

GCE

English Language and Literature

Unit **H074/01**: Non-fiction written and spoken texts

Advanced Subsidiary GCE

Mark Scheme for June 2017

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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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Annotations

Annotation	Meaning
	Blank Page – this annotation must 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.
	Positive Recognition
	Assessment Objective 1
	Assessment Objective 2
	Assessment Objective 3
	Assessment Objective 4
	Assessment Objective 5
	Attempted or insecure
	Analysis
	Detailed
	Effect
	Expression
	Link
	Answering the question
	View
	Relevant but broad, general or implicit

Subject-specific marking instructions

Candidates answer **one** question from Section A and **one** question from Section B. Assessment objectives AO1, AO2, AO3 and AO4 are assessed in Section A. Assessment objectives AO3 and AO5 are assessed in Section B. For each section the level descriptors are organised with the dominant assessment objective first. The question-specific guidance on the tasks provide an indication of what candidates are likely to cover in terms of AOs 1, 2, 3, 4 and 5. The guidance and indicative content are neither prescriptive nor exhaustive: candidates should be rewarded for any relevant response which appropriately addresses the Assessment Objectives.

Awarding Marks

- (i) Section A has one question worth 30 marks. In Section B candidates choose one question worth 20 marks.
- (ii) For each answer, award a single overall mark out of 30 (Section A) and 20 (Section B), following this procedure:
- refer to the question-specific Guidance for descriptions of Higher and Lower response and indicative content
 - using 'best fit', make a holistic judgment to locate the answer in the appropriate level descriptor
 - place the answer precisely within the level and determine the appropriate mark out of 30 (Section A) and 20 (Section B) considering the relevant AOs
 - bear in mind the weighting of the AOs, and place the answer within the level and award the appropriate mark out of 30 (Section A) and 20 (Section B)
 - if a candidate does not address one of the assessment objectives tested in the question, they cannot achieve all of the marks in the given level.

Mark positively. Use the lowest mark in the level only if the answer is borderline / doubtful.

Use the full range of marks, particularly at the top and bottom ends of the mark range.

(iii) When the complete script has been marked:

- if necessary, follow the instructions concerning rubric infringements;
- add together the marks for the two answers, to arrive at the total mark for the script.

Rubric Infringement

Candidates may infringe the rubric in one of the following ways:

- only answering one question;
- answering two or three questions from Section B;

If a candidate has written three or more answers, mark all answers and award the highest mark achieved in each Section of the paper.

USING THE MARK SCHEME

Study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question Papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme. Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected. In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of levels for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

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

AO1	Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.
AO2	Analyse ways in which meanings are shaped in texts.
AO3	Demonstrate understanding of the significance and influence of contexts in which texts are produced and received.
AO4	Explore connections across texts informed by linguistic and literary concepts and methods.
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.

WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following table:

Component	% of AS level					
	AO1	AO2	AO3	AO4	AO5	Total
Non-fiction written and spoken texts (01)	8%	7%	13%	7%	15%	50%
The language of literary texts (02)	14%	20%	8%	8%	0%	50%
Total	22%	27%	21%	15%	15%	100%

Component 1 Section A (Non-fiction anthology texts) 30 marks

The weightings for the assessment objectives are:

AO1 8.0%

AO4 8.0%

AO2 7.0%

AO3 7.0%

Total 30%

In Section A the dominant assessment objectives are AO1 Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression and AO4 Explore connections across texts, informed by linguistic and literary concepts and methods.

Answers will also be assessed for AO2 and AO3.

Candidates should apply concepts and methods as appropriate, using relevant linguistic terminology and fluent expression (AO1). They should explore connections across the two anthology texts, comparing and contrasting details, informed by linguistic and literary concepts and methods (AO4). They should analyse ways in which meanings are shaped in the texts (AO2) and develop their answer with reference to the significance and influence of the contexts in which texts are produced and received (AO3). The criteria below are organised to reflect the order of the dominant assessment objectives.

A response that does not address any one of the four assessment objectives targeted cannot achieve all of the marks in the given level.

Level 6: 30–26 marks	
AO1	Excellent application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Consistently coherent and fluent written expression and apt and consistent use of terminology relevant to the task and texts.
AO4	Excellent and detailed exploration of connections across texts informed by linguistic and literary concepts and methods.
AO2	Excellent, fully developed and detailed critical analysis of ways in which meanings are shaped in texts.
AO3	Perceptive understanding of the significance and influence of the contexts in which texts are produced and received

Level 5: 25–21 marks	
AO1	Secure application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Consistently clear written expression and appropriate use of terminology relevant to the task and texts.
AO4	Clearly developed exploration of connections across texts informed by linguistic and literary concepts and methods.
AO2	Clear and well developed critical analysis of ways in which meanings are shaped in texts.
AO3	Clear and relevant understanding of the significance and influence of the contexts in which texts are produced and received.

