

English Language

Advanced GCE

Unit **F653**: Culture, Language and Identity

Mark Scheme for June 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

The purpose of annotation is to enable examiners to indicate clearly where marks have been earned, or why they have not been awarded. Annotation can, therefore, help examiners, checkers, and those re-marking scripts to understand how the script has been marked.

Examiners should bear in mind that scripts may be returned to Centres, who will not have the advantage of having seen a range of responses to the questions. For this reason, evaluative comments by examiners should be kept brief and should always be specifically related to the award of marks.

Reference to specific AOs may be helpful in this respect, but will not be sufficient on their own. Marginal annotations and (especially) summative comments (at the end of an answer or on the front of a script) should as far as possible be couched in the language of statements in the mark scheme.

Subject-specific Marking Instructions

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
Totals	10	25	25		60

PAPER-SPECIFIC INSTRUCTIONS: F653 CULTURE, LANGUAGE AND IDENTITY

Candidates answer the one compulsory question in Section A and **one** question chosen from Sections B, C and D.

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

AO2 is dominant in Section A, AO3 in Sections B, C and D.

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

The **question-specific Notes on the Task**, which follow on **pages 7 to 14**, 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.

These are the Assessment Objectives for the English Language specification as a whole. (AO4 is assessed only in the coursework units.)

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

Mark Scheme Level descriptors: Questions 1, 2, 3 and 4

Band 6 26-30 marks	AO1	<ul style="list-style-type: none"> • excellent and coherent argument consistently developed with relevant and detailed exemplification • critical terminology, appropriate to the subject matter, accurately and consistently used • excellent use of a range of linguistic methods • consistently accurate written expression, meaning is consistently clear
	AO2	<ul style="list-style-type: none"> • excellent, well developed and consistently detailed discussion of concepts and issues relating to the construction and analysis of meanings in speech and writing • excellent and consistently effective use of relevant linguistic approaches
	AO3	<ul style="list-style-type: none"> • 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 • thoroughly detailed and accurate knowledge of the key constituents of language
Band 5 21-25 marks	AO1	<ul style="list-style-type: none"> • well structured argument, clearly developed with relevant and clear exemplification • critical terminology, appropriate to the subject matter, used accurately • good use of a range of linguistic methods • good level of accuracy in written expression, only minor errors which do not inhibit communication of meaning
	AO2	<ul style="list-style-type: none"> • developed and coherently detailed discussion of concepts and issues relating to the construction and analysis of meanings in speech and writing • clear and good use of relevant linguistic approaches
	AO3	<ul style="list-style-type: none"> • 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 • good knowledge of the key constituents of language
Band 4 16-20 marks	AO1	<ul style="list-style-type: none"> • straightforward argument, competently structured and supported by generally relevant exemplification • critical terminology appropriate to the subject matter used competently • competent use of a range of linguistic methods • generally accurate written expression, there are errors that occasionally inhibit communication
	AO2	<ul style="list-style-type: none"> • some developed discussion of concepts and issues relating to the construction and analysis of meanings in speech and writing with some relevant details • competent use of some relevant linguistic approaches with some relevant details
	AO3	<ul style="list-style-type: none"> • 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 • some competent knowledge of the key constituents of language

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

Section A – Language and Speech

Question		Answer	Marks	Guidance	
				Content	Levels of response
1		<p>A01(5) Candidates are required to apply a range of linguistic methods in their answers. The most appropriate responses will communicate relevant knowledge in some depth, using a range of critical terminology. Answers should be coherent and use accurate written expression. It is not necessary for candidates to deal with each passage in equal depth.</p>	30	<p>A02(15) Basic answers will be informed by a limited understanding of speech analysis and comment, often not extending beyond summaries of the stimulus materials. Such answers may shift into sociological commentary, or spend some time in writing out prepared materials, which do not engage fully with the stimulus passages. Stronger responses will deal with the focus upon pronunciation. They may engage with the polemics in passage (a). They may give further examples of contested pronunciation(s) as in (b). The answers will be informed with some recognisable phonological exemplification and analysis. There may be some comment upon the effectiveness of orthographic representation in (c). Wider reading will be relatively supportive of the topic. There may be some attempts to raise points about variations regional pronunciation.</p> <p>A03(10) The relative recent dates of the passages should attract comment; as should the authority with which the QES invests itself. RP/Estuary/Cockney could be cited; as could comments on prescriptivist attitudes. Wider reading can be assessed under this A0. Candidates often mix A03 style comments with technical issues of analysis. This is perfectly sound in terms of the question.</p>	<p>Band 6 (26–30 marks)</p> <p>Band 5 (21–25 marks)</p> <p>Band 4 (16–20 marks)</p> <p>Band 3 (11–15 marks)</p> <p>Band 2 (6–10 marks)</p> <p>Band 1 (0–5 marks)</p>

