.**

**Section B targets AO3ii and AO5ii.**

- Written Communication must be assessed under Assessment Objective 1.
- Further exemplification and amplification of the standard to be applied is given at the Standardisation Meeting.

**The sections that follow deal with:**

- 1 Rubric
- 2 Assessment Objectives
- 3 Awarding Marks
- 4 Rubric Infringement
- 5 Question-specific mark schemes.

## 1 Rubric

Answer all the questions.

There is one question in Section A and one question in Section B.

## 2 Assessment Objectives

<b>AO1</b>	Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.
<b>AO2</b>	Demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made.
<b>AO3ii</b>	Apply and explore key features of frameworks for the systematic study of spoken and written English, commenting on the usefulness of approaches taken.
<b>AO4</b>	Understand, discuss and explore concepts and issues relating to language in use.
<b>AO5ii</b>	Analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.

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

**AO1: 5 AO2: 10 AO3ii: 10 AO4: 5 AO5ii: 10**

Total: 40% of A2, 20% of A level.

- (ii) **Section A targets AO1, AO2 and AO4.**

**Section B targets AO3i and AO5ii.**

<b>UNIT &amp; Section</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3ii</b>	<b>AO4</b>	<b>AO5ii</b>
<b>2706a</b>	*	**		*	
<b>2706b</b>			**		**

## 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 of the 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 the following ways:

- **Answering only one question (ie no answer in one of the Sections).**

If a candidate's script fits the above description no more than 30 marks (ie the maximum for a single answer) may be awarded for this Unit.

- **Answering only one part (or two parts) of the question in Section A.**

If a candidate's script fits the above description then the mark awarded should reflect the extent to which the partial answer meets the requirements of the question and the band descriptors in the mark scheme; particular attention should be paid to the dominant weighting of AO2.

#### 5 Question-Specific Mark Schemes

The 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 (AO1) 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 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 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 straightforward ideas and arguments;
- an ability to organise relevant material (including quotations and other references) adequately;
- fairly appropriate use of appropriate linguistic 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 fairly clear.

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

<p><b>Qn. No.</b></p> <p>1</p>	<p><b>Max. Marks</b></p> <p>30</p>	<p>Passage A (printed in the Reading Booklet accompanying the question paper) is a transcription of part of a conversation in which a group of friends describe how tiring it is being a new parent.</p> <p><b>a)</b> <i>Parenting Today</i> magazine is publishing a series of entertaining articles for new parents on “Having a baby – what no-one tells you!” You have been asked to write a light-hearted article entitled “Parenthood is a whole new level of tiredness.” Using the material in the transcription, write the text for this article in about 150-200 words.</p> <p><b>b)</b> Compare the transcription of the conversation with your own transposition of the material. Explain the changes you made in your transposition. You should also comment upon wider issues concerning the presentation of speech in written form.</p>
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### NOTES ON THE TASK:

The original conversation treats the subject of new-parent tiredness in a light-hearted way, with the participants sharing experiences and (perhaps) exaggerating for humorous effect. The transposition needs to be at least equally light-hearted in tone and will clearly need to reflect the attitudes of the original.

The Notes below indicate some of the possible range of responses. Candidates should be rewarded positively for any valid response to the task which relates to the Assessment Objectives.

In answering, candidates should **communicate clearly their understanding of and insight into the differences between spoken and written language, use appropriate terminology and express themselves accurately and coherently (AO1).**

Basic answers will:

- demonstrate some ability to focus on the transcript and transposition as examples of spoken and written language rather than a mere understanding of their obvious content
- have sufficient command of basic linguistic terminology (e.g. register; formality; features of speech – repairs, overlaps, backtracks, minor sentences) to be able to communicate an appropriate response.

More developed answers will use terminology as an organising device to shape their discussion of the differences between transcribed/spoken and transposed/written language.

In transposing the content to the written mode, candidates should demonstrate their **control of language appropriate for the purpose, drawing on linguistic knowledge to explain choices made (AO2).**

Basic answers will:

- typically make use of a style appropriate for an advice column, perhaps including direct address to the reader, and with some use of generalised assertion
- be written in such a way as to show awareness of the need to be sensitive to the reader's (and other readers') feelings of vulnerability and uncertainty
- exhibit a greater degree of structure and clarity than was evident in the original transcript of speech
- reflect the attitudes of the original with an appropriate change of perspective and audience
- begin to explain shifts of tone in linguistic terms – register, lexis, syntax, mode of address.