Level 4: 20–16 marks	
AO1	Competent application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Generally clear written expression and mainly appropriate use of terminology relevant to the task and texts.
AO4	Competent exploration of connections across texts informed by linguistic and literary concepts and methods.
AO2	Competent analysis of ways in which meanings are shaped in texts.
AO3	Some understanding of the significance and influence of the contexts in which texts are produced and received.

Level 3: 15–11 marks	
AO1	Some application of relevant concepts and methods selected appropriately from integrated linguistic and literary study. Generally clear written expression with occasional inconsistencies and some appropriate use of terminology relevant to the task and texts.
AO4	Some attempt to explore connections across texts informed by linguistic and literary concepts and methods.
AO2	Some analysis of ways in which meanings are shaped in texts.
AO3	Some awareness of the significance and influence of the contexts in which texts are produced and received.

Level 2: 10–6 marks	
AO1	Limited attempt to apply relevant concepts and methods from integrated linguistic and literary study appropriately. Some inconsistent written expression and limited use of terminology relevant to the task and texts.
AO4	Limited attempt to make connections across texts informed by linguistic and literary concepts and methods.
AO2	Limited analysis of ways in which meanings are shaped in texts.
AO3	Limited awareness of the significance and influence of the context in which texts are produced and received.

Level 1: 5-1 marks	
AO1	Very little attempt to apply relevant concepts and methods from integrated linguistic and literary study appropriately. Inconsistent written expression and little use of terminology relevant to the task and texts.
AO4	Very little attempt to make connections across texts informed by linguistic and literary concepts and methods.
AO2	Very little analysis of ways in which meanings are shaped in texts.
AO3	Very little awareness of the significance and influence of the contexts in which texts are produced and received.

0 marks: no response or response not worthy of credit.

Question	Response	Mark	Guidance
1	<p>Text A is an extract from Jonathan Swift’s satirical essay “A Modest Proposal”, first published as a pamphlet in 1729.</p> <p>Text B is a charity fundraising leaflet published by the NSPCC in 2000 to increase awareness of and raise funds for Childline.</p> <p>Compare the ways in which the writers use language to present their views and provoke a reaction from the reader. In your answer you should consider:</p> <ul style="list-style-type: none"> • context • mode and genre • purpose and audience. <p>A higher level response (levels 4–6) will:</p> <p>AO1 Use vocabulary and terminology appropriately, referring to a range of language levels, including grammar and discourse, e.g. conjunctions, declarative sentences, lexical choices, noun phrases. Express ideas fluently and coherently, with a wide vocabulary.</p> <p>AO4 Make comparisons between texts, aware of both similarities (both seek to change opinions; use understatement to convey serious issues) and differences (satirical vs. persuasive; essay format vs multimodal).</p> <p>AO2 Explore the ways the writers use language to achieve their purposes for their respective audiences, e.g. shifts in tenses and tone, dispassionate lexis, different techniques to engage the reader,</p> <p>AO3 Understand the significance of a range of contextual</p>	30	<p>The indicative content shows an integrated approach to the four assessment objectives. AO1, AO4, AO2 and AO3.</p> <p>Context/audience/purpose e.g.</p> <ul style="list-style-type: none"> • Both texts share a similar theme, raising awareness about the welfare of children, though their purposes (to persuade readers to donate money and to satirise attitudes towards the poor) and methods are radically different • Text A reflects the poverty and hardship of the early 1700s. Text B comes within the context of increasing media reporting and public awareness of child abuse and neglect. Text A positions the reader as sympathetic to the writer (<i>I think it is agreed by all parties...</i>), appeals to them through the logic of the argument, then forces them to reconsider all that they have read previously when the solution to the problem is suggested. • Text B appeals to the readers’ empathy. They are addressed at the end of Molly’s story (<i>Thank you for reading my story</i>) to convey they are being ‘spoken to’ by a child in need, making it more difficult to ignore. This is then reinforced by the direct address of the ‘Childline’ text (<i>...needs your help; with your support</i>) and references back to Molly (<i>children like Molly...</i>) <p>Mode and genre e.g.</p> <ul style="list-style-type: none"> • Text B is multimodal – meaning is enhanced by the interaction of pictures and text – for example the vulnerability of the children is emphasised by their oversized heads in the illustrations. The format of the leaflet differentiates different ‘voices’ by using different

