



**GCE**

**English Language**

**H070/02: Exploring contexts**

AS Level

**Mark Scheme for June 2023**

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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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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING ON-SCREEN

1. Make sure that you have accessed and completed the relevant and training packages for on-screen marking: *scoris assessor Online Training* and the *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the Instructions for On-Screen Marking and the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

### Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer spaceAward Zero '0' if:
  - anything is written in the answer space and is not worthy of credit (this includes text and symbols).Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.
8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

| <b>Descriptor</b>                                     | <b>Award mark</b>                                                                                         |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| On the borderline of this level and the one below     | At bottom of level                                                                                        |
| Just enough achievement on balance for this level     | Above bottom and either below middle or at middle of level (depending on number of marks available)       |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level        | At top of level                                                                                           |

11. 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                                                                                                                                                                                        |

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.

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

12. 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.

**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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        | <p><i>‘If you examine carefully how we usually express ourselves, you will see how male-centred our language is.’</i></p> <p>Write a blog 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.</p> <p><b>AO5</b></p> <p>A blog should have a recognisable structure and be cohesive. The title should describe or relate to the content of the entry. The opening should hook the audience. 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 blog. The blog could be inspired by and refer to a current piece of news or a comment to a previous or current blog entry. E.g.: male-centric words and phrases such as ‘chairman’, ‘wing-man’ or ‘poster-boy’. Rhetorical flourishes and patterning of language will be appropriate but should not be overly formal. The register needs to be carefully modulated for the audience, e.g. 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 blog.</p> | 24    | <p><b>AO2</b></p> <p>The task can be approached from a variety of perspectives. Candidates may focus on one or more of the points below. A response that deals with, for example, one of the points in an in-depth and detailed manner should be rewarded.</p> <p>Candidates may argue that patriarchal or sexist discourses cause language to be male-centred. They may also argue that language is not male-centred or is less so with growth of gender neutrality; that context determines how language is used and gender is becoming less relevant. Candidates may also interpret ‘male-centred’ in more than one way, e.g. how men use language (intonation, grammar, lexis) and/or how language is used/received as part of social practice by women and men, to reinforce/collude with gender stereotypes.</p> <p>They may focus on how language constructs gender or how language can subvert gender expectations or that although language is male-centred it can be used to challenge the <i>status quo</i>.</p> <p>Could refer to gender theory to argue that powerful groups (the legal profession, companies, law enforcement, the media, men) use language to maintain and assert power. Possible theorists could be referenced briefly but without losing sight of the needs of the intended audience: Tannen e.g. use of language for different purposes – status vs support etc. Lakoff – challenged by e.g. O’ Barr/Atkins/Sapir Whorf theory; men use language to silence women.</p> |

| Question | Guidance | Marks | Text Features                                                                                                                                                                                                                                           |
|----------|----------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |          |       | <p>Might introduce/explain examples such as marked/unmarked terms/lexical asymmetry/semantic derogation/reclamation of words.</p> <p>Candidates may also chart/refer to the movement towards political correctness/impact on thought and behaviour.</p> |

| 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 skillfully 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   |

**H070/02**

**Mark Scheme**

**June 2023**

|           |                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                                                                                     |            |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>11</b> | <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> | <b>1-2</b> | <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> | <b>1-2</b> |
| <b>0</b>  | <ul style="list-style-type: none"><li>• No response or no response worthy of any credit.</li></ul>                                                                                                                                                                     | <b>0</b>   | <ul style="list-style-type: none"><li>• No response or no response worthy of any credit</li></ul>                                                                                                                                                                                                                                   | <b>0</b>   |

