

**English Language**

Advanced GCE **F653**

Culture, Language and Identity

**Mark Scheme for June 2010**

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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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**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.

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Section A – Language and Speech		
Question Number	Answer	Max Mark
1	<p>In passages (a), (b), (c), (d) and (e) in the reading booklet, the respective authors are writing about attitudes to speech and accents.</p> <p><b>By close reference to the passages analyse the ways in which issues about speech and accent are presented. You should evaluate the significance of contextual factors such as time, place and mode of production and how these affect the language in the passages.</b></p> <p>The materials offer a clear approach to some contentious issues and should allow some diversification in candidates' answers.</p> <p><b>AO1</b> Answers will show detailed written coherence, supported by a wide range of apposite terminology. <b>(5)</b></p> <p><b>AO2</b> The most successful responses will engage with basic phonemics and show some familiarity with debates about 'correctness' in speaking. Queen's English and RP appear in the passages and should provide suitable stimulus for analytical and exemplificatory work. The 'cool accents' passage should open up a debate about the relative positions of regional sounds. <b>(15)</b></p> <p><b>AO3</b> The historical element is an important constituent and indicates the concerns over a number of years in terms of correctness. Further examples of changes in the status of specific accents, to include recent media and social issues would be suitable material. Evidence of wider reading about speech and power is a very suitable way of engaging with this AO. <b>(10)</b></p>	[30]
<b>Section A Total</b>		<b>[30]</b>

**GOOD 6–5 Answers should respond at analytical/exploratory levels**

- Will respond in detail to stimulus materials using appropriate analytical vocabulary.
- Will outline important issues raised in passages, recognising attitudes/ideological positions being expressed.
- Will use phonemic symbols and other appropriate analytical tools to illustrate their answers.
- Will respond in detail to the contexts of passages, reflecting on such points as dates/possible audience/mode of production. Will include any relevant data from their own wider reading in subject area.

**COMPETENT 4–3 Answers will be structured around detailed observations**

- Will respond in reasonable detail to stimulus materials.
- Will comment on issues raised in passages and some of the attitudes therein.
- Will make some use of phonemic symbols and other relevant tools to illustrate their answers.
- Will respond to the contexts of passages, making comments on points like dates/audience. Could include some comments related to their own wider reading in subject area.

**LIMITED 2–1 Answers will structured at a simple narrative level**

- Will respond in limited detail to stimulus materials.
- Might comment on issues raised in passages.
- Might attempt to apply some kind of phonemic comments.
- Might make limited attempt to reflect on contextual issues.

Section B – The Language of Popular Written Texts		
Question Number	Answer	Max Mark
2	<p>Passages (f), (g) and (h) in the reading booklet are set in schools. They were all written in the latter part of the 20<sup>th</sup> century. Passages (g) and (h) were written for adult audiences.</p> <p><b>By close reference to the passages analyse and evaluate the ways in which contextual factors such as time, place and mode of production influence the ways in which the writers present schools and school life.</b></p> <p>Schools should be very familiar to candidates. However, their exposure to popular literature on the subject, apart from JK Rowling, might be limited.</p> <p><b>AO1</b> Answers will show detailed written coherence, supported by a wide range of apposite terminology. <b>(5)</b></p> <p><b>AO2</b> Better answers will address the stylistic components and deal with lexis, syntax and discursal features in the writing. The actual settings are very important and each passage embeds the institution within certain generic conventions. There are significant structural differences which candidates should be able to analyse and comment upon. <b>(10)</b></p> <p><b>AO3</b> Although works are modern, each displays some long-rooted elements which have a historical origin. These novels display little evidence of language change and the formality of the prose is fairly consistent. Candidates might well express views which give a more accurate impression of their own educational experience, including limitations in reading such texts. Possibly H. Potter might encourage a broadening of responses to include the recent iconic popularity and huge sales of the series of novels. This would show address to wider studies, provided it is backed by some kind of linguistic input. <b>(15)</b></p>	[30]
	<b>Section B Total</b>	<b>[30]</b>

