GCE

English Language and Literature

H474/01: Exploring non-fiction and spoken texts

A Level

Mark Scheme for June 2024

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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.

MARKING INSTRUCTIONS

PREPARATION FOR MARKING
RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **number of required** standardisation responses.

   YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

5. **Crossed Out Responses**
   Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

   Rubric Error Responses – Optional Questions
   Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the

highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses
When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).
When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses
When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
    - there is nothing written in the answer space

Award Zero '0' if:
- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
   If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response: Not applicable in F501
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. **Annotations**

Annotation	Meaning
BP	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
1	Assessment Objective 1
2	Assessment Objective 2
3	Assessment Objective 3
4	Assessment Objective 4
5	Assessment Objective 5
?	Attempted or insecure
AN	Analysis
DET	Detailed
E	Effect
EXP	Expression
LNK	Link

Annotation	Meaning
Q	Answering the question
V	View
(wavy line)	Relevant but broad, general or implicit

12. **Subject Specific Marking Instructions**

Candidates answer Question 1. Assessment objectives AO1, AO2, AO3 and AO4 are assessed in this question.

The question-specific notes on the task provide an indication of what candidates are likely to cover in terms of AOs 1, 2, 3 and 4. The level descriptors are organised with the dominant assessment objective first; for this question, AO4 followed by AO1, AO3 and AO2. The notes are neither prescriptive nor exhaustive: candidates should be rewarded for any relevant response which appropriately addresses the Assessment Objectives.

Awarding Marks

(i) There is one question worth 32 marks.

(ii) Award a single overall mark out of 32, 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 judgement to locate the answer in the appropriate level descriptor
- place the answer precisely within the level and determine the appropriate mark out of 32 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 32
- there should be clear evidence of candidates' response to AO4, AO1, AO3 and AO2. If a candidate does not address one of the assessment objectives 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.

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 units and the assessment objectives of the scheme of assessment is shown below.

The weightings for the assessment objectives are:
AO4   5%
AO1   4%
AO3   4%
AO2   3%

Total   16%

The dominant assessment objective is AO4 Explore connections across texts informed by linguistic and literary concepts and methods.
Answers will also be assessed for AO1, AO3 and AO2.

Answers should explore connections across the texts, considering similarities and differences, informed by linguistic concepts and methods (AO4). They should develop a coherent argument, using relevant concepts and methods from linguistic and literary study and associated terminology (AO1). Answers should be developed with reference to contextual factors (AO3) and explore the ways speakers and writers shape meanings (AO2). 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: 27-32 marks

AO4	Excellent and detailed exploration of connections across texts informed by linguistic and literary concepts and methods.
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.
AO3	Perceptive understanding of the significance and influence of the contexts in which texts are produced and received.
AO2	Excellent, fully developed and detailed critical analysis of ways in which meanings are shaped in texts.

Level 5: 22-26 marks

AO4	Clearly developed exploration of connections across texts informed by linguistic and literary concepts and methods.
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.
AO3	Clear and relevant understanding of the significance and influence of the contexts in which texts are produced and received.
AO2	Clear and well developed critical analysis of ways in which meanings are shaped in texts.

Level 4: 17-21 marks

AO4	Competent exploration of connections across texts informed by linguistic and literary concepts and methods.
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.
AO3	Some understanding of the significance and influence of the contexts in which texts are produced and received.
AO2	Competent analysis of ways in which meanings are shaped in texts.

Level 3: 12–16 marks

AO4	Some attempt to explore connections across texts informed by linguistic and literary concepts and methods.
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.
AO3	Some awareness of the significance and influence of the contexts in which texts are produced and received.
AO2	Some analysis of ways in which meanings are shaped in texts.

Level 2: 7–11 marks

AO4	Limited attempt to make connections across texts informed by linguistic and literary concepts and methods.
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.
AO3	Limited awareness of the significance and influence of the context in which texts are produced and received.
AO2	Limited analysis of ways in which meanings are shaped in texts.

Level 1: 1–6 marks

AO4	Very little attempt to make connections across texts informed by linguistic and literary concepts and methods.
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.
AO3	Very little awareness of the significance and influence of the contexts in which texts are produced and received.
AO2	Very little analysis of ways in which meanings are shaped in texts.

