

# **English Language**

Advanced GCE **2704**

Language Contexts - Structural and Social

## **Mark Scheme for June 2010**

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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 and AO3ii.**

**Section B targets AO1 and AO4 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 TWO questions.

Choose ONE question from Section A. Answer the question.

Choose ONE question from Section B. Answer the question.

**2 Assessment Objectives**

AO1	Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.
AO3ii	Apply and explore key features of frameworks for the systematic study of spoken and written English, commenting on the usefulness of approaches taken.
AO4	Understand, discuss and explore concepts and issues relating to language in use.
AO5ii	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: 10% AO3ii: 10% AO4: 5% AO5ii: 5%**

Total: 30% of AS level, 15% of Advanced GCE.

(ii) **Section A targets AO1 and AO3ii.**  
**Section B targets AO1 and AO4 and AO5ii.**

UNIT & Section	AO1	AO3ii	AO4	AO5ii
<b>2704a</b>	*	**		
<b>2704b</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) for this Unit may be awarded for the Unit.

- **Answering more than one question from Section A or Section B**

If a candidate has written two answers from just one section – ie two in Section A or two in Section B, both should be marked, and the lower of the two marks should be discounted.

### 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 adequate 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 Specification*: Use of Technical Terms in Question Papers and Candidates' Answers.

## Section A: Structures

*Either*

Qn No	Max Marks	<i>Language and Speech Sounds</i>
1	30	<p>The following passage is a transcription of a travelling market salesman addressing his audience in a country market.</p> <p><b>In the passage the transcriber has used some transcription conventions in recording the salesman's speech. What more detailed methods could have been used to give the transcription greater technical accuracy?</b></p> <p><b>In your answer you should make reference to the following:</b></p> <ul style="list-style-type: none"> <li>• <b>phonemic symbols and signs</b></li> <li>• <b>simple prosodic features.</b></li> </ul>

**NOTES ON THE TASK:**

The one lively speaker should provide enough material for candidates to do some judicious selection. The transcription captures some of the general liveliness of a professional spieler; but does not address likely shifts in tone/stress, which would appear to be constantly shifting as the salesman sets up his audience. There is some evidence of dramatised address and some candidates may wish to develop this feature. The orthographic representation of some of the regional diphthongs calls for discreet application of phonemic symbols for greater accuracy. There is not complete consistency in the speech and candidates might wish to postulate other regional influences, shown in the frequent elisions and vernacular phrasing. Candidates are free to speculate, providing they evince reasonable supporting technical evidence.

Band	Marks	DESCRIPTOR
1	<b>Very Good</b>	
	30	<ul style="list-style-type: none"> <li>• Will use very accurate and incisive English, employing a wide range of apposite terminology (AO1);</li> <li>• Will be able to refer to IPA symbols and apply with a degree of relevance and accuracy. Will give clear indications of responding to prosodic features, creating a coherent and exploratory framework (AO3ii).</li> </ul>
	29	
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	24	
2	<b>Proficient</b>	
	23	<ul style="list-style-type: none"> <li>• Will be written in accurate English, employing quite a range of apposite terminology (AO1);</li> <li>• Will show some systematic response to both the IPA and prosodic issues and create a framework which is controlled and to some degree exploratory (AO3iii).</li> </ul>
	22	
	21	

3	Competent	
	20	<ul style="list-style-type: none"><li>Will be written in accurate English, employing a reasonable range of apposite terminology (AO1);</li><li>Will respond with some detail to the IPA and prosodics, creating a reasonable framework and show some exploration (AO3ii).</li></ul>
	19	
	18	

4	Generally sound	
	17	<ul style="list-style-type: none"><li>Will be written in largely accurate English, employing some apposite terminology (AO1);</li><li>Will respond in uneven detail to IPA and prosodics, in a recognisable technical framework (AO3iii).</li></ul>
	16	
	15	

5i	Basic	
	14	<ul style="list-style-type: none"><li>Will be written in clear English, employing a limited range of terminology (AO1);</li><li>Will show basic understanding of phonemics, largely employing a narrative and descriptive framework (AO3ii).</li></ul>
	13	
	12	

