

**GCE**

**English Language**

**H070/02: Exploring contexts**

Advanced Subsidiary GCE

**Mark Scheme for June 2019**

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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  |
|    | Tick  |
|    | Assessment Objective 1  |
|    | Assessment Objective 2  |
|    | Assessment Objective 3  |
|    | Assessment Objective 5  |
|    | Attempted or insecure   |
|    | Effect  |
|    | Expression  |
|   | Link  |
|  | Answering the question  |
|  | Vague   |
|  | Irrelevant  |

| Question | Guidance   | Marks | Text Features   |
|----------|--|-------|---|
| 1        | <p><i>'The language of advertising is becoming less sexist.'</i></p> <p><b>Write an online magazine article that critically engages with the statement above and persuades readers of a particular point of view. Your article should be aimed at a non-specialist, reasonably well-educated audience. You should write about 500 words.</b></p> <p><b>AO5</b><br/>The article should have a recognizable structure and be cohesive. There should be evidence that the candidate has considered the context of a magazine that is online. The headline and subheading (if there is one) should make some attempt to hook the reader. Ways to achieve this could be through a device such as hyperbole, humour, 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 article. Rhetorical flourishes and patterning of language would be appropriate, but should not be overly formal; the formality levels need to be carefully modulated for the readership. 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.</p> | 24    | <p><b>AO2</b><br/>The task can be approached from either perspective, as long as there is evidence that there has been critical engagement with the statement. Candidates could argue that the language used in advertising is becoming more aligned to gender equality thus reflecting contemporary political correctness, or they could discuss how there is still gender bias implicit or explicit in advertising language perhaps due to today's climate of competition in business. The following points could be made:</p> <ul style="list-style-type: none"> <li>• Discussing the influential nature of advertising in the media: digital and print versions of magazines and newspapers; television, radio, film, video and the Internet; billboards, leaflets and flyers.</li> <li>• Addressing Sapir Whorf hypothesis to establish influence of language on thought.</li> <li>• Identifying movement towards politically correct language and impact on advertising.</li> <li>• Impact (or lack of impact) of lexical asymmetry ('master' vs 'mistress', etc.) as relevant in advertising.</li> <li>• Gender stereotypical language to define males and females in advertising, eg. males given dynamic verbs and adjectives such as 'move', 'deal with', 'tackle', 'confident' etc.; females given defensive and emotional verbs and adjectives such as 'convinced', 'feel', 'love', 'soft' etc.</li> <li>• Marked forms, for instance, terms such as 'male nurse', 'women's football', etc – to what extent is this important?</li> </ul> |

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|  |  |  | <p>Can the use of unmarked forms lead to assumptions such as a nurse being thought of as female, etc. (as relevant to advertising)?</p> <ul style="list-style-type: none"> <li>• Dated terms of address or endearment, eg. ‘darling’, ‘dear’, also diminutive adjectives like ‘little’ being used eg. ‘you little spendthrift’ in past ads.</li> <li>• Fairclough’s Synthetic Personalisation and its usage in gender positioning through advertising.</li> <li>• Could relate to Lakoff generally, ‘women’s words’, ‘adjectives of approval’ etc.</li> <li>• Could relate to Tannen’s difference pairings eg ‘advice vs understanding’, and their application to the discourse of advertising – adverts aimed at men advice orientated, those aimed at women about empathy and understanding - this having changed (or not).</li> <li>• Could address job adverts - managerial and executive-level jobs usually considered masculine, requiring qualities like ambition, aggressiveness, and achievement, and ads tailored towards this in past apparently now becoming more neutral.</li> <li>• Recent studies by anyone on job ads, depending on centres’ coverage eg. Gaucher (2011) looked at language used in advertisements within male-dominated areas. Found inclusion of more masculine stereotype-linked words, also that they made a given job less appealing to female candidates.</li> </ul> |
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| Level    | AO2   | Mark         | AO5   | Mark         |
|----------|---|--------------|---|--------------|
| <b>6</b> | <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>   | <b>11-12</b> | <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> | <b>11-12</b> |
| <b>5</b> | <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> | <b>9-10</b>  | <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>                              | <b>9-10</b>  |
| <b>4</b> | <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>         | <b>7-8</b>   | <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>               | <b>7-8</b>   |
| <b>3</b> | <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>        | <b>5-6</b>   | <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>           | <b>5-6</b>   |

