

# English Language

Advanced GCE A2 H469

Advanced Subsidiary GCE AS H069

## Mark Scheme for the Units

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**January 2010**

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OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

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# F651 The Dynamics of Speech

Section A – Speech and Children		
Question Number	NOTES ON THE TASK	Max Mark
1	<p>This is a transcription of part of a Maths lesson in an American school. The children (aged 9 -10) are thinking of ways to work out the answer to the following question:  <i>Joshua ate 16 peas on Monday and 32 peas on Tuesday. How many more peas did he eat on Tuesday than he did on Monday?</i></p> <p><b>How do the children and the teacher use language here to work together on a Maths question? Support your answer by referring to specific examples from the transcription.</b></p> <p>This transcription presents younger speakers showing a fair degree of independence in exploring and explaining. The teacher intervenes mainly to summarise and clarify rather than to direct.</p> <p>Candidates may suggest that the American children are more assertive/confident than their British contemporaries would be, and therefore likely to show signs of more advanced language development. If such a line is argued coherently and supported by specific reference, it should be accepted. Similarly, candidates who identify and comment on lexical or syntactic features characteristic of American English (“can i call on someone”) should be rewarded, though this is not the primary focus of the question. ..</p> <p><b>AO1 (5)</b> Appropriate methods may involve the use of some or all of the following terminology and concepts: turn-taking, length of utterance, repetition, self-correction / repairs / back-tracking, role, dominance, use of intonation, forms of address. Candidates should use coherent and accurate written expression.</p> <p><b>AO2 (15)</b> Stronger answers are likely to explore developmental features of children’s language, such as how the children seem to be concentrating on the personal and the concrete in their language and para-language (e.g. <i>goes to the front of the room and points at the numbers on the number line</i>) while the teacher is encouraging them towards the abstract (“comments ... about his method”).</p> <p>More limited answers are likely to contain assertions about non-standard English and subject-specific vocabulary (or lexical/semantic fields). In fact, the lexis tends to the simple and even the vague (“i count ( ) i added them up (.) i went sixteen plus sixteen is thirty two”) rather than the technical/mathematical. Candidates should see that the relatively formal structures of question/answer/explanation with very little interruption or overlap allow individual pupils to articulate their understanding, and that Shea’s earlier dominance of the interactions is succeeded by Rania’s eagerness to agree but then diverge.</p>	[30]

	<p><b>AO3 (10)</b> Candidates may draw on their own knowledge of interactions in primary school classrooms. Stronger answers are likely to make helpful use of theories of language development, or explore the co-operative nature of the speech dynamics here. There may be discussion of how the teacher’s contributions function to shape the discourse: for example, the frequent phatic utterances (“mmm hmm ... so ... yeah ... okay ...”) which serve to provide time for ideas to be absorbed by the children. Similarly, the teacher uses open-ended prompts (“comments either about ...”) and questions (“and what do you think about that (1) what do you think ... “), often re-formulating and modifying/amplifying utterances. Direct, closed questions are fewer: “how many more did he eat ... and how does THAT prove that his answer is right”)...</p>	
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Question Number	NOTES ON THE TASK	Max Mark
2	<p>The passage is taken from the novel Paddy Clarke Ha Ha Ha by Roddy Doyle, set in Ireland in the 1960s. Here Paddy, who is ten years old, and his younger brother Francis (nicknamed ‘Sinbad’) have just heard their mother (‘ma’) scream as she has found a mouse in the toilet bowl. His father (‘da’) is trying to flush the mouse down the toilet.</p> <p><b>Write about the ways children use language when speaking to other children and to adults. Support your answer by referring to specific examples from the fictional text below.</b></p> <p>In this extract from a novel, the first-person narrator is a 10-year old boy. He recounts the interactions between himself, his parents (individually and as a couple) and his younger brother. Fictionalised speech is presented with relatively little authorial mediation and minimal use of reporting clauses.</p> <p>Paddy interacts with his parents at first by offering recently-learned information and by asking questions, then later by trying to get his younger brother into trouble. Sinbad has fewer utterances. There is some limited evidence of his subordinate position in the family speech dynamic.</p> <p>Candidates may make comparisons with features and/or structures of family interactions from their own experience, or with examples from their studies of scripted/fictionalised speech.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: turn taking, adjacency pairs, agenda-setting and topic management, repetition, length of utterance, role, dominance. Candidates should use coherent and accurate written expression.</p> <p>AO2 (15) Basic answers are likely to demonstrate a grasp of how linguistic choices create meaning, noting for example how the brevity of Da’s utterances in response to Paddy’s questions is a feature of paternal authority. Look for comments on choices of lexis and sentence structure in the narrative as well as the dialogue.</p> <p>Stronger answers are likely to explore some developmental features of children’s language, such as the (‘family-lect’) euphemisms used by Sinbad for going to the toilet and the undeveloped grammar and lexis of Paddy’s utterance: – He only did it now, I said, – when I said it. Candidates may also comment on how Paddy refers to his brother as Sinbad in the narrative but as Francis when talking to his parents. More sophisticated responses might include some exploration of how utterance-types structure the discourse, for example how Ma’s declarative utterances function to predict (He’ll come out at the seafront ...He’ll be happier there) and to explain or reassure (It’s more natural ... They frighten the reindeer)</p> <p>AO3 (10) Candidates may draw on their knowledge of fictional writing for and about children. They may make assertions about the novel’s setting in time and place: these should be rewarded if they are supported by reference to textual details or relevant linguistic concepts/theories. Stronger answers are likely to make more secure and developed comments on features of register and Standard / non-Standard English.</p>	[30]

