

# English Language

Advanced GCE

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

## **Mark Scheme for January 2013**

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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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## Annotation of scripts

Annotation	Meaning
	Wider reading
	Unclear
	Context
	Not understood / Factually incorrect
	Significant amount of material which does not answer the question
	Wider knowledge and understanding
	Technical linguistic features
	Quality of written coherence
	Relevance
	Speech conventions
	Tick
	Unusual approach

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
<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. (AO4 is assessed only in the coursework units.)

<b>AO1</b>	<b>Knowledge, Application and Communication</b> select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
<b>AO2</b>	<b>Understanding and Meaning</b> 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
<b>AO3</b>	<b>Contexts, Analysis and Evaluation</b> 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
<b>AO4</b>	<b>Expertise and Creativity</b> demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study

## 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 ON PAGES 4 TO 10** 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

**THE BAND DESCRIPTORS FOR BOTH SECTIONS FOLLOW ON PAGES 11–12**

## Section A: Language and Speech

Question		Answer	Marks	Guidance	
				Content	Levels of response
1		<p><b>A01(5)</b> Candidates are required to show detailed understanding of linguistic methods in their answers. The most appropriate will demonstrate a sound understanding of basic phonology. Answers should be coherent and relevant, using accurate written illustration and analytical expression. It is not necessary for candidates to compare the passages. Though they may do so if they wish.</p>	30	<p><b>A02(15)</b> The passages will allow candidates to reflect upon and give further illustration of three different views on pronunciation-critical, expository and technical. There are likely to be answers which will repeat materials about RP/Queen's English/Estuary etc. These must have some relevant contact with the views expressed by the authors. The first is about 'correctness' in stress in speech. The second raises the bar on 'non-standard' accents-illustrations will be needed here. The third shows how speech is judged by professionals in the workplace-comment should be made upon the fricatives, dentals and articulation. The more mature answers will provide evidence of understanding the issues-what exactly is 'correct pronunciation'-and guide the reader through this with judicious further illustrations. At best it is expected that simple phonemics are used in providing supportive evidence, indicating a basic theoretical approach.</p> <p><b>A03(10)</b> Wider reading is likely to be cited in this answer. The usual prescriptivist and descriptivist approaches are likely. Look for some relevance in such choices. There is likely to be material drawn from past papers as wider illustration. This could be helpful in meeting this A0. Candidates often mix A03 comments with technical points of analysis/evaluation. This is perfectly sound in terms of the question.</p>	<p><b>Level 6</b> <b>(26–30 marks)</b></p> <p><b>Level 5</b> <b>(21–25 marks)</b></p> <p><b>Level 4</b> <b>(16–20 marks)</b></p> <p><b>Level 3</b> <b>(11–15 marks)</b></p> <p><b>Level 2</b> <b>(6–10 marks)</b></p> <p><b>Level 1</b> <b>(0–5 marks)</b></p>

## Section B: The Language of Popular Written Texts

Question		Answer	Marks	Guidance	
				Content	Levels of response
2		<p><b>A01(5)</b> Candidates are required to show detailed understanding of linguistic methods in their answers. The most appropriate will demonstrate a sound understanding of basic textual stylistics. Answers should be coherent and relevant, using accurate written illustration and analytical expression. It is not necessary for candidates to compare the passages. Though they may do so if they wish.</p>		<p><b>A02(10)</b> Both passages should provide arrange of material for unpicking. (d) a male writing about, largely, feminine activities might evoke some gender points. Lines 5–11 providing some purchase on this structural feature. Some comment might be made about the re-presentation of the woman’s supposed accent. ‘Bankrupt women’ could be collocated with ‘shopaholics’ Candidates should pick up on the various pronominal uses, suggesting inclusivity; perhaps linking this to the authorial ‘deep unease’. The Portas article mixes several registers; a simple sociolect, some complex historical markers and the idea of the shop as some cultural referent to lifestyle(s) and values. This is placed later in the article alongside the NP ‘atomised age’. The web page style itself should offer a chance for discussion of visual signifiers, an increasing aspect of ‘new’ literacies. Passages both give much on stylistic features of journalism in addressing historical, financial and social collocations.</p> <p><b>A03(15)</b> Wider reading is likely to be very scant in answers. The possibility of candidates drawing upon past papers is also slight. Look for some comment upon the given contextual information at the head of the passages. More alert candidates might well wish to comment upon some broader</p>	<p><b>Level 6</b> <b>(26–30 marks)</b></p> <p><b>Level 5</b> <b>(21–25 marks)</b></p> <p><b>Level 4</b> <b>(16–20 marks)</b></p> <p><b>Level 3</b> <b>(11–15 marks)</b></p> <p><b>Level 2</b> <b>(6–10 marks)</b></p> <p><b>Level 1</b> <b>(0–5 marks)</b></p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>generic issues, drawn from studies of popular journalism and magazines. Feminist critiques are probably going to be diffuse in their relevance; but comments upon a woman's market/marketese and the modern woman would not be amiss. A wider discussion of some of the chosen locations of the articles and the associations generated by such in terms of connotations could be something in the range of more theoretical candidates. Answers will often mix A03 comments in with A02 analysis. This is perfectly sound in terms of the question.</p>	