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| <p><b>2</b></p> | <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> | <p><b>3-4</b></p> | <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>  | <p><b>3-4</b></p> |
| <p><b>1</b></p> | <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>      | <p><b>1-2</b></p> | <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> | <p><b>1-2</b></p> |
| <p><b>0</b></p> | <ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>   | <p><b>0</b></p>   | <ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>   | <p><b>0</b></p>   |

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

| Question | Guidance  | Marks | Text features  |
|----------|---|-------|--|
| 2        | <p><b>Language and Power</b></p> <p><b>Text A is an edited page from a website called “CV Library” which deals with a range of careers-related topics. This page provides advice for those attending interviews.</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>• analyse the relevant language features of the text</li> <li>• explore how contextual factors and language features construct meanings</li> <li>• 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</li> </ul> <p><b>AO1</b><br/>Candidates should analyse a range of language features using appropriate terminology. Written expression should be coherent.</p> <p><b>AO2</b><br/>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/ asymmetry/grammatical constructions. The positioning of producer in relation to receiver needs consideration.</p> | 36    | <ul style="list-style-type: none"> <li>• Awareness of context and its impact on language choices, eg. use of modal auxiliaries ('you should'; 'you can') and imperatives ('think about'; 'draw on'; 'remember') as discourse markers throughout the text.</li> <li>• Use of direct address – synthetic personalization to create sense of imagined reader ('...think about a task you completed ...'). May reference specific theory, eg. Fairclough or discuss language shaping belief (Sapir-Whorf).</li> <li>• Different manifestations of power and its influence addressed within the text, eg. occupational sectors; the interviewee in relation to the interviewer; employee in relation to current colleagues or employer; 'team fit' within future career; contact with senior management and/or customers.</li> <li>• Status of reader of text in relation to writer of text; hierarchies.</li> <li>• Representation of power-related issues: eg. preparation is 'differentiator between success and failure'; 'right person for the job'; 'telling of your attitude towards authority'; 'your influencing, assertiveness and communication skills'.</li> <li>• Power strategies touched on within text, eg. 'you set the scene'; 'answering these questions effectively'.</li> <li>• Lexis from field of careers ('skills'; 'attributes'; 'STAR technique/method'; 'team fit') validates professionalism of source but is interspersed with some informal language ('crop up'; 'ramble'; 'tricky') and mild humour ('...everyone makes mistakes!'; '... landing your dream job!') to make it</li> </ul> |

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|  | <p>This consideration may be illuminated by reference to the ideas of theorists such as Fairclough and/or Sapir-Whorf.</p> <p><b>AO3</b><br/>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 webpage includes features such as the 5 interview questions forming the subtitles, and hyperlinks to further sources of information. The audience is likely to be young people, but could potentially be wider ranging.</p> | <p>engaging, as does the use of punctuation such as exclamation marks.</p> <ul style="list-style-type: none"> <li>• Adjectives and adverbs of power ('effectively'; 'essential'; 'influential') to underline credibility of source.</li> <li>• Informal register in place, eg, 'keep you on track'; 'good old attention-to-detail question'; 'key to acing that interview' designed to hook reader.</li> <li>• Use of slight hyperbole ('Be careful not to criticise ...'; '...be careful about what you choose to share. You don't necessarily need to share that you swore loudly, panicked or broke down ...') – repetition of 'be careful' and verb choices heighten sense of potential ineptitude.</li> <li>• Repetition of the recommended use of the STAR technique/method, and use of listing (5 interview questions and the 'STAR' mnemonic) reinforce authority of source.</li> <li>• Assumption of shared knowledge, eg. 'as we all know' and 'usual' heighten the source's authority.</li> </ul> <p><b>Other features of the webpage:</b><br/>Use of hyperlinks – element of context. Stronger candidates may explore in terms of intertextuality and its presence lending legitimacy.</p> |
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Indicative Content – **Please note:** indicative content indicates possible points candidates might make, but this is not an exhaustive account. Any valid response should be rewarded.

