OCR
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AS LEVEL
Resource Booklet

ENGLISH LANGUAGE

H070/02
For first teaching in 2015

Exploring Contexts
Practice Materials

Version 1

session

Contents

Introduction

These are practice materials for students. They have been written by the question-setters for the actual AS exam and the indicative content (what the student might have put in their response) has been provided by the Chief Examiner. The photos that form the multi-modal element of the text for Language and Gender cannot be reproduced for copyright reasons – the exact Cosmopolitan banner(s) and actual photos can be found at http://www.cosmopolitan.co.uk/entertainment/news/a35167/scarlett-johansson-mark-ruffalo-avengers-interview/ and the transcript comes from the video that can be found at the aforementioned URL.

Section B Exploring Language in Context
Text A Language and Power

Text A is from a page on the WikiLeaks website that gives information about the organisation. WikiLeaks is a not-for-profit media organisation which people can anonymously leak secret information about governments or corporations to. WikiLeaks journalists write stories based on the information received.

WikiLeaks has sustained and triumphed against legal and political attacks designed to silence our publishing organisation, our journalists and our anonymous sources. The broader principles on which our work is based are the defence of freedom of speech and media publishing, the improvement of our common historical record and the support of the rights of all people to create new history. We derive these principles from the Universal Declaration of Human Rights. In particular, Article 19 inspires the work of our journalists and other volunteers. It states that everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. We agree, and we seek to uphold this and the other Articles of Declaration.

1.2 How WikiLeaks works

WikiLeaks has combined high-end security technologies with journalism and ethical principles. Like other media outlets conducting investigative journalism, we accept (but do not solicit) anonymous sources of information. Unlike other outlets, we provide a high security anonymous drop box fortified by cutting-edge cryptographic information technologies. This provides maximum protection to our sources. We are fearless in our efforts to get the unvarnished truth out to the public. When information comes in, our journalists analyse the material, verify it and write a news piece about it describing its significance to society. We then publish both the news story and the original material in order to enable readers to analyse the story in the context of the original source material themselves. Our news stories are in the comfortable presentation style of Wikipedia, although the two organisations are not otherwise related. Unlike Wikipedia, random readers can not edit our source documents.

We also have a network of talented lawyers around the globe who are personally committed to the principles that WikiLeaks is based on, and who defend our media organisation.

1.3 Why the media (and particularly Wiki leaks) is important

Publishing improves transparency, and this transparency creates a better society for all people. Better scrutiny leads to reduced corruption and stronger democracies in all society's institutions, including government, corporations and other organisations. A healthy, vibrant and inquisitive journalistic media plays a vital role in achieving these goals. We are part of that media.

We believe that it is not only the people of one country that keep their own government honest, but also the people of other countries who are watching that government through the media.

In the years leading up to the founding of WikiLeaks, we observed the world's publishing media becoming less independent and far less willing to ask the hard questions of government, corporations and other institutions. We believed this needed to change.

WikiLeaks has provided a new model of journalism. Because we are not motivated by making a profit, we work cooperatively with other publishing and media organisations around the globe, instead of following the traditional model of competing with other media. We don't hoard our information; we make the original documents available with our news stories. Readers can verify the truth of what we have reported themselves. Like a wire service, WikiLeaks reports stories that are often picked up by other media outlets. We encourage this. We believe the world's media should work together as much as possible to bring stories to a broad international readership.

3.2 The importance of principled leaking to journalism, good government and a healthy society

Principled leaking has changed the course of history for the better. It can alter the course of history in the present, and it can lead us to a better future.

The power of principled leaking to call governments, corporations and institutions to account is amply demonstrated through recent history. The public scrutiny of otherwise unaccountable and secretive institutions forces them to consider the ethical implications of their actions. Which official will chance a secret, corrupt transaction when the public is likely to find out? What repressive plan will be carried out when it is revealed to the citizenry, not just of its own country, but the world? When the risks of embarrassment and discovery increase, the tables are turned against conspiracy, corruption, exploitation and oppression. Open government answers injustice rather than causing it. Open government exposes and undoes corruption. Open governance is the most effective method of promoting good governance.

