

# English Language

Advanced GCE A2 H469

Advanced Subsidiary GCE AS H069

## Mark Scheme for the Units

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**June 2009**

**HX69/MS/R/09**

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

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Advanced GCE English Language H469

Advanced Subsidiary GCE English Language H069

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# F651 The Dynamics of Speech

## SUBJECT-SPECIFIC INSTRUCTIONS: ENGLISH LANGUAGE

### Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	AO4	Total
1	5	15	10	0	30
2	5	15	10	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>

**PAPER-SPECIFIC INSTRUCTIONS: F651 THE DYNAMICS OF SPEECH**

Candidates answer one question from Section A and one question from Section B.

Assessment Objectives AO1, AO2 and AO3 are addressed in both sections.

AO2 is dominant in Section A, AO3 in Section B.

AO1 is equally weighted [5 marks] in all questions.

The **question-specific Notes on the Task**, which follow on **pages 7 to 10**, provide an indication of what candidates are likely to cover in terms of AO1, AO2 and AO3. The Notes are neither prescriptive nor exhaustive: candidates should be rewarded for any relevant response which appropriately addresses the Assessment Objectives

**Quality of Written Communication**

*Quality of Written Communication* is assessed in all units and credit may be restricted if communication is unclear. Candidates will be assessed on their overall competence in using language accurately and effectively in constructing well-argued responses to assessment tasks for the specifications.

Candidates will

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise information clearly and coherently, using specialist vocabulary when appropriate.

The assessment of the *quality of written communication* is included in AO1.

**Awarding Marks**

(i) Each question is worth 30 marks.

(ii) For each answer, award a single overall mark out of 30, following this procedure:

- refer to the question-specific Notes on the Task for descriptions of levels of discussion and likely content;
- using 'best fit', make a holistic judgement to locate the answer in the appropriate mark band: regardless of any perceived deficiencies for particular AOs, how well does the candidate address the question?
- to place the answer precisely within the band and to determine the appropriate mark out of 30, consider the relevant AOs;
- bearing in mind the weighting of the AOs, place the answer within the band and award the appropriate mark out of 30.

Mark positively. Use the lowest mark in the band only if the answer is borderline/doubtful.

Use the full range of marks, particularly at the top and bottom ends of the mark range.

(iii) When the complete script has been marked:

- if necessary, follow the instructions concerning rubric infringements;
- add together the marks for the two answers, to arrive at the total mark for the script;

**Rubric Infringement**

Candidates may infringe the rubric in one of the following ways:

- only answering one question;
- answering two questions from Section A or two from Section B;
- answering more than two questions.

If a candidate has written three or more answers, mark all answers and award the highest mark achieved in each Section of the paper.

**QUESTION-SPECIFIC NOTES ON THE TASK FOLLOW ON PAGES 4-7.**

**BAND DESCRIPTORS FOR BOTH SECTIONS FOLLOW ON PAGES 8-9.**

SECTION A – SPEECH AND CHILDREN		
Question Number	Answer	Max Mark
1	<p>The following transcription is of a conversation taking place between Polly aged 9:1, Eve aged 1:7 and their mother, Lou. The two girls are painting pictures.</p> <p><b>Write about ways in which the three speakers use language to communicate. Support your answer by referring to specific examples from the transcription.</b></p> <p>This is a classic ‘child language acquisition’ passage in that it shows interaction between a mother and children. However, it raises interesting questions about the way that we communicate with pre-verbal children and also how children communicate with younger children. Candidates should be able to draw on ‘ages and stages’ knowledge but also their knowledge of child directed speech.</p> <p><b>AO1 (5)</b> Appropriate methods may involve the use of some or all of the following terminology and concepts: imperative verbs, self-correction and monitoring, phonological features of stress and intonation, forms of address, mixed use of personal pronouns and proper nouns.</p> <p><b>AO2 (15)</b> The most successful responses may consider concepts and issues relating to the features of child-directed speech (as outlined by David Crystal for example), code-switching (the way that Polly and Lou vary their speech between addressing each other and addressing Eve), register, politeness and implication ‘<i>let’s put it down</i>’, transactional and empathetic language <i>she’s saying mind your own business</i>, family language or ‘sociolect’ <i>mama</i>.</p> <p><b>AO3 (10)</b> Contextual features that may be commented on will include the age and level of development of the children, the co-operative nature of the task, the range of verbal skills that Polly has acquired, the ‘motherly’ role that Polly occasionally takes on and the language that is generated.</p>	[30]

