GCE

English Language

Unit **H070/02:** Exploring contexts

Advanced Subsidiary GCE

Mark Scheme for June 2018

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
5	Assessment Objective 5
?	Attempted or insecure
〰	Relevant but broad, general or implicit

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives • the question paper and its rubrics
- the texts which candidates have studied
- the mark scheme.

You should ensure that you have copies of these materials.
You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**.
Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

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

AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression.
AO2	Demonstrate critical understanding of concepts and issues relevant to language use.
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.
AO4	Explore connections across texts, informed by linguistic 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 in the following table:

Component	AO1	AO2	AO3	AO4	AO5	Total
Exploring Language H070/01	20%	0%	20%	10%	0%	50%
Exploring Contexts H070/02	5%	25%	10%	0%	10%	50%
	25%	25%	30%	10%	10%	100%

Here are the subject specific instructions for this question 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.

PAPER-SPECIFIC INSTRUCTIONS: H070/02 Texts and contexts

Candidates answer question 1, and then choose to answer either question 2 or 3. The paper addresses assessment objectives 1-3 and 5:
Assessment Objectives AO2 and AO5 are addressed in question 1.
Assessment Objectives AO1, AO2 and AO3 are addressed in question 2 and 3.
AO4 is assessed in Component 01.

In question 1, the assessment objectives are given equal weighting. In questions 2 and 3, each assessment objective is weighted differently, with 6 marks for AO1, 18 marks for AO2, and 12 marks for AO3.

THE INDICATIVE CONTENT FOR EACH TASK provides an indication of what candidates are likely to cover. The notes are neither prescriptive nor exhaustive: candidates should be rewarded for any relevant response which appropriately addresses the Assessment Objectives.
THE LEVEL DESCRIPTORS FOR EACH QUESTION FOLLOW THE INDICATIVE CONTENT

SUBJECT-SPECIFIC INSTRUCTIONS: ENGLISH LANGUAGE

Each level descriptor covers the relevant assessment objectives.
Where the assessment objectives appear in separate columns, marks should be allocated for each assessment objective independently of one another. There is no requirement for responses to be allocated marks from within the same level across each assessment objective. An answer does not have to meet all the requirements of a level descriptor before being placed in that level. The extent to which it meets all of the requirements of a level descriptor will determine its placement within that level.
The extent to which the statements within the level have been achieved should be the only criteria used when deciding the mark within a level.
Indicative content *indicates* possible points candidates might make, but this is not an exhaustive account. Any valid response should be rewarded.

Here is the mark scheme for this question paper.
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, including those that deal in detail with a limited number of points.**

There are a total of 24 marks available for **Question 1**.
Decide on a mark for AO2 out of 12, and then a separate mark for AO5 out of 12. Add the two marks together to reach a total out of 24 marks. It is possible that candidates may achieve different levels for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

Question	Guidance	Marks	Text Features
1	*'Women use the English language differently from men because society is sexist.'* **Write a newspaper article that critically engages in any way with the statement above and persuades readers to agree with a particular point of view. Your article should be aimed at a non-specialist, reasonably well-educated audience. You should write about 500 words.** **AO5** A newspaper feature should have a recognisable structure and be cohesive. The headline and subheading should hook the reader. Ways to achieve this would be through hyperbole, emotive language/statistics, or a deliberately provocative statement or question. The opinions that follow need to be substantiated in some way and tied to the main thread of the feature. The feature could be inspired by and refer to a current piece of news. EG: women taking parts in films originally written for male leads. Rhetorical flourishes and patterning of language will be appropriate, but should not be overly formal. The formality levels need to be carefully modulated for the audience. Unglossed jargon would suggest a non-specialist audience is not being considered. The conclusion might refer back to an anecdote or statement in the introduction.	24	**AO2** The task can be approached from varying perspectives. Candidates may argue that patriarchal or sexist discourses cause women and men to speak differently. Candidates may also argue that women and men do *not* speak differently; that context determines how someone speaks and gender is irrelevant for instance. Candidates may also interpret 'use' in more than one way. It can mean how women and men speak the English language (intonation, grammar, lexis); and it can also mean how the English language is used/received as part of social practice by women and men, to reinforce/collude with gender stereotypes through speech and media texts. **Society is sexist and this causes men and women to use the English language differently:** Robin Lakoff: women's language is over polite, lacks confidence and seeks to please. Women speak in italics, use hedges, intensifiers, tag questions, rising intonation that make statements sound like questions, excessive politeness (euphemisms), empty adjectives. Deborah Cameron: verbal hygiene. Deborah Tannen: Women and men use language for different purposes: status Vs support; independence Vs intimacy; advice Vs understanding; information Vs feelings; orders Vs proposals; conflict Vs compromise. Deborah Tannen: Women speak in private contexts, men in public contexts. 'Public language tends to be formal and to convey status'. (Mary Talbot. Language and Gender. P184.) Women expected to be silent. Women are said to talk too much: lexical asymmetry: gossip, fishwife, termagant, virago, chatterbox (Mary Talbot. Language and Gender. P185.). Women's collusion in gender stereotyping.

