

## **English Language**

**OCR Advanced GCE H469 Unit F654**

**OCR Advanced Subsidiary GCE H069 Unit F652**

# **Instructions relating to the Marking and Moderation of Coursework**

### **A. Documentation**

Attention is drawn to the following documents:

- (a) the Assessment Guidelines;
- (b) General Coursework Regulations and Procedures in the Administrative Guide and Entry Procedures Folder 2006;
- (c) the Coursework Cover Sheets CCS306 (unit F652) and CCS331 (unit F654)

### **B. Internal Standardisation**

Where more than one teacher in the Centre has marked the work for a particular coursework unit, the Centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark and that the rank order of the coursework marks for the Centre as a whole is appropriate.

### **C. Submission of Marks**

Marks should be submitted either via Interchange or EDI files sent via A2C. The date for submission of coursework marks **for the summer series is 15<sup>th</sup> May**. Centres must ensure that they keep a copy of their coursework marks.

## D. Moderation

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has 15 or fewer candidates entered for a coursework unit all the candidates' work should be sent to the Moderator with a copy of the marks. Where there are more than 15 candidates, the Centre should send all marks to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once he/she has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. A report on the outcome of the moderation will be sent to Centres at the time results are issued

## E. Assessment Guidelines

- (a) The aim should always be to arrive at a **single overall mark out of 40** that fairly reflects the achievement of the **folder of work taken as a whole**.
- (b) Refer to the **coursework mark band descriptions (see pages 4-5 of these guidelines)** and use the 'best-fit' principle to locate work within the appropriate mark band. *Note that assessments refer to bands and not grades: this applies both to coursework and externally assessed units.*
- (c) Bear in mind also that **quality of written communication** must also be taken into account when assessing overall achievement.
- (d) **Mark positively and use the full range of marks**, particularly at Band 1. Locate folders firmly within the band and **use the lowest mark** in a band only if the work is of **borderline** quality.
- (e) Once a final mark has been arrived at, look again at the *mark band descriptions*. Does the **overall mark out of 40** fairly reflect the achievement of the **whole folder**?

### Coursework mark band descriptions

The band descriptions for each of the AS coursework units are printed on pages 3 and 4 of these guidelines. These are adapted from the *generic mark band descriptions* which appear in the specification and which form the basis of mark schemes for all units.

## Schemes of Assessment

### AS Unit F652: *Texts and Audiences*

40% of the total AS GCE marks Coursework: 40 marks

Candidates are required to submit a coursework folder of a maximum 3000 words. There are **two** tasks:

Task 1: an analytical essay on a study of one written and one multimodal text;

Task 2: adaptive writing with a supporting commentary.

#### Task 1: Text Study (20 marks)

Candidates are required to produce one essay where they discuss the key linguistic and stylistic features of **one written and one multimodal** text. Comment on both texts should be made on:

- context, audience and purpose;
- key linguistic and stylistic features.

Candidates are assessed on:

AO1: select and apply a range of linguistic methods; communicate relevant knowledge using appropriate terminology; coherent and accurate written expression.

AO2: critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language; use of linguistic approaches.

AO3: analysis and evaluation of the influence of contextual factors on the production and reception of spoken and written language; knowledge of the key constituents of language.

#### Task 2: Adaptive Writing and Commentary (20 marks)

Candidates select either the written or the multimodal text from Task 1 and

- reproduce it, making it suitable for an audience and/or purpose that is different to that of the original text;
- produce an accompanying commentary that explains the linguistic and stylistic changes and the difficulties encountered in producing the adapted text.

The adapted text can be produced in any of the **three** modes: spoken, written or multimodal. It can be in the same mode as the original or it may be in a different mode.

Candidates are assessed on:

AO1: select and apply a range of linguistic methods; communicate relevant knowledge using appropriate terminology; coherent and accurate written expression.

AO4: demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study.

**Assessment Criteria:** please refer to Appendix B2 at the back of this specification.

## Task 1: Text Study

Band 5 16–20 marks	AO1	<ul style="list-style-type: none"> <li>• excellent and consistently detailed understanding of the texts and comprehensive knowledge communicated in relation to the task undertaken;</li> <li>• excellent use of a range of linguistic methods effectively applied to the task;</li> <li>• consistently coherent and accurate written expression;</li> <li>• critical terminology accurately and consistently used.</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 written and multimodal texts;</li> <li>• excellent and consistently effective use of relevant linguistic approaches applied to the task.</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 written and multimodal texts;</li> <li>• shows thoroughly detailed and accurate knowledge of the key constituents of language consistently demonstrated through detailed analysis of chosen texts.</li> </ul>