Question Number	Answer	Max Mark
2	<p>In this transcription two seven year old boys are working at a table with Mrs Hanif at a summer activity centre.</p> <p><b>Discuss the ways in which Mohammed uses language to tell his story and the ways in which Antony, Mohammed and Mrs Hanif use language in their conversation. Support your answer by referring to specific examples from the transcription.</b></p> <p>This transcription presents a three-way conversation between two children and an adult. The two boys are the same age yet clearly have different conversational skills, and this is a rich area for candidates to explore. Mrs Hanif's utterances have elements of child-directed speech but also features of ordinary 'adult' turn-taking and conversational structures.</p> <p><b>AO1 (5)</b> Appropriate methods may involve the use of some or all of the following terminology and concepts: turn-taking and overlapping, monitoring, fillers, non-standard grammatical constructions, use of forms of address, feedback.</p> <p><b>AO2 (15)</b> Responses may draw on knowledge of child language development in terms of conversation management. Stronger responses may also include comments on story telling and may allude to Labov's structures of oral anecdotes e.g. Orientation (<i>we had this next door neighbour...</i>), Complicating Event (<i>there was all the flowers on the ground</i>) and so on. Some features of child-directed speech (CDS) from Mrs Hanif may lead to comments on the way adults adapt their language to talk to children. Some grammatical and phonological development is in evidence, e.g. <i>I done the pens</i> (auxiliary verb missing-some element of telegraphic speech in construction) and <i>king can</i> (elided speech).</p> <p><b>AO3 (10)</b> Candidates may explore the effect of the informal nature of the conversation and the co-operative manner of the children as well as Mrs Hanif's empathetic and supportive role as mentor. They may also look at the way the tasks affect the language as they negotiate meaning for a range of purposes.</p>	[30]
	<b>Section A Total</b>	<b>[30]</b>

SECTION B – VARIETIES AND SOCIAL GROUPS		
Question Number	Answer	Max Mark
3	<p>The following transcription is of a meeting between a dog behaviour expert, Diane, and a mother and daughter, Tony and Wendy. Tony and Wendy have been having problems with their two dogs who jump up and bite.</p> <p><b>Discuss ways in which Diane uses language to give advice and signify her expertise and the ways in which Tony and Wendy respond to her. Support your answer by referring to specific examples from the transcription.</b></p> <p>This transcription is rich in detail and provides a range of material relating to occupational dialect and language and power. The clear dominance of Diane is reflected in her choice of vocabulary, her grammatical constructions and her phonology and so candidates are likely to focus on her speech. However, Tony and Wendy's responses are equally interesting in their submissiveness and their attempts to speak co-operatively with each other.</p> <p><b>AO1 (5)</b> Appropriate methods may involve the use of some or all of the following terminology and concepts: monitoring, direct and indirect commands, forms of address, modal verbs, discourse markers, personal pronouns.</p> <p><b>AO2 (10)</b> Concepts and issues that might be addressed in the most successful responses could include; mirroring <i>throw himself around</i>, convergence, turn-taking and butting in and interruption, topic change and topic management, power and dominance <i>just walk in just walk in</i>, occupational language <i>he's going to be rewarded for that</i>. Giles's Accommodation theories may be referred to, along with Lakoff and Grice.</p> <p><b>AO3 (15)</b> The contextual factors that are significant here are that Diane feels she is training both the dogs <i>and</i> the owners, and the language features reflect that. Diane is using language to be informative but also in a transactional and at times – it could be argued – in a confrontational manner to achieve a particular effect. Significantly, Tony and Wendy allow Diane to speak in this quite aggressive manner, because there is a pragmatic purpose behind it. Even though it might go against the 'politeness principles' that candidates may refer to, they should be able to see that necessity and appropriacy, as well as consent from the participating speakers, allow Diane to speak in this way.</p>	[30]

