

GCE

English Language

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

Advanced GCE

Mark Scheme for June 2016

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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

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
Totals	10	25	25		60

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

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 6 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>A01(5) 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 use appropriate illustration and accurate analytical expression. It is not necessary for candidates to compare the passages. Though they may do so if they wish. It is not necessary for candidates to address each passage in equal detail.</p>	30	<p>A02(15) Basic responses will tend to be summative rather than illustrative or analytical. Such answers often are more broadly sociological, failing to support by wider reference outside stimulus materials. Stronger responses will engage with the ideas and examples and, at higher levels, give fresh exemplification. There is plenty of basic orthographic/phonemic illustration in passages upon which to draw. Estuarine sounds are likely to be invoked a great deal. Deviation into RP is rather harder to see leading into sensible analogies. Answers which show prepared general materials about speech variation are not likely to prove very effective in terms of passages.</p> <p>A03(10) Expect lots of Rosewarne. Accept any other sources, providing germane. Do not merely award for loose name-dropping. References to previous questions are acceptable. Broader points about London/city speech could fit into this AO. Candidates often mix A03/A02 comments together. This is good practice and is acceptable for the terms of the 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>

Section B: The Language of Popular Written Texts

Question		Answer	Marks	Guidance	
				Content	Levels of response
2		<p>A01(5) 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 use appropriate illustration and accurate analytical expression. It is not necessary for candidates to compare the passages. Though they may do so if they wish. It is not necessary for candidates to address each passage in equal detail.</p>		<p>A02(10) Basic answers will be general comprehension. Stronger responses should pick up the interesting variations in the discourse features in (d). Also the internalised reflections, the letter format, the speaking voice, which changes the time scale in second part of the text. It is assumed the gender is female; but it could be equally from a male P.O.V. There are many cohesive markers in (d) which could be picked up as creating specific narrative features. Whereas in (e) the simple declaratives dominate the discourses. This passage flags up more clear indications of gender-based writing. It should also attract some analytical evaluation of the writer's use of text-speak.</p> <p>.</p> <p>A03(15) Wider reading could include references to the works of Freeborn, Leech, Carter or Nash. All of which provide contextual ideas upon narrative styles. candidates might well wish to comment upon some broader generic issues, drawn from studies of popular journalism and magazines. Feminist critiques are probably going to be diffuse in their relevance; but comments upon constructing a teenage market would not be amiss. The mixing of A02 with A03 comments is likely. This is good practice and acceptable for the terms of the 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>

Section C: Language and Cultural Production

Question		Answer	Marks	Guidance	
				Content	Levels of response
3		<p>A01(5) 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 use appropriate illustration and accurate analytical expression. It is not necessary for candidates to compare the passages. Though they may do so if they wish. It is not necessary for candidates to address each passage in equal detail.</p>		<p>A02(10) Basic responses will be largely summative in design. Stronger answers are likely to focus upon the adjectivals and nominatives in (f) showing their effect upon the cohesive patterning of historical periodisation. In (g) there should be some semiotic address to the visuals; and comment upon the telegraphic and asyndetic style of writing. Both passages offer clear examples of anaphoric and cataphoric referencing. This could be linked to the forms taken by historical narrative. The very obvious construction of youth/youthfulness/popular culture icons is a strong collocative feature of both texts.</p> <p>A03(15) Carter, Nash, Leech and Freeborn could be cited in wider reading about narrative and style. In terms of popular narration. There should be some clear responses to locate ideas about youth and cultural revolution within the contextual issues that the passages raise. Music and style are an important and resonant feature of the writing and could be seen as ambient A03 features. In terms of broader cultural production candidates might discuss the chosen media of the passages, with wider references to both broadsheet and illustrated publications and their likely impact upon audiences. The mixing of A02 and A03 comments is likely. This is good practice and acceptable for the terms of the 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>

Section D: Language, Power and Identity

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p>A01(5) 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 use appropriate illustration and accurate analytical expression. It is not necessary for candidates to compare the passages. It is not necessary for candidates to address each passage in equal detail.</p>	30	<p>A02 (10) Basic answers will tend to be summative in design. Stronger answers will engage with the formal language used in explaining specific medical issues Passage. (h) makes significant use of the question/answer style and is packed with referential functions. The style approximates to the spoken medical voice. Good answers might refer to the theory of interpellation in the way 'we' are addressed by 'them'. Similarly the emboldened headlines signify power, whilst the narratives reassure 'you'. In both passages the use of visuals and typographic style could engage candidates with issues of both power and identity. In passage (i) the heart becomes the 'cultural category' and the 'fear factor' is also addressed in the passage, which is packed with numerous collocations carrying a medical/scientific imperative. As in (h) there is some use of the vocative case in the writing. The constant foregrounding of medical information might be addressed as symbolic power, as well as practical advice and guidance,</p> <p>A03(15) Despite the medical contents the style has connotations and denotations with other forms of advertisement. As material the conventions should be reasonably familiar to candidates. The passages have a clear</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
					ideological position. Some answers might see a metalingual position in the writing, taking the reader into the health industries, and their significant ideological power. References might be made to work by Goddard on the Language of Advertising as a critical supplement. This would raise contextual points about who is addressed by such writing; and what facts is the reader expected to accept? The mixing of A02 and A03 comments is likely. This is good practice and acceptable for the terms of the question.	

Band 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 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 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 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 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 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 with 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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