

**HWA CHONG INSTITUTION
(COLLEGE SECTION)
(Draft) MARKING SCHEME FOR PRELIMS 2015 (PAPER 1)**

Each question is marked holistically. Each question carries a maximum mark of 25. (The component carries 50% weighting in the H2 examination as a whole.) Question 1 and Question 2 have a different balance of assessment objectives, as shown in the grid:

Question	AO1	AO2	AO3
Section A (Q1)	60%	20%	20%
Section B (Q2 a&b)	40%	20%	40%

Using 'best fit', make a holistic judgement to locate the answer in the appropriate band in the Band Descriptors, regardless of any perceived deficiency for a particular AO. Then consider the AOs (and bearing in mind their weighting above) to position the answer within the band.

Notes on Section A (Question 1)

NB: These must not be seen as a prescriptive or "finite" list. Candidates should be rewarded positively for any valid response to the task which relates to the Assessment Objectives.

AO1

Candidates should demonstrate understanding of linguistic concepts, methods and approaches, and apply this understanding to the construction and analysis of meanings in spoken, written and multi-modal communication.

Candidates are likely to make general comments on differences between spoken and written language, and to contrast the largely informal and spontaneous nature of Text A with the more formal and prepared nature of Text B.

They should identify and comment on basic features of, and differences between, spoken and written language in the passages, such as:

- supportive/co-operative nature of the conversation in Text A
- spontaneity of Text A vs the planning allowed for Text B (resulting in differences in utterance length, absence/presence of overlaps and vague language)
- prosodic features of speech

They should be able to identify and analyse lexical and grammatical features, such as:

- Use of personal pronouns
- Heavily modified nominal phrases in Text B, reflecting the type of information considered to be important

AO2

Candidates should **analyse and evaluate the influence of contextual and cultural factors** in the production and reception of the English language.

Candidates are likely to comment on how the spoken and written contexts affect the ways language is used in the passages, and may make reference to:

Field

- While both texts discuss parenting styles, the lexical item "parenting" is repeated several times in Text B and in different forms namely, "parenthood" (line 2), "parents". Use of meronymy of

the concept of "family": "parents", "parenting", "parenthood", "children/ offspring/ boys/ girls", compared with the use of "son", "daughter", "kids" in Text A

- The exchange in Text A does not only serve as a form of entertainment as we would expect of the Letterman show; this interview can allow members of the audience and TV viewers to get to know M as a person and a mother, and not merely as the First lady. Likewise, and through this, they get to learn more about the family, including US President Barack Obama on a more personal level (where M addresses him as "Barack" instead of President Obama) (and perhaps to improve approval ratings?).
- Text B is a research journal that focuses on parenting styles and their effects on offspring

Tenor

Text A

- Power relations are mostly equal, despite unequal turns, at times.
 - o On the whole, there seems to be fairly equal power relations between D and M despite the obvious disparity in social status (where M is First Lady)
- Rather frequent contact and fairly high degree of familiarity are evident.
 - o Frequent ellipsis, which is possible due to shared background knowledge.
 - o Frequent use of first and second-person pronouns, which emphasizes the relationship between the interlocutors (that they have met before and possibly have a friendship).

Text B

- Power relations/dominance
 - o The writer assumes the position of the information provider/the expert who possesses knowledge.
- Social distance is significant; there is minimal contact between the writer and the reader
 - o Reporter is largely invisible in the text.
 - o Formality is maintained throughout

Mode

Text A

- Spontaneity of the interaction and lack of planning time led to the following features
 - o Dysfluency features
 - o Overlaps and latching (reflecting the unplanned nature of the exchange)

Text B

- "Exchange" is unilateral and highly static. There is much order in the discourse as there was ample planning time.
- Greater sentence complexity is allowed and appropriate due to the planning and processing time made possible by the written medium.

AO3

Candidates should demonstrate expertise in the use of English which is informed by linguistic study and using appropriate terminology.

Candidates should write with a degree of control and clarity. While it is important to strive for accuracy of terms, the effective application of relevant evaluative skills is more important than superficial accuracy of terms. Their answers should reveal:

- evidence of knowledge of relevant concepts and terminology
- use of developing linguistic knowledge to structure the response, e.g. by moving from word- to sentence/utter- to whole text-level

Notes on Section B (Question 2)

NB: These must not be seen as a prescriptive or “finite” list. Candidates should be rewarded positively for any valid response to the task which relates to the Assessment Objectives.

AO1

Candidates should demonstrate understanding of linguistic concepts, methods and approaches, and apply this understanding to the construction and analysis of meanings in spoken, written and multi-modal communication.