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

U	Answers which do not reach the standard defined for Band 5 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><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>
	5, 4, 3,	
	2, 1	



OR

Qn No	Max Marks	Language and Grammar
2	30	<p>The following passage comes from a novel set in a distant future. The population of England is living with an Iron Age level of technology. Standard English has disappeared.</p> <p><b>By detailed analysis of the passage, comment upon the grammatical and syntactical variations in the writing.</b></p> <p><b>In your answer you should make reference to the following:</b></p> <ul style="list-style-type: none"> <li>• <b>grammar</b></li> <li>• <b>syntax</b></li> <li>• <b>discourse.</b></li> </ul>

**NOTES ON THE TASK:**

The actual look/content of the passage is arresting enough and candidates should be able to pick their way through it. They might note that grammar, in terms of sentence formation, has not reverted to older English form. Pronouns still exist. Some spelling has been phoneticised. Declensions are variable and deviate from current standard. By paragraph three the syntax becomes somewhat more cloudy, as the writer attempts to deal with a difficult activity, lacking the detailed technological syntactic structures of an advanced society. It is in this paragraph and the concluding one where an alert candidate should find adequate examples of difference. It is likely that comment will arise about spelling. Whilst this is acceptable, it must not predominate over the rubric specific demands.

Band	Marks	DESCRIPTOR
1	<b>Very good</b>	
	30	<ul style="list-style-type: none"> <li>• Will be written in very accurate and incisive English, employing a wide range of appropriate terminology (AO1);</li> </ul>
	29	<ul style="list-style-type: none"> <li>• Will show a systematic approach to grammatical and syntactical analysis, using a secure framework for exemplification and exploration (AO3ii).</li> </ul>
	28	
	27	
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	25	
	24	
2	<b>Proficient</b>	
	23	<ul style="list-style-type: none"> <li>• Will be written in accurate English, employing quite a wide range of apposite terminology (AO1);</li> </ul>
	22	<ul style="list-style-type: none"> <li>• Will show some systematic approach to grammatical and syntactical analysis using a framework for exemplification and some exploration (AO3iii).</li> </ul>
	21	

3	Competent	
	20	<ul style="list-style-type: none"><li>Will be written in accurate English, employing a reasonable range of apposite terminology (AO1);</li><li>Will respond with some detail to grammatical and syntactical analysis, employing a basic framework for exemplification and exploration (AO3ii).</li></ul>
	19	
	18	

4	Generally sound	
	17	<ul style="list-style-type: none"><li>Will be written in largely accurate English, employing some apposite terminology (AO1);</li><li>Will respond in uneven detail to grammatical and syntactical analysis, employing a simplified framework (AO3iii).</li></ul>
	16	
	15	

5i	Basic	
	14	<ul style="list-style-type: none"><li>Will be written in clear English, employing a limited range of terminology (AO1);</li><li>Will show limited understanding of grammar/syntax, largely employing a narrative/descriptive framework (AO3ii).</li></ul>
	13	
	12	

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

U	Answers which do not reach the standard defined for Band 5 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><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>
	5, 4, 3,	
	2, 1	

Qn No.	Max Marks	<i>Language and Meaning</i>
3	30	<p>The following passage is taken from a film review, published in a magazine aimed at a teenage readership.</p> <p><b>Comment in detail upon the italicised words and phrases. You should comment upon their meaning BOTH in the passage AND in a wider context.</b></p>

**NOTES ON THE TASK:**

Previous questions like this have produced a wide range of responses. Often the lexicographical speculation is interesting, especially when it tries to link the denotative derivations to the broader semantics of metaphorical narration. It is the importance of addressing the two elements in the second paragraph which can provide a useful discriminator. There is a chance for simple morphological speculation. There is the chance to give grammatical case to the various words/phrases. Any etymological thinking and discussion about change in word meaning, origins of words etc., would be a valid approach. Expect diversity and give credit for unusual slants to a challenging topic.