	Candidates may explore Da's use of humour, and features of co-operative speech between the parents.	
	<b>Section A Total</b>	<b>[30]</b>

Section B – Varieties and Social Groups		
Question Number	NOTES ON THE TASK	Max Mark
3	<p>This is a transcription of part of a conversation between Simon and Martin. Here, Simon is telling Martin about his experiences at an independent school for boys.</p> <p><b>How do the speakers use language here to reflect particular attitudes and values? Support your answer by referring to specific examples from the transcription.</b></p> <p>This task invites candidates to look at an account of traditions and experiences in a very closed ('exclusive') situation. The exclusive nature of Simon's utterance is moderated by the need to make it understandable for an 'outsider'. Martin mainly listens, and occasionally prompts. Clearly there is a significant amount of 'specialist' language used between the speakers. There is no requirement for candidates actually to know any of the terms (such as "duckers" or "flicks") but it should be easy enough for them to explore issues of morphology and/or semanticity. Candidates are likely to comment on the way in which language can create social groups and suggest attitudes and values.</p> <p><b>AO1 (5)</b> Appropriate methods may involve the use of some or all of the following terminology and concepts: non-fluency features (hesitations, filled/voiced pauses, repairs, self-correction), vague language, register, use of Standard English and slang.</p> <p><b>AO2 (10)</b> Stronger answers are likely to explore the idea of 'sociolect' and the way language can create social groups, how 'jargon' and/or 'slang' can include or exclude. More limited answers are likely to make relatively unsupported assertions about the social class or level of education of the speakers. Although there are no indications of accent, candidates may attempt to reach conclusions on the basis of features of intonation; and this can be rewarded if it is clearly argued and supported. .</p> <p><b>AO3 (15)</b> Stronger answers may explore the role of Martin as interlocutor and analyse how his utterances shape the discourse. Martin asks for clarification of specific lexical terms ("whats a SHADow") and several times helps Simon by reformulation ("so you had (.) these eleven words you had to uh (.) that are (.) kind of (.) like (.) uh (.) your (.) sort of (.) SCHOOL words") or by initiating a new topic ("were there any initiation (.) sort of (.) CERemonies or (.) i dont know (.) uh (.) sort of (.) PRANKS that (.) uh (.) that happens to new boys")</p> <p>Simon's utterances are much longer: he is explaining and recounting, often pausing and re-casting. Stronger candidates may notice how he picks up Martin's initial question about an abstraction ("values") and begins to answer it in equally abstract terms ("tradition"), then goes on to 'un-pack' that concept in more specific ways. His attitudes are revealed in often vague, non-committal language ("its quite nice having all these ...it was quite difficult ... it was (,) sort of (,) w (,) interesting"). Candidates may see this in terms of his sociolect/idiolect, and may argue that he is under-playing the exclusivity. The lexical and grammatical features of Simon's longest utterance (the egg-smashing anecdote) are particularly interesting.</p>	[30]

