

**GCE**

**English Language and Literature**

Unit **H074/01**: Non-fiction written and spoken texts

Advanced Subsidiary GCE

**Mark Scheme for June 2016**

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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.

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

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## Annotations

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 4
	Assessment Objective 5
	Attempted or insecure
	Analysis
	Detailed
	Effect
	Expression
	Link
	Answering the question
	View
	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.

### Subject-specific marking instructions

Candidates answer **one** question from Section A and **one** question from Section B. Assessment objectives AO1, AO2, AO3 and AO4 are assessed in Section A. Assessment objectives AO3 and AO5 are assessed in Section B. For each section the level descriptors are organised with the dominant assessment objective first. The question-specific guidance on the tasks provide an indication of what candidates are likely to cover in terms of AOs 1, 2, 3, 4 and 5. The guidance and indicative content are neither prescriptive nor exhaustive: candidates should be rewarded for any relevant response which appropriately addresses the Assessment Objectives.

### Awarding Marks

- (i) Section A has one question worth 30 marks. In Section B candidates choose one question worth 20 marks.
- (ii) For each answer, award a single overall mark out of 30 (Section A) and 20 (Section B), following this procedure:
  - refer to the question-specific Guidance for descriptions of Higher and Lower response and indicative content
  - using 'best fit', make a holistic judgment to locate the answer in the appropriate level descriptor
  - place the answer precisely within the level and determine the appropriate mark out of 30 (Section A) and 20 (Section B) considering the relevant AOs
  - bear in mind the weighting of the AOs, and place the answer within the level and award the appropriate mark out of 30 (Section A) and 20 (Section B)
  - if a candidate does not address one of the assessment objectives tested in the question, they cannot achieve all of the marks in the given level.

Mark positively. Use the lowest mark in the level only if the answer is borderline / doubtful.

Use the full range of marks, particularly at the top and bottom ends of the mark range.

(iii) When the complete script has been marked:

- if necessary, follow the instructions concerning rubric infringements;
- add together the marks for the two answers, to arrive at the total mark for the script.

### Rubric Infringement

Candidates may infringe the rubric in one of the following ways:

- only answering one question;
- answering two or three questions from Section B;

If a candidate has written three or more answers, mark all answers and award the highest mark achieved in each Section of the 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.

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

<b>AO1</b>	Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.
<b>AO2</b>	Analyse ways in which meanings are shaped in texts.
<b>AO3</b>	Demonstrate understanding of the significance and influence of contexts in which texts are produced and received.
<b>AO4</b>	Explore connections across texts informed by linguistic and literary concepts and methods.
<b>AO5</b>	Demonstrate expertise and creativity in the use of English to communicate in different ways.

### WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following table:

Component	% of AS level					
	AO1	AO2	AO3	AO4	AO5	Total
Non-fiction written and spoken texts (01)	8%	7%	13%	7%	15%	50%
The language of literary texts (02)	14%	20%	8%	8%	0%	50%
Total	22%	27%	21%	15%	15%	100%

**Component 1 Section A (Non-fiction anthology texts) 30 marks**

The weightings for the assessment objectives are:

AO1 8.0%

AO4 8.0%

AO2 7.0%

AO3 7.0%

Total 30%

In Section A the dominant assessment objectives are AO1 Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression and AO4 Explore connections across texts, informed by linguistic and literary concepts and methods.

Answers will also be assessed for AO2 and AO3.

Candidates should apply concepts and methods as appropriate, using relevant linguistic terminology and fluent expression (AO1). They should explore connections across the two anthology texts, comparing and contrasting details, informed by linguistic and literary concepts and methods (AO4). They should analyse ways in which meanings are shaped in the texts (AO2) and develop their answer with reference to the significance and influence of the contexts in which texts are produced and received (AO3). The criteria below are organised to reflect the order of the dominant assessment objectives.

A response that does not address any one of the four assessment objectives targeted cannot achieve all of the marks in the given level.

<b>Level 6: 30–26 marks</b>	
<b>AO1</b>	Excellent application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Consistently coherent and fluent written expression and apt and consistent use of terminology relevant to the task and texts.
<b>AO4</b>	Excellent and detailed exploration of connections across texts informed by linguistic and literary concepts and methods.
<b>AO2</b>	Excellent, fully developed and detailed critical analysis of ways in which meanings are shaped in texts.
<b>AO3</b>	Perceptive understanding of the significance and influence of the contexts in which texts are produced and received

<b>Level 5: 25–21 marks</b>	
<b>AO1</b>	Secure application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Consistently clear written expression and appropriate use of terminology relevant to the task and texts.
<b>AO4</b>	Clearly developed exploration of connections across texts informed by linguistic and literary concepts and methods.
<b>AO2</b>	Clear and well developed critical analysis of ways in which meanings are shaped in texts.
<b>AO3</b>	Clear and relevant understanding of the significance and influence of the contexts in which texts are produced and received.

