

**GCE**

**English Language**

Unit **H070/02**: Exploring contexts

Advanced Subsidiary GCE

**Mark Scheme for June 2017**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Positive Recognition
	Assessment Objective 1
	Assessment Objective 2
	Assessment Objective 3
	Assessment Objective 5
	Attempted or insecure
	Relevant but broad, general or implicit

**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

Question	Guidance	Marks	Text Features
1	<p><i>'Language is powerful; it forces us to think and act in certain ways.'</i></p> <p><b>Write a speech to be delivered to a group of 6<sup>th</sup> formers, who are <u>not</u> studying English Language, which critically engages with the statement above. You should write about 500 words.</b></p> <p><b>AO5</b></p> <p>A speech should have a recognisable structure and be cohesive. The opening should hook the audience. Ways to achieve this would be through a device such as hyperbole, emotive language/statistics, or a deliberately provocative statement or question. The opinions that follow need to be substantiated in some way and tied back to the main thread of the speech. Rhetorical flourishes and patterning of language will be appropriate, but this speech is not being delivered at a grand state occasion, so they cannot be too heightened. Candidates might even use metaphor, simile, rules of three, parallelism and other rhetorical devices to demonstrate first hand the influential power of language to make us think/act in certain ways. 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, and/or sum up the arguments that have been made in the main thread of the speech.</p>	24	<p><b>AO2</b></p> <p>Candidates may approach this question from different angles. They could argue that language <i>does</i> force us to think and act in certain ways or that language only <i>influences</i> thought and behaviour. Students may focus on how language constructs gender or how language can subvert gender expectations. Alternatively, they might argue that language does not <i>force</i> us to do anything, and that we can use it to challenge the status quo. Candidates may discuss a number of ways in which language is powerful or they may focus on one area in detail. The following points could be made:</p> <p>Instrumental power of language in Parliament, court, schools.</p> <p>Influential power of language in advertising, in speeches, in newspapers' editorial stance.</p> <p>Institutional power exercised through language, eg: those with power interrupt, change topics, and thus influence addressee behaviour.</p> <p>Nominalisation can hide agency/causality, eg: The invasion of Iraq has begun. Passivisation does the same, eg: Iraq invaded.</p> <p>Interpellation: language used in the media, in court, in police interview rooms, between doctors and patients positions the receiver and therefore makes them think/act in certain ways</p>

			<p>Language forces women to think and be thought of in certain ways, eg: semantic derogation: spinster vs bachelor; semantic deterioration: mistress, madam, hostess.</p> <p>Marked forms: doctor/female doctor suggest the male is the norm. Unmarked forms: nurse assumed to be female.</p> <p>Adoption of sociolects/rejection of standard English by marginalized groups used to resist power. Use of language to challenge social norms/ideologies, eg: satirising of gender stereotypes by drag kings and queens.</p> <p>Movement towards politically correct language implies that language is believed to impact on thought and behaviour.</p> <p>Candidates may also include of the following theories: institutions like the media and schools help propogate government ideologies, eg: use of standard English being enforced; the cooperative maxims that underpin conversation force us to speak a certain way; politeness theory forces us to use hedges if we are going to not be polite or clear; the different versions of the Sapir Whorf theory; men interrupt more, use language to silence women; nuclear weapons being spoken of euphemistically, eg: 'clean bombs', to sanitise them and force us to think of them in a positive light; manufacture of consent.</p>
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**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.

10. 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.

Level	AO2	Mark	AO5	Mark
6	<ul style="list-style-type: none"> <li>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.</li> <li>Candidates engage critically with the specified concept and/or issue.</li> </ul>	11-12	<ul style="list-style-type: none"> <li>Candidates create a piece of skilfully-constructed writing and show some originality in making the piece appropriate to the form specified in the task.</li> <li>Their use of appropriately chosen linguistic features shows some flair and their writing suits the audience defined in the task.</li> </ul>	11-12
5	<ul style="list-style-type: none"> <li>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.</li> <li>In their piece, candidates show that they can take a critical angle on the specified concept and/or issue</li> </ul>	9-10	<ul style="list-style-type: none"> <li>Candidates create a piece of well-constructed writing, which is appropriate to the form specified in the task.</li> <li>Their use of appropriately chosen linguistic features shows skill, and their writing is clearly pitched at the audience defined in the task.</li> </ul>	9-10

