

English Language

Advanced GCE

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

Mark Scheme for June 2011

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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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Section A – Language and Speech		
Question Number	Answer	Max Mark
1	<p>In passages (a), (b) and (c) the authors are writing about Received Pronunciation (RP).</p> <p>By close reference to the passages analyse the ways in which the issues about RP are presented. You should evaluate the significance of contextual factors such as time, place and mode of production and how these affect the language used in the passages.</p> <p>In your answer you should refer, as appropriate, to specific linguistic details in the passages; you may wish to use phonemic symbols and signs (printed on the back of this booklet). Where relevant, you should make reference to your wider studies of <i>Language and Speech</i>.</p> <p>The task asks candidates to consider the changing authority in RP with the implication in one passage that it could disappear.</p> <p>AO1 (5) A range of appropriate terminology should appear in candidates' answers. This should reflect some of the linguistic constituents outlined in the specification. Answers should be coherent and use accurate English.</p> <p>AO2 (15) Upper band answers will show some confidence in discussing this most basic of features in English phonology. Each passage should show evidence of careful consideration and further illustration/analysis. In these bands, however candidates choose to exemplify, it should be fairly detailed and support clearly formulated examples. The most developed answers will demonstrate the necessary objectivity in addressing this topic.</p> <p>More basic answers are likely to lack technical precision and will move quickly into summaries of contents/general social observations about class etc. If further illustration is attempted it will probably be inaccurate or over simplified. Candidates in these bands may also spend too much time unpicking the syntax of actual passages.</p> <p>AO3 (10) Upper band candidates will recognise formality of context/mode of production and might wish to engage with both diachronic and synchronic comments about the history of changes in RP. If this is succinct it is flagging up high marks. Further reading will also show ability to develop the topic in relative harmony with the formality of the passages.</p> <p>More basic answers are unlikely to enter the debates above, or if they do the evidence will be rather fragmented. Answers are likely to show insecurity in the technical aspects of phonology and may present inaccurate exemplification. They are likely to show more ease with socially-driven narrative rather than specific linguistic research. It is important that such answers are read carefully and not simply relegated too far down the bands because of technical limitations.</p>	[30]
Section A Total		[30]

Section B – The Language of Popular Written Texts		
Question Number	Answer	Max Mark
2	<p>Passages (d), (e), (f) and (g) show a range of writing for children.</p> <p>By close reference to the passages analyse and evaluate ways in which contextual factors such as time, place and mode of production affect how the writers use language in texts for children.</p> <p>In your answer you should refer, as appropriate, to specific linguistic details in the passages and, where relevant, to your own wider studies of <i>The Language of Popular Written Texts</i>.</p> <p>The task is asking candidates to consider quite a wide range of writing, using several different production modes.</p> <p>AO1 (5) A range of appropriate terminology should appear in candidates' answers. This should reflect some of the linguistic constituents outlined in the specification. Answers should be coherent and use accurate English.</p> <p>AO2 (10) Upper band answers will be secure in a stylistics approach, showing some close analysis of selected passages. (Note: It is not necessary for candidates to address each passage in equal detail). The lexis and various textual cohesions should provide enough material to identify patterns of discourse in writing. (Speech elements appear in both (d) and (e) and more incisive work should comment upon this). Any address to verbal-visual language links also merits a very sound mark. More basic answers are likely to be summative and lack detailed structural analysis and have a limited repertoire of technical terminology. Discourse conventions linked to generic features are unlikely to be integrated into the address about stylistic aspects of the texts.</p> <p>AO3 (15) Upper band work should acknowledge the contextual differences of passages. This might also lead to comments upon the mode(s) of production leading to significantly different mediated effects. What makes such texts popular and references to wider reading which invokes cultural and aesthetic issues, as long as linguistically directed, should flag up high marks.</p> <p>More basic answers will probably have limited discussion of contexts and may ignore the different modes of production. The kinds of children/childhood invoked by texts, either explicit or implicit, might not receive much focused address. Technical language will tend to be simple. If wider reading is cited it may be rather diffuse and lack a coherent bonding with the prescribed textual data.</p>	[30]
	Section B Total	[30]