Band	Marks	DESCRIPTOR
1	Very good	
	30	<ul style="list-style-type: none"><li>Will be written in very accurate and incisive English, employing a wide range of apposite terminology (AO1);</li><li>Will show a systematic approach to semantic issues, using a secure analytical and exemplificatory framework (AO3ii).</li></ul>
	29	
	28	
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	26	
	25	
	24	
2	Proficient	
	23	<ul style="list-style-type: none"><li>Will be written in accurate English, employing quite a wide range of apposite terminology (AO1);</li><li>Will show some systematic approach to semantic issues, using a reasonable analytical and exemplificatory framework (AO3iii).</li></ul>
	22	
	21	
3	Competent	
	20	<ul style="list-style-type: none"><li>Will be written in accurate English, employing a reasonable range of apposite terminology (AO1);</li><li>Will respond with some detail to semantic issues, using a basic analytical and exemplificatory framework (AO3iii).</li></ul>
	19	
	18	

4	Generally sound	
	17	<ul style="list-style-type: none"><li>Will be written in largely accurate English, employing some apposite terminology (AO1);</li><li>Will respond in uneven detail to semantic issues, employing an accurate and basic framework (AO3iii).</li></ul>
	16	
	15	

5i	Basic	
	14	<ul style="list-style-type: none"><li>Will be written in clear English, employing limited terminology (AO1);</li><li>Will show limited understanding of semantics, largely employing a narrative/descriptive framework (AO3ii).</li></ul>
	13	
	12	

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

U	Answers which do not reach the standard defined for Band 5 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><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>
	5, 4, 3,	
	2, 1	

## Section B: Social Contexts

*Either*

Qn No	Max Marks	Language Change
4	30	<p>Passage (a) is taken from an 18<sup>th</sup> century letter and is concerned with the effects of the Classics upon the English language. Passage (b) is from a recent article about slang.</p> <p><b>By close reference to both of the passages, comment upon some of the similarities and differences between 18<sup>th</sup> century English and 21<sup>st</sup> century English as illustrated here.</b></p> <p><b>In your answer you should make reference to:</b></p> <ul style="list-style-type: none"> <li>• lexis</li> <li>• grammar</li> <li>• syntax</li> <li>• discourse.</li> </ul>

**NOTES ON THE TASK:**

The 18<sup>th</sup> century article has a good range of lexical features for comment: special attention to verbs/adjs./nouns and shifts in meaning around learning/learned/conception. The language shows a particular kind of formality using a list of strongly declarative sentences to raise the formality of an epistolary debate. The analogy between Greek/Welsh and savages might be construed as non pc. The strong implications are that the understanding of Classical heritage is culturally embedded in educated society. This is a likely discourse feature for candidates. The modern passage has more the qualities of a racy, assertive journalism. There are a number of lexemes attributed to slang, which are more colloquially written than the syntax in (a). it reads as an assertive or even complimentary counter-cultural text. This could make interesting comparison with the more (?) ironic and formally controlled debate being outlined in (a).

Band	Marks	DESCRIPTOR
1	<b>Very good</b>	
	30	<ul style="list-style-type: none"> <li>• Will be written in very accurate and incisive English, employing a wide range of terminology (AO1);</li> </ul>
	29	<ul style="list-style-type: none"> <li>• Will show a systematic conceptual understanding of how language shifts and develops and put this in a cogent framework (AO4);</li> </ul>
	28	<ul style="list-style-type: none"> <li>• Analyse in detail variations in structure between times and show a concise understanding of the likely effects of context upon production (AO5ii).</li> </ul>
	27	
	26	
	25	
	24	