Section B Exploring Language in Context
Text B Language and Gender

Text B is an edited transcript of an interview with the actors Scarlett Johansson and Mark Ruffalo to promote the film, Avengers: Age of Ultron. Johansson plays Black Widow in the film, and Ruffalo plays Bruce Banner/the Hulk. Claire Hodgson is interviewing them for Cosmopolitan, a magazine aimed at women. The interview appears on the cosmopolitan.co.uk website.

CH – Claire Hodgson

SJ – Scarlett Johansson

MR – Mark Ruffalo
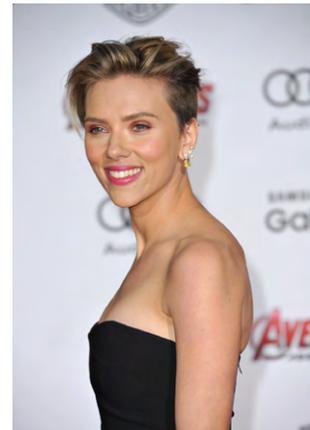

Transcription Codes

// = overlap

Bold text = emphatic stress

(.) = micropause

[] = words edited from interview so causing a break

(1) = 1 second pause

CH: and you've got the premiere tonight (.) so **Mark** what are you wearing on the red carpet this evening

MR: (1) er a suit (.) I'm wearing a suit a Burberry suit

CH: lovely

[]

MR: [] yeah it's a it's a erm actually a midnight **blue**

[]

CH: and do you have any special poses for the red carpet that you know are just going to be **so** flattering

MR: [laughs]

SJ: always the hands on the hips

MR: the hands on the hips I think is always a good pose //

SJ: // yes that shows off your waistline//

MR: yes yes is that one of the good ones

SJ: **sure**, and then what about over your sh//

MR: //what are the other ones (.) can you give me some tips

SJ: do they ever go '**Mark o**ver your **shoul**der'

MR: and then I part my lips just at the very end (2)

SJ: **Wow**

MR: that one? you know I see the girls do that a lot//

SJ: //that that's great//

[]

CH: sounds like a **kill**er pose

SJ: yeah

MR: yeah it's killer

CH: Scarlett you do **loads** of a**maz**ing stunts in this film and there's **so** many cool action sequences (.) you're on **bikes** you're on **tanks** er how much //

MR: //she did all of that//

CH: of that stuff do you do you do all the stunts your**self**//

MR: well like 94 per cent //

SJ: //some of//

SJ: yes all the motor cycle riding (.) I'm actually a motor cross specialist//

MR: //champion//

SJ: Yeah um I it's a big (.) er at the you know all of this action stuff for all the characters is a (.) is a huge um combined effort um you know [] I have an a**maz**ing a**maz**ing stunt woman Heidi Moneymaker that's her real name and she's (.) just incredible this is our like fifth or sixth movie together so we've really kind of fused into one [] you know it's a it's a team effort (.) a big team effort (.) it's cool//

MR://you're awesome (.) she's awesome she kicks ass //

[]

CH: so did you feel much pressure to slim **down** and get in **shape** go on a **di**et Mark

MR: (1) not really (.) I I er//

SJ: //you ate a bunch of peanut butter did some push ups right?//

MR: yeah I did some push ups I did my I have a prison routine that I do in my but I don't I don't like to go to the gym very much if I can help it (.) er sorry er I //

SJ: //he just naturally looks that good//

MR: Banner's not Banner Banner isn't erm very you know I want Banner to look kinda like a normal person too you know (.) he's not like the rest of them

[]

CH: so have you got any **clean**sing tips on removing the tough-to-remove **make**up you know do you like to keep your skin looking good //