Question	Guidance	Marks	Text Features
			Performance of masculinity and femininity by women and men via language. **Society is sexist but men and women don't use the English Language differently:** Marked and unmarked terms used by all. Lexical asymmetry/sexist etymologies (spinster/bachelor; master/mistress, lord/lady, shrew, gossip) part of the English language and everyone uses these terms. O'Barr and Atkins challenged Lakoff's findings that men and women speak differently. Speech differences to do with context making one powerless. **Society is becoming less sexist and men and women don't use the English language differently:** Women do not need to use prestige pronunciation and hypercorrect grammar to gain status anymore. Status can be conferred through career. Women *and* men use lexis that is sensitive to gender; unmarked terms rather than using feminising suffixes; companies issuing guidelines on gender-neutral language; avoidance of lexical asymmetry spinster/bachelor; master/mistress; masculine third person pronoun to refer to men and women replaced by 'their' or other neutral forms; semantic derogation of words can be stopped via reclamation of the word by women (EG: slut). Women using language traditionally thought of as masculine: Parliamentary language, legal language. Notion of verbal hygiene subverted by comedians like Amy Schumer and Sarah Millican. Roles written for male leads taken by women in films (with minimal re-writing).

Question	Guidance	Marks	Text Features
			Exceptions to the 'rules': women who speak 'like men' and vice versa. Women using low prestige pronunciation: Adele, Lily Allen.

Level	AO2	Mark	AO5	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

Level	AO2	Mark	AO5	Mark
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

Question	Guidance	Marks	Text Features
2	**Language and Power** **Text A is a magazine article about Scottish National Party MP Mhairi Black. She was 20 years old when she won her parliamentary seat in the May 2015 election. The article appeared in The Times magazine in July 2015, and was written by journalist Janice Turner.** **Using appropriate terminology, examine Text A in the light of the ways in which power is represented in it. 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** **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, e.g. lexical choices/rhetoric/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 Fairclough or Sapir & Whorf.	36	Candidates may focus on the way power is represented by Mhairi Black when she speaks, and/or how the writer frames Black within an ideology associated with teenage rebellion and the degree to which this delegitimizes her (as Eckert argues teenagers generally are) or empowers her. Syntactic parallelism highlights Black's lack of power. She is 'not happy' with the working conditions at Westminster (You <u>have to</u> get your sentences out between bongs) and with the institutional power she is subject to (I <u>have to</u> wear a suit). Use of humour: 'the only 20 year old in the country the chancellor is prepared to help.' And hyperbole: 'It's murder'; Use of colloquialisms to gain covert prestige (Labov) with the receiver (young people) who she is arguably addressing at this point: "volunteer groups and stuff…. folk talking so much guff." Disrupts ideology that those with the most power use standard English. Use of repetition: 'middle aged, middle class guys'; syntactic parallelism: 'No matter what they vote, they'd be outvoted anyway"; synthetic personalization: 'who make your decisions for you." Declarative simple sentence for emphasis: 'It's young people.' Use of humour/hyperbole/colloquialism/pathos: 'It's murder.'

Question	Guidance	Marks	Text Features
	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 text includes three photographs that accompanied the feature, which support the main thrust of the article. The audience is likely to be adults of all ages, and older teenagers too.		Use of contrast: 'the Underground can log millions of travellers… and 650 of us can't hit a button.' 'Westminster has to decide whether it's a museum or a functional parliament.' Post modifying preposition phrases, adverbial in function, add emphasis to her argument: 'day in, day out, without any problem'. Interpellation: Black positions herself with the other MPs 'Are we genuinely saying…' Use of 'ethos' (trustworthiness of speaker) to persuade. Sentence variety: complex sentence, followed by simple sentence for emphasis: 'It's just stupid.' Rhetorical question broadens the argument from just her to those with families: 'How is anybody with a family supposed to work those hours?' Use of humour/simile: 'bray like a donkey… like a drunken mob'. Use of metaphor: equivalence between Black and a schoolboy 'bouncing off the walls' and a 'Gussied up teenager bridling at adult protocol' foreground Black's age and position her as a rebellious 'adolescent'. Disempowers her. Context: readership of The Times will include parents of teenagers, who will recognize how Black's reaction is framed by the journalist. Power of three: 'gave a speech of such clarity, passion and wit' Lexical field underlines Black's passion and energy.

Question	Guidance	Marks	Text Features
			Powerful verbs: 'rejects… loathes', and adjectives 'restless, boisterous… infuriated.' Writer utilises ideologies around teenage behaviour: rebelliousness, questioning existing ideologies, stroppy behaviour, marginalisation. Eckert: adolescents react against adult protocol. Photographs give the article semantic unity. They support what is written. Black pictured grinning between two 'middle class, middle-aged guys'; Black pictured being sworn in as an MP. This formality is juxtaposed with her irreverent quote that uses colloquialisms; pictured in the house of commons with two men rushing around in the background.

