

English Language

Advanced GCE

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

Mark Scheme for June 2013

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2013

Annotation of scripts

Annotation	Meaning
	Wider reading, knowledge and understanding
	Unclear
	Context
	Not understood / Factually incorrect
	Significant amount of material which doesn't answer the question
	Technical linguistic features
	Quality of written coherence
	Relevance
	Speech conventions
	Tick
	Unusual/mature/conceptual approach to question
	Omission of technical linguistic exemplification and analysis
	Questionable/illogical line of argument
	Vague / imprecise

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

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**, which follow on **pages 4 to 9**, 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.

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

Section A – Language and Speech

Question			Answer	Marks	Guidance	
					Content	Levels of response
1			<p>A01 [5] The three passages focus upon issues and debates surrounding Estuary English (EE). There are some points of technical illustration, most obvious in passage (b). Appropriate answers should address the passages, using a range of technical terminology to enhance the answers. For example: Stress & intonation; phonemic symbols; vowel quads; yod and glottals; mockney; fricatives, labials and schwa; th. fronting. Answers should be coherent and accurate in terms of written expression. Technical illustration should be reasonably correct and follow any suitable convention(s). It is not necessary for candidates to address each passage in equal detail. Candidates who address only lexis, grammar and syntax in this question will be in band 4.</p>	30	<p>A02 [15] Basic answers will show a broad awareness of issues and debates surrounding an ever-developing topic in phonology. Such answers will be inclined to revert quickly to broad social comments and evidence of some exposure to different sounds will be minimal. Stronger answers should show some confidence in references to Rosewarne and other authorities. They might try and track accents using the examples of personalities, or other aspects of the stimulus materials. There will be clear illustrations, which should be more than simple re-statements of what is in the passages. Further evidence of wider regional sounds, EE etc, supported by phonemics or other suitable models of illustration will indicate a very secure performance.</p> <p>A03 [10] The fact that all three passages have an academic flavour should encourage inclusion of/ evidence of wider reading. Much is readily available about EE. There are also numerous sources which have appeared in popular formats like tabloids; candidates are likely, also, to refer to past papers. Any such sources are contextually relevant. The best answers will link these contextual comments with specific phonemic illustration(s). Caution is to be exercised with answers which drift into broad histories of accentual variation and undigested materials about the BBC/RP.</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] The broader discourses of conservation should be within the candidates' grasp. Compare and contrast of passages is not necessary. Though should they so do, and this enhances the analytical qualities of their work, this should be acknowledged. Responses should show some analytical evidence of responding to: lexis; syntax; discourse; textual cohesion. Answers should be coherent and accurate in terms of written expression and technical illustration. It is not necessary for candidates to address each passage in equal detail. Answers which are largely comprehension or summative will be in band 4.</p>	30	<p>A02 [10] Basic answers will show a reasonably sound comprehension of the contents. Such answers will tend to be narrational and lack stylistic analysis. Technical address will be rather simple lists of basic structural features. Stronger answers will be likely to engage with the lexis of the writing. That of the web-page being culturally loaded with 'rural' nouns and geographical/topographical features. Whereas passage (d) could be construed as more ruminative in its address and lexical register(s). There is the slightly more intrusive conservationist discourse in the lexis from lines 15 to the conclusion. Some of the sentence structures could be assessed as complex in terms of clausality, with some paratactic features. The function words operate at different levels of discourse. Pronouns in (d) more dominant than in (e) for instance. The metaphorical level of language, which is part of the communal conversational tone of (d) could be registered by the more alert responses. Also the difference in the referential levels of both passages seems to invite a stylistic appraisal.</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
					<p>A03 [15] The contexts of both passages raise issues about the environmental awareness which has become a powerful journalistic topic. The referential ranges of both passages clearly contain exophoric references, which have become part of broader written discourses in the media. The broader connotations of the authors' use of language implies some kind of awareness of these broader issues in terms of the likely readership. These external points indicate possible difficulties that candidates might encounter in assessing the popularity of such writing. Candidates who see that the respective writers are really thinking about two very separate aspects of conservation reflected in different media; also that the web page is finite, whereas (d) is 'adapted' would be showing a high level of contextual confidence. As would be any attempts to place the works within the popular language of politically and socially driven writing. It should be noted that candidates often mix A03 comments within A02 style analyses This is perfectly sound in terms of the question.</p>	