Question	Response	Mark	Guidance
	<p>factors, e.g. challenging prevailing attitudes vs building on public awareness; intended/implied audiences.</p> <p>A lower level response (levels 1–3) will:</p> <p>AO1 Use some appropriate terminology, mainly at level of word choice, e.g. adjective, simple sentences. Expression is clear but may lack precision.</p> <p>AO4 Make general comparisons between language use, e.g. ‘old fashioned’ vs ‘modern’; ‘factual’ vs. ‘personal’.</p> <p>AO2 Examine some ways this affects the language use in each text, e.g. sophisticated vs simple childlike language</p> <p>AO3 Recognise and make some use of an understanding of the differences between, for example, eighteenth and twenty first century, or satirical vs persuasive purposes, and how that affects the language used</p>		<p>fonts e.g. bold to convey the authority of the Childline; a childlike sans serif font to support the idea that these are Molly’s actual words. Both texts use the written mode to emulate some features of a spoken voice (e.g. in Text A, <i>alas! too frequent among us ... I doubt, more to avoid the expence than the shame</i>; and in Text B, <i>Tommy and me have visits with Mum now</i>).</p> <ul style="list-style-type: none"> Text A follows the conventions of the argumentative essay, identifying a problem, analysing it, supporting it with evidence, before proposing a solution. <p>Grammar/syntax e.g.</p> <ul style="list-style-type: none"> Text A uses long multi-clause sentences to establish chains-of-consequence (<i>These mothers instead of being able... sell themselves to the Barbadoes</i>); extensive use of relative and subordinate clauses to build up an incremental sense of misery and to support the argument (<i>those who walk through this great town ... when they see the streets ... infants who as they grow up...</i>). In contrast, Molly’s story is told economically using mainly simple and compound sentences with basic conjunctions (<i>and, but, so</i>); subordination is mainly related to chronology (<i>when I heard Mum’s key in the lock...</i>) <p>Lexis e.g.</p> <ul style="list-style-type: none"> At the start of Text A the choice of adjectives conveys the seriousness of the problem (<i>melancholy ... deplorable ...</i>) and the vulnerability of those who suffer (<i>helpless ... poor innocent ...</i>). In paragraph 6 the semantic field changes to that of commerce (<i>saleable commodity, yield, turn to account, value</i>) which signals a change in

Question	Response	Mark	Guidance
			<p>direction of the argument. Finally, as the argument concludes, the compassionate tone is abandoned, e.g. rhetorical contrast between the poor (<i>our savages</i>) and the upper classes (<i>persons of quality and fortune</i>)</p> <ul style="list-style-type: none"> Text B: Molly's account deliberately uses childlike phrases and vocabulary (<i>a nice lady... I liked my chats...</i>). In contrast the 'Childline' text uses formal structures and vocabulary choices to convey seriousness and authority (<i>integral part... turn to in distress</i>), and the need for swift action (<i>urgently, crucial</i>). This is softened with more traditionally persuasive devices used in advertising, e.g. slogans / balanced sentences (<i>Please give a little to help a lot</i>) <p>Semantics e.g.</p> <ul style="list-style-type: none"> Swift gives the impression of the authority of his viewpoint through, for example, adverbial phrases (<i>grossly mistaken in their computation</i>), appeals to common sense (<i>I think it is agreed by all parties...</i>) or self-justification (<i>maturely weighed</i>). In Text B the reader is engaged by the dual address of <i>Hello...can you help me?</i> on the cover which relates to both Childline and the reader. <p>Pragmatics e.g.</p> <ul style="list-style-type: none"> Text A uses irony for satirical effect – the writer sets out an apparently compassionate and well-reasoned position which is undercut by the horror of the conclusion he finally draws. This contrasts with the earnestness of Text B. The fictionalised anecdote of 'Molly', written in the first person, personalises the work of Childline and

Question			Response	Mark	Guidance
					<p>makes it more accessible and emotionally appealing to the reader.</p> <ul style="list-style-type: none"> The tone throughout Text A is calm and reasonable (<i>I shall now therefore humbly propose...</i>) throwing the horrific conclusion that is reached into sharper relief. Similarly, though dealing with an emotive subject, the tone of Text B is unsensational (<i>She kept leaving me and my baby brother Tommy alone.</i>) However, unlike Text A, the leaflet reassures the reader and suggests a happy outcome (<i>Tommy and me have visits with Mum now</i>).

