

GCE

English Language and Literature

Unit **H474/01**: Exploring non-fiction and spoken texts

Advanced Subsidiary GCE

Mark Scheme for June 2017

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Positive Recognition
	Assessment Objective 1
	Assessment Objective 2
	Assessment Objective 3
	Assessment Objective 4
	Assessment Objective 5
	Attempted or insecure
	Analysis
	Detailed
	Effect
	Expression
	Link
	Answering the question
	View
	Relevant but broad, general or implicit

Subject-specific marking instructions

Candidates answer Question 1. Assessment objectives AO1, AO2, AO3 and AO4 are assessed in this question.

The question-specific notes on the task provide an indication of what candidates are likely to cover in terms of AOs 1, 2, 3 and 4. The level descriptors are organised with the dominant assessment objective first; for this question, AO4 followed by AO1, AO3 and AO2. The notes are neither prescriptive nor exhaustive: candidates should be rewarded for any relevant response which appropriately addresses the Assessment Objectives.

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the texts which candidates have studied
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Awarding Marks

(i) There is one question worth 32 marks.

(ii) Award a single overall mark out of 32, following this procedure:

- refer to the question-specific Guidance for descriptions of Higher and Lower response and indicative content
- using 'best fit', make a holistic judgement to locate the answer in the appropriate level descriptor
- place the answer precisely within the level and determine the appropriate mark out of 32 considering the relevant AOs
- bear in mind the weighting of the AOs, and place the answer within the level and award the appropriate mark out of 32
- there should be clear evidence of candidates' response to AO4, AO1, AO3 and AO2. If a candidate does not address one of the assessment objectives they cannot achieve all of the marks in the given level.

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

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

These are the **Assessment Objectives** for the English Language and Literature specification as a whole.

AO1	Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.
AO2	Analyse ways in which meanings are shaped in texts.
AO3	Demonstrate understanding of the significance and influence of contexts in which texts are produced and received.
AO4	Explore connections across texts informed by linguistic and literary concepts and methods.
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.

WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following table:

USING THE MARK SCHEME

Study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question Papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme. Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected. In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

The weightings for the assessment objectives are:

AO4 5%

AO1 4%

AO3 4%

AO2 3%

Total 16%

The dominant assessment objective is AO4 Explore connections across texts informed by linguistic and literary concepts and methods.

Answers will also be assessed for AO1, AO3 and AO2.

Answers should explore connections across the texts, considering similarities and differences, informed by linguistic concepts and methods (AO4). They should develop a coherent argument, using relevant concepts and methods from linguistic and literary study and associated terminology (AO1). Answers should be developed with reference to contextual factors (AO3) and explore the ways speakers and writers shape meanings (AO2). The criteria below are organised to reflect the order of the dominant assessment objectives.

A response that does not address any one of the four assessment objectives targeted cannot achieve all of the marks in the given level.

Level 6: 32–27 marks	
AO4	Excellent and detailed exploration of connections across texts informed by linguistic and literary concepts and methods.
AO1	Excellent application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Consistently coherent and fluent written expression and apt and consistent use of terminology relevant to the task and texts.
AO3	Perceptive understanding of the significance and influence of the contexts in which texts are produced and received.
AO2	Excellent, fully developed and detailed critical analysis of ways in which meanings are shaped in texts.

Level 5: 26–22 marks	
AO4	Clearly developed exploration of connections across texts informed by linguistic and literary concepts and methods.
AO1	Secure application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Consistently clear written expression and appropriate use of terminology relevant to the task and texts.
AO3	Clear and relevant understanding of the significance and influence of the contexts in which texts are produced and received.
AO2	Clear and well developed critical analysis of ways in which meanings are shaped in texts.

Level 4: 21–17 marks	
AO4	Competent exploration of connections across texts informed by linguistic and literary concepts and methods.
AO1	Competent application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Generally clear written expression and mainly appropriate use of terminology relevant to the task and texts.
AO3	Some understanding of the significance and influence of the contexts in which texts are produced and received.
AO2	Competent analysis of ways in which meanings are shaped in texts.

