

**AS LEVEL**

*Indicative Candidate Answers*

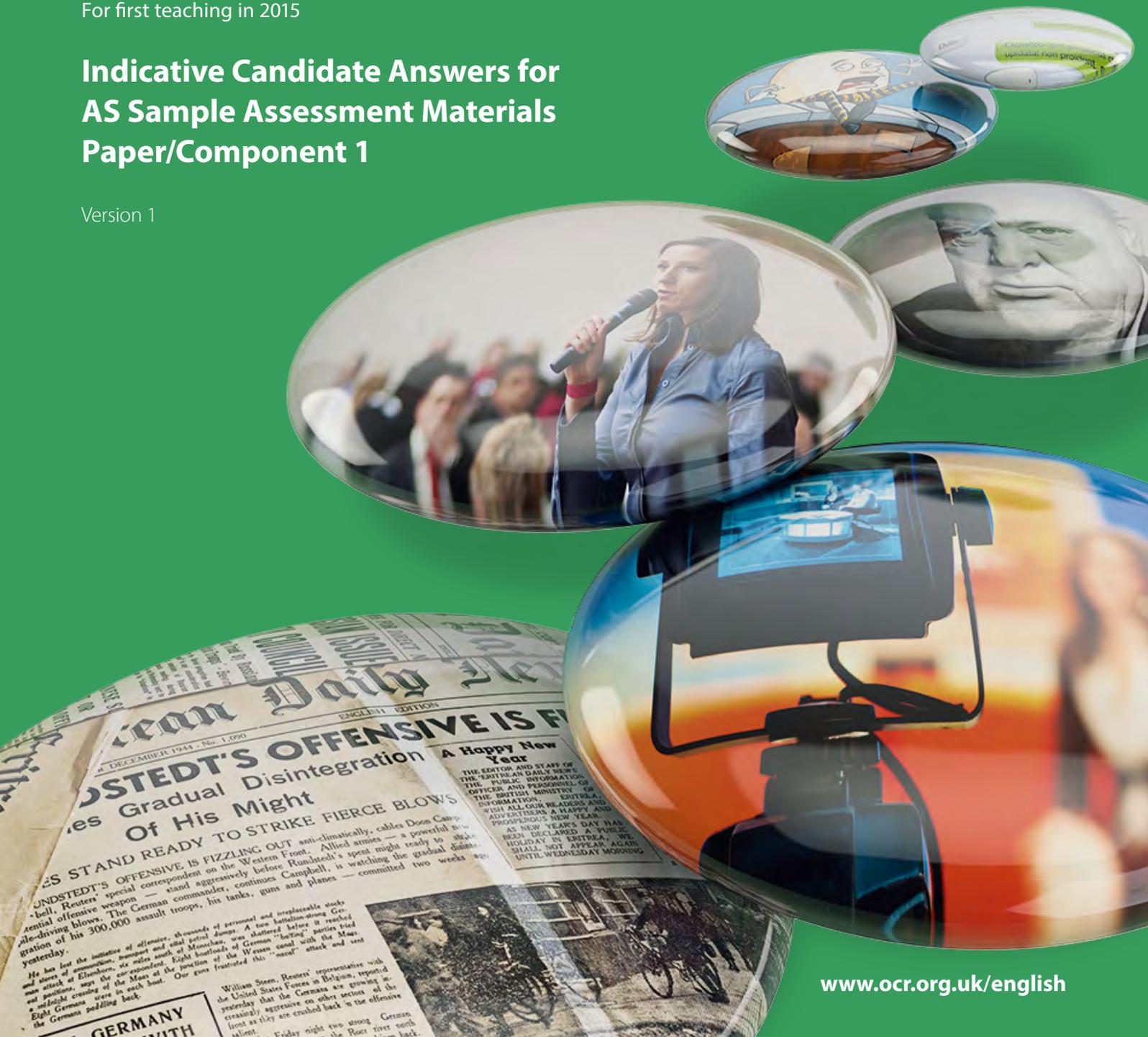
# ENGLISH LANGUAGE

H070/01

For first teaching in 2015

## Indicative Candidate Answers for AS Sample Assessment Materials Paper/Component 1

Version 1



# CONTENTS

Introduction	3
Candidate A	4
Principal Examiner's Commentary on Candidate A	6
Candidate B	7
Principal Examiner's Commentary on Candidate B	8
Candidate C	9
Principal Examiner's Commentary on Candidate C	11
Candidate D	12
Principal Examiner's Commentary on Candidate D	14
Candidate E	15
Principal Examiner's Commentary on Candidate E	17

# Introduction

At the time of publication, exemplar answers from the work of students were not available so OCR has worked with senior examiners and 3 centres to create these candidate style indicative answers.