Band 4 12–15 marks	AO1	<ul style="list-style-type: none"> <li>• good understanding of the texts and relevant knowledge communicated in relation to the task undertaken;</li> <li>• good use of a range of linguistic methods with relevant application to the task;</li> <li>• good level of coherence and accuracy in written expression, only minor errors which do not inhibit communication of meaning;</li> <li>• critical terminology used accurately.</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• developed and coherently detailed discussion of concepts and issues related to the construction and analysis of meanings in written and multimodal texts;</li> <li>• clear and good use of relevant linguistic approaches applied to the task.</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 written and multimodal texts;</li> <li>• shows good knowledge of the key constituents of language with good detailed analysis of the chosen texts.</li> </ul>

Band 3 8–11 marks	AO1	<ul style="list-style-type: none"> <li>• some competent understanding of the texts and some relevant knowledge communicated in relation to task undertaken;</li> <li>• some use of a range of linguistic methods with some relevant application to the task;</li> <li>• some clear written expression but there are inconsistencies that inhibit communication of meaning;</li> <li>• some competent use of critical terminology.</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• some developed discussion of range of concepts and issues related to the construction and analysis of meanings in written and multimodal texts;</li> <li>• some competent use of relevant linguistic approaches applied to the task.</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• some attempt to develop the analysis and evaluation of the influence of the contextual factors on the production and reception of written and multimodal texts;</li> <li>• shows some knowledge of the key constituents of language with some relevant analysis of the chosen texts.</li> </ul>

Band 2 4–7 marks	AO1	<ul style="list-style-type: none"> <li>• limited understanding of the texts and only limited relevant knowledge communicated in relation to task undertaken;</li> <li>• limited use of a range of linguistic methods with only limited relevant application to the task;</li> <li>• mostly inconsistent written expression and errors inhibit communication of meaning;</li> <li>• limited use of critical terminology.</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• limited discussion of concepts and issues related to the construction and analysis of meanings in written and multimodal texts;</li> <li>• limited or inconsistent use of relevant linguistic approaches applied to the task.</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• limited attempt to develop the analysis and evaluation of the influence of the contextual factors on the production and reception of written and multimodal texts;</li> <li>• limited knowledge of key constituents of language and limited analysis of chosen texts.</li> </ul>

Band 1 0–3 marks	AO1	<ul style="list-style-type: none"> <li>• little or no understanding of the texts and only little or no relevant knowledge communicated in relation to task undertaken;</li> <li>• little or no use of relevant linguistic methods applied to the task;</li> <li>• inconsistent written expression and persistent errors inhibit communication of meaning;</li> <li>• little or no use of critical terminology.</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• little or no discussion of concepts and issues related to the construction and analysis of meanings in written and multimodal texts;</li> <li>• little or no use of relevant linguistic approaches applied to the task.</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• little or no analysis and evaluation of the influence of the contextual factors on the production and reception of written and multimodal texts;</li> <li>• little or no knowledge of key constituents of language and little or no analysis of chosen texts.</li> </ul>

## Task 2 : Adaptive Writing and Commentary

Band 5 16–20 marks	AO1	<ul style="list-style-type: none"> <li>• excellent and consistently detailed understanding of the texts, and comprehensive knowledge communicated in relation to the task undertaken;</li> <li>• excellent use of a range of linguistic methods effectively applied to the task;</li> <li>• consistently coherent and accurate written expression;</li> <li>• critical terminology accurately and consistently used.</li> </ul>
	AO4	<ul style="list-style-type: none"> <li>• excellent level of expertise and creativity, informed by linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• comprehensive and consistently detailed knowledge of linguistic features demonstrated in commentary.</li> </ul>

Band 4 12–15 marks	AO1	<ul style="list-style-type: none"> <li>• good understanding of the texts and relevant knowledge communicated in relation to the task undertaken;</li> <li>• good use of a range of linguistic methods with relevant application to the task;</li> <li>• good level of coherence and accuracy in written expression, only minor errors</li> <li>• which do not inhibit communication of meaning;</li> <li>• critical terminology used accurately .</li> </ul>
	AO4	<ul style="list-style-type: none"> <li>• good level of expertise and creativity, informed by linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• relevant knowledge of linguistic features demonstrated in commentary.</li> </ul>

Band 3 8–11 marks	AO1	<ul style="list-style-type: none"> <li>• some competent understanding of the texts and some relevant knowledge communicated in relation to task undertaken;</li> <li>• some use of a range of linguistic methods with some relevant application to the task;</li> <li>• some clear written expression but there are inconsistencies that inhibit communication of meaning;</li> <li>• some competent use of critical terminology.</li> </ul>
	AO4	<ul style="list-style-type: none"> <li>• some competent level of expertise and creativity, informed by linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• some relevant knowledge of linguistic features demonstrated in commentary.</li> </ul>