<b>2</b>	<b>Proficient</b>	
	23 22 21	<ul style="list-style-type: none"> <li>Will be written in accurate English, employing quite a wide range of apposite terminology (AO1);</li> <li>Will show some conceptual understanding of how language shifts and develops and put this in a clear framework (AO4);</li> <li>Analyse a range of variations in structure between times and show understanding of possible effects of context upon production (AO5ii).</li> </ul>
<b>3</b>	<b>Competent</b>	
	20 19 18	<ul style="list-style-type: none"> <li>Will be written in accurate English, employing a reasonable range of apposite terminology (AO1);</li> <li>Will show simple conceptual understanding of how language shifts and develops and put this in a framework (AO4);</li> <li>Analyse some of the variations in structure between times and show possible effects of context upon production (AO5ii).</li> </ul>
<b>4</b>	<b>Generally sound</b>	
	17 16 15	<ul style="list-style-type: none"> <li>Will be written in largely accurate English, employing some apposite terminology (AO1);</li> <li>Will show uneven conceptual understanding of shifts and developments in language and put in simple framework (AO4);</li> <li>Will respond to variations over time and respond to possible contextual influences (AO5ii).</li> </ul>
<b>5i</b>	<b>Basic</b>	
	14 13 12	<ul style="list-style-type: none"> <li>Will be written in clear English, employing limited terminology (AO1);</li> <li>Will show very limited conceptual understanding of language change (AO4);</li> <li>Will respond in largely narrative format based upon simple examples from passage (AO5ii).</li> </ul>
<b>5ii</b>	<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>
<b>U</b>	<b>Answers which do not reach the standard defined for Band 5 because they:</b>	
	8, 7, 6 5, 4, 3, 2, 1	<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>

OR

Qn No	Max Marks	Language and Gender
5	30	<p>The following passage comes from a newspaper article. It is arguing the case that, in modern society, boys are no longer allowed to be boys.</p> <p><b>By close reference to the passage and, where relevant, your own wider studies, comment in detail upon the links between language and gender.</b></p>

**NOTES ON THE TASK:**

The first time specific attention has been given to boys/boyhood. Task must involve reasonable degree of attention to passage. Candidates should pick up the interesting retrogressive stance of some of the comments/attitudes ideologically embedded. There are numerous nouns which symbolise specific cultural issues around gender. Good candidates might wish to offer a definition of masculine/feminine. Some slightly archaic sounding lexis - cowboy stories/cutlasses/sissyish? These might prove fertile grounds for challenging the stance of writer. Candidates who suggest how young girls are treated would be an acceptable tangent, provided supported by suitable lexical range.

Band	Marks	DESCRIPTOR
1	<b>Very good</b>	
	30	<ul style="list-style-type: none"> <li>Will be written in very accurate and incisive English, employing a wide range of terminology (AO1);</li> </ul>
	29	<ul style="list-style-type: none"> <li>Will show a systematic conceptual understanding of gender/language and place this in a cogent framework (AO4);</li> </ul>
	28	<ul style="list-style-type: none"> <li>Analyse the passage in depth and show concise understanding of the context(s) in which the writing has occurred (AO5ii).</li> </ul>
	27	
	26	
	25	
	24	
2	<b>Proficient</b>	
	23	<ul style="list-style-type: none"> <li>Will be written in accurate English, employing quite a wide range of apposite terminology (AO1);</li> </ul>
	22	<ul style="list-style-type: none"> <li>Will show some conceptual understanding of gender/language and put this in a clear framework (AO4);</li> </ul>
	21	<ul style="list-style-type: none"> <li>Analyse the passage in some depth and show understanding of the context(s) in which writing has occurred (AO5ii).</li> </ul>

<b>3</b>	<b>Competent</b>	
	20 19 18	<ul style="list-style-type: none"> <li>Will be written in accurate English, employing a reasonable range of apposite terminology (AO1);</li> <li>Will show simple conceptual understanding of gender/language and put in a framework (AO4);</li> <li>Analyse some of the details in passage and show some understanding of the context(s) in which the writing occurred (AO5ii).</li> </ul>
<b>4</b>	<b>Generally sound</b>	
	17 16 15	<ul style="list-style-type: none"> <li>Will be written in largely accurate English, employing some apposite terminology (AO1);</li> <li>Show uneven conceptual understanding of gender/language and put in a simple framework (AO4);</li> <li>Respond to some of the details in passage and respond to basic issues of context in which writing occurred (AO5ii).</li> </ul>
<b>5i</b>	<b>Basic</b>	
	14 13 12	<ul style="list-style-type: none"> <li>Will be written in clear English, employing limited terminology (AO1);</li> <li>Will show very limited conceptual understanding of language/gender (AO4);</li> <li>Will respond in largely narrative format based upon simple examples (AO5ii).</li> </ul>
<b>5ii</b>	<b>Limited</b>	
	11 10 9	<ul style="list-style-type: none"> <li>Show occasional evidence of achievement against the criteria for Band 5.1.</li> </ul>
<b>U</b>	<b>Answers which do not reach the standard defined for Band 5 because they:</b>	
	8, 7, 6 5, 4, 3, 2, 1	<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> <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>