More developed answers are likely to:

- select and maintain an appropriate register in the response, tailoring choices of language to purpose, context and audience
- make accurate use of the material in the transcription (and should be rewarded for any appropriate choices of style)
- be more explicit in analysing (not just describing) the linguistic choices made in the transposition
- discuss changes made and difficulties encountered in terms of linguistic issues, not in terms of the perceived difficulties (or otherwise) of the subject-matter

Candidates are asked to compare the different versions, using this comparison as a starting point for **comment upon issues involved in representing speech in written form (AO4)**.

Basic answers are likely:

- simply to rehearse a (prepared) list of features of spoken language
- to refer to or describe a limited range of differences arising from the comparison of transcription with transposition

Better answers are likely to comment on:

- how the nature of the conversation in Passage A is represented – or indeed how it might be better represented – in the transcription
- the highly cooperative nature of the conversation, with each speaker reinforcing and supporting the others

Band	Marks	DESCRIPTOR
1	<b>Very good</b>	
	30 29 28 27 26 25 24	<ul style="list-style-type: none"> <li>• write in coherent and accurate English; present a clearly ordered discussion, employing terminology appropriately and comprehensively (AO1);</li> <li>• demonstrate originality, fluency and sustained sureness of control of the mode of writing prescribed for the transposition; faithfully reflect the content and context of the original utterances and the attitudes conveyed; comment in some detail on the choices made in transposing the original (AO2);</li> <li>• comment fully upon, and evaluate perceptively, the issues surrounding the representation of speech in written form, as revealed in the set task (AO4).</li> </ul>
2	<b>Proficient</b>	
	23 22 21	<ul style="list-style-type: none"> <li>• <i>Fully meet the criteria for Band 3;</i></li> <li>• <i>Begin to show evidence of achievement against the criteria for Band 1.</i></li> </ul>
3	<b>Competent</b>	
	20  19  18	<ul style="list-style-type: none"> <li>• write in mostly coherent and competent English; present a generally well-organised discussion, with some appropriate use of terminology (AO1);</li> <li>• demonstrate competence, some fluency and control of the mode of writing prescribed for the transposition; reflect the content and context of the original utterances and the attitudes involved with them; indicate the key choices made in the transposition (AO2);</li> <li>• comment on and evaluate the main issues surrounding the representation of speech in written form as revealed in the set task (AO4).</li> </ul>



4	<b>Generally sound</b>	
	17 16 15	<ul style="list-style-type: none"> <li>Fully meet the criteria for Band 5;</li> <li>Begin to show evidence of achievement against the criteria for Band 3.</li> </ul>
5i	<b>Basic</b>	
	14	<ul style="list-style-type: none"> <li>Be written in basically accurate English; present a straightforward discussion with some limited use of terminology (AO1);</li> </ul>
	13	<ul style="list-style-type: none"> <li>Demonstrate an adequate if limited grasp of the mode of writing prescribed for the transposition; reflect the obvious elements and context of the original utterances and the attitudes involved; indicate basic choices made in transposing the original (AO2);</li> </ul>
	12	<ul style="list-style-type: none"> <li>Offer some basic comments on the main issues surrounding the representation of speech in written form as revealed in the set task (AO4).</li> </ul>
5ii	<b>Limited</b>	
	11 10 9	<ul style="list-style-type: none"> <li>Show occasional evidence of achievement against the criteria for Band 5i.</li> </ul>
U	<b>Answers which do not reach the standard defined for Band 5</b> because they:	
	8, 7, 6	<ul style="list-style-type: none"> <li>Do not offer an adequate attempt to answer the question or complete the task (ie do not sufficiently address the relevant AOs; AND/OR</li> </ul>
	5, 4, 3, 2, 1	<ul style="list-style-type: none"> <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>

<p><b>Qn. No.</b></p> <p><b>2</b></p>	<p><b>Max. Marks</b></p> <p><b>30</b></p>	<p>Passages A, B, C, and D are all concerned with tiredness and sleep. By close reference to the passages, analyse and discuss ways in which each speaker or writer addresses his/her audience.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>• make detailed reference, where relevant, to specific examples of lexis, syntax, grammar, phonology, language change and features of discourse</li> <li>• comment on how the context and purpose of use might affect the form and register of the language used.</li> </ul>
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**NOTES ON THE TASK:**

Candidates are asked to consider the difference in language use between four passages (Passage A is the transcript that forms the basis for Q1). The Notes below indicate some of the possible range of responses. Candidates should be rewarded positively for any valid response to the questions which relates to the Assessment Objectives.