OCR would like to acknowledge the support of teachers and students from those centres in preparing these answers. All the answers for this paper are from candidates who had just completed their AS year and who had studied AS English Language for the 'Legacy' specifications. No special preparation was done by the students and teachers, although in some cases the students did look over the Specimen paper to familiarise themselves with the format.

These indicative answers should be read in conjunction with sample assessment materials and mark schemes (and Principal Examiner's Reports once they become available) on the OCR website <http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/>. This content has been selected to illustrate how questions might be answered, and it is important to note that approaches to question setting and marking will remain consistent. The indicative candidate answers are intended to principally to indicate work which would fulfill the top band criteria, supported by examiner commentary and conclusions. (N.B. "Tick+" indicates a strong point made by the candidate.) These indicative answers should in no way be regarded as model answers and also in no way should it be presumed that these are the only way to answer a question successfully.

OCR is open to a wide variety of approaches, and answers will be considered on their merits. It should be remembered that the standard used in marking these indicative candidate answers has not gone through the usual rigorous procedures and checks applied to live material.

The mark scheme is part of the AS specimen materials for Component 1 which starts on Page 13.

# Candidate A

## AS Paper 1, Section A

### Understanding language features in context

Read Text A in your Resource Booklet and answer the following question

- 1 Giving careful consideration to the context of the text, identify and analyse features taken from different language levels. [24]

You are advised to spend no more than 35 minutes on this section. Of that time you are advised to spend 10 minutes reading and about 25 minutes writing your response.

Text A can be found in the Specimen Materials - <http://www.ocr.org.uk/Images/171415-unit-h070-1-exploring-language-sample-assessment-materials.pdf> Read Text A in your Resource Booklet and answer the following question.

Text A is a letter of apology sent from HMRC to customers in order to inform, explain and apologise<sup>1</sup> for their mistake of losing personal data belonging to these customers. HMRC has produced this letter in the hope their customers will fully understand the situation.

Discourse features are key to this text. Due to its purpose such as referring to the reader as 'Mrs Smith' and ending it with 'David Hartnett Acting Chairman'. Formal terms of address<sup>2</sup> are used here due to the text being professional and informative. A clear discourse structure is also used in this text. The letter starts with an apology, then goes on to inform and explain to the customer the situation they are in<sup>3</sup>. This allows the writer to form a relationship and encourage the customer to be understanding.

First person pronouns are used in this text in order to make the mass produced letter appear more personal<sup>4</sup>. 'I am writing' and 'personal apology' are attempts of forming a relationship with the reader as they give the image of a personal direct letter rather than a mass produced one<sup>5</sup>. This method is used in order to encourage the reader to be more understanding of the situation<sup>6</sup>. The use of 2nd person pronouns such as 'you' and 'your'<sup>7</sup> make the reader feel that the text is personally directed at them rather than a mass audience<sup>8</sup>. The use of this method also causes readers to believe that their situation is being personally taken care of as the text is directed at them and their data<sup>9</sup>. Pronouns are used in text A in order to create a relationship between the writer and reader and to help create empathy and understanding<sup>10</sup>.