SJ: //Do you ever have to get did you ever have to get painted no because some of the guys had to get painted and it's impossible to get off

[]

MR: But I didn't have that er yeah I um most of the stuff that I do is er in a leotard and it's not very er not very flattering leotard em I call it the man cancelling leotard (2) interesting //

CH: //Scarlett you're back playing Natasha who is //

SJ (to MR):   //Tell us **more** (1) please

CH: you're back playing Sca er Natasha who is an in**cred**ible character to play tell us what's your favourite thing about playing her

SJ: Um (.) you know I think my favourite thing about playing her is that the character **she's** (.) you know very (.) kind of (.) slippery she's sort of a slippery fish (.) um you know by trade but in fact she's very (.) she's **rea**lly **hon**est [] she says you know I'm kinda whoever you **want** me to be um but in truth you know when you ac when you're talking to Natasha you're **real**ly **get**ting Natasha you know she's very straightforward um and I I like that

Practice Paper

Answer the question in Section A and one question in Section B

Section A – Writing about a topical language issue

You are advised to spend about 40 minutes on this section.

'Using politically correct language at all times is something we must aim towards.'

1.   Write an opinion piece for an online version of a broadsheet newspaper which critically engages with the statement above and persuades the audience to a particular point of view. You should write 500 words.

[24]

Section B – Exploring language in context

Answer Question **2 OR** Question **3**

You are advised to spend about 50 minutes on this section.

EITHER

2.   Language and Power

Read **Text A on page 3** and answer the following question.

Using appropriate terminology, examine **Text A** in the light of the ways in which power is represented. In your answer you should:

*   analyse the relevant language features of the text

*   explore how contextual factors and language features construct meanings

*   consider the ways in which your understanding of concepts and issues relating to power in language use illuminates the representation of power within the text

[36]

   OR

3.   Language and Gender

Read **Text B on pages 4-6** and answer the following question:

Using appropriate terminology, examine **Text B** in the light of the ways in which gender is represented. In your answer you should:

*   analyse the relevant language features of the text

*   explore how contextual factors and language features construct meanings

*   consider the ways in which your understanding of concepts and issues relating to gender in language use illuminates the representation of gender within the text

[36]

The indicative content has been written by the Chief Examiner. However the paper is a mock intended to help with revision and has not been through all the checks and processes associated with a full AS exam paper

Mark Scheme – Question 1

Indicative Content **– Please note: indicative content indicates possible points candidates might make, but this is not an exhaustive account.** Any valid response should be rewarded.

Question	Guidance	Marks	Text features
1	**'Using politically correct language is something we must all aim towards.' Write an opinion piece for an online version of a broadsheet newspaper which critically engages with the statement above and persuades the audience to a particular point of view. You should write 500 words.** **AO5** The article should have a recognisable structure and be cohesive. There should be evidence that the candidate has considered the broadsheet context and also the fact that the article is posted online. The candidate may make use of humorous anecdote or some personal story. The formality levels could be varied depending on the kind of article the candidate is attempting to mimic; a sense of authenticity should be evident. Jargon would need to be glossed for a readership which is likely to be educated but not linguistic specialists. As in all good persuasive writing, points need to be substantiated in some way and tied back to the main thread of the article. There may be a focus on a specific aspect of political correctness, eg gender, or the candidate may decide to take a broader approach.	24	**AO2** The task can be approached from either perspective, as long as there is evidence that there has been a critical engagement with the statement. The following points could be made: • the candidate might choose to focus on one area of political correctness or may wish to broaden the debate, eg to include dis/ability, trans/gender issues and so on • addressing the Sapir Whorf hypothesis to establish the influence of language on thought, eg the impact (or lack of impact) of lexical asymmetry • generic 'he': might engage with the fact that this can be avoided with use of the pronoun 'their', for example, which is becoming more standard. Could counter-argue that this can lead to stylistic awkwardness ie the he/she version • marking, for instance terms like 'male nurse' etc – to what extent is this important? • could examine the issue in terms of power – who gets to dictate how people communicate; on what basis do they do this? • Power of the 'nanny state' but also disadvantaged groups • personal experience and preferences (the use of Ms, for example; connotations of Mr or Mrs) • any research conducted in class • any other valid points