4	<ul style="list-style-type: none"> <li>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.</li> <li>Candidates show that they have some ability to think and write critically about the concept.</li> </ul>	7-8	<ul style="list-style-type: none"> <li>Candidates construct a piece of writing that contains a number of the main elements of the form specified in the task.</li> <li>They can clearly use appropriate linguistic features and their writing has been modulated to take some account of the audience defined in the task.</li> </ul>	7-8
3	<ul style="list-style-type: none"> <li>Candidates' knowledge and understanding of the chosen language concept or issue is mostly accurate, although likely to be somewhat thin.</li> <li>In their piece of writing, candidates have addressed the specified language concept and/or issue, although not critically.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Candidates produce writing that is attempting to match the task's purpose and which has some elements of the form specified in the task.</li> <li>They employ some appropriate language features, and some attempts have been made to take account of the audience defined in the task.</li> </ul>	5-6
2	<ul style="list-style-type: none"> <li>Candidates' knowledge and understanding of the concept/issue is likely to have inaccuracies or be muddled.</li> <li>The language concept and/or issue is present in the piece, although somewhat indistinct or confused.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Candidates produce writing that has some sense of the form specified in the task, but that leaves out key elements.</li> <li>There are some attempts to employ appropriate language features, although probably not in a register which suits the audience defined in the task.</li> </ul>	3-4
1	<ul style="list-style-type: none"> <li>Candidates do not appear to understand the concept and/or issue but it is possible to see one or two points relating to it.</li> <li>The language concept and/or issue will be just barely detectable in the piece.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>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.</li> <li>One or two appropriate language features may be present; the audience is not understood or addressed.</li> </ul>	1-2
0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	0