**1. Identifies the variety of purposes clearly. A01 and A03. This is a very encouraging opening.**

**2. Yes and reasons given. Clearly addresses context A03 and applies methods of language analysis A01**

**3. Again, quite clear, although some line references would be useful, with a view to explicitly commenting on the paragraph structure. Still, worthy of a tick +**

**4. Good- connects the feature of the text clearly to context here (A03)**

**5. Good development of discussion of context.**

**6. Development continues- tick +**

**7. Again, clearly applying linguistic method and employing terms appropriately (A01)**

**8. Yes, this is a key feature of the letter's purpose (A03)**

**9. Good development. A tick+**

**10. A summative comment (A03) although some more specific textual examples and comments might be helpful.**

Lexis from the semantic field of Banking<sup>11</sup> is used in this text. The repetition of phrases and terms such as 'HMRC', 'Child Benefit' and 'bank' reinforces the purpose and subject of this letter<sup>12</sup>. It also provides the reader with all the potentially necessary information. The imperative sentence<sup>13</sup> 'do not give out personal or account details' uses the phrase 'account details' from this semantic field<sup>14</sup>, meaning the reader receives direct instructions. This method also means that if any issue arises from this, then HMRC can prove that they gave clear and direct instructions<sup>15,16</sup>.

Modal verbs<sup>17</sup> are also used in this text. Epistemic modals such as 'should' and 'may' are used in order to suggest or advise the readers on whether or not to do something<sup>18</sup>. For example, 'you may want to take some precautionary steps' advises and suggest the reader should do something without making them feel obligated to do so<sup>19</sup>. Deontic modals such as 'will' and 'must'<sup>20</sup> are used to make the reader feel obligated to do something. For example, 'you will not have to pay' informs the definite<sup>21</sup> rather than suggesting that they find out themselves. This helps enforce the authoritative, instrumental power<sup>22</sup> of the text as one of respect and importance. It also makes HMRC appear more trustworthy as they know this information, encouraging readers to believe they can trust them to take care of the situation faced.

Conditionals and passive sentences are also used in this text<sup>23</sup>. Conditionals such as 'if you paid' and 'if you are at all suspicious' are used to offer options<sup>24</sup>. Each of these is followed by suggestions of what the reader may wish to do. This gives the reader some power and reassurance over the situation<sup>25</sup>. Passives such as 'has been lost' gives a vague description meaning blame is not directly placed on a person or branch, it is the fault of the company. This makes them appear stronger and more professional due to their unity and formality<sup>26</sup>. It also makes them look stronger as they appear supportive<sup>27</sup>.

**11. Yes- application of another language level (lexis) A01**

**12. Some attempt to contextualize here, although it is rather general. The use of particular collocations- reinforcing the formal register and serious tone of the letter- could have been picked up.**

**13. Good- another language level**

**14. Good- another reference to a language level.**

**15. Very perceptive contextual comment A03- again, tick+**

**16. Enough development for a tick+**

**17. A01- and quite a sophisticated feature for discussion.**

**18. A good comment, although 'should' is deontic rather than epistemic. Again, however, the two assessment objectives are very clearly synthesized in the discussion here (A01 and A03)**

**19. Excellent development of contextual analysis. A03**

**20. Line references would be helpful, but the point is a very good one (A01 and A03) Tick +**

**21. Not a precise as it should be in expression (A01) but the point is a valid one, and again clearly addresses context.**

**22. Excellent- this is sustained analysis.**

**23. A01 very strong again as we are now looking at some complex features of grammar.**

**24. A01 and A03 again really well addressed here.**

**25. Develops the point again in detail- tick +**

**26. Developed address to context A03**

**27. Once again, the development is excellent- tick +**

# Principal Examiner's Commentary on Candidate A

This is a strong answer which identifies and discusses a wide range of language levels in the text, clearly linking this to context and offering a developed and often critical discussion, including some of the more challenging grammatical concepts and ideas which candidates often find difficult to address. Achievement sits very comfortably in the top Band.

In terms of A01, this sits on the border of band 5 and Band 6. A range of language levels is applied and generally in an assured and systematic way. Patterns of language have been explored with support from well chosen examples, even if there could have been a little more specific exemplification in places. The writing is in a secure academic register (with just a couple of slips) and there is a full range of appropriate terminology employed, with a couple of instances of inaccuracy.

I would expect markers to give this either a 10 or 11- and I would be happy with it at 11 (bottom of Band 6).

In terms of A03, there has been exploration of a range of appropriate language features throughout, with a perceptive evaluation of both production and reception (and these are effectively linked together). The candidate might have been more explicit about the use of formality to maintain distance, but achievement here is similar to for A01, and again a mark of 11 seems to reward this.

