



Oxford Cambridge and RSA

**GCE**

**English Language and Literature**

**H474/01: Exploring non-fiction and spoken texts**

A Level

**Mark Scheme for June 2025**

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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 RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

### 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 RM Assessor 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, email or via the RM Assessor messaging system.
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.)*

**Multiple-Choice Question Responses**

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)**

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions (requiring a more developed response, worth two or more marks)**

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

**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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')

- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **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.**
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:  
**To determine the level** – start at the highest level and work down until you reach the level that matches the answer  
**To determine the mark within the level**, consider the following

Descriptor	Award mark
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. Annotations

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Positive Recognition
	Assessment Objective 1
	Assessment Objective 2
	Assessment Objective 3
	Assessment Objective 4
	Assessment Objective 5
	Attempted or insecure
	Analysis
	Detailed
	Effect
	Expression
	Link
	Answering the question
	View
	Relevant but broad, general or implicit

## 12. Subject Specific Marking Instructions

Candidates answer Question 1. Assessment objectives AO1, AO2, AO3 and AO4 are assessed in this question.

The question-specific notes on the task provide an indication of what candidates are likely to cover in terms of AOs 1, 2, 3 and 4. The level descriptors are organised with the dominant assessment objective first; for this question, AO4 followed by AO1, AO3 and AO2. The notes are neither prescriptive nor exhaustive: candidates should be rewarded for any relevant response which appropriately addresses the Assessment Objectives.

### Awarding Marks

(i) There is one question worth 32 marks.

(ii) Award a single overall mark out of 32, following this procedure:

- refer to the question-specific Guidance for descriptions of Higher and Lower response and indicative content
- using 'best fit', make a holistic judgement to locate the answer in the appropriate level descriptor
- place the answer precisely within the level and determine the appropriate mark out of 32 considering the relevant AOs
- bear in mind the weighting of the AOs, and place the answer within the level and award the appropriate mark out of 32
- there should be clear evidence of candidates' response to AO4, AO1, AO3 and AO2. If a candidate does not address one of the assessment objectives they cannot achieve all of the marks in the given level.

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

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

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

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

### WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the units and the assessment objectives of the scheme of assessment is shown below.

#### The weightings for the assessment objectives are:

AO4 5%

AO1 4%

AO3 4%

AO2 3%

Total 16%

The dominant assessment objective is AO4 Explore connections across texts informed by linguistic and literary concepts and methods. Answers will also be assessed for AO1, AO3 and AO2.

Answers should explore connections across the texts, considering similarities and differences, informed by linguistic concepts and methods (AO4). They should develop a coherent argument, using relevant concepts and methods from linguistic and literary study and associated terminology (AO1). Answers should be developed with reference to contextual factors (AO3) and explore the ways speakers and writers shape meanings (AO2). The criteria below are organised to reflect the order of the dominant assessment objectives.