| Question | Guidance  | Marks | Text features  |
|----------|---|-------|--|
| 3        | <p><b>Language and Gender</b></p> <p><b>Text B is an edited guest blog on a website called “Northern Lights”, a marketing strategy forum which deals with a range of business and marketing strategies. This page discusses gender differences in public speaking.</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>• analyse the relevant language features of the text</li> <li>• explore how contextual factors and language features construct meanings</li> <li>• consider the ways in which your understanding of concepts and issues relating to gender in language use illuminates the representation of power within the text</li> </ul> <p><b>AO1</b><br/>Candidates should analyse a range of language features using appropriate terminology. Written expression should be coherent.</p> <p><b>AO2</b><br/>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</p> | 36    | <ul style="list-style-type: none"> <li>• Awareness of context. The blog comprises: opinions (eg. ‘There is a widespread lack of confidence amongst women spokespeople’), examples (eg. ‘women are far more exercised about their appearance’), and counsel (eg. ‘... don’t fall for the current advice ...’).</li> <li>• Gender issues addressed in relation to public speaking (ie. academics and employees). May reference specific theory, eg. Cameron.</li> <li>• Use of direct address – synthetic personalization to create sense of imagined reader (‘Finding your own voice and style ...’). Status of reader of text in relation to writer of text.</li> <li>• The text addresses differences between male and female public speakers, focusing mainly on confidence, although both genders can experience ‘similar levels of anxiety and self-doubt’. However, women express these emotions more readily according to Deborah Tannen particularly.</li> <li>• Females are conscious that they are judged more on their appearance than males are. Women often believe that they have to lower their voice to sound like men, could be related to Lakoff on women’s intonation.</li> <li>• Text focuses on females being as adept at public speaking as males but presupposes self-consciousness and that women’s confidence needs to be boosted through training. Candidates may consider this section as either empowering or condescending.</li> <li>• Presuppositions of shared opinions and beliefs (‘No-one wants to see ...’; ‘We all like a surprise’) and assertive</li> </ul> |

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|  | <p>to be explored on different levels, e.g. lexical choices/ asymmetry/grammatical structures. The positioning of producer in relation to receiver needs consideration. This consideration may be illuminated by reference to the ideas of theorists such as Cameron, Lakoff, Tannen, Coates.</p> <p><b>AO3</b><br/>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 blog includes features such as subheadings, and hyperlinks to further sources of information. The audience is likely to be adults of all ages, including teenagers.</p> |  | <p>subheadings, ('Women need to find their voice'; Women give mixed messages') heighten the source's authority. Assumed knowledge contained in sub-headings.</p> <ul style="list-style-type: none"> <li>• Lexis from field of media skills ('communication'; 'Steering Committee'; 'initiative') validates professionalism of source but is interspersed with some metaphorical language ('carapace of jargon'; 'emerging from that chrysalis'; 'take them by the hand'), and exhortation ('Women need to find their voice') to make it engaging, as does the use of punctuation such as exclamation and question marks.</li> <li>• Informal register in place, using first and second person, eg, 'we find ...'; 'we'd love to', and discourse markers in the form of imperatives ('don't fall for'; 'grab'; you need to; 'lead them' designed to hook reader.</li> <li>• Strong voice created by use of powerful vocabulary ('authoritative'; 'inspire'; 'competent'; brilliant), and emotive language ('appalling'; 'anxiety'; 'fears').</li> </ul> <p><b>Other features of the blog:</b></p> <p>Use of hyperlinks – element of context. Stronger candidates may explore in terms of intertextuality and its presence lending legitimacy.</p> |
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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</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>  |

|          |   |          |  |              |   |            |
|----------|---|----------|--|--------------|---|------------|
|          |   |          | and issues to offer informed comment of the text's patterns of language use.   |              |   |            |
| <b>4</b> | <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> | <b>4</b> | <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>   | <b>10-12</b> | <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>  | <b>7-8</b> |
| <b>3</b> | <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>   | <b>3</b> | <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> | <b>7-9</b>   | <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> | <b>5-6</b> |

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|-----------------|--|-----------------|---|-------------------|--|-------------------|
| <p><b>2</b></p> | <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> | <p><b>2</b></p> | <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> | <p><b>4-6</b></p> | <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>   | <p><b>3-4</b></p> |
| <p><b>1</b></p> | <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>                 | <p><b>1</b></p> | <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>  | <p><b>1-3</b></p> | <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> | <p><b>1-2</b></p> |
| <p><b>0</b></p> | <ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>   | <p><b>0</b></p> | <ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>  | <p><b>0</b></p>   | <ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>   | <p><b>0</b></p>   |

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