Overall, then 22 marks out of a possible 24.

# Candidate B

## AS Paper 1, Section A

### Understanding language features in context

Read Text A in your Resource Booklet and answer the following question

- 1 Giving careful consideration to the context of the text, identify and analyse features taken from different language levels. [24]

You are advised to spend no more than 35 minutes on this section. Of that time you are advised to spend 10 minutes reading and about 25 minutes writing your response.

Text A can be found in the Specimen Materials - <http://www.ocr.org.uk/Images/171415-unit-h070-1-exploring-language-sample-assessment-materials.pdf> Read Text A in your Resource Booklet and answer the following question.

Text A is a letter of apology that was sent to a number of homes in November 2007, after the personal data belonging to parents who were receiving Child Benefit was lost<sup>28</sup>.

First of all, elements of power and technology are shown throughout this text. Power is asserted through the use of graphology (a logo), the contact address and the number at the start (represents a hierarchy) and the name and job role presented in bold at the end (graphology)<sup>29</sup>. These features assert power as it allows the reader to be aware of the company of the writer and the authorisation and job role they are a part of<sup>30,31</sup>. Technology is shown through the use of a hyperlink at the beginning of the text (an interactive token)<sup>32</sup>. This enables the reader to engage with the letter and get involved if necessary<sup>33</sup>. Another interactive token used is also the phone number<sup>34</sup>.

Text A has created a friendly tone throughout the letter in order to build a relationship between the reader and the writer<sup>35</sup>. This relationship is created through the use of a first person narrative to begin the text 'I'<sup>36</sup>, the conditional 'if', to create a sense of choice, politeness features like 'please'<sup>37</sup>, to present a sense of regret and sorrow, epistemic modal verbs like 'may' and 'should', to bring a soft tone to the letter<sup>38</sup> and synthetic personalisation<sup>39</sup> ('you' and 'your'), to give the reader a more personal feel<sup>40</sup>. Each of these features give the letter a friendly tone and builds a relationship due to the fact it gets straight to the point and creates a soft tone in order to engage the reader<sup>41</sup>.

**28. A common opening gambit by less confident students- try to avoid just repeating the question (although some good candidates do this too)**

**29. Identifies some key features.**

**30. Error in expression A01**

**31. Some address to context here A03**

**32. A01 example**

**33. Followed up by some contextualization A03**

**34. Further example (A01) and implicit context (A03)**

**35. Broad contextual point referencing both production/ reception**

**36. Yes, a fair point A01**

**37. Rather a list so far- A01- it would be much better to deal with each example individually and this address A03 as well.**

**38. Better- here A01 and A03 are well synthesized.**

**39. This does need further explication A01**

**40. A bit clumsy but contextual A03**

**41. A bit repetitive but does add a little to the context A03**

A semantic field of the government and money<sup>42</sup> is used throughout Text A. This shows that the writer stays on track<sup>43</sup>. It also demonstrates a sense of power as the writer knows what they're talking about<sup>44</sup>. Some of the words in this semantic field include; data, government, Child Benefit, payments, banks, accounts and police<sup>45</sup>.

Even though a friendly tone is created throughout Text A, a more serious tone is created also<sup>46</sup>. This is done by the use of imperatives. "You should contact your bank" (mitigated imperative) and "do not give out personal or account details"<sup>47</sup>. These imperatives show the seriousness of the matter and even though the writer is being polite, something needs to be done in order to prevent a more serious matter from occurring<sup>48</sup>.

A problem/solution feature is also used in paragraph 4, "as is usual – steps to protect yourself" (first sentence). This again creates a friendly tone and gives a sense of reassurance to the reader as they are made aware that there is a solution<sup>49</sup>.

The letter is also addressed formally as "Dear Mrs Smith"<sup>50</sup>. Even though a relationship has been created between the reader and the writer, it also needs to stay completely formal due to the fact it needs to be kept professional<sup>51</sup>.