This section of the mark scheme is the same as the one used in the Specimen Paper for H070/02 and can be found at
http://www.ocr.org.uk/Images/171416-unit-h070-2-exploring-contexts-sample-assessment-materials.pdf

Level	AO1	Mark	AO3	Mark
6	• In their piece of writing, candidates show a secure knowledge and understanding of the specified concept and/or issue and its relevance to language use. • Candidates engage critically with the specified concept and/or issue.	11-12	• Candidates create a piece of skilfully-constructed writing and show some originality in making the piece appropriate to the form specified in the task. • Their use of appropriately chosen linguistic features shows some flair and their writing suits the audience defined in the task.	11–12
5	• In their piece of writing, candidates show a sound level of knowledge and understanding of the specified concept and/or issue and its relevance to language use. • In their piece, candidates show that they can take a critical angle on the specified concept and/or issue.	9-10	• Candidates create a piece of well-constructed writing, which is appropriate to the form specified in the task. • Their use of appropriately chosen linguistic features shows skill, and their writing is clearly pitched at the audience defined in the task.	9–10
4	• In their piece of writing, candidates show a reasonable level of knowledge and understanding of the specified concept and/or issue and its relevance to language use. • Candidates show that they have some ability to think and write critically about the concept.	7-8	• Candidates construct a piece of writing that contains a number of the main elements of the form specified in the task. • They can clearly use appropriate linguistic features and their writing has been modulated to take some account of the audience defined in the task.	7–8
3	• Candidates' knowledge and understanding of the chosen language concept or issue is mostly accurate, although likely to be somewhat thin. • In their piece of writing, candidates have addressed the specified language concept and/or issue, although not critically.	5-6	• Candidates produce writing that is attempting to match the task's purpose and which has some elements of the form specified in the task. • They employ some appropriate language features, and some attempts have been made to take account of the audience defined in the task.	5–6

2	• Candidates' knowledge and understanding of the concept/issue is likely to have inaccuracies or be muddled. • The language concept and/or issue is present in the piece, although somewhat indistinct or confused.	3-4	• Candidates produce writing that has some sense of the form specified in the task, but that leaves out key elements. • There are some attempts to employ appropriate language features, although probably not in a register which suits the audience defined in the task.	3-4
1	• Candidates do not appear to understand the concept and/or issue but it is possible to see one or two points relating to it. • The language concept and/or issue will be just barely detectable in the piece.	1-2	• Candidates produce writing which has little sense of the specified task, although there may be one or two superficial features of the form specified in the task. • One or two appropriate language features may be present; the audience is not understood or addressed.	1–2
0	• No response or no response worthy of any credit.	0	• No response or no response worthy of any credit.	0

Mark Scheme – Question 2 Language and Power

Indicative Content – **Please note: indicative content indicates possible points candidates might make, but this is not an exhaustive account.** Any valid response should be rewarded.

