

**GCE**

**English Language**

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

Advanced GCE

**Mark Scheme for June 2015**

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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**

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>

**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

## 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 and written 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 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>• 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 and written 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 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>• 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 and written 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 and writing; few or no relevant details to support a basic commentary on the set linguistic data.</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>

## Section A – Language and Speech

Question		Answer	Marks	Guidance	
				Content	Levels of response
1		<p><b>A01 [5]</b> The four passages raise a number of issues about accent and pronunciation. Appropriate answers should address the issues raised, using a range of further illustration and supporting this by suitable technical terminology. For example: Stress &amp; intonation; phonemic symbols; yods and glottals; examples of RP and regional sounds. These may be shown in any reasonable way; but must be clear to the reader. Focus should be clearly upon what is generated by recourse to the stimulus passages and not simply pre-planned generalities about speech. It is not necessary for candidates to address each passage in equal detail. Though they may do so if they wish. In upper band areas expect coherence, consistency and analysis to be the core of this AO.</p>	30	<p><b>A02 [15]</b> There are some quite broad issues raised by passages. These include both social and regional concepts about the qualities of the spoken voices.. Stronger answers will realise the topic is one of both phonology and attitudes towards its manifestations and not one concerning grammar and syntax. Two of the passages will undoubtedly be addressed by regressions to RP models. The other two will probably evoke some recourse around Estuary and other possible regional sources. Award any work which exemplifies such with reasonable clarity and relevance. To move up the Bands illustration of elementary phonic points is required. This need not be detailed; but must be relevant the question. Simple summaries, re-stating the material in the stimulus passages suggest a mark registered in the Level 4 Band. Adjust within this Band depending upon the quality of any sensible supportive materials contained in the summative work. Each passage raises quite different points about speech. The more incisive answers will try to cover a lot of ground, analysing the materials in the RB. This need not be systematic; nor need it cover all passages. It should contain the kernel of an informed and evaluative approach. Some kind of coherent illustration, using some kind of technical address, should be expected. Work which is largely an attempt to work through the grammar and lexis of the passages indicates a</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>clear misreading of the Question. Such responses are to be placed under Band 2 'limited attempt'; and not relevant to a clearly speech/phonetic type of question.</p> <p><b>A03 [10]</b> Candidates usually have a reasonably sound number of secondary resources for this question; as has been evident in past papers, caution needs to be exercised with answers which simply drift from phonology to social issues, to historical references or to undigested materials about historical RP and the BBC. If these are even loosely linked to the data in the passages, they should be marked positively. Attempts to define any kinds of speech in referencing models like the Queen or Estuarine and seeing such as important contextual information fits into this Band well. Any work which shows concern with the possible dating of the passages treat as contextually acceptable.</p>	

## Section B: The Language of Popular Written Texts

Question		Answer	Marks	Guidance	Levels of response
2		<p><b>A01 [5]</b> The style of writing is likely to be seen as historical; though it should be within candidates' general grasp. It is likely, since the passages have the same origins, that there will be attempts to compare and contrast the two versions. An important point is the need for candidates to show clarity in their writing and an adequate range of address to the actual structural qualities of the passages. Answers should show some understanding of lexis, syntax, discursal features and the spoken voice in writing. Coherence, accuracy and technical reference are the essential focal points for a higher A01 mark. It should be noted that it is not necessary for candidates to address each passage in equal detail. Though they may do so if they wish</p>	30	<p><b>A02 [10]</b> Answers which do little more than summarise the contents and add little beyond basic linguistic address should be seen, if coherent, as potentially Band 4. Adjust marks in this Band to suit the quality of such responses More informed analyses will show some basic aspects of stylistic commentary to support the A02 bands. The more advanced work will identify such aspects as cohesion both lexical and grammatical; sentence types; collocations; speech elements; analysis of specific lexical items in terms of likely connotational meaning(s). In the case of the first passage this could be historical; or gender-driven; or concerned with the actual setting in late Victorian London. If this is evident, it is signifying a thoughtful approach and one clearly to be marked positively under the A02 objective.</p> <p><b>A03 [15]</b> Candidates usually blend this A0 with A02. It is strongly possible that, given the recent number of media presentations of the character in the texts, that some recourse might be made to such to enhance the idea of 'popular' generic features, in terms of wider forms of production. This does raise issues about authorship and has a sound connection with A03 evaluation of contextual influences. It is possible that the idea of two types of readership levels will be commented upon</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	Levels of response
					under this A0. The social settings of the original text will be another potential inclusion in candidates' work. If there is any address to the pictorial element as a specific signifying practice this seems to have both A02 and A03 potential, even if formulated at a basic level.	