Band 2 4–7 marks	AO1	<ul style="list-style-type: none"> <li>• limited understanding of the texts and only limited relevant knowledge communicated in relation to task undertaken;</li> <li>• limited use of a range of linguistic methods with only limited relevant application to the task;</li> <li>• mostly inconsistent written expression and errors inhibit communication of meaning;</li> <li>• limited use of critical terminology.</li> </ul>
	AO4	<ul style="list-style-type: none"> <li>• limited level of expertise and creativity, inconsistently informed by linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• limited knowledge of linguistic features demonstrated in commentary.</li> </ul>

Band 1 0–3 marks	AO1	<ul style="list-style-type: none"> <li>• little or no understanding of the texts and only little or no relevant knowledge communicated in relation to task undertaken;</li> <li>• little or no use of relevant linguistic methods applied to the task;</li> <li>• inconsistent written expression and persistent errors inhibit communication of meaning;</li> <li>• little or no use of critical terminology.</li> </ul>
	AO4	<ul style="list-style-type: none"> <li>• little or no expertise and creativity, little or no use of linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• little or no knowledge of linguistic features demonstrated in commentary.</li> </ul>

	AO1	AO2	AO3	AO4
Task 1	5	5	10	0
Task 2	5	0	0	15

## Schemes of Assessment

### **A2 Unit F654: *Media Language***

20% of the total Advanced GCE marks Coursework 40 marks

Candidates are required to submit a coursework folder of a maximum of 3000 words. There are two tasks:

- Task 1: an analytical essay;
- Task 2: original writing with a supporting commentary.

#### **Task 1: Independent investigation: comparison and analysis (20 marks)**

Candidates are required to produce one essay where they compare and analyse the generic linguistic and stylistic features of one written, one spoken and one multimodal media text, linked by a common theme or topic.

Candidates are expected to make a comparative analysis of the three texts and:

- analyse meaning using knowledge of linguistic approaches;
- demonstrate knowledge of the key constituents of language: phonological, lexical, morphological and grammatical features;
- discuss context, audience and purpose, showing how these have affected linguistic choice.

Candidates are assessed on:

AO1: select and apply a range of linguistic methods; communicate relevant knowledge using appropriate terminology; coherent and accurate written expression.

AO2: critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language; use of linguistic approaches.

AO3: analysis and evaluation of the influence of contextual factors on the production and reception of spoken and written language; knowledge of the key constituents of language.

#### **Task 2: Original writing and commentary (20 marks)**

Candidates produce:

- one item of original media writing in one of the three modes (written/spoken/multimodal) studied;
- an accompanying commentary that explains how their own writing incorporates the linguistic and stylistic features identified in Task 1.

Candidates are assessed on:

AO2: critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language; use of linguistic approaches.

AO4: demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study.

**Task 1: Independent Investigation: Comparison and Analysis**

Band 5 16–20 marks	AO1	<ul style="list-style-type: none"> <li>• excellent and consistently detailed understanding of the texts, and comprehensive knowledge communicated in relation to the task undertaken;</li> <li>• excellent use of a range of linguistic methods effectively applied to the task;</li> <li>• consistently coherent and accurate written expression;</li> <li>• critical terminology accurately and consistently used.</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 written and multimodal texts;</li> <li>• excellent and consistently effective use of relevant linguistic approaches applied to the task.</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 written and multimodal texts;</li> <li>• shows thoroughly detailed and accurate knowledge of the key constituents of language consistently demonstrated through detailed analysis of chosen texts.</li> </ul>

Band 4 12–15 marks	AO1	<ul style="list-style-type: none"> <li>• good understanding of the texts and relevant knowledge communicated in relation to the task undertaken;</li> <li>• good use of a range of linguistic methods with relevant application to the task;</li> <li>• good level of coherence and accuracy in written expression, only minor errors which do not inhibit communication of meaning;</li> <li>• critical terminology used accurately.</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• developed and coherently detailed discussion of concepts and issues related to the construction and analysis of meanings in written and multimodal texts;</li> <li>• clear and good use of relevant linguistic approaches applied to the task.</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 written and multimodal texts;</li> <li>• shows good knowledge of the key constituents of language with good detailed analysis of the chosen texts.</li> </ul>

Band 3 9–11 marks	AO1	<ul style="list-style-type: none"> <li>• some competent understanding of the texts and some relevant knowledge communicated in relation to task undertaken;</li> <li>• some use of a range of linguistic methods with some relevant application to the task;</li> <li>• some clear written expression but there are inconsistencies that inhibit communication of meaning;</li> <li>• some competent use of critical terminology.</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• some developed discussion of range of concepts and issues related to the construction and analysis of meanings in written and multimodal texts;</li> <li>• some competent use of relevant linguistic approaches applied to the task.</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• some attempt to develop the analysis and evaluation of the influence of the contextual factors on the production and reception of written and multimodal texts;</li> <li>• shows some knowledge of the key constituents of language with some relevant analysis of the chosen texts.</li> </ul>