Level 3: 16–12 marks	
AO4	Some attempt to explore connections across texts informed by linguistic and literary concepts and methods.

AO1	Some application of relevant concepts and methods selected appropriately from integrated linguistic and literary study. Generally clear written expression with occasional inconsistencies and some appropriate use of terminology relevant to the task and texts.
AO3	Some awareness of the significance and influence of the contexts in which texts are produced and received.
AO2	Some analysis of ways in which meanings are shaped in texts.

Level 2: 11–7 marks	
AO4	Limited attempt to make connections across texts informed by linguistic and literary concepts and methods.
AO1	Limited attempt to apply relevant concepts and methods from integrated linguistic and literary study appropriately. Some inconsistent written expression and limited use of terminology relevant to the task and texts.
AO3	Limited awareness of the significance and influence of the context in which texts are produced and received.
AO2	Limited analysis of ways in which meanings are shaped in texts.

Level 1: 6–1 marks	
AO4	Very little attempt to make connections across texts informed by linguistic and literary concepts and methods.
AO1	Very little attempt to apply relevant concepts and methods from integrated linguistic and literary study appropriately. Inconsistent written expression and little use of terminology relevant to the task and texts.
AO3	Very little awareness of the significance and influence of the contexts in which texts are produced and received.
AO2	Very little analysis of ways in which meanings are shaped in texts.

0 marks: no response or response not worthy of credit.

Question	Response	Marks	Guidance
1	<p>Text A from the anthology is Edward VIII's speech announcing his abdication, following the constitutional crisis caused by his proposal to marry Wallis Simpson, an American divorcee.</p> <p>Text B is an extract from an article by Christopher Hitchens, published on a news, politics, and culture website, criticising the portrayal of Edward VIII's abdication in the 2010 film <i>The King's Speech</i>.</p> <p>Carefully read the two texts and compare the ways in which the speaker in Text A and the writer in Text B use language to support and emphasise the points they make.</p> <p>In your answer you should analyse the impact that the different contexts have on language use, including for example, mode, purpose and audience.</p> <p>A higher level response (levels 4 to 6) will:</p> <p>AO4: Make explicit comparisons between texts, be aware of both similarities and differences e.g. both texts inform, but for different purposes.</p> <p>AO1: Use vocabulary and terminology appropriately, referring to a range of language levels, including grammar and discourse e.g. Interrogative, imperative, exclamatory, colloquial lexis, terms of address. Express ideas fluently and coherently, with a wide vocabulary.</p>	32	<p>The indicative content shows an integrated approach to the four assessment objectives. AO4, AO1, AO3 and AO2</p> <p>Context e.g.</p> <ul style="list-style-type: none"> • The relative roles of the speaker and writer: Edward as figure of establishment reassures and avoids controversy (<i>There has never been... me and Parliament</i>); in the context of an opinion piece for a news, politics and culture website, Hitchens consciously takes a polemic stance and makes deliberately provocative statements (<i>woefully thin pastiche...; pro-Nazi playboy...</i>) • Historical context: royalty more respected/central to society at time of Text A; shift to less deferential attitudes to royalty/authority at time of Text B. <p>Mode e.g.</p> <ul style="list-style-type: none"> • Little evidence of characteristics of spontaneous speech in Text A, re-enforcing mode as spoken but prepared; while Text B uses some speech-like characteristics (asides, colloquial lexis) to make the written text more engaging. • Text A is broken up into short sections expressing ideas simply and concisely; Text B is more expansive featuring longer sections and digressions. Reflects mode – radio, only one chance to listen, Text B can be reread. <p>Lexis e.g.</p>