Question Number	NOTES ON THE TASK	Max Mark
4	<p>This is a transcription of part of an interview, broadcast on local radio in Cornwall, involving three young women who work together. The interviewer has been asking them about the ways they, as a group of friends, refer to other people.</p> <p><b>How do the women use language here to reinforce their group identity? Support your answer by referring to specific examples from the transcription.</b></p> <p>It would not be unreasonable for candidates to see this in part as ‘occupational’ language, since they are told the speakers “work together”. A more productive line of approach would be to argue that this is less an <i>occupational</i> and more a <i>social</i> group. Equally, some candidates might want to see the co-operative speech dynamic as an aspect of ‘gender-lect’.</p> <p>There is much that could be explored in terms of language (and para-language) used to reinforce group identity. Astute candidates should have no difficulty in exploring the dynamics of interaction as ‘in-jokes’ are shared during the collaborative re-telling of shared experience. Although the speakers are clearly enjoying each other’s company, they do not forget their (immediate) audience, the interviewer.</p> <p><b>AO1 (5)</b> Appropriate methods may involve the use of some or all of the following terminology and concepts: turn-taking, echoing utterances, co-operative overlaps, slang and Standard English, tag questions, pronoun use and deixis.</p> <p><b>AO2 (10)</b> Stronger responses may look at such concepts and issues in language use as turn-taking and politeness strategies, and the use of intonation to encourage response and express opinion/emotion. Group identity is reinforced through individual exchanges and in the larger movements of discourse structure. For example, Emily invites Rebecca to speak (“your turn”) but interrupts her friend and is then interrupted in turn. Less secure responses may argue that Grice’s Maxims are flouted; better answers will appreciate that this is an aspect of how the group functions socially.</p> <p><b>AO3 (15)</b> Contextual factors may include exploration of the role of the interviewer in prompting and clarifying, and the sense that the speakers are accustomed to collaborative story-telling (“your turn ... were we all working together “). Overlaps are early always co-operative/supportive, and there is evidence of the speakers completing each other’s utterances (“and it just kind of / went from there”). Astute candidates may see Shannon’s final utterance (“i suppose”) as a closing signal.</p>	[30]
	<b>Section B Total</b>	[30]
	<b>Paper Total</b>	[60]

**Band descriptors: Questions 1, 2, 3 and 4**

Band 6 26-30 marks	AO1	<ul style="list-style-type: none"> <li>• excellent and coherent argument consistently developed with relevant and detailed exemplification</li> <li>• critical terminology, appropriate to the subject matter, accurately and consistently used</li> <li>• excellent use of a range of linguistic methods</li> <li>• consistently accurate written expression, meaning is consistently clear</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• excellent, well developed and consistently detailed discussion of concepts and issues relating to the construction and analysis of meanings in speech</li> <li>• excellent and consistently effective use of relevant linguistic approaches</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• well developed and consistently effective analysis and evaluation of the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question</li> <li>• thoroughly detailed and accurate knowledge of the key constituents of language</li> </ul>

Band 5 21-25 marks	AO1	<ul style="list-style-type: none"> <li>• well structured argument, clearly developed with relevant and clear exemplification</li> <li>• critical terminology, appropriate to the subject matter, used accurately</li> <li>• good use of a range of linguistic methods</li> <li>• good level of accuracy in written expression, only minor errors which do not inhibit communication of meaning</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• developed and coherently detailed discussion of concepts and issues relating to the construction and analysis of meanings in speech</li> <li>• clear and good use of relevant linguistic approaches</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• developed, clear analysis and evaluation of the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question</li> <li>• good knowledge of the key constituents of language</li> </ul>

Band 4 16-20 marks	AO1	<ul style="list-style-type: none"> <li>• straightforward argument, competently structured and supported by generally relevant exemplification</li> <li>• critical terminology appropriate to the subject matter used competently</li> <li>• competent use of a range of linguistic methods</li> <li>• generally accurate written expression, there are errors that occasionally inhibit communication</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• some developed discussion of concepts and issues relating to the construction and analysis of meanings in speech with some relevant details</li> <li>• competent use of some relevant linguistic approaches with some relevant details</li> </ul>