Section C: Language and Cultural Production

Question		Answer	Marks	Guidance	
				Content	Levels of response
3		<p>A01 [5] Candidates should have little difficulty in seeing both the cultural and production aspects of the materials. Compare and contrast of passages is not necessary. Though should they do so, and this enhances the analytical qualities of their work, this should be acknowledged. Responses should show some analytical evidence of responding to: lexis; syntax; discourse; textual cohesion and, where relevant, graphology and phonology. Answers should be coherent and accurate in terms of written expression and technical illustration. It is not necessary for candidates to address each passage in equal detail. Answers which are largely comprehension or summative will be in band 4.</p>	30	<p>A02 [10] Basic answers will show a reasonably sound comprehension of the material. The answers will tend to be narrativial with limited stylistic appraisal. Stronger answers will engage with the addressed conventions of popular cultural production as expressed via the discourses linked to music. The lexis offers some highly specific connotations. Passage (f) could offer the richest field for such appraisal. The passages are rich in adjectivals; offering chances to discuss the ways in which they enrich the styles of writing, by being visual, emotive, physical and attributive. Some of the clausal structures are interesting and could invite comment. This might be especially addressed in passage (h). The graphological and phonic aspects (reported speech) of passage (h) offer such analytical opportunities.</p> <p>A03 [15] The historical dimensions of (f) and (g) are clear contextual pointers. Candidates have varied opportunities to link the exophoric references to broader aspects of the continuing presentation of musical cultures. Nostalgia and the shortness of the creative spans of this kind of production are also contextual features. Candidates might well discuss, as historical referencing, the periodisation prominent in two of the passages. The press release could be contextualised as a dominant feature of certain aspects of musical production; where groups and songs are turned into commodities for the public. It should be noted that candidates often mix A03 within A02 style analyses. This is perfectly sound in 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 should be able to grasp the ideas and contentions behind the passages. Compare and contrast of the passages is not necessary. Though should they so do, and this enhances the analytical qualities of their work, this should be acknowledged. Responses should show some analytical evidence of responding to: lexis; syntax; discourse; textual cohesion and, where necessary, graphology. Answers should be coherent and accurate in terms of written expression and technical illustration. It is not necessary for candidates to address each passage in equal detail. Answers which are largely comprehension or summative will be in band 4.</p>	30	<p>A02 [10] Basic answers will show a reasonable comprehension of the contents of the passages. Such work will tend to be narrative and lack stylistic details. Stronger answers will engage with the lexical density of the passages. Whilst not academically formal the lexicon employed in (i) is quite challenging. The writing is both expository and referential. Phrases like 'lyrical compression' and 'aural swing' need explanatory analysis. In passage (j) the language is permeated by economics, brands and revenues listed in sequential declaratives and a range of clauses. The co-ordinative constructions, quite common in expository journalism, are a strong feature of many web pages similar to this one. Candidates should speculate how the visuals link to the features of discourse which accompany it.</p> <p>A03 [15] Recent reports have indicated to centres that questions on Power and Identity are not solely for regurgitation of 'feminist language issues'. Markers should discount materials which seem of only very marginal relevance to the actual passages. The contexts of the writing clearly cover all three nouns in the title of the Section. The address is to language in specific mediated forms and this is linked to methods of distribution of such. Some of the passage collocations open up the field of electronic and print media and the importance of the web as a primary journalistic mode. Candidates can offer further contextualisation about the continuing power of the written word.</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
					<p>Passage (j) raises many features about the future of printed texts, in the light of possible 'digital destruction'. These social and cultural aspects of the struggles with the word and its possible future(s) should offer adequate opportunities for the candidates to be both thoughtful and selective in the address to contexts. It should be noted that candidates often mix A03 within A02 style analyses. This is perfectly sound in terms of the question.</p>	

Mark Scheme Level 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 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; 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.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2013