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

**Level 6: 27–32 marks**

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

**Level 5: 22–26 marks**

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

**Level 4: 17–21 marks**

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

**Level 3: 12–16 marks**

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

**Level 2: 7–11 marks**

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

**Level 1: 1–6 marks**

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

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

Question	Response	Marks	Guidance
1	<p><b>Text A</b> from the anthology is an extract from George Saunders' speech given to graduating students at Syracuse University in 2013.</p> <p><b>Text B</b> is a fact sheet produced for children by a British company called The School of Kindness in 2022. They are a charity who aim to create a culture of kindness. They work in primary schools and offer 'Kindness Workshops' which teach children how to spread kindness. This fact sheet is one resource they have produced for children to explain the impact kindness has on physical and mental health.</p> <p>Carefully read the <b>two</b> texts and compare the ways in which the speaker in <b>Text A</b> and the writers of <b>Text B</b> use language to convey meaning.</p> <p>In your answer you should analyse the impact that the different contexts have on language use, including for example, mode, purpose and audience.</p> <p><b>A higher level response (levels 4 to 6) will:</b></p> <p><b>AO4:</b> Make detailed comparisons and connections between texts with accurate references, demonstrating awareness of both similarities (e.g. both texts are trying to persuade others to be more kind, but one focuses on the physical and mental benefits it can bring to the individual and heavily links this to science, the other focuses upon how kindness will make us less selfish and separate from others), and their differences (one text is a crafted speech to graduating adults which must also try to celebrate their achievements and reflect on life so far, or the life ahead of them, whilst the other is a written fact sheet which is more informative and must engage a younger audience about how kindness can benefit their life).</p>	32	<p><b>The indicative content shows an integrated approach to the four assessment objectives. AO4, AO1, AO3 and AO2</b></p> <p><b>Context/ audience/ purpose e.g.</b></p> <p><b>Context:</b></p> <ul style="list-style-type: none"> <li>Text A has been created and spoken by George Saunders in 2013. He is an American professor at Syracuse university and so would have been known by some of his audience. The speech has since been published on YouTube and in the New York Times. The speaker knows he has a limited time to deliver this speech (I have only three minutes left).</li> <li>Text B has been produced in 2022 by a British charity who work with primary school children and the aim of teaching children about the benefits of kindness.</li> </ul> <p><b>Purpose and audience:</b></p> <ul style="list-style-type: none"> <li>Text A is a speech given to graduating students (usually young adults) and their guests at the end of university. Typically, speeches such as these are often uplifting or funny (low hanging clouds and, you know, other people) and pass on wisdom or advice about the students' future lives (try to be kinder). Speeches like this can also look back on what they have already accomplished (you already know that because, in your life, there have been High Kindness periods). This speech tries to be motivational and entertaining.</li> <li>Text B is created for primary school children. It is an informative text to try to encourage them to see the benefits of kindness and how it can improve their physical and mental wellbeing. It also asks them to</li> </ul>

Question	Response	Marks	Guidance
	<p><b>AO1:</b> Use vocabulary and terminology appropriately integrating both linguistic and literary study as appropriate, referring to a range of language levels including grammar and discourse e.g. one clause sentences, subordinate clauses, and semantic patterns, textual structure, figurative language etc. Express ideas fluently and coherently with a wide vocabulary and a consistent use of terminology.</p> <p><b>AO3:</b> Show the significance of a range of contextual factors such as the contexts in which they are produced and received, e.g. the graduation day and how this affects the mood and style of the piece, the time restraints faced by the speaker etc, or the fact one is aimed at primary school students and is designed to teach or inform, but must also maintain their interest and remain accessible.</p> <p><b>AO2:</b> Use fully developed and detailed critical analysis of the ways in which the speaker and writer use language to achieve their purposes for their respective audiences/purposes and the ways in which meanings are shaped in the texts to convey attitudes and ideas.</p> <p><b>A lower level response (levels 1 to 3) will:</b></p> <p><b>AO4:</b> Make general connections between how ideas are conveyed e.g. a graduation speech versus a written fact sheet, or how both texts are about kindness and why people should be kinder, one is aimed at adults and one is aimed at children etc.</p> <p><b>AO1:</b> Use some appropriate terminology from linguistic and literary study, often mainly at level of word choice, e.g. Use of adjectives, pronouns, nouns etc.</p> <p><b>AO3:</b> Recognise and convey some understanding of context and the differences between the ways ideas and opinions are conveyed and received.</p> <p><b>AO2:</b> Recognise and convey an understanding of the differences between the formats of the different texts and how this links to language use to create some of the meanings.</p>		<p>consider past moments in their lives (have you noticed that when you are kind to someone you feel good inside?) It also tries to be motivational and entertaining. The text is structured into short sections to maintain young children's interest and it also tries to make comparisons against things the children will be more familiar with (just as a pebble creates waves).</p> <p><b>Genre and mode:</b></p> <ul style="list-style-type: none"> <li>Text A is a spoken, crafted text. It has an informal register: there are several fronted conjunctions, contractions (Here's what I think), colloquial expressions (we get our butts kicked, ok, for sure). There are also several linguistic features which show it has been crafted and is not spontaneous: rhetorical questions moments of direct address (what's our problem?), clear structural devices running through it (so, the second million dollar question), quotes (mostly Love, now). The speaker puts their own opinion into the speech (I think this is true). To keep the text light-hearted and suitable for the celebratory occasion of a graduation, he also uses euphemisms when referring to darker subjects such as death (dropping away).</li> <li>Text B is an expository fact sheet for children to read. It contains images and text and is easy to read. The first paragraph tells the reader what the sheet will be about, and headers are used at the start of each section to label the main messages about kindness. The creator has considered the use of colour to try to grab children's attention and make it seem visually appealing. There are persuasive elements within the text in order to try to</li> </ul>