	AO3	<ul style="list-style-type: none"> <li>• competent analysis and evaluation of the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question</li> <li>• some competent knowledge of the key constituents of language</li> </ul>
Band 3 11-15 marks	AO1	<ul style="list-style-type: none"> <li>• some structured argument evident with some relevant exemplification</li> <li>• some competent use of critical terminology appropriate to the subject matter</li> <li>• some use of a range of linguistic methods</li> <li>• some clear written expression but there are inconsistencies that inhibit communication of meaning</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• some attempt to develop a discussion of concepts and issues relating to the construction and analysis of meanings in speech with some basic relevant details</li> <li>• some attempt to use some relevant linguistic approaches</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• some attempt to structure the analysis and evaluation of the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question</li> <li>• some basic knowledge of the key constituents of language</li> </ul>
Band 2 6-10 marks	AO1	<ul style="list-style-type: none"> <li>• limited attempt to structure argument with limited or irrelevant exemplification</li> <li>• limited use of critical terminology appropriate to the subject matter</li> <li>• limited use of linguistic methods (evidence of only one or two)</li> <li>• mostly inconsistent written expression and errors inhibit communication of meaning</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• limited discussion of concepts and issues relating to the construction and analysis of meanings in speech with limited use of relevant details</li> <li>• limited or inconsistent use of relevant linguistic approaches</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• limited attempt to structure the analysis and evaluation of the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question</li> <li>• limited knowledge of the key constituents of language</li> </ul>
Band 1 0-5 marks	AO1	<ul style="list-style-type: none"> <li>• little or no attempt to structure argument with little or irrelevant exemplification</li> <li>• little or no use of critical terminology appropriate to the subject matter</li> <li>• little or no use of linguistic methods (partial use of one or two)</li> <li>• persistent writing errors that inhibit communication of meaning</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• little or no discussion of concepts and issues relating to the construction and analysis of meanings in speech; few or no relevant details</li> <li>• little or no use of relevant linguistic approaches</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• little or no attempt to analyse and evaluate the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question</li> <li>• little or no knowledge of the key constituents of language</li> </ul>

## F653 Culture, Language and Identity

Section A – Language and Speech		
Question Number	Answer	Max Mark
1	<p>In passages (a), (b), (c) and (d) the respective authors are writing about features of English pronunciation.</p> <p>By close reference to the passages analyse the ways in which issues about English pronunciation are presented. You should evaluate the significance of contextual factors, such as time, place and mode of production, and how this affects the contents of language in the passages.</p> <p>In your answer you should refer, as appropriate, to specific linguistic details in the passages. Where relevant you should use phonemic symbols and signs (printed on the last page of Question Paper) and make reference to your wider studies of language and speech.</p> <p>Attitudes to pronunciation and its importance are legion. Passages provide an interesting and challenging range of ideas and should give scope for diverse responses.</p> <p><b>AO1</b> Answers will show detailed written coherence, supported by a wide range of apposite terminology. <b>(5)</b></p> <p><b>AO2</b> The most successful responses will engage with basic phonemics and show some familiarity with the whole debate over RP. There should be some engagement with the notions of idiolects and particular speech markers associated with class-based attitudes to regionalism in speaking. Detailed illustration and a wider range of examples will flag up close engagement with the question. <b>(15)</b></p> <p><b>AO3</b> The fact that passages cover 130 years of speech is a contextual factor. Further exemplification of historical changes, to include Estuary and media speaking are possible pathways. Evidence of wider reading in the area of speech is clearly engaging with this AO. <b>(10)</b></p>	[30]
	<b>Section A Total</b>	<b>[30]</b>

<b>Section B – The Language of Popular Written Texts</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>2</b>	<p><b>Passages (e), (f) and (g) in the reading booklet are taken from autobiographies. (e) and (f) date from the 21<sup>st</sup> century and were written by well-known media personalities. Passage (g) was written in 1933. The author is reflecting upon the years between the late 19<sup>th</sup> century and 1925.</b></p> <p><b>By close reference to the passages analyse and evaluate the ways in which contextual factors such as time, place and mode of production affect how authors write about themselves.</b></p> <p><b>In your answer you should refer, as appropriate, to specific linguistic details in the passages and, where relevant, to your wider studies of the language of popular written texts.</b></p> <p><b>AO1</b> Answers will show detailed written coherence, supported by a wide range of apposite terminology. <b>(5)</b></p> <p><b>AO2</b> Better answers will address the stylistic components and deal with lexis, syntax and discoursal features in the writing. They should capture the idea of the supposed authorial voice and how this is differently constructed in the passages. The epigraph to passage (c) might provoke some interesting analytical responses. <b>(10)</b></p> <p><b>AO3</b> The contexts have a clear historical division. Passage (a) is resonant of a kind of vox pops, whilst (b) has a dialogue structure. There are clear social differences in the writing of (c) and candidates might feel that the more recent offerings reflect a reality closer to their own worlds and experiences. Candidates can well offer a range of further research in generic specifics of popular writing and this can be an appropriate response to this AO. <b>(15)</b></p>	<b>[30]</b>
	<b>Section B Total</b>	<b>[30]</b>