<b>Level 4: 20–16 marks</b>	
<b>AO1</b>	Competent application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Generally clear written expression and mainly appropriate use of terminology relevant to the task and texts.
<b>AO4</b>	Competent exploration of connections across texts informed by linguistic and literary concepts and methods.
<b>AO2</b>	Competent analysis of ways in which meanings are shaped in texts.
<b>AO3</b>	Some understanding of the significance and influence of the contexts in which texts are produced and received.

<b>Level 3: 15–11 marks</b>	
<b>AO1</b>	Some application of relevant concepts and methods selected appropriately from integrated linguistic and literary study. Generally clear written expression with occasional inconsistencies and some appropriate use of terminology relevant to the task and texts.
<b>AO4</b>	Some attempt to explore connections across texts informed by linguistic and literary concepts and methods.
<b>AO2</b>	Some analysis of ways in which meanings are shaped in texts.
<b>AO3</b>	Some awareness of the significance and influence of the contexts in which texts are produced and received.

<b>Level 2: 10–6 marks</b>	
<b>AO1</b>	Limited attempt to apply relevant concepts and methods from integrated linguistic and literary study appropriately. Some inconsistent written expression and limited use of terminology relevant to the task and texts.
<b>AO4</b>	Limited attempt to make connections across texts informed by linguistic and literary concepts and methods.
<b>AO2</b>	Limited analysis of ways in which meanings are shaped in texts.
<b>AO3</b>	Limited awareness of the significance and influence of the context in which texts are produced and received.

<b>Level 1: 5-1 marks</b>	
<b>AO1</b>	Very little attempt to apply relevant concepts and methods from integrated linguistic and literary study appropriately. Inconsistent written expression and little use of terminology relevant to the task and texts.
<b>AO4</b>	Very little attempt to make connections across texts informed by linguistic and literary concepts and methods.
<b>AO2</b>	Very little analysis of ways in which meanings are shaped in texts.
<b>AO3</b>	Very little awareness of the significance and influence of the contexts in which texts are produced and received.

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

Question	Response	Mark	Guidance
1	<p>Text A is Alastair Cooke's obituary for Marilyn Monroe published in The Guardian in 1962</p> <p>Text B is an extract from a speech by the then Prime Minister of Australia, Julia Gillard, to the Australian Parliament</p> <p><b>1 Compare the ways in which the writers or speakers use language to respond to the events they are describing.</b></p> <p><b>In your answer you should consider:</b></p> <ul style="list-style-type: none"> <li>• <b>context</b></li> <li>• <b>mode and genre</b></li> <li>• <b>purpose and audience.</b></li> </ul> <p><b>A higher level response (levels 4 –6) will:</b></p> <p><b>AO1</b> Use vocabulary and terminology appropriately, referring to a range of language levels, including grammar and discourse, e.g. conjunctions, declarative sentences, lexical choices, rhetorical devices. Express ideas fluently and coherently, with a wide vocabulary.</p> <p><b>AO4</b> Make comparisons between texts, aware of both similarities (both express a strong personal view on their subject) and differences (written vs spoken; literacy vs rhetorical techniques; broad vs. relatively narrow/defined audience; reflective vs aggressive style).</p> <p><b>AO2</b> Explore the ways the speakers and writer use language to achieve their purposes for their respective audiences, e.g. use of repetition, emotive lexis, allusion, range of literary techniques.</p>	30	<p><b>The indicative content shows an integrated approach to the four assessment objectives. AO1, AO4, AO2 and AO3.</b></p> <p><b>Context/audience/purpose e.g.</b></p> <ul style="list-style-type: none"> <li>• Cooke's writing assumes an educated audience who share a common cultural outlook e.g. dismissive references to <i>troubled fans</i> and <i>pulp magazines</i>; allusions to writers (Raymond Chandler, Arthur Miller, William Empson) are not explained, but reference to a baseball player is (<i>the loping hero of the New York Yankees</i>).</li> <li>• While ostensibly Gillard is addressing other members of parliament, there is a dual audience as the speech is televised and she widens the discourse to speak to the electorate in general e.g. Gillard's shift of tone from the formal procedural lexis required by the parliamentary context (<i>I rise to oppose the motion moved by the Leader of the Opposition</i>) to a more personal and emotive style (<i>Well this kind of hypocrisy will not be tolerated</i>).</li> <li>• Both texts have a shared purpose to inform and comment, but do so differently. Cooke's approach is more detached and analytical e.g. using irony to suggest disapproval (<i>a respectable national picture magazine printed for the delectation of her troubled fans</i>) and language choices to show sympathy (<i>a baffled, honest girl</i>); Gillard's is direct and relentless e.g. stacking up of evidence, repetition of phrase <i>I was offended</i>.</li> </ul> <p><b>Mode e.g.</b></p> <ul style="list-style-type: none"> <li>• Contrast between the written mode of Cooke (precise language choices, measured and balanced syntax) and Gillard's ostensibly spontaneous speech.</li> <li>• Typical features of spoken language in Gillard's speech include: Sentences often beginning with conjunctions (<i>And</i></li> </ul>