<p>2</p>	<p><b>Language and Power</b></p> <p><b>Text A is a page from a website called ‘Startups’, which is aimed at people who want to start their own business. The page below is from a series of profiles about young entrepreneurs which appeared on the website.</b></p> <p><b>Using appropriate terminology, examine Text A in the light of the ways in which power is represented. In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>analyse the relevant language features of the text</b></li> <li>• <b>explore how contextual factors and language features construct meanings</b></li> <li>• <b>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</b></li> </ul> <p><b>AO2</b></p> <p>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/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 and Sapir-Whorf.</p>	<p>36</p>	<p>Clear sense of influential power, with declaratives like ‘this tech whiz kid is one to watch’.</p> <p>Informal register, e.g. clipping and neologism ‘tech whizkid’, designed to hook reader.</p> <p>Adjectival phrase foregrounds that Towers won the website’s ‘prestigious’ award and builds his credibility.</p> <p>Foregrounding of Towers’ age is one of the main angles of the text and gives it semantic unity, ‘not even old enough’, ‘teenage businessman’.</p> <p>Lexis from field of business, ‘turnover...monetization... budget’ and technology jargon, ‘social media dashboard’ gives air of professional expertise and creates overt prestige.</p> <p>Business lexis, ‘full-scale, multi-channel’ and buzzword ‘forward-thinking’, conveys Towers’ expertise. Contrasts with demotic lexis, ‘£50’ from ‘family friends’ and suggest Towers is now a ‘serious’ businessman.</p> <p>Use of humour/hyperbole: ‘Mark Zuckerberg better watch out’ conflates Towers with one of today’s most successful entrepreneurs.</p> <p>Industry bodies’ described as ‘leading’ - gives Towers gravitas and prestige. He is supported by <i>and</i> supports them.</p> <p>Pragmatics: Towers pictured twice in a suit, presenting to an audience. Professional image reinforced.</p>
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2	<p><b>AO3</b></p> <p>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 one photograph that accompanies the text, hyperlinks in the main text, and other typical features of a webpage. The audience is likely to be adults of all ages, and teenagers, who have an interest in starting or growing a business, particularly one related to technology.</p>	36	<p><b>Other sections of the web page:</b></p> <p>Influential power in the forms of address the website employs: headings on the right-hand menu use imperatives, implying the website's authority in these areas, eg 'Build your business website'.</p> <p>Question/imperative rhetorical structures on menu suggest website's reliability and authority, eg: 'Looking to crowdfund? Start here'.</p> <p>Use of direct address. Reference to Fairclough's theory of synthetic personalization.</p> <p>Drop down menus at the top along red bar: authoritative, definitive, informative tone created via block capitals 'WHAT TO START'; 'HOW TO START'.</p> <p>Compound adjective 'No 1' used to establish superiority over other websites offering the same service in the UK.</p>
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<p><b>3</b></p>	<p><b>Language and Gender</b></p> <p><b>Text B is a column in <i>The Times</i> newspaper called ‘Thunderer’, in which different writers can express their annoyance about something. Here, Alexandra Frean, the newspaper’s United States business editor, writes about a new email tool, aimed at women, which highlights where they have used ‘disempowering’ (weak) language in their emails.</b></p> <p><b>Using appropriate terminology, examine Text B in the light of the ways in which gender is represented. In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>analyse the relevant language features of the text</b></li> <li>• <b>explore how contextual factors and language features construct meanings</b></li> <li>• <b>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</b></li> </ul> <p><b>AO2</b></p> <p>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, e.g. lexical choices/asymmetry/grammatical structures. It is likely that candidates will use spoken language theories (Tannen, Lakoff, etc) and examiners should consider the use on the merits of the analysis offered in relation to it.</p>	<p><b>36</b></p> <p>Use of humour: ironic headline and also ‘I’m sorry, but I’m just not buying it’ – demonstrates how so-called ‘undermining words’ can be used assertively.</p> <p>Humour used to create strong voice. Pun on ‘buying’: purchasing the tool and believing its claims. Candidates may mention Lakoff: women don’t use/understand humour.</p> <p>Adverb ‘supposedly’; adjective ‘spurious’; syntactic parallelism ‘aims to empower women but risks doing the opposite’ – establishes a strong voice that dismisses ‘expert’ advice.</p> <p>‘Their weakness’ – possessive adjective (suggesting ‘weakness’ is an inherent quality of women) is used ironically by the writer.</p> <p>Use of rhetorical questions to undermine ‘expert’ advice, eg: ‘Where is the scientific research... Where, for that matter...’</p> <p>‘Language police’: pragmatics/semantic derogation of the noun ‘police’ means the experts telling women how to speak are mocked. It is implied that they are officious, unbending, and over-zealous.</p> <p>Multimodal masthead contains lion icon, associated with kings, so text has implied authority, which could be seen as typically male</p> <p>First person plural: ‘Women don’t need... what we can and cannot say.’ Frean is part of a wider group of female voices speaking out against ‘spurious’ expert advice.</p> <p>Readers aware of the prejudice around upspeak and vocal fry would understand that Frean’s annoyed tone is justified.</p> <p>Author questions Lakoff’s notions of women’s language being characterized as over polite, lacking in confidence and seeking to please, eg: reference to upspeak, vocal fry/creaky voice.</p>
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3	<p><b>AO3</b></p> <p>Candidates should include explicit acknowledgement of the multi-modal nature of the text and reference to the language features derived from it. (The image of the lion with the crown for instance (The image of <i>The Times</i> masthead - is rich in terms of pragmatics). This will involve a consideration of context, purpose and audience. 'Thunderer' in context as a column in <i>The Times</i>. Only strong voices appear in the 'Thunderer' column; it is a space that gives writers an opportunity to vent their frustrations. Frean is <i>The Times</i> US business editor, a woman in a powerful position in a powerful company. As a female executive, she is the email tool's target market. Overall, then, her views have weight. The text is aimed at an adult, professional audience, possibly one that keeps up to date with debates in the linguistic field.</p>	36	<p>The email tool echoes Lakoff: women are denied power because their linguistic behaviour suggests they are incapable of holding it; women's language is a deficit model, and men's an authentic one.</p> <p>Declarative sentences, eg: 'it is the latest in a trend of spurious expert advice...Women don't need...' help establish a strong, irritated, and informed voice, which is suited to a column where writers air their frustrations. Strong voice also created by echoing linguistic experts:</p> <ul style="list-style-type: none"> <li>• Frean says 'just' and 'sorry' can be 'mighty persuaders and conciliators'. This echoes Coates, who said hedges are a way of respecting people's face needs because they lessen the force of what is said.</li> <li>• Frean also concurs with Spender, who said that women who talk like men are judged harshly.</li> </ul>
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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: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO1	Mark	AO2	Mark	AO3	Mark
<b>6</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>6</b>	<ul style="list-style-type: none"> <li>Candidates show an assured knowledge and understanding of relevant concepts and issues.</li> <li>Candidates identify patterns of language use within the text with assurance.</li> <li>Candidates engage critically with the ways concepts and issues inform their analysis of the text's patterns of language use.</li> </ul>	<b>16-18</b>	<ul style="list-style-type: none"> <li>Candidates offer a discerning exploration of a range of contexts and their potential influences on the language in the text.</li> <li>Candidates evaluate in perceptive detail how contextual features inherent in the text are associated with the construction of meaning.</li> </ul>	<b>11-12</b>
<b>5</b>	<ul style="list-style-type: none"> <li>Candidates analyse a range of language features with very appropriate examples and methods. They apply appropriate terminology and written expression is coherent.</li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>Candidates show a good knowledge and understanding of relevant concepts and issues.</li> <li>Candidates identify patterns of language use within the text effectively.</li> <li>Candidates use their knowledge and understanding of concepts and issues to offer informed comment of the text's patterns of language use.</li> </ul>	<b>13-15</b>	<ul style="list-style-type: none"> <li>Candidates respond in detail to a range of contexts and their potential influences on the language in the text.</li> <li>Candidates will analyse in detail how contextual features inherent in the text are associated with the construction of meaning.</li> </ul>	<b>9-10</b>