Question Number	Answer	Max Mark
4	<p>This is a transcription from a television game show. The adult contestants are covering themselves in paint in order to paint a picture on a board.</p> <p><b>How does the host use language to control and encourage the contestants? Support your answer by referring to specific examples from the transcription.</b></p> <p>This is a lively and entertaining exchange. The language obviously is generated by the physical activity but it is also part of the role of the game show host to comment on and participate in the show. The host does have dominance and this is demonstrated through lexical and grammatical choices, but there is also humour. The media context is particularly significant and the host is clearly drawing on a type of 'game show' argot as he speaks which candidates may wish to comment on.</p> <p><b>AO1 (5)</b> Appropriate methods may involve the use of some or all of the following terminology and concepts: self-correction, monitoring, hedging and politeness, forms of address, verb tense, use of personal pronouns, slang, context dependent language and deictics</p> <p><b>AO2 (10)</b> More successful answers may explore concepts and issues relating to language use such as dominance and power, the 'sociolect' of television game shows ('the big star prize'), politeness and face, attitudes and values. The host uses language that some candidates may feel is quite feminine in manner (according to the suggestions of Robin Lakoff for example) and may wish to explore language and gender features.</p> <p><b>AO3 (15)</b> The contextual features that might form part of more developed exploration could include looking at the effect of television on language and the development of 'media' language, as well as the need for the host to be a participator as well as a 'manager' in the game.</p>	[30]
	<b>Section B Total</b>	[30]
	<b>Paper Total</b>	[60]

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

<b>Band 6</b> <b>26-30 marks</b>	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>
<b>Band 5</b> <b>21-25 marks</b>	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>
<b>Band 4</b> <b>16-20 marks</b>	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>

<b>Band 3</b> <b>11-15 marks</b>	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>

<b>Band 2</b> <b>6-10 marks</b>	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>

<b>Band 1</b> <b>0-5 marks</b>	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>

## F652 Text and Audiences

- 40 marks available
- Two tasks marked separately (20 marks each)
- 5 mark bands – Band 5 at the top  
– Band 1 at the bottom

### Task 1: Text Study

<b>Band 5</b> 16–20 marks	AO 1	<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>
	AO 2	<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>
	AO 3	<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>
<b>Band 4</b> 12–15 marks	AO 1	<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>
	AO 2	<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>
	AO 3	<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>

<b>Band 3</b> <b>8–11 marks</b>	AO 1	<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>
	AO 2	<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>
	AO 3	<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>

<b>Band 2</b> <b>4–7 marks</b>	AO 1	<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>
	AO 2	<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>
	AO 3	<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>

<b>Band 1</b> <b>0–3 marks</b>	AO 1	<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>
	AO 2	<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>
	AO 3	<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**

<b>Band 5</b> <b>16–20 marks</b>	AO 1	<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>
	AO 4	<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>

<b>Band 4</b> <b>12–15 marks</b>	AO 1	<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>
	AO 4	<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>

<b>Band 3</b> <b>8–11 marks</b>	AO 1	<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>
	AO 4	<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>

<b>Band 2</b> <b>4–7 marks</b>	AO 1	<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>
	AO 4	<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>

<b>Band 1</b> <b>0–3 marks</b>	AO 1	<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>
	AO 4	<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>

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
<b>Task 1</b>	5	5	10	0
<b>Task 2</b>	5	0	0	15

**AS (F652) - Assessment Objectives**

<b>Task 1</b> - AO1 AO2 AO3	<b>Task 2</b> - AO1 AO4
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**Assessment Objectives**

Candidates are expected to demonstrate the following in the context of the content described:

**AO1 Knowledge, Application and Communication**

- Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.

**AO2 Understanding and Meaning**

- 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.

**AO3 Contexts, Analysis and Evaluation**

- 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.

**AO4 Expertise and Creativity**

- Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study.

**AO weightings in AS GCE**

Unit	% of AS GCE				Total
	AO1	AO2	AO3	AO4	
AS Unit F651: <i>The Dynamics of Speech</i>	10	25	25	0	60%
AS Unit F652: <i>Texts and Audiences</i>	10	5	10	15	40%
	20%	30%	35%	15%	100%

**AO weightings in Advanced GCE**

Unit	% of Advanced GCE				Total
	AO1	AO2	AO3	AO4	
AS Unit F651: <i>The Dynamics of Speech</i>	5	12.5	12.5	0	30%
AS Unit F652: <i>Texts and Audiences</i>	5	2.5	5	7.5	20%
A2 Unit F653: <i>Culture, Language and Identity</i>	5	12.5	12.5	0	30%
A2 Unit F654: <i>Media Language</i>	2.5	5	5	7.5	20%
	17.5%	32.5%	35%	15%	100%

# Grade Thresholds

Advanced GCE English Language (H069)  
June 2009 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F651	Raw	60	45	40	35	30	26	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

## 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>	12.3	34.4	64.1	83.5	96.5	100	517

## 517 candidates aggregated this series

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication.

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