

# Mark Scheme (Results)

## Summer 2008

GCE

### GCE English Language (6372/01)

**This unit targets A02 and also assesses AO1 and AO4.**

Task (a)

A national campaign has been launched to raise awareness of the issues surrounding underage drinking. As a responsible post-16 student you have been invited to produce an article for a magazine aimed at young people aged 14-17 which is also likely to be read by their parents. Your article should:

- **provide information on the causes and the effects of underage drinking**
- **give guidance on recognising the signs of alcohol abuse**
- **encourage those affected by the problem to take positive action to deal with it**
- **provide details of available help, support and advice.**

**Your task is to write the article.**

**Your text should be at least 400 words long.**

Task (b)

**Explain and comment on the language choices you have made in task (a) order to produce a magazine article aimed at young people aged 14-17 and their parents on the issue of underage drinking.**

### **General Comments**

The Desk Study assesses the candidates' skills in comprehension, editing and summarising, their knowledge of audience and purpose and their ability to shape given material to achieve a different outcome through the selection of appropriate genre, format and register. A demonstration of this knowledge is required by the commentary, where candidates have to explain the language choices they have made.

As this unit involves pre-release material, some assessment of the AOs is achieved through the quality of preparation of the source texts, which includes reading for meaning, responding to texts of different types and being aware of different audiences, purposes and contextual meanings.

**A02** targets the ability to write for different audiences and purposes.

Task (a) provides opportunities for candidates to write for a clearly defined audience. There are opportunities to slant towards the 14-17 audience and to their parents. The task enables candidates to make practical use of their theoretical knowledge of language in the text for an article that fulfils the informative and persuasive brief and which slants this information to the specified audience.

In Task (b) candidates should comment on the language choices they have made in order to address the requirements of the audience and purpose specified in Task (a). Effective exemplification and explanation of choice should be rewarded highly.

Be prepared for a range of responses and reward those that clearly meet the given audience and purpose.

Responses **might** employ the following features:

- suitable variation in sentence structure and lexis to address the informative and persuasive purpose of the task
- a clear sense of audience and a clear attempt to engage them via address, register and tone
- a clear sense of the article context of the task.

**Lower band responses** may make limited use of source texts and there may be inconsistencies in register and tone, with a relatively high proportion of unassimilated lifting. Task (a) is likely to make limited concession to the specified audience and purpose. Task (b) is likely to be observational rather than analytical.

**Higher band responses** will make fuller use of a range of source texts and produce effective and original material. Task (a) should be clearly directed to the specific audience with use of language and layout features that promote accessibility. These may offer some differentiation between the audience of young people and their parents. Task (b) should offer a full explanation of the syntactical, lexical and organisational features employed in Task (a).

**AO1** is demonstrated by the candidates' quality of writing, their ability to organise the information coherently and to write clear, accurate prose with confident use of appropriate linguistic terminology within the time and word limit.

**Lower band** answers may show some lack of consistency in expression and sequencing and may demonstrate some lapses in technical accuracy. Answers to task (b) are likely to offer limited exploration of language choice with greater focus on content and layout. There may be some attempt to employ linguistic terminology but this may be random and/or inaccurate.

**Higher band** responses will produce coherent, accurate and well-structured texts. At the highest level there will be some sophistication in expression and vocabulary. Answers to task (b) will be systematic, possibly using sub-headings as a structure. There should be extensive, confident use of terminology with effective exemplification.

**AO4** assesses the ability to relate concepts and issues to the language in use. This is demonstrated by the selection of appropriate material, use of suitable format and register in Task (a) and by the explicit discussion of these features in Task (b).

Expect a range of responses which fulfil the brief to produce an article. For example, the text produced in Task (a) might demonstrate:

- awareness of the features of an article
- awareness of the structural devices required to sequence and communicate ideas and to fulfil the persuasive/informative purpose.

**Lower band** responses may demonstrate some general understanding of the task criteria but there will probably be lapses in tone and structure. Answers to task (b) are likely to be predominantly observational.

**Higher band** responses will recognise the different functions of writing and offer succinct and effectively slanted text which works within the magazine context to communicate ideas effectively to the given audience. Answers to task (b) will demonstrate confident knowledge of the links between form and function.

## **Guidelines for assessing the commentary**

Look for the following features to reward in Task (b):

- a brief discussion of audience, purpose, context and format linked to decisions made and explanations of approaches taken
- knowledge of language frameworks
- use of appropriate technical terminology
- comments on lexis, grammatical features, syntax, tone, rhetorical devices, figurative language, nuances of meaning, phonological features and any non-standard variations (where applicable)
- discussion of the effectiveness of the features mentioned
- an attempt to show that conscious choices have been made
- consistent exemplification.

