

English Language

Advanced GCE

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

Mark Scheme for January 2012

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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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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
Totals	10	25	25		60

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.)

AO1	Knowledge, Application and Communication select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
AO2	Understanding and Meaning 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
AO3	Contexts, Analysis and Evaluation 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
AO4	Expertise and Creativity 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"> • excellent and coherent argument consistently developed with relevant and detailed exemplification • critical terminology, appropriate to the subject matter, accurately and consistently used • excellent use of a range of linguistic methods • consistently accurate written expression, meaning is consistently clear
	AO2	<ul style="list-style-type: none"> • excellent, well developed and consistently detailed discussion of concepts and issues relating to the construction and analysis of meanings in speech and writing • excellent and consistently effective use of relevant linguistic approaches
	AO3	<ul style="list-style-type: none"> • 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 • thoroughly detailed and accurate knowledge of the key constituents of language
Level 5 21-25 marks	AO1	<ul style="list-style-type: none"> • well structured argument, clearly developed with relevant and clear exemplification • critical terminology, appropriate to the subject matter, used accurately • good use of a range of linguistic methods • good level of accuracy in written expression, only minor errors which do not inhibit communication of meaning
	AO2	<ul style="list-style-type: none"> • developed and coherently detailed discussion of concepts and issues relating to the construction and analysis of meanings in speech and writing • clear and good use of relevant linguistic approaches
	AO3	<ul style="list-style-type: none"> • 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 • good knowledge of the key constituents of language
Level 4 16-20 marks	AO1	<ul style="list-style-type: none"> • straightforward argument, competently structured and supported by generally relevant exemplification • critical terminology appropriate to the subject matter used competently • competent use of a range of linguistic methods • generally accurate written expression, there are errors that occasionally inhibit communication
	AO2	<ul style="list-style-type: none"> • some developed discussion of concepts and issues relating to the construction and analysis of meanings in speech and writing with some relevant details • competent use of some relevant linguistic approaches with some relevant details
	AO3	<ul style="list-style-type: none"> • 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 • some competent knowledge of the key constituents of language

Level 3 11-15 marks	AO1	<ul style="list-style-type: none"> • some structured argument evident with some relevant exemplification • some competent use of critical terminology appropriate to the subject matter • some use of a range of linguistic methods • some clear written expression but there are inconsistencies that inhibit communication of meaning
	AO2	<ul style="list-style-type: none"> • 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 • some attempt to use some relevant linguistic approaches
	AO3	<ul style="list-style-type: none"> • 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 • some basic knowledge of the key constituents of language
Level 2 6-10 marks	AO1	<ul style="list-style-type: none"> • limited attempt to structure argument with limited or irrelevant exemplification • limited use of critical terminology appropriate to the subject matter • limited use of linguistic methods (evidence of only one or two) • mostly inconsistent written expression and errors inhibit communication of meaning
	AO2	<ul style="list-style-type: none"> • limited discussion of concepts and issues relating to the construction and analysis of meanings in speech and writing with limited use of relevant details • limited or inconsistent use of relevant linguistic approaches
	AO3	<ul style="list-style-type: none"> • 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 • limited knowledge of the key constituents of language
Level 1 0-5 marks	AO1	<ul style="list-style-type: none"> • little or no attempt to structure argument with little or irrelevant exemplification • little or no use of critical terminology appropriate to the subject matter • little or no use of linguistic methods (partial use of one or two) • persistent writing errors that inhibit communication of meaning
	AO2	<ul style="list-style-type: none"> • 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 • little or no use of relevant linguistic approaches
	AO3	<ul style="list-style-type: none"> • 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 • little or no knowledge of the key constituents of language