Candidates are asked to **apply their knowledge of formal linguistic analysis to the texts in order to discuss and evaluate the linguistic methods used by the speakers/writers to address their subject (AO3ii).**

A basic answer will:

- identify differences in levels of register and formality, but may do little more than assert these in general terms
- tend to list and accumulate rather than analyse examples of lexis from fields associated with tiredness and sleep
- recognise (but not necessarily explore or analyse) general differences in syntax and grammar

Better answers are likely to:

- go on to more detailed and analytical readings, exploring for example the use of lexis (“... embalmer ... hushed casket ...”) from the field of death/funerals in Passage B
- identify sentence types and begin to analyse their function, for example the sequences of conditionals and imperatives (“Even *if* you’re tired during the day *don’t take* naps ...”) which structure Passage D
- demonstrate a stronger tendency to evaluate the tools of linguistic analysis which they have employed.

Candidates are also required to **analyse and evaluate ways in which the different times and contexts of linguistic use may influence variations in meaning and form (AO5ii).**

A basic answer:

- will identify more obvious features of language which exhibit change over time – for example “embalmed ... enshaded ...” – and perhaps offer modern equivalents
- will explore more obvious aspects of the influence of context on language use, for example the comic exaggeration amongst friends in Passage A (“and like when i leave here ill have absolutely no recollection of what weve said ”)
- will comment on obvious differences in purpose and intended audience, noting for example the polite, formal references (“the noble Baroness .. your lordships ...”) to the audience present in Passage C.

More developed answers are likely to:

- appreciate more subtly the changing nuances of lexical and syntactical items over time, for example the use in Passage B of “curious” and the prevalence of embedded clauses
- explore differences in the ways authority is conveyed, for example in Passage C by rehearsing the measures which the Government takes (“We ensure that that occurs ... The guide is freely available ...”) and asserting the wisdom of following official advice (“People are very well advised to ...”)
- appreciate more fully how features of discourse and structure are affected by context, for example the acceptance by the participants in Passage A of Nicola’s dominance in setting the agenda and, increasingly, speaking for the group
- explore more fully attitudes towards the reader/audience, for example the provision in Passage D of further explanation/amplification of even the most obvious facts, but in simple/colloquial language in order not to seem to patronise: “Stressing over being awake will keep you awake ... as your body needs time to wind down and will keep your mind awake ...”

Band	Marks	DESCRIPTOR
1	<b>Very good</b>	
	30	• Analyse with confidence examples of lexical, structural, contextual and phonological forms in each of the passages;
	29	• Show complete familiarity with appropriate phonological devices and procedures for analysis of speech sounds and prosodic features;
	28	• Be able to apply systematically the frameworks quoted in the question rubric, for the examination of the passages from these linguistic perspectives;
	27	• Reflect persuasively on the usefulness of the approaches taken (AO3ii).
	26	• Show strong awareness of context of use;
	25	• Show full awareness of the differences of purpose, intended audience and language choices between the passages, and of the significance of these differences;
2	24	• Show detailed appreciation of lexical variation and change (AO5ii).
	<b>Proficient</b>	
	23	• Fully meet the criteria for Band 3;
3	22	• Begin to show evidence of achievement against the criteria for Band 1.
	21	
	<b>Competent</b>	
	20	• Analyse competently examples of lexical, structural, contextual and phonological forms in each of the passages;
3	19	• Show familiarity with appropriate phonological devices and procedures for analysis of speech sound and prosodic features;
		• Be able to apply appropriately the frameworks quoted in the question rubric, for the examination of the passages from the linguistic perspectives;
	18	• Begin to reflect on the usefulness of the approaches taken (AO3ii).
3	18	• Show some awareness of context of use;
		• Show some awareness of differences of purpose, intended audience and language choices between the passages;
	18	• Appreciate main effects of lexical variation and change. (AO5ii).

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

<b>Basic</b>		
<b>5i</b>	<b>14</b>	<ul style="list-style-type: none"> <li>Begin to analyse obvious examples of lexical, structural, contextual and phonological forms in each of the passages;</li> <li>Show some awareness of appropriate phonological devices and procedures for analysis of speech sounds and prosodic features;</li> <li>Attempt to apply the frameworks quoted in the question rubric, for the examination of the passages from these linguistic perspectives;</li> <li>Possibly begin to comment on the usefulness of the approaches taken <b>(AO3ii)</b>.</li> <li>Show limited awareness of context of use;</li> <li>Show limited awareness of the differences of purpose, intended audience and language choices between passages;</li> <li>Recognise a few effects of lexical variation and change <b>(AO5ii)</b>.</li> </ul>
	<b>13</b>	
	<b>12</b>	

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

<b>Answers which do not reach the standard defined for Band 5 because they:</b>		
<b>U</b>	<b>8, 7, 6</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>
	<b>5, 4, 3,</b>	
	<b>2, 1</b>	

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