<p>AO3: Understand the significance of a range of contextual factors e.g. Changing historical attitudes; collaborative vs individually constructed text; the need in both to convey contextual knowledge for the audience.</p> <p>AO2: Explore the ways the speaker and author respectively, convey and clarify ideas and experiences to achieve their purposes; how focus on personal experience of author is conveyed differently; the way the speaker in Text A presents himself and others; the way the writer in Text B presents historical figures.</p> <p>A lower level response (levels 1 to 3) will:</p> <p>AO4: Make general comparisons between how ideas and experiences are conveyed e.g. to giving information vs putting forward an argument.</p> <p>AO1: Use some appropriate terminology, mainly at level of word choice, e.g. colloquial language, direct address.</p> <p>AO3: Recognise and make use of an understanding of the differences between the formats of the different texts and how this links to language use and techniques to convey meaning, e.g. impact of planned speech vs. written article</p> <p>AO2: Recognise and make some use of an understanding of the differences between the ways ideas and experiences are conveyed, e.g. formal/restrained vs emotive language.</p>	<ul style="list-style-type: none"> Hitchens' use of relentlessly negative/emotive lexis (<i>conceited, spoiled, puppets</i>) and compound adjectives (<i>Hitler-sympathising; pro-Nazi</i>) emphasises contempt for Edward. Contrasts with Edward's lexical choices which are predominantly neutral/understated (<i>discharge my duties, take a different course</i>) and express themes of unity (<i>best for all; by all classes of the people; British race and empire...</i>) Text A gains emotional power from understated lexis (<i>...the help and support of the woman I love</i>), in contrast Text B does the same through hyperbolic word choices (<i>gargoyle, odious</i>). <p>Pragmatics e.g.</p> <ul style="list-style-type: none"> Hitchens' use of ambiguous adjectives/adjectival phrases (<i>seductive, very prettily calculated</i>) to present a superficially positive, but hint at a negative, view of the film. Similarly Edward uses some verb forms to emphasise duty, but imply reluctance (<i>impelled; renounce</i>). Tone of address in Text A shifts between the informal/personal (<i>I am able to say a few words of my own; with all my heart; the woman I love</i>) and the formal (<i>declare my allegiance to him</i>) reflecting the tension between Edward's high status as King and as an 'ordinary person in love'. Language features such as direct address throughout Text A designed to create engagement (<i>I want you to know...</i>). <p>Grammatical features may include:</p> <p>Nouns and pronouns</p>
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- Pronoun 'I' used most frequently in Text A to suggest the personal nature of Edward's address; second most commonly used pronoun 'you' shows attempt to appeal directly to the audience. In contrast Hitchens writes in 3rd person to convey objectivity – 'he' is most common pronoun, reflecting Text B's focus on particular individuals (Churchill, Edward VIII)

Sentences e.g.

- Within the context of a written text Hitchens occasionally uses parenthetical clauses as asides (- *to the horror of his colleagues* -) both to emphasise the main clause and create a more conversational style. Edward uses them more functionally to provide clarification (*which, as Prince of Wales and lately as King, I have...*).
- Both use balanced sentences: Edward to provoke sympathy (*...enjoyed by so many of you, and not bestowed on me...*) Hitchens for emphasis (*...both receiving and giving the Hitler salute*).

Discourse e.g.

- Edward's use of a discourse of duty - stressing the importance of the crown, tradition and continuity and his personal sacrifice (though understated) (*discharged my last duty...; declare my allegiance...; Bred in the constitutional tradition..*). The discourse of power/inequality of status between the speaker and audience is minimised by language features designed to present Edward as humble: e.g. modifiers and conditionals (*...tried to serve; ...as I would wish to do*); direct address to personalise (*And I want you...*)
- Hitchens presents an iconoclastic discourse ridiculing establishment figures such as the King and Prime

			Minister, and, in the case of Churchill, challenging the dominant narrative of him as an unquestionably great leader by pointing out his lapses of judgement (<i>never forget...twin menaces of Hitler and Gandhi!</i>).
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