Task (b) might take the form of a continuous prose response or a mini-investigation organised systematically under sub-headings.

If the commentary has not been attempted the script is unlikely to achieve a mark higher than Band 3.

If the commentary is wholly observational, vague or fragmentary, the script is unlikely to reach the higher bands.



**Assessment Objectives for Unit 2**

<b>Bands/ Marks</b>	<b>AO2</b> <b>demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made</b>	<b>AO1</b> <b>communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression</b>	<b>AO4</b> <b>understand, discuss and explore concepts and issues relating to language in use</b>
<b>Band 1 1-10</b>	<ul style="list-style-type: none"> <li>show minimal awareness of purpose and audience</li> <li>employ inappropriate tone, format, content and/or length</li> <li>use wording of the source material inappropriately</li> <li>focus predominantly on describing content, viewpoint or layout in commentary</li> </ul>	<ul style="list-style-type: none"> <li>show minimally accurate expression and/or limited vocabulary</li> <li>use some inaccurate spelling, punctuation errors and loose sentence structure</li> <li>stray from the question partially or wholly</li> <li>repeat points and/or ramble in structure and illustration, with a tendency to narrate</li> <li>use minimal key linguistic terminology</li> </ul>	<ul style="list-style-type: none"> <li>show minimal awareness of major concepts and issues</li> <li>discuss general issues in a limited way</li> <li>demonstrate some confusion and errors in judgement</li> </ul>
<b>Band 2 11-20</b>	<ul style="list-style-type: none"> <li>use writing of limited appropriateness for a specific purpose and audience</li> <li>show some slanting and some selecting of appropriate material and format</li> <li>demonstrate limited ability to use own words</li> <li>make some relevant comments on linguistic choices</li> </ul>	<ul style="list-style-type: none"> <li>use some accurate expression and some appropriate vocabulary</li> <li>show basically accurate spelling and punctuation and some fluency in sentence structure</li> <li>cover some relevant points</li> <li>show some organisation</li> <li>show limited accuracy in use of key linguistic terms with some illustration, even if long or sometimes inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate a limited understanding of some key concepts and issues</li> <li>discuss some familiar situations</li> <li>attempt to explore but with some lapses</li> </ul>
<b>Band 3 21-30</b>	<ul style="list-style-type: none"> <li>slant writing towards a specific purpose and audience</li> <li>demonstrate some ability to use appropriate style, format and content within appropriate word limits</li> <li>show understanding of the source material by employing own words to some extent</li> <li>demonstrate awareness of reasons for choices of linguistic features</li> </ul>	<ul style="list-style-type: none"> <li>use technically accurate expression and appropriate vocabulary</li> <li>show mainly accurate spelling and punctuation with control over sentence structure</li> <li>answer mainly relevantly</li> <li>use logical argument and structure</li> <li>show a sound grasp of key linguistic terms and mainly appropriate illustration</li> </ul>	<ul style="list-style-type: none"> <li>show assured understanding of key concepts and issues</li> <li>discuss a range of situations</li> <li>explore with some consistency</li> </ul>
<b>Band 4 31-40</b>	<ul style="list-style-type: none"> <li>slant writing clearly for specific purpose and audience</li> <li>demonstrate some ability to vary style and select appropriate content for format and length</li> <li>demonstrate thorough understanding of source material by using own words aptly</li> <li>explain choices thoughtfully, drawing on assured knowledge of linguistic features</li> </ul>	<ul style="list-style-type: none"> <li>use apt expression and vocabulary</li> <li>show accurate spelling, punctuation and well controlled sentences</li> <li>employ coherent organisation</li> <li>cover many relevant points</li> <li>use accurate key linguistic terms with effective illustration</li> </ul>	<ul style="list-style-type: none"> <li>show consistent understanding of key concepts and issues</li> <li>discuss a wider range of situations</li> <li>show effective exploration</li> </ul>
<b>Band 5 41-50</b>	<ul style="list-style-type: none"> <li>use writing well adapted for purpose and audience</li> <li>show an effective choice of tone, material, format and length</li> <li>create some new text by effective use of own words</li> <li>make wide ranging and explanatory linguistic comments relating to choices made</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate some sophistication in expression and appropriate vocabulary</li> <li>use technically accurate spelling and punctuation with relevantly framed and well controlled sentence structure</li> <li>use well shaped organisation</li> <li>answer fully and relevantly</li> <li>show a wide ranging accurate use of key linguistic terms with very apt illustration</li> </ul>	<ul style="list-style-type: none"> <li>show thorough understanding of key issues and concepts</li> <li>demonstrate an awareness of the complexity and range</li> <li>explore in detail</li> </ul>



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