Section C – Language and Cultural Production		
Question Number	Answer	Max Mark
3	<p>Passages (h), (i), (j) and (k) in the reading booklet illustrate diversity of language use and its effect upon contemporary culture.</p> <p>By close reference to the passages analyse and evaluate the ways in which contextual factors such as time, place and mode of production determine specific choices of language in the respective texts.</p> <p>In your answer you should refer, as appropriate, to specific linguistic details in the passages and, where relevant, to your wider studies of language and cultural production.</p> <p>There are obviously contrastive aspects to the passages. It is possible candidates will address through descriptive/prescriptive commentary. There might be some sympathy with attitudes expressed in (b).</p> <p><b>AO1</b> Answers will show detailed written coherence, supported by a wide range of apposite terminology. <b>(5)</b></p> <p><b>AO2</b> There should be clear analysis of the grammatical, lexical and discoursal features in the passages. It is also expected that candidates will give clear attention to the issues of vlogs and blogs and to the links, or otherwise, between visual and verbal when they form part of textual cohesion. <b>(10)</b></p> <p><b>AO3</b> The contextual aspects clearly should engage candidates in the effects of the digital age upon the future of English. It is possible that Facebook, personal websites and Twitter might all be invoked as broadly contextual and linked to modes of language production. It is possible that aspects of wider study will be drawn from candidates' course work research in this topic. <b>(15)</b></p>	[30]
	<b>Section C Total</b>	<b>[30]</b>

Section D – Language, Power and Identity		
Question Number	Answer	Max Mark
4	<p>Passages (l), (m) and (n) in the reading booklet are all of recent origin. Each one considers particular aspects of identity, focusing on young people.</p> <p>By close reference to the passages analyse and evaluate the ways in which contextual factors such as time, place and mode of production determine specific choices of language used to construct young people's identities.</p> <p>In your answer you should refer, as appropriate, to specific linguistic details in the passages and, where relevant, to your wider studies of language, power and identity.</p> <p><b>AO1</b> Answers will show detailed written coherence, supported by a wide range of apposite terminology. <b>(5)</b></p> <p><b>AO2</b> The more successful answers will give a sustained analysis of the differing languages in the passages. This could include comments on dialects and sociolects and might invoke aspects of gender identity. There is some interesting lexis which also should be explored. <b>(10)</b></p> <p><b>AO3</b> The contextual issues might embrace journalism and media languages as part of a young person's cultural surround. There might also be challenges to the whole idea that somehow teenagers are 'different', this being purely a linguistic construct by adults. Aspiring linguists who have done work on Sapir-Whorf theory might find this useful wider reading to apply to this question. <b>(15)</b></p>	[30]
	<b>Section D Total</b>	<b>[30]</b>
	<b>Paper Total</b>	<b>[60]</b>

**Assessment Objectives Grid (includes QWC)**

Question	AO1	AO2	AO3	AO4	Total
1	5	15	10	0	30
2	5	10	15	0	30
3	5	10	15	0	30
4	5	10	15	0	30
<b>Totals</b>	<b>10</b>	<b>25</b>	<b>25</b>		<b>60</b>

These are the Assessment Objectives for the English Language specification as a whole.

<b>AO1</b>	<p><b>Knowledge, Application and Communication</b></p> <p>select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</p>
<b>AO2</b>	<p><b>Understanding and Meaning</b></p> <p>demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches</p>
<b>AO3</b>	<p><b>Contexts, Analysis and Evaluation</b></p> <p>analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language</p>
<b>AO4</b>	<p><b>Expertise and Creativity</b></p> <p>demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study</p>

**Band descriptors: Questions 1, 2, 3 and 4**

Band 6 26-30 marks	AO1	<ul style="list-style-type: none"> <li>• excellent and coherent argument consistently developed with relevant and detailed exemplification</li> <li>• critical terminology, appropriate to the subject matter, accurately and consistently used</li> <li>• excellent use of a range of linguistic methods</li> <li>• consistently accurate written expression, meaning is consistently clear</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• excellent, well developed and consistently detailed discussion of concepts and issues relating to the construction and analysis of meanings in speech and writing</li> <li>• excellent and consistently effective use of relevant linguistic approaches</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• well developed and consistently effective analysis and evaluation of the influence of the contextual factors on the production and reception of spoken and written language, as appropriate to the question</li> <li>• shows thoroughly detailed and accurate knowledge of the key constituents of language</li> </ul>