The text also uses adverbs like "immediately" and "unexpectedly"<sup>52</sup> in order to hopefully make the reader think fast about the actions needed to be taken after reading the letter<sup>53</sup>. Adjectives like "personal" and "innocent" are<sup>54</sup> also used in order to create a sense of sympathy from both the reader and the writer<sup>55</sup>.

**42. Lexical and semantic field confused here (A01)**

**43. Very general context A03**

**44. A better comment A03**

**45. Not sure about 'police' but otherwise a fair list A01**

**46. Good point to spot A01**

**47. Good knowledge A01**

**48. A sound development of the point and good contextual understanding A03**

**49. Clear contextual link again A03**

**50. A01 example**

**51. Yes- a fair if straightforward point A03**

**52. A01 example**

**53. Good comment A03**

**54. Language levels clearly addressed A01**

**55. A little imprecise but again addressing A03**

## Principal Examiner's Commentary on Candidate B

A competent response with some interesting moments and on past experience the sort of answer which is very typical of mid range candidates. Written style is generally sound and there is definite knowledge and understanding of the subject evident here (some effective learning has taken place) with some address to both A01 and A03. The candidate begins with some points about graphology: although this is not referred to explicitly in the mark scheme this is obviously a valid area for consideration by candidates when writing about this kind of text.

In terms of A01, written expression is coherent (with a few minor errors in style) and terminology is generally accurately applied (with one exception). The candidate singles out examples of language use related to language levels and analyses some well chosen examples, although sometimes doesn't really go much beyond identification. To be in Band 5 there would have to be a clearer identification of patterns of language use, as well as a more secure register and a wider range of terminology. I think a mark of 8 here to show this is solid Band 4.

For A03, achievement is again Band 4, though probably at 7 rather than 8. Context is addressed throughout, picking up on appropriate features and weighing up effects in terms of production and reception, although it isn't always as convincing as it might be.

Overall, then, 15 out of 24 marks and a sound Band 4 performance.

# Candidate C

## AS Paper 1, Section A

### Understanding language features in context

Read Text A in your Resource Booklet and answer the following question

- 1 Giving careful consideration to the context of the text, identify and analyse features taken from different language levels. [24]

You are advised to spend no more than 35 minutes on this section. Of that time you are advised to spend 10 minutes reading and about 25 minutes writing your response.

Text A can be found in the Specimen Materials - <http://www.ocr.org.uk/Images/171415-unit-h070-1-exploring-language-sample-assessment-materials.pdf> Read Text A in your Resource Booklet and answer the following question.

Text A is a letter of apology<sup>56</sup> that was sent to the specific homes whose data had been lost. The text uses many modal verbs such as “may” which is an example of an epistemic modal verb and “will” which is a deontic modal verb.<sup>57</sup> The epistemic modal verb is used in “you may also wish to consider” the effect that this modal has is that it makes the reader think twice about what the text is saying also<sup>58</sup> as the power behind discourse is the government<sup>59</sup>, they would have authority which may also be a factor which leads the reader into considering what they are saying or even act upon what they are saying<sup>60</sup>. The use of the word “may” shows that the government aren’t 100% sure whether this would make a difference in the situation but are just clarification as it could lead to further problems therefore may be a pre-cautionary act<sup>61</sup>.

The text also uses deontic modals. The modal was used in “you will not have to pay<sup>62</sup>” this suggests that the government are sure of this and can say and assure the people with confidence<sup>63</sup>. This also has the effect of certainty and also shows that it is a fact so this will make the audience will re-assured and will not need to worry about any changes in the part of the problem which has arisen.

The text also uses negative politeness<sup>64</sup> “to make a personal apology” this shows that the acting chairman has personally written this to “Mrs J Smith” however he would have used this greeting with other residents that have also received this letter. The negative politeness is used in order to save himself from being embarrassed as the department was under his responsibility. Negative politeness is used as a way to stop being embarrassed or blamed about something. Here the acting chairman is trying to show his authority by using negative politeness<sup>65</sup>. This is also an example of a noun phrase<sup>66</sup>.