Section C – Language and Cultural Production		
Question Number	Answer	Max Mark
3	<p>Passages (h), (i), (j) and (k) are concerned with games, gaming and the world of virtual reality.</p> <p>By close reference to the passages analyse and evaluate the ways in which contextual factors such as time, place and mode of production affect the language used by the writers.</p> <p>In your answer you should refer, as appropriate, to specific linguistic details in the passages and, where relevant, to your own wider studies of <i>Language and Cultural Production</i>.</p> <p>The task is asking candidates to look at the language(s) generated by digital media and, to some extent, the effects of such.</p> <p>AO1 (5) A range of appropriate terminology should appear in candidates' answers. This should reflect some of the linguistic constituents outlined in the specification. Answers should be coherent and use accurate English.</p> <p>AO2 (10) Upper band answers will be secure in stylistic analysis and address such issues with reasonable technical precision. (Note: It is not necessary for candidates to address each passage in equal detail). The lexis is very varied and a number of collocations flag up the commercial register in some texts. The syntactics are varied and should lead to a broad appraisal of discourse features. The visual nature of one passage should provide commentary on the links between the two supportive mediums.</p> <p>More basic answers will be summative and lack structured analysis and comment. Technical terms will be simple. There may be limited address to the visual. The ideological drift in (k) might not be seen, and the contents might prove difficult for some candidates to interpret.</p> <p>AO3 (15) Upper band answers should be able to discriminate between the various contexts. The fact that broadsheets now address the digital world in this way might evoke response. The penetration of market-speak in much of the writing is a clear aspect of mode of production. Discussion of what is 'cultural' in the work could be a discriminator and might lead candidates into linking broader research and reading into some clear citations about media language(s).</p> <p>More basic answers will not pick up the different registers used in promoting the various media and will probably not deal with the broader aspects of language of the market. Answers will tend to simple observational commentary, supported by a rather restricted evaluative vocabulary. Wider reading might not easily fit into the cultural specificity of the passages.</p>	[30]
Section C Total		[30]

Section D – Language, Power and Identity		
Question Number	Answer	Max Mark
4	<p>Passages (l), (m), (n) and (o) are about becoming successful.</p> <p>By close reference to the passages analyse and evaluate the ways in which contextual factors such as time, place and mode of production affect how writers use language to address the subject.</p> <p>In your answer you should refer, as appropriate, to specific linguistic details in the passages and, where relevant, to your own wider studies of <i>Language, Power and Identity</i>.</p> <p>The task is asking candidates to consider how language is used to 'brand' and create a powerful identity.</p> <p>AO1 (5) A range of appropriate terminology should appear in candidates' answers. This should reflect some of the linguistic constituents outlined in the specification. Answers should be coherent and use accurate English.</p> <p>AO2 (10) Upper band answers will engage in detail with the stylistic aspects of the texts. The lexis is largely drawn from journalese, engendering power. Candidates will need to be cautious in dealing with gender, since it appears to dominate the passages. (Note: It is not necessary for candidates to address each passage in equal detail). Syntactic features include both the assumed first person narration and objective reportage. Discourse features abound across the texts and constitute a significant aspect in creating the overall promotional language of what is successful. More basic answers will tend to be summative and are likely to slip into a gender-simple approach, not recognising the dynamics in the texts. Technical analysis is likely to be simple and veer into unfocused assertion/might indicate contents of texts not fully understood.</p> <p>AO3 (15) Upper band answers will see culturally specific issues in the contexts, not dependent on gender deprivation/subordination. They should also note the quite wide range of production modes. The overall modernity of the discourse, with endless proper nouns sprinkled liberally, is a key feature of the actual time frames of the writing. Wider reading might be drawn from some feminist work, but will need careful modulation in terms of contents under analysis. More basic answers are likely to miss a number of the points above and not place the writing within contexts of feminine empowerment at all. Engagement with the linguistic construction of the same will be limited and miss the range of sources from which passages are drawn. There is a possibility that wider reading will cite dated extrapolations from feminist texts, not clearly linked to the set data.</p>	[30]
	Section D Total	[30]
	Paper Total	[60]

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

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

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

Band descriptors: Questions 1, 2, 3 and 4

Band 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 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 • 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 language, as appropriate to the question • shows thoroughly detailed and accurate knowledge of the key constituents of language

Band 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 • 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 language, as appropriate to the question • shows good knowledge of the key constituents of language

Band 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 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 language, as appropriate to the question shows some competent knowledge of the key constituents of language

Band 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 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 language, as appropriate to the question shows some basic knowledge of the key constituents of language

Band 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 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 language, as appropriate to the question • limited knowledge of the key constituents of language

Band 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; 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 language, as appropriate to the question • little or no knowledge of the key constituents of language

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