Band 5 21-25 marks	AO1	<ul style="list-style-type: none"> <li>• well structured argument, clearly developed with relevant and clear exemplification</li> <li>• critical terminology, appropriate to the subject matter, used accurately</li> <li>• good use of a range of linguistic methods</li> <li>• good level of accuracy in written expression, only minor errors which do not inhibit communication of meaning</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• developed and coherently detailed discussion of concepts and issues relating to the construction and analysis of meanings in speech and writing</li> <li>• Clear and good use of relevant linguistic approaches</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• Developed, clear analysis and evaluation of the influence of the contextual factors on the production and reception of spoken and written language, as appropriate to the question</li> <li>• shows good knowledge of the key constituents of language</li> </ul>

Band 4 16-20 marks	AO1	<ul style="list-style-type: none"> <li>straightforward argument, competently structured and supported by generally relevant exemplification</li> <li>critical terminology appropriate to the subject matter used competently</li> <li>competent use of a range of linguistic methods</li> <li>generally accurate written expression, there are errors that occasionally inhibit communication</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>some developed discussion of concepts and issues relating to the construction and analysis of meanings in speech and writing with some relevant details</li> <li>competent use of some relevant linguistic approaches with some relevant details</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>competent analysis and evaluation of the influence of the contextual factors on the production and reception of spoken and written language, as appropriate to the question</li> <li>shows some competent knowledge of the key constituents of language</li> </ul>

Band 3 11-15 marks	AO1	<ul style="list-style-type: none"> <li>some structured argument evident with some relevant exemplification</li> <li>some competent use of critical terminology appropriate to the subject matter</li> <li>some use of a range of linguistic methods</li> <li>some clear written expression but there are inconsistencies that inhibit communication of meaning</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>some attempt to develop a discussion of concepts and issues relating to the construction and analysis of meanings in speech and writing with some basic relevant details</li> <li>some attempt to use some relevant linguistic approaches</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>some attempt to structure the analysis and evaluation of the influence of the contextual factors on the production and reception of spoken and written language, as appropriate to the question</li> <li>shows some basic knowledge of the key constituents of language</li> </ul>

Band 2 6-10 marks	AO1	<ul style="list-style-type: none"> <li>Limited attempt to structure argument with limited or irrelevant exemplification</li> <li>Limited use of critical terminology appropriate to the subject matter</li> <li>Limited use of linguistic methods (evidence of only one or two)</li> <li>Mostly inconsistent written expression and errors inhibit communication of meaning</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>limited discussion of concepts and issues relating to the construction and analysis of meanings in speech and writing with limited use of relevant details</li> <li>limited or inconsistent use of relevant linguistic approaches</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>limited attempt to structure the analysis and evaluation of the influence of the contextual factors on the production and reception of spoken and written language, as appropriate to the question</li> <li>limited knowledge of the key constituents of language</li> </ul>

Band 1 0-5 marks	AO1	<ul style="list-style-type: none"> <li>Little or no attempt to structure argument with little or irrelevant exemplification</li> <li>Little or no use of critical terminology appropriate to the subject matter</li> <li>Little or no use of linguistic methods (partial use of one or two)</li> <li>Persistent writing errors that inhibit communication of meaning</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>Little or no discussion of concepts and issues relating to the construction and analysis of meanings in speech and writing; few or no relevant details</li> <li>Little or no use of relevant linguistic approaches</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>Little or no attempt to analyse and evaluate the influence of the contextual factors on the production and reception of spoken and written language, as appropriate to the question</li> <li>Little or no knowledge of the key constituents of language</li> </ul>

# Grade Thresholds

Advanced GCE English Language (H069)  
January 2010 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F651	Raw	60	49	43	37	31	25	0
	UMS	120	96	84	72	60	48	0
F652	Raw	40	32	27	22	17	13	0
	UMS	80	64	56	48	40	32	0
F653	Raw	60	43	37	32	27	22	0
	UMS	120	96	84	72	60	48	0
F654	Raw	40	N/A	N/A	N/A	N/A	N/A	N/A
	UMS	80	N/A	N/A	N/A	N/A	N/A	N/A

## Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
<b>H069</b>	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
<b>H069</b>	26.9	50	69.2	96.2	100	100	26

## 26 candidates aggregated this series

For a description of how UMS marks are calculated see:

<http://www.ocr.org.uk/learners/ums/index.html>

Statistics are correct at the time of publication.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

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**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

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