**GOOD 6–5 Answers should respond at analytical/exploratory levels**

- Will respond in detail to stimulus materials using appropriate analytical vocabulary.
- Will evaluate the importance of contextual materials germane to the production of 'School Stories', which could include dates, settings, audience(s) and ideological attitudes permeating the writing.
- Will use a wide range of appropriate linguistic terminology in analysing the syntax, grammatical cohesion, lexis and discourse features in the passages.
- Will comment upon any issues relevant to topic raised by wider reading in the Language of Popular Written Texts.

**COMPETENT 4–3 Answers will be structured around detailed observations**

- Will respond in reasonable detail to stimulus materials using appropriate analytical vocabulary.
- Will evaluate some of the contextual materials relevant to the production of 'School Stories', which could include setting and audiences.
- Will use a secure range of appropriate linguistic terminology in analysing the syntax, grammatical cohesion, lexis and discourse features in the passages.
- Will make basic references to relevant wider reading in the Language of Popular Texts.

**LIMITED 2–1 Answers will structured at a simple narrative level**

- Will respond in limited detail to stimulus materials.
- Will make limited reference to the contextual issues raised by passages.
- Will use a basic range of linguistic terminology in responding.
- Might make limited references to any type of wider reading.

<b>Section C – Language and Cultural Production</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>3</b>	<p>Passages (i), (j) and (k) in the reading booklet are concerned with the popular cultural character, James Bond.</p> <p><b>By close reference to the passages analyse and evaluate the ways in which contextual factors such as time, place and mode of production determine specific choices of language used in creating the image of a popular cultural hero.</b></p> <p>There should be a degree of familiarity with the material, largely obtained through cinematics rather than reading the novels.</p> <p><b>AO1</b> Answers will show detailed written coherence, supported by a wide range of apposite terminology. <b>(5)</b></p> <p><b>AO2</b> There should be clear analysis of the grammatical, lexical and discursal features in the passages. It is also expected that candidates might wish to comment upon how each passage is largely marketing an image, rather than dealing with any written aspects of the Bond legend. So comments on PR and web-based discourses would be indicators of good analysis. <b>(10)</b></p> <p><b>AO3</b> The contextual aspects clearly should engage candidates in the effects of the digital age and forms of exploitative journalism. The abundance of contextual issues which surround the eventual exhibition of a film clearly provides access to different modes of linguistic production. Candidates might produce evidence of research from their coursework paper and this is acceptable wider reading. <b>(15)</b></p>	<b>[30]</b>
	<b>Section C Total</b>	<b>[30]</b>

**GOOD 6–5 Answers should respond at analytical/exploratory levels**

- Will respond in detail to stimulus materials using appropriate analytical vocabulary.
- Will evaluate the importance of contextual materials germane to the 'Cultural Production of James Bond', which could include dates, settings, audience(s) and ideological attitudes permeating the writing.
- Will use a wide range of appropriate linguistic terminology in analysing the syntax, grammatical cohesion, lexis and discourse features in the passages.
- Will comment upon any issues relevant to topic raised by wider reading in Language and Cultural Production.

**COMPETENT 4–3 Answers will be structured around detailed observations**

- Will respond in reasonable detail to stimulus materials using appropriate analytical vocabulary.
- Will evaluate some of the contextual materials relevant to the 'Cultural Production of James Bond', which could include settings and audiences.
- Will use a secure range of appropriate linguistic terminology in analysing the syntax, grammatical cohesion, lexis and discourse features in the passages.
- Will make basic references to relevant wider reading in Language and Cultural Production.

**LIMITED 2–1 Answers will structured at a simple narrative level**

- Will respond in limited detail to stimulus materials.
- Will make limited reference to the contextual issues raised by the passages.
- Will use a basic range of linguistic terminology in responding.
- Might make limited references to any type of wider reading.