Question	Response	Marks	Guidance
			<p>persuade children that they should be kind (here are just a few of the amazing effects it has on our health). It provides clear explanations for statistics and facts and also lets the reader know where the information comes from (Source: Christine Carter). It also provides references for children to learn more and includes the link to their website. It uses bold text to highlight the credibility of the scientific information given by professionals (Thank you to our Scientific Advisor, Dr David Hamilton), and also implies the writer’s own opinion through the use of adjective choices (remarkable, amazing).</p> <p><b>Lexis/Semantics:</b></p> <ul style="list-style-type: none"> <li>Text B wants to show that the kindness is linked to science and has a scientific basis rather than being abstract. This is not only shown through the choice of images (test tubes and conical flasks), but through the use of scientific and specialist terms (Oxytocin, cardiovascular system, free radicals, genome). It tries to explain that kindness dates to our ‘evolutionary ancestors’ and that kindness is within everyone as shown by verb choices (etched). It uses adjective choices to imply that kindness is good (amazing, warmth) and that the research about kindness is impressive (remarkable research). Through the use of statistics, the text implies that kindness is easy to achieve (when you are kind to one person, that one act of kindness will positively affect up to 125 people) and it</li> </ul>

Question	Response	Marks	Guidance
			<p>does not suggest that a person’s age affects the amount of kindness they can show. Instead, when discussing age, it suggests that kindness can ‘slow ageing.’ The text is focused on showing the mental and physical benefits of kindness to the individual.</p> <ul style="list-style-type: none"> <li>• In terms of evolution, Text A argues the opposite and doesn’t think we necessarily have kindness ‘etched’ into us. Instead, he puts forward the ideas that humans are quite selfish. He links his ideas to Darwin (somehow Darwinian) and suggests that humans have a ‘series of built-in confusions’. He puts forward the ideas that humans are selfish (prioritise our own needs over the needs of others) and aren’t particularly kind enough (why aren’t we kinder?). He suggests that we want to be ‘less selfish’, but don’t always know how to do this and so his text assumes people need help with seeing how to do this, or the methods needed to be less selfish and more kind (There are ways). The speaker suggests that showing kindness can be difficult (kindness, it turns out, is hard), but that it becomes easier with age (happens naturally, with age). This text puts forward the idea that kindness will diminish our own selfishness (we come to love other people...thereby counter instructed in our centrality). He implies that aging naturally makes people kinder (becomes less selfish and more loving) and there is a sense that this is inevitable.</li> </ul> <p><b>Grammar/syntax e.g.</b></p> <ul style="list-style-type: none"> <li>• In Text A, the comparative adjectives (kinder, worse) suggests that humans need to do more. The</li> </ul>

Question	Response	Marks	Guidance
			<p>superlatives (kindest) are used to refer to people who are already kind.</p> <ul style="list-style-type: none"> <li>• In Text B, comparatives are also used to show the benefits that kindness can bring (happier). Adjectives are used to help persuade the reader of the benefits of kindness. ‘Amazing’ is repeated (amazing effects, an amazing three degrees). The exclamatory sentences also help to convey this sense of amazement (will positively affect up to 125 people!).</li> <li>• In Text A, the writer uses parallel constructions with the comparative adjective ‘more’ (How might we DO this? How might we become more loving, more open, less selfish, more present, less delusional?) The juxtaposition of ‘less’ and ‘more’ helps demonstrate the attributes the audience need to gain and lose in order to achieve kindness.</li> <li>• In Text B, modal verbs are used to help suggest that kindness ‘can’ bring positive benefits. In Text A, the modal verbs are used to suggest there are possible ways to change and become less selfish (how might we DO this?).</li> <li>• Text B uses several relative clauses and lists to help explain the many scientific benefits of kindness (which expands your blood vessels, reduces blood pressure and protects your heart).</li> <li>• Both texts use imperative verbs to instruct their audience. Text A tells the audience to ‘try to be kinder.’ Text B tells their audience to ‘visit’ their website to find out more.</li> <li>• Text A uses the passive voice when personifying real life and the aging process (we get our butts kicked by real life) which helps to stress that, as you grow older, kindness is inevitable regardless of what you do-the passive construction shows that our actions are not</li> </ul>

Question	Response	Marks	Guidance
			<p>necessarily important. Whereas in Text B often uses active voice to show the importance of taking action and being kind (when you are kind to someone). It repeatedly uses the subordinating conjunction 'when' to demonstrate the benefits that occur when you are kind (when we are kind).</p>

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