Question	Guidance	Marks	Text features
2	**Text A is a WikiLeaks webpage giving information about the WikiLeaks organisation. The webpage deals with a range of aspects of the organisation, including its function and significance.** **AO3** Candidates should include explicit acknowledgement of the multi-modal nature of the text and reference to the language features derived from it. This will involve a consideration of context, purpose and audience. The website includes references to wider sources, such as the Universal Declaration of Human Rights. The audience could potentially be wide-ranging, but is likely to be adult and, to some extent, politically informed. The website examines its own connexions with (and differences from) Wikipedia. Information is organised under a range of subheadings, initially posing a question about the organisation and then proceeding to unpack its role/ activities in more detail.	36	**AO2** The primary focus needs to be on the representations of power within the text, the language features derived from those representations, and critical responses to them. The representation of power needs to be explored on different levels, eg lexical choices/ asymmetry/grammatical constructions. • Status of reader (and public) in relation to the WikiLeaks organisation and also to those attempting to conceal the 'unvarnished truth'. • Use of reference to international laws, ie sources of power that are 'higher' than specific national governments. • The positioning of producer in relation to receiver needs consideration. • Different manifestations of power within the text. • Representation of power-related issues, eg representing governments as powerful and essentially dishonest; the role of WikiLeaks in creating a culture of challenge and transparency. • Use of pre-modification 'high-end security technologies' and 'ethical journalism' to create a positive representation of WikiLeaks. • Figurative language representing WikiLeaks staff/ associates as brave crusaders; lexical field of fighting eg fortified/fearless/defend/triumphed. • Emphasis on first person plural pronouns we/our to emphasise collective beliefs/ responsibility/combating potentially powerful opponents • Use of listing, eg 'corporations, governments and other institutions' conveys the authority of these opponents/ the scale of the battle WikiLeaks is waging. • May reference specific theory, eg Fairclough/ Sapir-Whorf.

Mark Scheme – Question 3 Language and Gender

Indicative Content – **_Please note: indicative content indicates possible points candidates might make, but this is not an exhaustive account._** Any valid response should be rewarded.

Question	Guidance	Marks	Text features
3	**Text B is a transcript of an interview with actors Scarlett Johansson and Mark Ruffalo, posted on a webpage belonging to Cosmopolitan magazine. Humour is derived from the fact that the interviewer subverts gender stereotyping by asking the male about his clothes/appearance and the female about her action stunts.** **AO3** Candidates should include explicit acknowledgement of the multi-modal nature of the text and reference to the language features derived from it, including spoken word (and the fact that it has been edited). This will involve a consideration of context, purpose and audience. The text is aimed at female adult readers. It is an edited transcript of an interview with the actors Scarlett Johansson and Mark Ruffalo to promote the film, Avengers: Age of Ultron. Johansson plays Black Widow in the film, and Ruffalo plays Bruce Banner/ the Hulk. Claire Hodgson is interviewing them for Cosmopolitan, a magazine aimed at women. The interview appears on the cosmopolitan.co.uk website. The text therefore contains a range of multi-modal characteristics.	36	**AO2** The primary focus needs to be on the representations of gender within the text, the language features derived from those representations, and critical responses to them. The representation of gender needs to be explored on different levels, eg lexical choices/ asymmetry/grammatical constructions. The positioning of producer in relation to receiver needs consideration. This consideration may be illuminated by reference to the ideas of theorists such as Cameron. • Use of interrogatives designed to subvert stereotypical expectations, eg 'did you feel much pressure to slim **down** and get in **shape** go on a **di**et Mark' • Use of prosodics in the form of emphasis to heighten this subversion further/draw humorous attention to it. • Representation of the male as preoccupied with appearance; female (and her stunt double colleague) as daring. • Different manifestations of gender within the text. • The role of the interviewer; her management of the discussion/the contributions of each of the actors do these support or challenge the research of theorists such as Lakoff/Tannen/Cameron et al? • Representation of (stereotypically) gender-related issues, eg physical appearance. • Use of pre-modification 'amazing stunts' • Representations of the characters played by each actor how are these constructed and by whom? • Self-representation, eg 'I'm actually a motor cross specialist' • May reference specific theory, eg deficit/dominance/ difference (either evidencing challenge or support).

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There are a total of 36 marks available for **Questions 2 or 3.**

There are a total of 6 marks for AO1, 18 marks for AO2 and 12 marks for AO3. Each bullet point beneath each level represents one mark within that level. Decide on a mark for AO1 out of 6, and then a separate mark for AO2 out of 18 and a separate mark for AO3 out of 12. Add the three marks together to reach a total out of 36 marks. It is possible that candidates may achieve different levels for each AO.