4	<ul style="list-style-type: none"> <li>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.</li> </ul>	4	<ul style="list-style-type: none"> <li>Candidates show a sound level of knowledge and understanding of relevant concepts and issues.</li> <li>Candidates demonstrate competence in identifying patterns of language use within the text.</li> <li>Candidates use their knowledge and understanding of concepts and issues to comment on some language features in the text.</li> </ul>	10-12	<ul style="list-style-type: none"> <li>Candidates make a sound attempt to respond to a range of contexts and their potential influences on the language in the text.</li> <li>Candidates make clear, relevant response to the contextual features inherent in the text and how these are associated with the construction of meaning.</li> </ul>	7-8
3	<ul style="list-style-type: none"> <li>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.</li> </ul>	3	<ul style="list-style-type: none"> <li>Candidates show a largely accurate knowledge and understanding of language concepts or issues, although is likely to lack the depth needed to be convincing.</li> <li>Candidates demonstrate soundness in identifying patterns of language use within the text.</li> <li>Candidates use their knowledge and understanding of concepts and issues to comment generally on language use in the text.</li> </ul>	7-9	<ul style="list-style-type: none"> <li>Candidates make some attempts to respond to contexts and make some points about their potential influences on the language used in the text.</li> <li>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.</li> </ul>	5-6

2	<ul style="list-style-type: none"> <li>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.</li> </ul>	2	<ul style="list-style-type: none"> <li>Candidates' knowledge and understanding of concepts/issues is likely to have inaccuracies or be muddled.</li> <li>Candidates demonstrate limited ability to identify patterns of language use within the text.</li> <li>Candidates use concepts/issues to comment on the text, although connections may be lacking or confused.</li> </ul>	4-6	<ul style="list-style-type: none"> <li>Candidates make a limited response to contexts and to their potential influences on the language used in the text.</li> <li>Candidates show a basic understanding of how contextual features inherent in the text contribute to the overall meaning.</li> </ul>	3-4
1	<ul style="list-style-type: none"> <li>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.</li> </ul>	1	<ul style="list-style-type: none"> <li>Candidates select irrelevant or unconnected concepts or issues, or presents erroneous accounts of concepts.</li> <li>Candidates demonstrate weaknesses in identifying patterns of language use within the text.</li> <li>Candidates attempt to use concepts or issues to examine the text, although these will be superficial.</li> </ul>	1-3	<ul style="list-style-type: none"> <li>Candidates make only one or at the most two references to context(s), identifying a potential influence on the language used in the text.</li> <li>Candidates make little attempt to show understanding of how one or more contextual features inherent in the text contribute to the overall meaning.</li> </ul>	1-2
0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	0

APPENDIX 1 – this contains a generic mark scheme grid

Assessment Objective weightings are given as percentages.

**Assessment Objectives Grid**

<b>Question</b>	<b>AO1%</b>	<b>AO2%</b>	<b>AO3%</b>	<b>AO4%</b>	<b>AO5%</b>	<b>Total</b>
<b>1</b>	0	10	0	0	10	20
<b>2 or 3</b>	5	15	10	0	0	30
<b>Totals</b>	<b>5%</b>	<b>25%</b>	<b>10%</b>	<b>0%</b>	<b>10%</b>	<b>50%</b>

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