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

Question	Response	Marks	Guidance
1	**Text A** from the anthology is an extract from Captain Scott's diary entries (March 1912) which documents the final days of Scott's return journey from the South Pole. The diary and letters were discovered alongside his body. **Text B** is the start of a speech given by Sara Safari in 2017. Sara set out to be the first Iranian woman in history to climb the Seven Summits (the highest mountain in each of the seven continents). In this TED Talk, she describes her decision to climb her first mountain (Mount Everest) and the training leading up to this challenge. Carefully read the two texts and compare the ways in which the writer in **Text A** and the speaker in **Text B** use language to convey meaning. In your answer you should analyse the impact that the different contexts have on language use, including for example, mode, purpose and audience. **A higher-level response (levels 4 to 6) will:** **AO4:** Make detailed comparisons and connections between texts with accurate references, demonstrating awareness of both similarities (e.g. both texts involving the idea of a challenge or exploration, both texts involving people either thinking they are close to death, or are close to death, both people facing extreme weather or difficult circumstances), both showing perseverance and resilience, as well as the differences (one is a crafted, persuasive speech that has been intended to be heard by a global audience and with a purpose; whilst the other is a personal diary entry presumably not written for a specific audience, or the writer was unaware of the large audience it would later attract.) **AO1**: Use vocabulary and terminology appropriately integrating both linguistic and literary study as appropriate, referring to a range of language levels including grammar and discourse e.g. one clause sentences, subordinate clauses, and semantic patterns, textual structure, figurative language etc. Express ideas fluently and coherently with a wide vocabulary and a consistent use of terminology. **AO3**: Show the significance of a range of contextual factors such as the contexts in which they are produced and received, e.g. the American context behind the speech, Scott's military background and the fact he was an experienced explorer in comparison to Safari who was inexperienced, the impact of crafted speech vs.	32	**The indicative content shows an integrated approach to the four assessment objectives. AO4, AO1, AO3 and AO2** **Context/ audience/ purpose e.g.** **Context:** - Text A was written by Captain Scott, a British naval officer and explorer, in 1912 during his return journey from the South Pole. Some spellings reveal the 1912 context such as the hyphenation of certain words (To-day, to-morrow). The entries document his daily activities and so contain specialist terminology related to the expedition (primus) and technical details (N.W., force 4, temp. -35), as well as expressing personal feelings (I do not think we can hope for any better things now). In this final entry, Scott and his men have grown weaker, and bad weather has persisted. He recognises that there is no hope for his survival, and his death is imminent (the end cannot be far). - Text B was written two years after Sara Safari's Everest experience. It is a speech about how Sara, an American, was an inexperienced mountain climber before embarking on, and conquering, the challenge (Four years ago, I wasn't a mountain climber. I was an electrical engineer working for a large American corporation in California). **Purpose and audience:** - Text A is a written diary entry which was created to record Scott's feelings, details of his expedition and scientific details. It is not clear whether he had a specific audience in mind but, in this extract, Scott includes messages to the wider public (for God's sake look after our people). In the entries, Scott often captures the attitudes of himself and his fellow explorers (The others are still confident of getting through). This purpose has changed over time as Scott's efforts have been seen as heroic, and explorers all over the world can learn from his experiences. The diaries have become an important historical document.

Question	Response	Marks	Guidance
	the personal written diary entry, how the audience are addressed in the speech and the lack of specific audience for the diary entry, how the texts can be interpreted by different readers or listeners. **AO2:** Use fully developed and detailed critical analysis of the ways in which the speaker and writer use language to achieve their purposes for their respective audiences/purposes and the ways in which meanings are shaped in the texts to convey attitudes and ideas. **A lower-level response (levels 1 to 3) will:** **AO4:** Make general connections between how ideas are conveyed e.g. recording opinions and events and in the diary entry vs. trying to inform and entertain an audience in the speech, or the fact one explorer is going to the South Pole and failed to return home, and one has returned from climbing Everest. **AO1:** Use some appropriate terminology from linguistic and literary study, often mainly at level of word choice, e.g. Use of adjectives, pronouns, nouns etc. **AO3:** Recognise and convey some understanding of context and the differences between the ways ideas and opinions are conveyed and received. **AO2:** Recognise and convey an understanding of the differences between the formats of the different texts and how this links to language use to create some of the meanings.		• In contrast, Text B is a spoken TED Talk that has been scripted. Safari knew that she would have both an audience listening to the live talk (in the studio) and that the speech would viewed by a global audience online. The aim of a TED talk is to inform and educate global audiences, or to spread ideas. In this talk, Safari wants to show her audience how to conquer dreams or challenges (Climb your Everest). **Genre** • Text A is a written diary entry - originally handwritten in pencil. It is from a volume of three notebooks that Scott kept throughout the expedition and this extract is the final entry before his death. • Text B is a planned, spoken short speech that has been presented to a live audience and filmed. **Mode** • Text A contains features typical of a diary entry - starting with a date or even time of day based on meals (Lunch), use of first person and references to his own feelings (My right foot has gone '), language sometimes seems more in note-form with subjects missing (had to stop marching) or omission of verbs (sledge dreadfully heavy) and omission of determiners (I was proud possessor of best feet). It follows a chronological order. There are also some figurative features such as personification (ill fortune presses) or similes (like an ass). • Text B features a wide range of linguistic features typical of a crafted speech such as: rhetorical questions, direct address (to give you a better perspective), similes (like a rocket taking off), humour (I would wear a heavy jacket at 25 degrees Celsius). There are several adverbials of time ('On April 25th) to help guide and explain events to the audience. Safari also uses a question-and-answer style of speaking to show this is a one-sided conversation (What forced me out of my comfort zone? I was in a seminar). As well as being crafted, it also contains features of language that reflect it is an oral text.