56. Clearly identifies purpose A01

57. Application of linguistic methods and language levels (A01)

58. Imprecision in expression here (A01)

59. Good contextual comment A03

60. Yes, development of the point is good here, if a little imprecise A03

61. Further development- context is clearly evaluated here A03. Tick+

62. This could be argued as epistemic, but the point is well made (A01)

63. And well contextualized A03

64. A01- although a term perhaps more associated with spoken language, given the purpose of the text and the importance of voice and tone this is a valid point A01.

65. Detailed contextual development- a tick+

66. Not a very helpful statement! Candidate obviously wants to show off knowledge, but this needs development and a link to context.

The discourse structure of text A is in a particular order which shows it clearly to have been standardised<sup>67</sup>. The text begins with the producer being apologetic which may be to keep the audience focussed on the letter and to hear what they have to say<sup>68</sup>. If the letter had started with an explanation, people may have stopped reading as they have been expecting an apology<sup>69</sup>. The text then goes on to inform the specified audience what actually has occurred which may be to remind the audience of what actually has been lost and also may be practically indicating what may be required of them later on as the specified data has been lost. The text then carries on to explain what the audience must do should something unusual does occur.<sup>70</sup> The structure of the explaining section may be using a problem solution structure<sup>71</sup> as the letter is saying what could happen and how they should react to it, "if you receive bills, invoices... contact your bank".

The text also uses the semantics field<sup>72</sup> of money such as "Bank" and "Benefits" which may be used to constantly remind the audience of what the letter is about. Also the semantic field of government has been used. Lexis such as "HMRC" and "data" may be used to remind the audience of the people behind the text and that they are authority agencies<sup>73</sup>.

The text also uses the first person pronoun 'I'<sup>74</sup> build<sup>75</sup> a relationship between the acting chairman the audience<sup>76</sup>. The audience will read the text and may feel like need to forgive as an authority figure has personally contacted them<sup>77</sup>. The text also uses synthetic personalisation as it uses the second person pronoun 'you' which makes the reader feel as though they all being spoken to directly<sup>78</sup>. Which may make more effect than it being addressed to a large group of people<sup>79</sup>.

The text also uses adverbs of manner such as "immediately" and "unexpectedly"<sup>80</sup>. These adverbs may have an impact on the audience as they will feel as though they need to respond to what is being said as soon as possible and that should they not, problems will only arrive for them<sup>81</sup>. This makes the audience feel as though the letter has been written as a way to help them which makes it feel personal and they make them feel more obligated to do it<sup>82</sup>.

**67. Slightly clumsy expression but another level being addressed A01.**

**68. Could be more precisely identified but a good point. A01**

**69. I'm often wary of 'if it had done x' statements but this is actually a perceptive and valid observation about context (reception) A03**

**70. Rather general and descriptive here (A01)**

**71. Interesting term! An interesting point, although it could have been more precisely identified as an if.. then clause (a conditional clause) A01 and A03**

**72. Confusion of lexical and semantic fields here A01**

**73. The most convincing part of this section of the essay- A01 and A03 synthesised here.**

**74. Application of method (A01)**

**75. Slip in expression A01**

**76. Good point A01 and A03**

**77. Yes, evaluation of reception A03**

**78. Perhaps a rather loose application of the theory- and knowledge could be presented in more detail, but interesting A03. Possibly a tick+ here.**

**79. The expression interferes with the point here, which is a shame.**

**80. Excellent A01**

**81. Very clear contextual development A03**

**82. Yes, a good further development and a tick+.**

# Principal Examiner's Commentary on Candidate C

A good answer overall, which makes some very valid and convincing points, although it lacks the consistency and precision of Script A. Still, a good range of language levels is discussed, with some interesting discussion of grammar. This is obviously the work of an able candidate and with further practice (and in particular refinement of the written style and more exploration of patterns of language use) he/she could quite easily get into the top Band. As it stands, an answer which is a good Band 5.

In terms of A01, this is on the border of Bands 4 and 5, with some imbalance in the achievement in terms of the two band descriptors. A range of linguistic levels has been applied and there is some clear identification of patterns of language use with some close analysis of well chosen evidence. Regarding the writing itself, it is certainly coherent, and includes a mostly accurate use of quite a range of terminology (a blend of the Band 4 and 5 descriptors!). Is it written in a secure academic style? Despite the moments of imprecision, I think this would be a reasonable judgement to make.