Band 2 4–7 marks	AO1	<ul style="list-style-type: none"> <li>• limited understanding of the texts and only limited relevant knowledge communicated in relation to task undertaken;</li> <li>• limited use of a range of linguistic methods with only limited relevant application to the task;</li> <li>• mostly inconsistent written expression and errors inhibit communication of meaning;</li> <li>• limited use of critical terminology.</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• limited discussion of concepts and issues related to the construction and analysis of meanings in written and multimodal texts;</li> <li>• limited or inconsistent use of relevant linguistic approaches applied to the task.</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• limited attempt to develop the analysis and evaluation of the influence of the contextual factors on the production and reception of written and multimodal texts;</li> <li>• limited knowledge of key constituents of language and limited analysis of chosen texts.</li> </ul>

Band 1 0–3 marks	AO1	<ul style="list-style-type: none"> <li>• little or no understanding of the texts and only little or no relevant knowledge communicated in relation to task undertaken;</li> <li>• little or no use of relevant linguistic methods applied to the task;</li> <li>• inconsistent written expression and persistent errors inhibit communication of meaning;</li> <li>• little or no use of critical terminology.</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• little or no discussion of concepts and issues related to the construction and analysis of meanings in written and multimodal texts;</li> <li>• little or no use of relevant linguistic approaches applied to the task.</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• little or no analysis and evaluation of the influence of the contextual factors on the production and reception of written and multimodal texts;</li> <li>• little or no knowledge of key constituents of language and little or no analysis of chosen texts.</li> </ul>

## Task 2: Original writing and commentary

Band 5 16–20 marks	AO1	<ul style="list-style-type: none"> <li>• excellent and consistently detailed understanding of the texts, and comprehensive knowledge communicated in relation to the task undertaken;</li> <li>• excellent use of a range of linguistic methods effectively applied to the task;</li> <li>• consistently coherent and accurate written expression;</li> <li>• critical terminology accurately and consistently used.</li> </ul>
	AO4	<ul style="list-style-type: none"> <li>• excellent level of expertise and creativity, informed by linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• comprehensive and consistently detailed knowledge of linguistic features demonstrated in commentary.</li> </ul>

Band 4 12–15 marks	AO1	<ul style="list-style-type: none"> <li>• good understanding of the texts and relevant knowledge communicated in relation to the task undertaken;</li> <li>• good use of a range of linguistic methods with relevant application to the task;</li> <li>• good level of coherence and accuracy in written expression, only minor errors which do not inhibit communication of meaning;</li> <li>• critical terminology used accurately.</li> </ul>
	AO4	<ul style="list-style-type: none"> <li>• good level of expertise and creativity, informed by linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• relevant knowledge of linguistic features demonstrated in commentary.</li> </ul>

Band 3 8–11 marks	AO1	<ul style="list-style-type: none"> <li>• some competent understanding of the texts and some relevant knowledge communicated in relation to task undertaken;</li> <li>• some use of a range of linguistic methods with some relevant application to the task;</li> <li>• some clear written expression but there are inconsistencies that inhibit communication of meaning;</li> <li>• some competent use of critical terminology.</li> </ul>
	AO4	<ul style="list-style-type: none"> <li>• some competent level of expertise and creativity, informed by linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• some relevant knowledge of linguistic features demonstrated in commentary.</li> </ul>

Band 2 4–7 marks	AO1	<ul style="list-style-type: none"> <li>• limited understanding of the texts and only limited relevant knowledge communicated in relation to task undertaken;</li> <li>• limited use of a range of linguistic methods with only limited relevant application to the task;</li> <li>• mostly inconsistent written expression and errors inhibit communication of meaning;</li> <li>• limited use of critical terminology.</li> </ul>
	AO4	<ul style="list-style-type: none"> <li>• limited level of expertise and creativity, inconsistently informed by linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• limited knowledge of linguistic features demonstrated in commentary.</li> </ul>

Band 1 0–3 marks	AO1	<ul style="list-style-type: none"> <li>• little or no understanding of the texts and only little or no relevant knowledge communicated in relation to task undertaken;</li> <li>• little or no use of relevant linguistic methods applied to the task;</li> <li>• inconsistent written expression and persistent errors inhibit communication of meaning;</li> <li>• little or no use of critical terminology.</li> </ul>
	AO4	<ul style="list-style-type: none"> <li>• little or no expertise and creativity, little or no use of linguistic study, demonstrated in writing for specific audience(s) and purpose(s) appropriate to task undertaken;</li> <li>• little or no knowledge of linguistic features demonstrated in commentary.</li> </ul>

	AO1	AO2	AO3	AO4
Task 1	1.25	5	5	0
Task 2	1.25	0	0	7.5