## Section C: Language and Cultural Production

Question		Answer	Marks	Guidance	
				Content	Levels of response
3		<p><b>A01 [5]</b> Beyond a rudimentary knowledge of tabloid/broadsheet journalism, it is possible that candidates may have limited familiarity with the broader written conventions of such The most important issue is the qualities of the candidates' writing and the range of technical accuracy they can deploy when analysing the writing. Coherence, exemplification and judicial references are the important points in answering this type of question, which is full of specific linguistic data .It should be noted that it is not necessary to address each passage in equal detail. Though they may do so if they wish</p>	30	<p><b>A02 [10]</b> Answers which do little more than summarise the contents and add little beyond basic linguistic address should be seen, if coherent, as potentially within Band 4. Adjust marks to suit the quality of his type of approach. More informed answers will show some aspects of stylistic commentary. The more advanced answers should have plenty to say about the major journalistic features the dramatic headlines; the initialisms; the range of proper nouns; the use of short paragraphing; the specific grammar and positioning of subject and object in numerous paragraphs; unusual collocations; reported speech; some of these should provide the analytical core of the answers. The 'information structure' is alarmist; and invokes specific cultural/nationalistic discourse features about two nations. It also carries some kind of populist alarm(s) especially in the verb 'snoop' and the noun 'spies'. Candidates who move into discussion of connotative points about any of the above linguistic features are signifying a very thoughtful approach; and clearly one which merits upper band marking under the A02 objective.</p> <p><b>A03 [15]</b> Candidates usually blend this A0 with A02. The passages, apart from the journalistic/print styles raise definite ideological points. Candidates might comment about such features as the way Britain/British is 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
					paramount contextual importance. As are issues of privacy; digital technology; those whose work it is to control such. These are current and ongoing issues in media outside of print; being very obvious A03 contextual features. The possibility of candidates referring to other media-blogs, television and films- as being more familiar to their own possible cultural engagement with this very important topic- would signify a very secure and high band approach. This would suggest, clearly, a wider understanding of the broader implications raised by the linguistic data.	

## Section D: Language, Power and Identity

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p><b>A01 [5]</b> This question raises some clear issues about youth and maturity. There are obvious links with personal, group and broader social identity; and the subject is not one which is likely to be far outside candidates' own experiences. Both extracts of journalism seem to have some clear features of Identity for candidates to discuss and analyse. The important features for this A0 are the quality of candidates' analytical language and the range of technical and further referential features they choose to discuss. This should be both coherent and exemplificatory. It should be noted that it is not necessary for candidates to address in each passage in detail. Though they may do so if they wish</p>	30	<p><b>A02 [10]</b> Answers which do little more than summarise the contents and add little beyond basic linguistic address should be seen, if coherent, as potentially Band 4. Adjust marks to suit the quality of this type of approach. More informed answers will contain some form of stylistic comments. These could include how the audience is constructed; in what ways does gender language create meanings; what types of sentences are used; what is the effect of first person address; what types of discriminatory language occur; what important collocations are used. Some candidates may wish to challenge the sentiments of one or either passage(s). This will need support in terms of some clear and precise referencing to particular features of syntax, lexical cohesion(s) and collocations. The headlines might be commented upon in terms of how they set the agenda for the following articles. The journalistic features addressed could include the use of both personal and collective pronouns; the brand nominals which appear quite discreetly in (i); and the broader lists of consumables, which are disparaged in (j); perhaps even comment made comparing Tintern with Towie, linking two identities: one about beauty and one about a particular current fashionable youth culture.</p> <p><b>A03 [15]</b> Gender comments might appear under this A0; not very helpfully resorting to Lakoff, Tannen etc., If used they must be</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>relevant to the construction of specific identities as generated by the passages. There is some indication of class ideology in both passages. The cultural presumptions present in (i) and the attendance at boarding school in (j). Candidates who spot any seepage from such related issues in the writing into broader aspects of Power and Identity are extending the contextual boundaries very well and should be credited with high Band marks for this A0. It is important to note that candidates often mix A02 and A03 comments together in their answers. It is therefore important to assess holistically. Magazine and Tabloid influences could appear as contextual aspects. As could further wider references to the constant identification of both youthfulness and beauty, as perpetuated in certain kinds of visual media productions.</p>	

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