Question	Guidance	Marks	Text Features
3	**Language and Gender** **Text B is a feature from celebrity news magazine Hello! about Kimberly Wyatt winning the BBC1 cookery show *Celebrity MasterChef* in 2015.** **Using appropriate terminology, examine Text B in the light of the ways in which gender is represented in it. 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	Candidates may argue that the text positions Wyatt stereotypically: Wyatt's success on *Celebrity MasterChef* is partly attributed to her husband. She is also praised for her ability to multi-task, cooking whilst looking camera ready. Her skills as a mother are also celebrated, as are her skills in the kitchen. Alternatively candidates may also flag up how these stereotypes are mitigated or even subverted:, her career as a DJ and a popstar is mentioned before her role as a mother; powerful language is associated with her 'victory'. Candidates are not required to cover all points below. Other well founded interpretations should also be rewarded. Male and female a 'team in the kitchen'. Subverting ideology of woman as sole homemaker/the cult of domesticity.
	AO2 The primary focus needs to be on the representations of gender within the text, the language and graphological features derived from those representations, and critical responses to them. The representation of gender needs to be explored on different levels, e.g. lexical choices, the use of graphological features, and grammatical structures.		Metaphorical language: she describes herself as the 'sous chef', a second in command *initially*; husband is responsible for her confidence growing. She surpasses him.
			Ambiguity: recipe for success in the *MasterChef* programme and/or in life.
	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 text is aimed at an adult, predominantly female, audience, and possibly older teenagers.		Mum-of-one, another item in the list of jobs Wyatt does. Not prioritized in the list. Recognised as work.
			Stereotype of a women being able to multi-task gives the text semantic unity. Wyatt is a dancer, DJ, pop star, mum-of-one and *MasterChef* champion; she is cooking a coconut sponge and looking picture 'purrfect'.

Question	Guidance	Marks	Text Features
			Pun on Pussycat Doll – picture 'purrfect'. Humour used to foreground Wyatt's physical appearance. Relevance of this to advertising revenue from beauty products likely to feature in the magazine. Brand of her clothes also mentioned in caption.
			Ideology of women's looks being used to objectify them (picture purrfect) Whereas what makes a man 'sexy' is his ability to cook. This ideology is challenged/subverted by mention of Max Rogers as international supermodel.
			Wouldn't have had a pussycat's chance in hell – humour/punning to highlight that her victory is thanks to her husband/a team effort. Article positions Wyatt as both empowered and dependent.
			Giving birth is flagged up as her proudest achievement in the subordinate clause. Spender: to talk negatively about motherhood is seen as neurotic by society.
			'well stocked cupboards' – pre-modifier suggests she is a capable homemaker.
			Pussycat Dolls – band name objectifies women.
			Use of conditional underlines dependence of her win on husband: "If I hadn't had him, I never would have been able to do it."
			Wyatt's busy career as a pop star meant she saw food as 'fuel'. Motherhood has altered her perception: 'mummy' food. Ideology of women's roles in the family as care givers/responsible for others/child's wellbeing.

Question	Guidance	Marks	Text Features
			Discourse of antenatal care: 'mummy' food. Childbearing capacity connected with women's social identity (Mary Talbot. Language and Gender) Winning recipe printed in full. Producer assumes receiver has an interest in cooking (predominantly female audience). Extended cooking metaphor used to create equivalence between the kitchen/cooking and family life: 'relishes her victory'; 'shares her recipe for a happy family life' 'stir in the additional challenge of a scrumptious seven month old baby girl' 'Is she still trying to digest her victory?' Humour supporting an ideology. Her win is a victory: language of war/empowering language. Humorous photograph of Wyatt posing with a whisk like a gun. Use of visual images to reinforce warlike wording: 'victory' and Wyatt as empowered. Photograph of family reinforces idea that Wyatt and her husband are a 'team' in the kitchen. Kimberly is consistently empowered by the syntax: she is almost always the subject of the sentence e.g. in passive voice construction 'Kimberly was named 2015's champ', Kimberly is the subject (even if not the agent!) and the male agents come later in the sentence. Conventional collocation 'fell pregnant' is pejorative; suggests some interpellation on her part.

Question	Guidance	Marks	Text Features
			Context: producer (the Hello! team) are invited into Wyatt's home. Voice addresses Wyatt's child: 'mummy's hair'. Suggests intimacy and trust.

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: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO1	Mark	AO2	Mark	AO3	Mark
6	• Candidates explore a wide 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**

Level	AO1	Mark	AO2	Mark	AO3	Mark
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**
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**

Level	AO1	Mark	AO2	Mark	AO3	Mark
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.	**2**	• 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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