Question	Response	Marks	Guidance
			Lexis/Semantics e.g. • Text B uses lexical choices which help to create a more informal register and the contractions often show this (couldn't, I'm). In Text B, lexical choices have also been determined by the fact that she is American (back yard, elevator). In Text A, the lexical choices are more formal and perhaps influenced by the fact that Scott comes from a military background and is an experienced explorer and so he uses jargon (primus) and abbreviations when recording the weather (gale from W.S.W. and S.W.) • Text A offers moments of hope (ill fortune presses, but better may come), and also a sense of the challenge being insurmountable at times (no human being could face it)..He draws attention to human error (Like an ass I mixed a small spoonful of curry powder). He shows how their actions are dictated by the weather (the weather doesn't give us a chance). When Scott realizes that they will not return home, he discusses his death as 'natural' and seems at peace with it. At the end, the hope seems to disappear (I do not think we can hope for any better things now), and there is a message of perseverance even until their final moments (we shall stick it out to the end). • Text B describes the moment the earthquake struck as something from which survival is impossible because of the its magnitude and the power of nature (a big chunk, the size of a car…it roared like a rocket taking off…I couldn't breathe). Similarly, this speaker also shows a sense of resignation and acceptance towards death (I felt at peace). There is a sense of regret of embarking on the challenge (What was I doing on Everest?). The speaker suggests that the motive behind this trip was to push herself outside of her comfort zone (what forced me out of my comfort zone) and to tackle something 'beyond myself.' The speaker embraces the 'impossibility' of a situation even if other people think it is unrealistic (people stared at me in disbelief). There is a sense that the speaker doesn't want to look weak in front of others (without looking like a chicken or coward).

Question	Response	Marks	Guidance
			- Both texts use a range of adjective choices such as superlatives. In Text B Safari talks of Everest being the highest mountain' and 'wildest dreams' to emphasise the scale of her challenge. In A, Scott uses superlatives to show their physical deterioration and how he used to have the 'best feet'. - Text B uses adjectives to convey the potency of the natural disaster or (powerful earthquake) and adds in verbs to show its strength (rocked, shaking, collapsed), and Scott uses adjectives to convey the idea of relentless bad weather (continuous gale) or the idea that it is moving (whirling drift). - Adverbs are used in Text B to convey that that she was surprised by her own attitude when she thought death was near (Strangely, I felt at peace). Text A uses adverbs to emphasise how little the party have left (barely a day's fuel), or to show how it is becoming, physically, more difficult (sledge dreadfully heavy). **Grammatical features may include:** - In Text B, when describing her most dangerous moment, the speaker uses a series of short one clause sentences to make it more dramatic and emotive for the audience (I tried to take a deep breath. And I started sobbing.) In comparison, Text B uses longer sentences with up to three clauses when discussing the final moments perhaps to suggest that they will continue with their exploration even as they head to their death (We shall stick it out to the end, but we are getting weaker, of course, and the end cannot be far). Text A also uses short sentences and phrases when adding in humour or sarcasm (what progress!) - In Text A uses several compound sentence constructions with the coordinating conjunction 'But' to display the challenges that Scott and his team constantly face (we have been ready to start for our depot 11 miles away, but outside the door of the tent it remains a scene of whirling drift). Text B often uses complex sentences. In some, she uses the main clause first to describe her own actions before the subordinate clause which explains the circumstances that she encountered (I was on a ladder climbing an ice wall at 6000 metres, approximately 20,000 feet, when the earthquake struck), this helps to put emphasis on her actions before the

14

Question	Response	Marks	Guidance
			earthquake. In others, she uses the subordinate clause first to explain the chaos around her and how long it lasted (After about two to three minutes of falling ice, everything stopped). • In Text A, Scott uses several examples of dashes to help show his own thoughts (The others are still confident of getting through – or pretend to be – I don't know!). He also makes use dashes at the end of sentences to emphasise an important point or to make a more emotive point (Have decided it shall be natural – we shall march for the depot with or without our effects and die in our tracks). Similarly, Text B uses clauses at the end of sentences to help reinforce an emotive or dramatic point (I couldn't breathe-I was suffocating).

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