Section D – Language, Power and Identity		
Question Number	Answer	Max Mark
4	<p>Passages (l), (m), (n) and (o) in the reading booklet are concerned with different aspects of money and its importance in our lives. Passage (l) was written in 1906. Passages (m), (n) and (o) were written in the 21<sup>st</sup> century.</p> <p><b>By close reference to the passages analyse and evaluate the ways in which contextual factors such as time, place and mode of production affect how writers use language to present the importance of money.</b></p> <p>The passages give candidates clear indications of power and identity constructed through linguistic means.</p> <p><b>AO1</b> Answers will show detailed written coherence, supported by a wide range of apposite terminology. <b>(5)</b></p> <p><b>AO2</b> The more successful answers will give a sustained analysis of the differing languages in the passages. Some are clearly life-style centred in both lexis and discourse. Passage (l) might prove a little more challenging, since formal letter writing is largely obsolescent in the candidate age range. The historical politeness hides a rather firm sting in the tail of the letter. The PR from the bank should be interesting in its redundancies of meaning/or quite what it is trying to sell. <b>(10)</b></p> <p><b>AO3</b> The contextual issues might embrace journalism and media languages as part of a young person's cultural surround. The life-style emphasis of how one should use money might invoke references to the saturation through the media-speak of the desirability/essentiality of wealth and its multitude of linguistic triggers deployed to seduce the consumer. Wider reading might be invoked in terms of group identity and the systems of address used in selling us self-images. <b>(15)</b></p>	[30]
	<b>Section D Total</b>	<b>[30]</b>
	<b>Paper Total</b>	<b>[60]</b>

**GOOD 6–5 Answers should respond at analytical/exploratory levels**

- Will respond in detail to stimulus materials using appropriate analytical vocabulary.
- Will evaluate the importance of contextual materials germane to Language Power and Identity, which could include dates, settings, historical relevance, audience(s) and ideological attitudes permeating the writing.
- Will use a wide range of appropriate linguistic terminology in analysing the syntax, grammatical cohesion, lexis and discourse features in the passages.
- Will comment upon any issues relevant to the topic raised by wider reading in Language, Power and Identity.

**COMPETENT 4–3 Answers will be structured around detailed observations**

- Will respond in reasonable detail to stimulus materials using appropriate analytical vocabulary.
- Will evaluate some of the contextual materials relevant to 'Language, Power and Identity', which could include historical relevance, setting and likely audience(s).
- Will use a secure range of appropriate linguistic terminology in analysing the syntax, grammatical cohesion, lexis and discourse features in the passages.
- Will make basic references to relevant wider reading in Language, Power and Identity.

**LIMITED 2–1 Answers will structured at a simple narrative level**

- Will respond in limited detail to stimulus materials.
- Will make limited references to the contextual issues raised by the passages.
- Will use a basic range of linguistic terminology in responding.
- Might make limited references to any type of wider reading.

**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
<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>

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

Band 6 26-30 marks	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 and writing</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 and written language, as appropriate to the question</li> <li>• shows thoroughly detailed and accurate knowledge of the key constituents of language</li> </ul>

Band 5 21-25 marks	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 and writing</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 and written language, as appropriate to the question</li> <li>• shows good knowledge of the key constituents of language</li> </ul>

Band 4 16-20 marks	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 and writing 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 and written language, as appropriate to the question</li> <li>shows some competent knowledge of the key constituents of language</li> </ul>

Band 3 11-15 marks	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 and writing 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 and written language, as appropriate to the question</li> <li>shows some basic knowledge of the key constituents of language</li> </ul>

Band 2 6-10 marks	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 and writing 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 and written language, as appropriate to the question</li> <li>limited knowledge of the key constituents of language</li> </ul>

Band 1 0-5 marks	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 and writing; 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 and written language, as appropriate to the question</li> <li>Little or no knowledge of the key constituents of language</li> </ul>

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