Component 1 Section B (Non-fiction writing) 20 marks

The weightings for the assessment objectives are:

AO5 15.0%

AO3 5.0%

Total 20%

In Section B the dominant assessment objective is AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways.

Answers will also be assessed for AO3.

Candidates should demonstrate expertise and creativity in their own original non-fiction writing (AO5) showing understanding of the significance and influence of the contexts in which texts are produced and received (AO3). The criteria below are organised to reflect the order of the dominant assessment objectives.

A response that does not address any one of the two assessment objectives targeted cannot achieve all of the marks in the given level.

Level 6: 20–17 marks	
AO5	<ul style="list-style-type: none"> • Flair, originality and a high degree of control demonstrated in the use of English to communicate in different ways.
AO3	<ul style="list-style-type: none"> • Perceptive understanding of the significance and influence of the contexts in which texts are produced and received.

Level 5: 16–14 marks	
AO5	<ul style="list-style-type: none"> • Control and creativity demonstrated in the use of English to communicate in different ways.
AO3	<ul style="list-style-type: none"> • Clear and relevant understanding of the significance and influence of the contexts in which texts are produced and received.

Level 4: 13–11 marks	
AO5	<ul style="list-style-type: none"> • Competence and engaging effects demonstrated in the use of English to communicate in different ways.
AO3	<ul style="list-style-type: none"> • Some understanding of the significance and influence of the contexts in which texts are produced and received.

Level 3: 10–8 marks	
AO5	<ul style="list-style-type: none"> • Some accuracy and an attempt to create effects demonstrated in the use of English to communicate in different ways.
AO3	<ul style="list-style-type: none"> • Some awareness of the significance and influence of the contexts in which texts are produced and received.

Level 2: 7–5 marks	
AO5	<ul style="list-style-type: none"> • Limited accuracy and some attempt to create effects demonstrated in the use of English to communicate in different ways.
AO3	<ul style="list-style-type: none"> • Limited awareness of the significance and influence of the context in which texts are produced and received.

Level 1: 1-4 marks	
AO5	<ul style="list-style-type: none"> • Little accuracy and little attempt to create effects demonstrated in the use of English to communicate in different ways.
AO3	<ul style="list-style-type: none"> • Very little awareness of the significance and influence of the contexts in which texts are produced and received.

0 marks: no response or response not worthy of credit

Question	Response	Mark	Guidance
<p>2</p> <p>3</p> <p>4</p>	<p>2 Write a script for a presentation to representatives of a local business. Your purpose is to persuade them to sponsor a charitable event.</p> <p>Or</p> <p>3 Write an article for a school magazine using irony and exaggeration to ridicule the view that young people spend too much time on mobile phones and social media..</p> <p>Or</p> <p>4 Write a letter offering to work for a charity as a volunteer. Your aim is to explain why you want to help and describe the qualities that will make you suitable.</p> <p>A higher level response (levels 4 –6) will:</p> <p>AO5 Demonstrate expertise in their use of English to create an effective presentation/ article/ letter, with a high degree of control over the techniques that have been chosen.</p> <p>AO3 Demonstrate understanding of the influence of context on how texts are produced and received.</p> <p>A lower level response (levels 1–3) will</p> <p>AO5 Show some ability to shape an effective presentation/ article/ letter, drawing on a range of different techniques.</p> <p>AO3 Show some awareness of the influence of context on how texts are produced and received.</p>	<p>20</p>	<p>Candidates will show awareness of the ways language varies according to contextual factors by demonstrating understanding of generic conventions in their own text.</p> <p>For example:</p> <ul style="list-style-type: none"> • Use techniques effective for providing information and commenting in an engaging way; • show awareness of the style and approach of a formal presentation, article, or letter ; • adapt language as appropriate for a spoken presentation or a formal piece of writing. <p>Candidates will establish some interaction with their audience as appropriate, e.g. . using rhetorical questions or direct address to persuade or establish a shared viewpoint.</p>

Appendix 1

Assessment Objective weightings are given as percentages.

Assessment Objectives Grid**Anthology**

Question	AO1%	AO2%	AO3%	AO4%	AO5%	Total%
1	8	7	8	7	0	30%
Totals	8%	7%	8%	7%	0%	30%

Original non-fiction writing

Question	AO1%	AO2%	AO3%	AO4%	AO5%	Total%
2	0	0	5	0	15	20%
3	0	0	5	0	15	20%
4	0	0	5	0	15	20%
Totals	0%	0%	5%	0%	15%	20%

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