Section A – Language and Speech

Question			Answer	Marks	Guidance	
					Content	Levels of response
1			<p>The question requires some technical response. Since it is not compulsory to use phonemic symbols (though desirable for academic precision) candidates can use orthographic means to illustrate speech sounds. Use of vowel quads indicate a good level of performance. In order to meet higher mark ranges candidates must move beyond simple summaries of stimulus materials. Good answers will respond analytically and offer wider examples of speech in support of the question. It is expected that answers will show some awareness of the many debates which surround speech. This should appear in terms of references which indicate some basic wider reading. It is necessary that candidates recognise the basic sounds associated with RP. It is also a feature of this question that some basic familiarity with selected regional speech sounds is a requirement. Sociolinguistic approaches must amount to more than generalised comments about social class and need to show the same technical approach to speech as outlined above.</p>	30	<p>(A02) is the DOMINANT AO. Answers should show assurance in using basic phonemic illustration. Responses will focus upon the actual sounds of speech in its varieties and should not spend time in analysing syntax in stimulus materials, unless this supports a phonological line of enquiry. The stimulus passages are to give candidates a clear guidance to the topic or debate and it is expected that such material will include words, illustrations, or references to debates, which will need to be taken up and assessed in candidates' responses. Candidates should also use the set passages to discuss and illustrate wider issues which should have formed part of their preparation for this topic. If there is any phonemic exemplification in the set passages it is expected that candidates will respond to such in their comments. If passages contain other forms of illustration of speech sounds candidates should show the same analytical response. Candidates may wish to be selective in their approach to the stimulus material. This is quite acceptable, providing they can substantiate their answers with suitable referential support. Caution needs to be exercised in assessing answers which are largely sociological in format. This should be treated as basic narrative which might have only marginal relevance to the set question.</p>	<p>Level 6 (26–30 marks)</p> <p>Level 5 (21–25 marks)</p> <p>Level 4 (16–20 marks)</p> <p>Level 3 (11–15 marks)</p> <p>Level 2 (6–10 marks)</p> <p>Level 1 (0–5 marks)</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>Responses which cite 'research' undertaken on the set topic areas during learning must be supported by some clear basic illustration of such research and some indication of how this is relevant and supportive in answering the question.</p> <p>(A03) Candidates should show some response to the contextual headings given with the passages. This can involve comments upon the attitudes and values conveyed by the authors. If candidates have undertaken wider reading and it gives some kind of tacit support to the set passages, this can be assessed under this AO. If passages raise historical points about speech this should be noted by candidates during the course of their answers. Discussion of wider debates surrounding standards in speech, sociolectical and idiolectical differences in speech and general comments on the importance attributed to certain accentual patterns could be assessed under this AO. It should be noted that candidates often use materials in their answers which integrate both AO's. Markers should be careful in assessing answers which adopt this approach to the question.</p>	

Section B: The Language of Popular Written Texts

Question		Answer	Marks	Guidance	
				Content	Levels of response
2		<p>The question requires candidates to apply linguistic methods in analysing the form and contents of the passages. Answers should be coherent and analytical. It is not necessary for candidates to address each text in the same detail; though there should be some indications of co-relationship in the answers. Candidates need not compare and contrast the passages. Answers should attempt to address what specific aspects of the language used might be deemed to make the texts popular in terms of potential readership. Answers should show a basic stylistic awareness and employ a range of technical language in exploring the set material. It is likely that stronger answers will bind the passages with the contexts into a clear synthesis. Answers which are less academically focused will move into summative commentary and will not display sustained exemplification of the range of linguistic constituents required for the level of the paper.</p>	30	<p>(AO2) Answers will respond to the generic characteristics of the passages, noting possible differences and similarities in the ways the written language reflects the topic area. There should be adequate evidence of linguistic formality in the answers. This should include reference to lexis, syntax, phonology (if relevant) and discourse. It should be anticipated that such references reach beyond simple grammar and make some attempt to address more searching aspects of linguistic constructions. This could include what written formalities create textual cohesion. Or, if the structures are deviant, deconstruct the cohesiveness of the writing. Colloquial, idiomatic and sociolectic usage should be addressed if they appear in the passages. Answers which show less security will tend to summarise contents and make lists of simple structural features and will not address the passages in terms of critical cohesion. The specification allows address to graphology should it appear in the passages. If candidates wish to address this it is important that they try to link the visual elements to the written. This could be by form (frames in a visual sequence) or by words accompanying/complementing a specific image/set of images. Icons and hyperlinks can function in similar ways to written passages and candidates are at liberty to make relevant comment upon such textual semiology.</p>	<p>Level 6 (26–30 marks)</p> <p>Level 5 (21–25 marks)</p> <p>Level 4 (16–20 marks)</p> <p>Level 3 (11–15 marks)</p> <p>Level 2 (6–10 marks)</p> <p>Level 1 (0–5 marks)</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					(A03) is the DOMINANT AO. Candidates should ensure they comment upon the contextual information given at the head of the passages. It is important that if they have further information to add to contextual guidance this is included in the course of their answer. This could include some assessment of why the chosen generic language should make such texts popular for the readership. If a passage has specific historical elements in the writing these should be addressed as both an integral and contextual aspect. Differences between language which represents the fictional opposed to the factual would also qualify as an aspect of contextual production. Issues concerning such features as gender representation, social identity, relationships and cultural differences would also be aspects of contextual importance. This is also the objective under which candidates would be able to show the importance of wider reading in enhancing their understanding of the topic area.	

