

**GCE**

**English Language**

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

Advanced GCE

**Mark Scheme for June 2014**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page – this annotation <b>must</b> 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.

### 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>

**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.)

<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

## Section A – Language and Speech

Question		Answer	Marks	Guidance	
				Content	Levels of response
1		<p><b>AO1(5)</b> Candidates are required to show detailed understanding of linguistic methods in their answers. The most appropriate answers will show basic familiarity with simple phonology and apply this with clear relevance. Answers should be coherent and use accurate written analytical and explanatory expression. It is not necessary for candidates to compare passages nor treat each in equal depth. Though they may do so if they wish.</p>	30	<p><b>AO2(15)</b> Basic answers will be informed by a limited understanding of speech analysis and will often do little beyond summarise the passages. Such answers tend to move into sociological generalities, not supported by clear focused references to the stimulus materials. Stronger answers will see the question is about improving speech and the revival of the idea of elocution. This could include some illustration from RP models. Key features of phonic importance which can be addressed are: links between speech and reading/writing; importance of stress/intonation; importance and variety of vowel enunciation; effects of examining spoken English; methodologies for achieving these aims. These responses should support the analyses with a reasonable amount of relevant illustration, drawing upon phonemic symbols or some methods which give clear illustrative exemplification.</p> <p><b>AO3(10)</b> Wider reading could invoke such luminaries as Honey, Crystal and Trudgill. Class and social attitudes could be addressed under this AO. This should be linked to recognisable linguistic sources. General comments upon RP and Estuary are likely to occur. Candidates often mix these observations into their AO2 comments. This is perfectly acceptable and requires markers to show a degree of awareness in responses.</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>AO1(5)</b> The question anticipates candidates will apply a range of relevant linguistic terminology to their responses. The most focused answers will communicate such in some analytical depth. Answers should be coherent and use accurate analytical and explanatory expression. It is not necessary for candidates to compare passages, nor treat each in equal depth, though they may do so if they wish.</p>	30	<p><b>AO2(10)</b> Basic responses will tend to be summative rather than analytical. Linguistic evidence will tend to be basic. Stronger answers will engage with the formalities of the S.F genre. Both passages have a lexical field predicated upon some scientific basics. This is the key to textual cohesion. In passage (d) however the central image is enhanced by brief passages of technical information, which could be seen as technically different from the indirect form of address in (c). Both texts have potential for some exploration of the morphology of scientific discourse. Passage (d) has rather fewer collocative metaphors than (c) perhaps making it appear slightly less fictive in its construction. Candidates should be able to make some comment about the illustrative effects of popular writing; perhaps indicating how the creation of such medium-formulated characters can be made to seem 'real'. The collective noun 'hierarchy' establishes a structural link to earlier manifestations, creating a linguistic bridge with earlier episodes of the popular original television production.</p> <p><b>AO3(15).</b> Candidates who attempt this question could have some familiarity with the origins of (d) in terms of original production values. Such information could add to discussion of contextual issues. This could</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
					include some assessment of why the chosen generic language should make/have made such a text popular originally; and why its development in visual narrative form is interesting. These points are clearly mode of production analysis. Some of the conventions in the writing are also familiar in cinematic production. There are possible issues in terms of the passages using language which could be termed masculine; pointing out that numerous other S.F. productions are often constructed in what seems an exclusively masculine discourse. Candidates often mix AO3 comments with AO2 style analysis. This is perfectly sound in terms of the question.	

## Section C: Language and Cultural Production

Question		Answer	Marks	Guidance	
				Content	Levels of response
3		<p><b>AO1(5)</b> The question anticipates that candidates will apply a range of relevant linguistic terminology to their answers. The most focused answers will communicate such in some analytical depth. Answers should be coherent and use accurate analytical and explanatory expression. It is not necessary for candidates to compare passages, nor to treat each in equal depth. Though they may do so if they wish.</p>	30	<p><b>AO2(10)</b> Basic answers will tend to be summative rather than analytical. Stronger answers will make efforts to engage with the quite complex cultural production generated by and through the language(s) of art. The adjective 'modern' could provide a guide into the lexicality of both passages. Each is quite complex and merits some unpicking of the syntactic structures. Each narrative moves outside the particular into broader discourses of marketese and general cultural awareness. Passage (e) introduces the NP 'social capital'. Passage (f) 'cultural landscape'. Both phrases should be helpful to candidates in assessing how far the linguistic structures signify a detailed engagement, economic and aesthetic, with the title of this section of the paper.</p> <p><b>AO3(15)</b> Candidates should be able to respond to the contemporary issues raised in the passages. There might be further responses from their own experiences of consuming art; a factor which is now widespread through much popular culture, such as music and television. Ideas and evaluation could be drawn from personal experiences of visits to galleries. This could be invigorating contextualising, which gives resonances to mode of production, time and place. Candidates often mix AO3 comments with AO2 style analysis. 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 D: Language, Power and Identity

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p><b>AO1(5)</b> The question anticipates that candidates will apply a range of relevant linguistic terminology to their answers. The most focused answers will communicate such in some analytical depth. Answers should be coherent and use accurate analytical and explanatory expression. It is not necessary for candidates to compare the passages, nor to treat each in equal depth. Though they may do so if they wish.</p>	30	<p><b>AO2(10)</b> Basic answers will tend to be summative rather than analytical. Stronger answers will engage with writing which raises issues about the influential powers and purposes of modern technologies. In passage (g) the actual linguistic citations should help candidates. The issue of speech/writing could raise some considerable discussion and illustration. Passage (h) shows its journalistic origins clearly in the alarmist features in its discourse. There is a clear sub-text which is constructed via 'conspiracy theory'. The whole passage could be read as a hortatory warning about the subversion of our brains/identities. The concluding declarative sentence - with the plural personal pronoun - emphasises a conflict between ourselves and our identities.</p> <p><b>AO3(15)</b> The mode of production -academic/ journalistic - could be a useful feature to consider in developing AO3 responses. Candidates should have no problems in bringing in wider issues to their answers, for example, some analysis of why the chosen generic language would make such texts representative of power and identity. The passages echo aspects of popular science-scaries and worry about the future-sometimes reflected in other broadcast media. The status of the two authors might be raised -academic v serious journalism; remarking upon the attempts to simplify complex social and moral</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
					issues in (h) and the more engaging personalisation which is a discoursal ingredient in (g).Candidates often mix AO3 comments with AO2 style analysis. This is perfectly sound in terms of the question.	

## Mark Scheme Level 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 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 language and writing, 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 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 language and writing, 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 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 language and writing, 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 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 language and writing, 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 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 language and writing, 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 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 language and writing, as appropriate to the question</li> <li>• little or no knowledge of the key constituents of language</li> </ul>