Section B: The Language of Popular Written Texts

Question		Answer	Marks	Guidance	
				Content	Levels of response
2		<p>A01(5) Candidates are required to apply a range of linguistic methods in their answers. The most appropriate answers will communicate relevant knowledge in some depth, using a range of critical terminology. Answers should be coherent and use accurate written expression. It is not necessary for candidates to deal with each passage in equal depth,</p>	30	<p>A02(10) Basic responses will tend to be summative rather than analytical, perhaps tending towards general comprehension of contents. Stronger answers will show some alertness to the generic conventions, possibly being specifically drawn to the structure of the song. The passages lend themselves to gender-driven responses. This should encourage the analysis of dominance/subordination theories of language to be applied to passages (e) and (f). Answers should also consider textual cohesion, collocations and lexis as well as focused syntactic analysis. How the language creates 'the popular' in terms of general discursive features would be signs of strong performance. Any comment upon the written representation of the spoken voice will also indicate a strong theoretical engagement.</p> <p>A03(15) The relative modernity of the passages and their overall contents should attract candidates. How the song represents broader conventions of love and how the prose replicates stereotypes of romantic love. Wider reading could include comments drawn from other songs/poems etc. Some feminist critiques might also give broader substance to answers. Candidates often mix A03 comments in with A02 style analysis. This is perfectly sound in terms of the question.</p>	<p>Band 6 (26–30 marks)</p> <p>Band 5 (21–25 marks)</p> <p>Band 4 (16–20 marks)</p> <p>Band 3 (11–15 marks)</p> <p>Band 2 (6–10 marks)</p> <p>Band 1 (0–5 marks)</p>

Section C: Language and Cultural Production

Question		Answer	Marks	Guidance	
				Content	Levels of response
3		<p>A01(5)Candidates are required to apply a range of linguistic methods in their answers. The most appropriate answers will communicate relevant knowledge in some depth, using a range of critical terminology. Answers should be coherent and use accurate written expression. It is not necessary for candidates to deal with each passage in equal depth.</p>	30	<p>A02(10) Basic responses will tend to be summative rather than analytical, perhaps tending towards general comprehension of contents. Stronger answers will show awareness of the conventions of language used in advertising genres. The historical advertisement should draw attention to the mix of visuals and words. Passage (h) is a lengthy narrative-driven example. Passage (g) has speech conventions. Candidates may make comment upon variation in cohesion, lexis, syntax and collocations. Should candidates draw upon the resources of passage (i) to support comments upon the other passages, this should signal sound work. As does any response which sees the cultural production driven by both signs and words, with the signifiers carrying specific cultural connotations.</p> <p>A03(15) Candidates could engage with the time scales of two of the passages in terms of production. They could also comment upon the power of advertising/public relations to intrude upon broader aspects of our lives. Passage (i) seems to offer some chance for broader contextual thoughts. If there are references to wider reading, these could include material drawn from other disciplines. This needs to be judged in relation to what further light it sheds upon the set passages. Candidates often mix A03 comments with A02 style analysis. This is perfectly sound in terms of the question.</p>	<p>Band 6 (26–30 marks)</p> <p>Band 5 (21–25 marks)</p> <p>Band 4 (16–20 marks)</p> <p>Band 3 (11–15 marks)</p> <p>Band 2 (6–10 marks)</p> <p>Band 1 (0–5 marks)</p>

Section D: Language, Power and Identity

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p>A01(5) Candidates are required to apply a range of linguistic methods in their answers. The most appropriate answers will communicate relevant knowledge in some depth, using a range of critical terminology. Answers should be coherent and use accurate written expression. It is not necessary for candidates to deal with each passage in equal depth.</p>	30	<p>A02(10) Basic responses will tend to be summative rather than analytical, perhaps tending towards general comprehension of contents. Stronger answers will engage with the forms and structures employed in legal language. Candidates may wish to address syntactic issues, lexical issues, textual cohesion and any phrasing which seems culturally specific to legal issues. The stimulus material clearly magnifies specific aspects of authority/power in its linguistic form(s). This professional aspect is one, also, of professional identity. Passage (l) offers an interesting link to public relations, blending the language of targeted advertising with the older conventions of legal experience and litigation. Should candidates make reference to any of the links in the passages, this is an acceptable response to linguistic features.</p> <p>A03(15) The modes of production could be picked up. Passages (j) and (k) making use of modern production technologies for the purpose of legal information. How far the legal system can be understood by the lay person could be a contextual issue raised by the materials. Candidates might draw upon Milroy (<i>Language and Social Networks</i>) for wider references. Candidates who might have studied the subject academically could produce interesting contextual points also. Candidates often mix A03 comments with A02 style analysis. This is perfectly sound in terms of the question.</p>	<p>Band 6 (26–30 marks)</p> <p>Band 5 (21–25 marks)</p> <p>Band 4 (16–20 marks)</p> <p>Band 3 (11–15 marks)</p> <p>Band 2 (6–10 marks)</p> <p>Band 1 (0–5 marks)</p>

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