Question	Response	Mark	Guidance
	<p><b>AO3</b> Understand the significance of a range of contextual factors, e.g. written vs spoken mode; informative / argumentative purposes; intended audiences.</p> <p><b>A lower level response (levels 1 –5) will:</b></p> <p><b>AO1</b> Use some appropriate terminology, mainly at level of word choice, e.g. informal, jargon, incomplete sentences. Expression is clear but may lack precision.</p> <p><b>AO4</b> Make general comparisons between language use, e.g. spoken language vs written features; simpler and more direct language choices in speech.</p> <p><b>AO2</b> Examine some ways this affects the language use in each text, e.g. repetition for emphasis; more explicit personal viewpoint in speech.</p> <p><b>AO3</b> Recognise and make some use of an understanding of the differences between degrees of formality, or written vs spoken, and how that affects the language used to comment</p>		<p><i>Because</i>); use of constructions such as <i>and then</i> and <i>he's gone</i> to recount events; incomplete sentences (<i>Doesn't turn a hair about any of his past statements</i>) and interjections/asides for emphasis (<i>not when he was a student</i>).</p> <ul style="list-style-type: none"> <li>• Typical features of Cooke's carefully constructed prose style include: Balanced sentences/parallelism (<i>only a physical mile or two, but a social universe distant</i>) and carefully constructed metaphors (<i>a straw on the ocean of her compulsions</i>).</li> </ul> <p><b>Pragmatics e.g.</b></p> <ul style="list-style-type: none"> <li>• Gillard's focus shifts from personal outrage (<i>I was very personally offended by those comments</i>) to presenting herself as a representative of her gender (<i>I was also very offended on behalf of the women of Australia</i>) to give her argument more moral weight.</li> <li>• Gillard's refusal to mention Abbot by name, moving between formality (<i>The Leader of the Opposition</i>) and depersonalisation (<i>this man</i>).</li> <li>• Cooke's choice of linked adjectives and noun phrases to suggest Monroe's powerlessness (<i>victim, shuttled, knockabout years, short independence, unsuspected first rung</i>).</li> </ul> <p><b>Lexis e.g.</b></p> <ul style="list-style-type: none"> <li>• Gillard's anger is shown through negative/emotive lexis (<i>repulsive, hypocrisy</i>). This is contrasted with the relatively restrained lexical choices of Cooke's obituary (<i>It is enough...to recall her miserable parents</i>).</li> </ul> <p><b>Semantics</b></p> <ul style="list-style-type: none"> <li>• Cooke uses a wide range of figurative language and devices typical of a 'literary' article e.g.: litotes (<i>charming,</i></li> </ul>

Question	Response	Mark	Guidance
			<p><i>shrewd and pathetic</i>), extended metaphor to portray Monroe's life as a 'story' (<i>usual melodrama, last chapter, plot</i>), alliteration for impact (<i>stony sentences, dazed and doomed</i>); oxymorons to suggest a conflicted character (<i>cursed by physical beauty; tragic integrity</i>).</p> <ul style="list-style-type: none"> <li>In contrast, Gillard's speech is much more direct. There is little 'literary' language and she makes more use of rhetorical techniques such as sarcasm (<i>Thank you for that painting of women's roles in modern Australia</i>); parody for comic effect (<i>Oh dear, there's this thing called sexism</i>); repetition (<i>not when he was a student, not when he was in high school</i>).</li> </ul> <p><b>Grammar/syntax</b></p> <ul style="list-style-type: none"> <li>The personal nature of Gillard's speech and its focus on Abbott's behaviour means first and third person pronouns dominate (<i>I, he</i>). In contrast the more detached analytical style of Cooke's obituary means that, despite expressing a strong personal view, first person pronouns are absent and third person (<i>she, her</i>) is most common.</li> <li>Both texts have a circular structure: Cooke opening and closing with specific reference to Monroe's death (<i>was found dead; ultimate oblivion</i>); Gillard beginning with and returning to procedural discourse (<i>I rise to oppose the motion; which is why this motion from the Leader of the Opposition should not be taken seriously</i>).</li> <li>Both use 'call backs' to points made earlier to structure and re-enforce their purpose. Gillard: <i>I will not be lectured about sexism; This is the man from whom we're supposed to take lectures on sexism</i>; Cooke: <i>...terrified by the huge stereotype of herself; ...haunted by the nightmare of herself, sixty feet tall</i>.</li> </ul>

**Component 1 Section B (Non-fiction writing) 20 marks**

The weightings for the assessment objectives are:

AO5 15.0%

AO3 5.0%

Total 20%

In Section B the dominant assessment objective is AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways.