Level	AO1	Mark	AO2	Mark	AO3	Mark
6	• Candidates explore a range of language features illuminated by very appropriate examples and methods. They apply appropriate terminology; the writing is in a secure academic register.	6	• Candidates show an assured knowledge and understanding of relevant concepts and issues. • Candidates identify patterns of language use within the text with assurance. • Candidates engage critically with the ways concepts and issues inform their analysis of the text's patterns of language use.	16–18	• Candidates offer a discerning exploration of a range of contexts and their potential influences on the language in the text. • Candidates evaluate in perceptive detail how contextual features inherent in the text are associated with the construction of meaning.	11–12
5	• Candidates analyse a range of language features with very appropriate examples and methods. They apply appropriate terminology and written expression is coherent.	5	• Candidates show a good knowledge and understanding of relevant concepts and issues. • Candidates identify patterns of language use within the text effectively. • Candidates use their knowledge and understanding of concepts and issues to offer informed comment of the text's patterns of language use.	13-15	• Candidates respond in detail to a range of contexts and their potential influences on the language in the text. • Candidates will analyse in detail how contextual features inherent in the text are associated with the construction of meaning.	9–10
4	• Candidates make generally accurate reference to language features with appropriate examples and methods. Their use of terminology is mostly appropriate, although likely to be less densely packed than the level above, and written expression is clear but likely not to be economical.	4	• Candidates show a sound level of knowledge and understanding of relevant concepts and issues. • Candidates demonstrate competence in identifying patterns of language use within the text. • Candidates use their knowledge and understanding of concepts and issues to comment on some language features in the text.	10-12	• Candidates make a sound attempt to respond to a range of contexts and their potential influences on the language in the text. • Candidates make clear, relevant response to the contextual features inherent in the text and how these are associated with the construction of meaning.	7-8

Level	AO1	Mark	AO2	Mark	AO3	Mark
3	• Candidates make some reference to language features with appropriate examples and methods. Their use of terminology is at times appropriate; written expression contains some errors.	3	• Candidates show a largely accurate knowledge and understanding of language concepts or issues, although is likely to lack the depth needed to be convincing. • Candidates demonstrate soundness in identifying patterns of language use within the text. • Candidates use their knowledge and understanding of concepts and issues to comment generally on language use in the text.	7-9	• Candidates make some attempts to respond to contexts and make some points about their potential influences on the language used in the text. • Candidates make general comments regarding the contextual features inherent in the text, showing some understanding of how these are associated with the construction of meaning.	5-6
2	• Candidates make limited reference to language features with some appropriate examples. They use some terms with occasional appropriateness; writing is likely to contain errors which sometimes obscure meaning.	3	• Candidates' knowledge and understanding of concepts/issues is likely to have inaccuracies or be muddled. • Candidates demonstrate limited ability to identify patterns of language use within the text. • Candidates use concepts/ issues to comment on the text, although connections may be lacking or confused.	4-6	• Candidates make a limited response to contexts and to their potential influences on the language used in the text. • Candidates show a basic understanding of how contextual features inherent in the text contribute to the overall meaning.	3–4
1	• Candidates offer few appropriate examples, if any; little or basic reference to language features. Terminology, if present, is inappropriate and accuracy of written expression is very limited.	1	• Candidates select irrelevant or unconnected concepts or issues, or presents erroneous accounts of concepts. • Candidates demonstrate weaknesses in identifying patterns of language use within the text. • Candidates attempt to use concepts or issues to examine the text, although these will be superficial.	1–3	• Candidates make only one or at the most two references to context(s), identifying a potential influence on the language used in the text. • Candidates make little attempt to show understanding of how one or more contextual features inherent in the text contribute to the overall meaning.	1–2
0	• No response or no response worthy of any credit.	0	• No response or no response worthy of any credit.	0	• No response or no response worthy of any credit.	0

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