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 from <i>The Guardian’s</i> website. The author considers the dangers of posting negative comments about an employer on social media. It was published in November 2011.</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>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/asymmetry/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.</p> <p><b>AO3</b></p> | <b>36</b> | <p>Candidates may focus on the way the article has a conversational as well as explanatory style to it, as if engaging with a potential client or jury. Authoritative tone and the relationship between the employer and the employee; the theme of power imbalance is not unexpected, given the article’s provenance.</p> <p>Use of rhetorical structures, e.g. ‘Thinking of badmouthing your employer or work colleagues on a social networking site?’ characteristic of articles.</p> <p>Use of direct authoritative address and use of the threat/fear construction: ‘you’d be well advised to think again’.</p> <p>Lexical field of employment/legality (‘tribunal’, ‘dismissal’) – reflects topic. Also of social media/technology/employment.</p> <p>Use of contrast: employer is represented as powerful and employees possibly reckless ‘badmouthing’.</p> <p>Use of temporal adverbial ‘this week’ – justifies newsworthiness of story.</p> <p>Use of colloquial idioms ‘venting their spleen’, ‘land you in trouble’, contrasting with formal Latinate lexis (dismissal/repercussions) and legal quasi-jargon ‘gross misconduct’.</p> <p>Alliteration ‘gripes and grievances’ – trivialises employee problems, perhaps because of writer’s role as a legal ‘expert’.</p> <p>Noticeable differences in stance: the writer (a lawyer, at a ‘powerful’ sounding law firm, writing in a national newspaper,</p> |

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|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Candidates should include explicit acknowledgement of the multimodal 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 a web page advertising the interview. The audience is likely to be adults of all ages, including teenagers.</p> |  | <p>permitted to write about the issue) and the employee (not qualified to speak, unable to speak freely).</p> <p>Use of a trope: ‘arena’ connotes ‘gladiatorial combat’/David and Goliath except in reverse – the employee is ‘badmouthing’ (loser), the employer (the winner).</p> <p>Intertextual reference to Orwellian ‘Big Brother’ – assumes shared cultural capital with educated readership.</p> <p>Premodifiers like ‘instant’ (dismissal) seek to highlight the seriousness of the topic.</p> <p>Collocations like ‘financial climate’ reflect shared familiarity with/awareness of context.</p> <p>Use of direct authoritative address/use of the threat/fear construction: ‘you <u>may</u> face repercussions’, ‘<u>if</u> you choose to write’ as a mild threat; use of modal auxiliary/conditional because these are possible scenarios rather than specific ones.</p> <p>Use of list of three: ‘desk, home or mobile phone’; the listing emphasises the scale/nature of the means by which readers may compromise their job security/render themselves vulnerable to sanctions.</p> <p>Use of legalese/officialdom: ‘policy’, ‘contractual terms’ ‘clear limitations’ ‘permissible contents’, reminds the reader that the law (for whom the writer acts as a spokesperson) has instrumental power (Fairclough).</p> <p>Assumption of shared knowledge/context: World War Two government propaganda ‘careless comments’.</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  | <p>The title ‘How your Facebook status could put you out of work’ uses juxtaposition of collocation ‘Facebook status’ with threatening idiom (‘put you out of work’), perhaps to shock people into reading the article.</p> <p>May reference specific theory, e.g. Fairclough/ Sapir-Whorf.</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3        | <p><b>Language and Gender</b></p> <p><b>Text B is from an online version of an article originally published in the magazine <i>Dancing Times</i>.</b></p> <p><b>Using appropriate terminology, examine Text B in the light of the ways in which gender is represented in it. 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 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.</p> <p><b>AO3</b></p> | 36    | <p>The representation of gender needs to be explored on different levels, e.g. lexical choices/ asymmetry/ grammatical constructions.</p> <p>The positioning of producer in relation to receiver needs consideration, and may be illuminated by reference to the ideas of theorists such as Cameron.</p> <p>Candidates may also note and explore the amount of biographical context accorded to Nicola Rayner, the interviewer; this is more detailed than would typically be the case, and even includes figurative language, ‘where she cut her teeth as a dance journalist’. The amount of detail, in combination with the self-deprecating tone, ‘Today she continues to dance... with varying degrees of success’, suggest that Rayner may have authored this section herself. Ideally candidates would notice this and will comment on it as a discrete part of the text.</p> <p>Candidates may engage with the representation of gender in the article and also on the interaction between the interviewer and interviewee. Buswell’s speech conforms to some traditional expectations, eg her use of hedging ‘a little bit’ and the empty, effusive adjective ‘supersweet’. She also refers explicitly to gendered expectations, ‘that’s more of a boy thing’.</p> <p>Candidates might, for instance, refer to Tannen to explore the way the article is framed as a collaboration between women, reflected in the titles of the article and the dance show respectively, and also in Buswell’s statements, ‘We wanted to make a</p> |