Section C: Language and Cultural Production

Question		Answer	Marks	Guidance	
				Content	Levels of response
3		<p>The question requires candidates to apply linguistic methods in analysing the form and contents of the passages. Answers should be coherent and analytical. It is not necessary for candidates to address each text in the same detail; though there should be some indications of co-relationship in the answers. Candidates need not compare and contrast the passages. Answers should attempt to address what specific aspects of the language used might be deemed to create the cultural productiveness in terms of potential readership. Answers should show a basic stylistic awareness and employ a range of technical language in exploring the set material. It is likely that stronger answers will bind the passages with the contexts into a clear synthesis. Answers which are less academically focused will move into summative commentary and will not display sustained exemplification of the range of linguistic constituents required for the level of the paper.</p>	30	<p>(A02) Answers will respond to the generic characteristics of the passages, noting possible differences and similarities in the ways the language reflects the topic area. There should be adequate evidence of linguistic formality in the answers. This should include reference to lexis, syntax, phonology (where relevant) and discourse. It should be anticipated that such references reach beyond simple grammar and make some attempt to address more searching aspects of linguistic constructions. This should include what formalities create textual cohesion. Or, if the structures are deviant, deconstruct the cohesiveness of the writing. Colloquial, idiomatic and sociolectic usage should be addressed if they appear in the passages. Answers which show less security will tend to summarise contents and make lists of simple structural features and will not address the passages in terms of critical cohesion. The specification allows address to graphology should it appear in the passages. If candidates wish to address this it is important that they try to link the visual elements to the written. This could be by form (frames in a visual sequence) or by words accompanying/complementing a specific image/set of images. Icons and hyperlinks can function in similar ways to the written passages and candidates are at liberty to make relevant comment upon such textual semiology.</p>	<p>Level 6 (26–30 marks)</p> <p>Level 5 (21–25 marks)</p> <p>Level 4 (16–20 marks)</p> <p>Level 3 (11–15 marks)</p> <p>Level 2 (6–10 marks)</p> <p>Level 1 (0–5 marks)</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					(AO3) is the DOMINANT AO. Candidates should ensure they comment upon the contextual information given at the head of the passages. It is important that if they have further information to add to contextual guidance this is included in the course of their answer. This could include some assessment of why the chosen generic language should make such texts representative of cultural production. If a passage has specific historical elements in the writing these should be addressed as both an integral and contextual aspect. Differences between language which represents the fictional opposed to the factual would also qualify as an aspect of contextual production. Issues concerning such features as gender representation, social identity, relationships and cultural differences would also be aspects of cultural importance. This is also an objective under which candidates would be able to show the importance of wider reading in enhancing their understanding of the topic area.	

Section D: Language, Power and Identity

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p>The question requires candidates to apply linguistic methods in analysing the form and contents of the passages. Answers should be coherent and analytical. It is not necessary for candidates to address each text in the same detail; though there should be some indications of co-relationship in the answers. It is not necessary for candidates to compare and contrast the passages; though they may wish so to do. Answers should attempt to address what specific aspects of the language used might be deemed to clearly identify power and identity in terms of readership. Answers should show a basic stylistic awareness and employ a range of technical language in exploring the set material. It is likely that stronger answers will bind the passages with the contexts into a clear synthesis. Answers which are less academically focused will move into summative commentary and will not display sustained exemplification of the range of linguistic constituents required for the level of the paper.</p>	30	<p>(A02) Answers will respond to the generic characteristics of the passages, noting possible differences and similarities in the ways the written language reflects the topic area. There should be adequate evidence of linguistic formality in the answers. This should include reference to lexis, syntax, phonology (if relevant) and discourse. It should be anticipated that such references reach beyond simple grammar and make some attempt to address more searching aspects of linguistic constructions. This could include what written formalities create textual cohesion. Or, if the structures are deviant, deconstruct the cohesiveness of the writing. Colloquial, idiomatic and sociolectic usage should be addressed if they appear in the passages. Answers which show less security will tend to summarise contents and make lists of simple structural features and will not address the passages in terms of critical cohesion. The specification allows address to graphology should it appear in the passages. If candidates wish to address this it is important that they try to link the visual elements to the written. This could be by form (frames in a visual sequence) or by words accompanying/complementing a specific image/set of images. Icons and hyperlinks can function in similar ways to written passages and candidates are at liberty to make relevant comment upon such textual semiology.</p>	<p>Level 6 (26–30 marks)</p> <p>Level 5 (21–25 marks)</p> <p>Level 4 (16–20 marks)</p> <p>Level 3 (11–15 marks)</p> <p>Level 2 (6–10 marks)</p> <p>Level 1 (0–5 marks)</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>AO3 is the DOMINANT AO. Candidates should ensure they comment upon the contextual information given at the head of the passages. It is important that if they have further information to add to contextual guidance this is included in the course of their answer. This could include some assessment of why the chosen generic language would make such texts representative of power and identity. If a passage has specific historical elements in the writing these should be addressed as both an integral and contextual aspect. Differences between language which represents the fictional opposed to the factual would also qualify as an aspect of contextual production. Issues concerning such features as gender representation, social identity, relationships and cultural differences would also be aspects of contextual importance. This is also the objective under which candidates would be able to show the importance of wider reading in enhancing their understanding of the topic area.</p>	

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