## Section C: Language and Cultural Production

Question		Answer	Marks	Guidance	
				Content	Levels of response
3		<p><b>A01(5)</b> Candidates are required to show detailed understanding of linguistic methods in their answers. The most appropriate will demonstrate a sound understanding of basic textual stylistics. Answers should be coherent and relevant, using accurate written illustration and analytical expression. It is not necessary for candidates to compare the passages. Though they may do so if they wish.</p>		<p><b>A02(10)</b> Both passages should be comfortably within the cultural grasp of candidates. Both are illustrations of writing about a phenomenon originally produced for the cinema. Twilight is full of marketese. Constructing a range of experiences rather beyond Stoker's original. There are gender issues embedded in the writing and these could be analysed and commented upon. 'Twiwards', 'Facebook' and 'their own language' invite analysis. The broader appeal to more than 'female tweens' seems an indicative and arresting NP. The emboldened opening paragraph of Shaun gives an excellent example of written cultural production. The lengthy adjectival strewn writing; the name dropping as referents and the following intensified adverbial adjectival 'terrifically funny' should be some points which candidates can access. Both passages are full of contemporary signifiers and both represent aspects of modern reviewing.</p> <p><b>A03(15)</b> A web review and a broadsheet offer a way into the production aspects of the passages. There is, also, especially in (f) evidence of the idea that a creative work moves far beyond its actual contents. It is possible that the citation of JK Rowling might encourage references to other forms of</p>	<p><b>Level 6</b> (26–30 marks)</p> <p><b>Level 5</b> (21–25 marks)</p> <p><b>Level 4</b> (16–20 marks)</p> <p><b>Level 3</b> (11–15 marks)</p> <p><b>Level 2</b> (6–10 marks)</p> <p><b>Level 1</b> (0–5 marks)</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					popular cultural production. Wider reading is likely to be limited. Recourse to citing from previous papers is also likely to be minimal. The chosen medium for the original could be explored; as could the discourse features which prevail throughout the web review. Candidates will often mix A03 comments with A02 style analysis. This is perfectly sound in terms of the question.	

## Section D: Language, Power and Identity

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p><b>A01(5)</b> Candidates are required to show detailed understanding of linguistic methods in their answers. The most appropriate will demonstrate a sound understanding of basic textual stylistics. Answers should be coherent and relevant, using accurate written illustration and analytical expression. It is not necessary for candidates to compare the passages. Though they may do so if they wish.</p>	30	<p><b>A02(10)</b> The passages are likely to give candidates the chance to illustrate gender differences. Caution to be exercised in checking the relevance of secondary information. The material in (h) is largely a muted form of imperatives. That in (i) is scientific babble. Domestic and parental duties are contrasted with masculine 'potential'. Candidates have a wealth of material for analytical discrimination. Some of it is either not well punctuated; some makes little coherent sense to the non initiated. The motherly superwoman is compared with the successful male. The format of both articles, where the visuals are the most likely to be scrutinised, should prove a point of discussion. The articles, also, do clearly mark out language, power and identity in terms of the discourse features.</p> <p><b>A03(15)</b> There is not likely to be much recourse to wider reading, except some tenuous feminist materials. The modernity of the writing, its format and its target readership should be remarked upon. The subject is rapidly becoming obsessional in terms of what is being written about it. There are many articles and publications which should be within the cultural frame of the candidates.</p>	<p><b>Level 6</b> (26–30 marks)</p> <p><b>Level 5</b> (21–25 marks)</p> <p><b>Level 4</b> (16–20 marks)</p> <p><b>Level 3</b> (11–15 marks)</p> <p><b>Level 2</b> (6–10 marks)</p> <p><b>Level 1</b> (0–5 marks)</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>There is even some neatly embedded marketing in both passages-Bosch power tool workout and sports nutritionist Gavin Allison-this further broadens the mode of production in showing how much of this writing is lightly disguised market and brand placements. Candidates will often mix A03 comments with A02 style analysis. This is perfectly sound in terms of the question.</p>	

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

Level 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</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 language, as appropriate to the question</li> <li>• thoroughly detailed and accurate knowledge of the key constituents of language</li> </ul>
Level 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</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 language, as appropriate to the question</li> <li>• good knowledge of the key constituents of language</li> </ul>
Level 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 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 language, as appropriate to the question</li> <li>• some competent knowledge of the key constituents of language</li> </ul>

Level 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 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 language, as appropriate to the question</li> <li>• some basic knowledge of the key constituents of language</li> </ul>
Level 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 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 language, as appropriate to the question</li> <li>• limited knowledge of the key constituents of language</li> </ul>
Level 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; 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 language, as appropriate to the question</li> <li>• little or no knowledge of the key constituents of language</li> </ul>

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