OR

Qn No	Max Marks	<i>Language and Society</i>
6	30	<p>The following passage is a web site article concerned with teenage idiolects and sociolects.</p> <p><b>By detailed reference to the passage and, where relevant, your own wider studies of language and society, comment upon the linguistic issues raised here.</b></p> <p><b>In your answer you may, if you wish, refer to alternative forms of 'teenglish' which might be specific to your own geographical region or peer group.</b></p>

**NOTES ON THE TASK:**

Candidates have found this area of the paper difficult in terms of broad focus. It is to be hoped the additional invite to submit their own examples of idiolect/sociolect will give them further breadth for detailed comments. The whole issue of slang is a complex linguistic topic. Very few candidates realise that much speech and some forms writing call upon idiomatic lexicon, which can be occupational, social, excluding, class-bound etc. Some of the issues on the web page are probably quite real for candidates. However, they find putting this into formal analytical language problematic. We should expect some definitions of what is slang/how it changes/how it is used by particular peer groups/what value is there in trying to give adults access to it etc. The final paragraph may give candidates the chance to escape into txts etc. If this is the case it is important that the level of comment rises above that expected at AS.

Band	Marks	DESCRIPTOR
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1	<i>Very good</i>	
	30	<ul style="list-style-type: none"> <li>Will be written in very accurate and incisive English, employing a wide range of terminology (AO1);</li> </ul>
	29	<ul style="list-style-type: none"> <li>Will show a systematic conceptual understanding of the subject and place this in a cogent framework (AO4);</li> </ul>
	28	<ul style="list-style-type: none"> <li>Analyse the passage in depth and show concise understanding of the context in which the writing has occurred (AO5ii).</li> </ul>
	27	
	26	
	25	
	24	

2	<i>Proficient</i>	
	23	<ul style="list-style-type: none"> <li>Will be written in accurate English, employing quite a wide range of apposite terminology (AO1);</li> </ul>
	22	<ul style="list-style-type: none"> <li>Will show some conceptual understanding of the subject and put this in a clear framework (AO4);</li> </ul>
	21	<ul style="list-style-type: none"> <li>Analyse the passage in some depth and show understanding of the context in which the writing has occurred (AO5ii).</li> </ul>

<b>3</b>	<b>Competent</b>	
	20 19 18	<ul style="list-style-type: none"> <li>Will be written in accurate English, employing a reasonable range of apposite terminology (AO1);</li> <li>Will show simple conceptual understanding of the subject and put this in a framework (AO4);</li> <li>Analyse some of the details in the passage and show some understanding of the context in which the writing has occurred (AO5ii).</li> </ul>
<b>4</b>	<b>Generally sound</b>	
	17 16 15	<ul style="list-style-type: none"> <li>Will be written in largely accurate English, employing some apposite terminology (AO1);</li> <li>Show uneven conceptual understanding of the subject and put this in simple framework (AO4);</li> <li>Respond to some of the details in passage and to respond to issues of context in which the writing has occurred (AO5ii).</li> </ul>
<b>5i</b>	<b>Basic</b>	
	14 13 12	<ul style="list-style-type: none"> <li>Be written in clear English, employing limited terminology (AO1);</li> <li>Will show very limited conceptual understanding of the subject (AO4);</li> <li>Will respond in largely narrative format based upon simple examples (AO5ii).</li> </ul>
<b>5ii</b>	<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>
<b>U</b>	<b>Answers which do not reach the standard defined for Band 5 because they:</b>	
	8, 7, 6 5, 4, 3, 2, 1	<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> <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>

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