Possible Points for Discussion

Adaptation: An information (informative – advisory) brochure (could take on a slightly persuasive slant)

Formality and Mode: Information brochure (written text mode, preplanned). A friendly but formal register. Not an informal one. Use of Formal register to indicate the relative status of writer (expert/adviser) and reader/target audience (student/learner). Text C is a report (written text mode, formal, prepared); Text D is a blog (written mode, with some elements of spoken discourse, semi-formal register); Text E is a song lyric (spoken text, audio mode).

Tenor: Power relationship - asymmetrical, authority to subordinate on the basis of expert-specialised knowledge of text-producer. Text D should be commented on as the only text where the reader is directly addressed via “you” [parents] by the text producer [stay-at-home mother]. Texts C and E do not engage the readers directly.

Field: The topic of road safety specifically modified for children. An overview of recommendations may be given based on findings from report (Text C), inferred from role-playing activities in Text D, as well as the points from the song (Text E). Reasons to be provided for the need to educate the young about road safety. The importance of being careful on the road, be it as a pedestrian or as a cyclist, should be stressed, a discussion of what road safety means is likely.

Lexis: There should be some lexical repetition of ideas / via lexical choices related to road safety; lexical repetition likely of [traffic], [road safety], [safe], [road crossings], [cars]. Colloquial speech or slang should be few / none. However, acronyms could possibly be used.

Purpose: Dual purpose to i) inform [primary purpose] and ii) to instruct/advise [secondary purpose]

A02

Candidates should analyse and evaluate the influence of contextual and cultural factors in the production and reception of source texts and the adaptation.

MODE OF ADDRESS TO THE READER

Direct / overt address

Lexical choice, pronouns, proper names and designations indicative of relationship with audience will likely be seen

Foregrounding strategies to refer to shared knowledge about road use.

Degree of social distance through pronoun use [likely use of you (2nd person personal pronoun)... and we – exclusive (1st person personal ppn plural), as well as false inclusiveness perhaps]

Expected to see use of Synthetic personalization [yet possible to be none if the student decides to use a more interactional / not transactional discourse- style.]

LEXICAL CHOICES

Lexical choices from the semantic field of 'road safety' and 'dangers of the road', etc..

Terms of address, protocol; – meronymy, hyponymy

Lexical cohesion and lexical repetition help us to make sense of the context, logical connections as to how to be safe on the road.

GRAMMATICAL and SYNTACTICAL COHESION

Metafunctions:

1. Ideational metafunction -- PROCESS, PARTICIPANT, CIRCUMSTANCE

Key focus – PROCESS: Mental, Material? Significance? Material most likely. Significance to reader is the action to be taken to stay safe on the road

PARTICIPANT: WHO/WHAT? (nominalisation?)

CIRCUMSTANCE: PLACE, MANNER, REASON, TIME?

2. Interpersonal metafunction --

MOOD: more declaratives and imperatives needed, interrogative sentence type; more rhetorical?

Prevalent use of declaratives that seals writer's authority and expertise?

MODALITY: modal verbs and lexical modality e.g. use of 'will' and 'would', 'can', 'could', 'may', 'shall', 'might' etc.

3. Textual metafunction--

Themes – marked? Need for awareness of dangers on the road. Unmarked – what is it? Accidents?/ Children? Likely to be more unmarked, makes text easy for children to process

Single or multiple Theme? Topical, Interpersonal, Textual Themes – where's the focus, what kind of relationship with audience, increase/decrease text density to reflect the level of formality the writer wants to promote

MORPHOLOGY: reduction of lexical density, use of nominalization for creating and reinforcing credibility of the institution Singapore Road Safety Council. Some usage of acronyms, compounding for new lexical items could be done by more creative students.

CHANGES from spoken text auditory mode (Text E) to written text and mode in adaptation

The students are expected to identify and comment on basic features of, and differences between, the auditory mode and written mode between their own adapted text and Text E.

GRAPHICAL DEVICES /MULTIMODALITY

Headings, subheadings and numbering / bullet points expected to increase text accessibility to readers

Structural elements:

Subject headers -- usually nominalisation will be used e.g. 'Ensuring safety on the roads' which lets the reader know immediately what the brochure is about; especially on the front page

Body – Further elaboration of rationale (justification, explanation, illustration) of issue / topic of road safety, cluster of information

Resolution/Call to action – action required depending on choice of level of formality, this can be very direct or very subtle to reflect the power relations the "expert"- text producer wants to achieve