Answers will also be assessed for AO3.

Candidates should demonstrate expertise and creativity in their own original non-fiction writing (AO5) showing understanding of the significance and influence of the contexts in which texts are produced and received (AO3). The criteria below are organised to reflect the order of the dominant assessment objectives.

A response that does not address any one of the two assessment objectives targeted cannot achieve all of the marks in the given level.

<b>Level 6: 20–17 marks</b>	
<b>AO5</b>	<ul style="list-style-type: none"> <li>• Flair, originality and a high degree of control demonstrated in the use of English to communicate in different ways.</li> </ul>
<b>AO3</b>	<ul style="list-style-type: none"> <li>• Perceptive understanding of the significance and influence of the contexts in which texts are produced and received.</li> </ul>

<b>Level 5: 16–14 marks</b>	
<b>AO5</b>	<ul style="list-style-type: none"> <li>• Control and creativity demonstrated in the use of English to communicate in different ways.</li> </ul>
<b>AO3</b>	<ul style="list-style-type: none"> <li>• Clear and relevant understanding of the significance and influence of the contexts in which texts are produced and received.</li> </ul>

<b>Level 4: 13–11 marks</b>	
<b>AO5</b>	<ul style="list-style-type: none"> <li>• Competence and engaging effects demonstrated in the use of English to communicate in different ways.</li> </ul>
<b>AO3</b>	<ul style="list-style-type: none"> <li>• Some understanding of the significance and influence of the contexts in which texts are produced and received.</li> </ul>

<b>Level 3: 10–8 marks</b>	
<b>AO5</b>	<ul style="list-style-type: none"> <li>• Some accuracy and an attempt to create effects demonstrated in the use of English to communicate in different ways.</li> </ul>
<b>AO3</b>	<ul style="list-style-type: none"> <li>• Some awareness of the significance and influence of the contexts in which texts are produced and received.</li> </ul>

<b>Level 2: 7–5 marks</b>	
<b>AO5</b>	<ul style="list-style-type: none"> <li>• Limited accuracy and some attempt to create effects demonstrated in the use of English to communicate in different ways.</li> </ul>
<b>AO3</b>	<ul style="list-style-type: none"> <li>• Limited awareness of the significance and influence of the context in which texts are produced and received.</li> </ul>

<b>Level 1: 1-4 marks</b>	
<b>AO5</b>	<ul style="list-style-type: none"> <li>• Little accuracy and little attempt to create effects demonstrated in the use of English to communicate in different ways.</li> </ul>
<b>AO3</b>	<ul style="list-style-type: none"> <li>• Very little awareness of the significance and influence of the contexts in which texts are produced and received.</li> </ul>

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

Question	Response	Mark	Guidance
<p>2</p> <p>3</p> <p>4</p>	<p><b>Write an article for a newspaper on the topic of instant celebrity. Your aim is to explore the negative effects of sudden fame.</b></p> <p><b>Or</b></p> <p><b>Write a speech to be given at a year 11 school assembly on the importance of equality. Your aim is to persuade the audience that more needs to be done to ensure equal rights for a group of your choice.</b></p> <p><b>Or</b></p> <p><b>Write an obituary for an imagined celebrity. Your aim is to evaluate and comment on his or her life, achievements and legacy.</b></p> <p><b>A higher level response (levels 4 –6) will:</b></p> <p><b>AO5</b> Demonstrate expertise in their use of English to create an effective article/ speech/ obituary, with a high degree of control over the techniques that have been chosen.</p> <p><b>AO3</b> Demonstrate understanding of the influence of context on how texts are produced and received.</p> <p><b>A lower level response (levels 1–3) will</b></p> <p><b>AO5</b> Show some ability to shape an effective article/ speech/ obituary, drawing on a range of different techniques.</p> <p><b>AO3</b> Show some awareness of the influence of context on how texts are produced and received.</p>	<p><b>20</b></p>	<p>Candidates will show awareness of the ways language varies according to contextual factors by demonstrating understanding of generic conventions in their own text.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Use techniques and conventions effective for providing information and commenting in an engaging way</li> <li>• show awareness of the style and approach of a news article, speech or obituary</li> <li>• adapt language as appropriate for a spoken presentation, a crafted article or a formal piece of writing.</li> </ul> <p>Candidates will establish some interaction with their audience as appropriate, i.e. to their peers who may have had similar experiences or a broader audience that may or may not be familiar with the subject.</p>

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