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|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <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 is aimed at an audience who have an interest in dance and/or Dianne Buswell.</p> |  | <p>show that might be helpful to young girls and older ladies, too’.</p> <p>There is use of the first-person plural pronoun throughout, perhaps signifying a supportive team ethos – again, Buswell explicitly contrasts this with male behaviours: ‘It definitely won’t be competitive at all; that’s more of a boy thing’. Her representation of gender seems quite traditional throughout, eg her reference to Chloe Hewitt as ‘Little Miss Sunshine’.</p> <p>Extensive use of proper nouns – names and titles television of programmes – typical of article genre.</p> <p>Intertextual reference to Eurythmics song, ‘sisters (or brothers) are doing it for themselves’.</p> <p>Repetition of intensifier within the same sentence ‘We really wanted to make a show that was really girl-empowering’, in keeping with older gender theory about female use of emphatic language (eg Lakoff).</p> <p>Juxtaposition of the photo of Buswell in a commanding pose with the sub-heading ‘Girl Power’. This is echoed in the relatively high status of the women in the way they are represented/foregrounded: ‘the three dancers will perform with three male professionals’.</p> <p>Lexical field connected with dance/performance acts as a cohesive thread, ‘solos’, ‘group numbers’, ‘show’, ‘dance-offs’ – assumes reader familiarity with terms, although not quite so technical as to constitute jargon.</p> <p>Use of the colloquial idiom ‘the first of these same-sex shows to kick off’.</p> |
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|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  | <p>Elision reflects spoken word context, ‘We’re’, ‘there’s’, as does verb choice, ‘<u>tells</u> me on the phone halfway through the <i>Strictly Come Dancing</i> live tour’.</p> <p>Buswell also focuses on the communication aspect ‘plus we’ll be talking throughout the show as well’; candidates may refer to theory suggesting women talk more.</p> <p>Also, Buswell’s focus is on the personalities/feelings of herself and her two team-mates, and on self-disclosure ‘I’m definitely the most outgoing one. I’m a little bit crazy.’ (Opportunity to mention Pilkington.)</p> <p>Some of the interviewer’s questions are included, creating the effect of adjacency pairs within the online article, ‘...our personalities are very different, too.” In what way? “I’m definitely the most outgoing one.’</p> <p>‘2019 seems to be the year of the same-sex ballroom show’ places the article (and tour) within a contemporary framework; candidates may comment on positioning of reader/writer.</p> <p>The article represents the women as popular figures, linked by their involvement in a major franchise, ‘we’ve all done <i>Strictly</i>’, suggesting they have influential power (Fairclough).</p> <p>Context: readership likely to have an interest in dance and/or Dianne Buswell. Use of deictic hyperlink to encourage purchase of the magazine, ‘<u><a href="#">Click here to purchase a copy</a></u>’.</p> |
|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

There is a total of 36 marks available for **Questions 2 or 3**.

There is 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     | <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> | 6    | <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>       | 16-18 | <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> | 11-12 |
| 5     | <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>                           | 5    | <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> | 13-15 | <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>                     | 9-10  |

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

APPENDIX 1

Assessment Objective weightings are given as percentages.

Assessment Objectives Grid

| Question | AO1% | AO2% | AO3% | AO4% | AO5% | Total |
|----------|------|------|------|------|------|-------|
| 1        | 0    | 10   | 0    | 0    | 10   | 20    |
| 2 or 3   | 5    | 15   | 10   | 0    | 0    | 30    |
| Totals   | 5%   | 25%  | 10%  | 0%   | 10%  | 50%   |

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