I would expect examiners to award an 8 or a 9, and I would give it the latter.

In terms of A03, as with candidate A this has been well synthesised with A01 throughout, and I think very fully meets the requirements for Band 5, but overall is analytical rather than consistently evaluative (which is required for Band 6), and achieves a mark of 10. The comparison below (albeit about different bits of the text) might help illustrate this:

Where candidate A wrote "This helps enforce the authoritative, instrumental power of<sup>83</sup> the text as one of respect and importance. It also makes HMRC appear more trustworthy as they know this information, encouraging readers to believe they can trust them to take care of the situation faced..",

Candidate C wrote

"The audience will read the text and may feel like need to forgive as an authority figure has personally contacted them<sup>84</sup>. The text also uses synthetic personalisation as it uses the second person pronoun 'you' which makes the reader feel as though they all being spoken to directly<sup>85</sup>. Which may make more effect than it being addressed to a large group of people<sup>86</sup>."

Overall, then 19 out of 24 marks, and slightly stronger for A03.

**83. Excellent- this is sustained analysis.**

**84. Yes, evaluation of reception A03.**

**85. Perhaps a rather loose application of the theory- and knowledge could be presented in more detail, but interesting A03. Possibly a tick+ here.**

**86. The expression interferes with the point here, which is a shame.**

# Candidate D

## AS Paper 1, Section B

### Comparing and contrasting texts

Read Texts B and C in your Resource Booklet and answer the following question.

2 Using appropriate linguistic concepts and methods, analyse the ways in which language is used in these two texts. In your answer you should:

explore connections and variations between the texts consider how contextual factors contribute to the construction of meaning. [36]

You are advised to spend no more than 55 minutes on this section. Of that time you are advised to spend 10 minutes reading and about 45 minutes writing your response.

Texts B and C can be found in the Specimen Materials - <http://www.ocr.org.uk/Images/171415-unit-h070-1-exploring-language-sample-assessment-materials.pdf>

Transcript B is a spoken transactional<sup>87</sup> conversation from a TV show with the purpose of entertaining an audience as well as being entertaining whereas Text C is a multimodal text, with images and text. However, the purpose of Text C is the same as Text B; both wish to entertain an audience<sup>88</sup>. Text B's purpose is to give the listeners information about Patrick Stewart and his insight into the character he played, Captain Kirk, whereas Text C is a written comic with the purpose of being humorous<sup>89</sup>. Text B therefore shows a genuine response of different people as with spoken discourse the speaker can react to their audience<sup>90</sup>. Stewart wants to appear as humorous so he responds to the audience's paralinguistic feature of laughter and continues using similar jokes as he knows they will laugh. The interviewers can also react to each other to show false intimacy<sup>91</sup> between the two as they similarly do with Stewart. However Text B is written so therefore it is just two writers assuming the reactions of their characters to the given situations<sup>92</sup>. Therefore the discourse is more unrealistic and unnatural than in Text B as there are no real reactions. The comic is trying to be funny but the writers cannot react to their readers in the same way that Stewart could and so cannot know for sure whether what they write will be perceived as humorous or not<sup>93</sup>.

**87. Not really justified in the comment A01**

**88. Broad area of comparison identified A0389**

**89. Some address to context A03 and some comparison here A04**

**90. Some address to context A03 and some comparison here A04**

**91. Needs an example with comment**

**92. Linguistic method A01 and A03 too.**

**93. Potentially interesting comparison but needs to be more closely linked to the text**

The audience that transcript C is aimed at is likely to be much younger than the audience that transcript B is aimed at<sup>94</sup>, with Text B being aimed at the middle-aged mainly including Star Trek fans and science enthusiasts, whereas Text C is aimed at young children. This is shown by the fact that in Transcript C, more jargon and occupational dialect<sup>95</sup> is used such as in line 3 where Grady utters 'it's going to be microbial'. There is a semantic field<sup>96</sup> of astrology used throughout the transcript such as the lexis 'Mars', 'Europa', and 'Space'.<sup>97</sup> Even though Text C is about the same topic, much less jargon is used<sup>98</sup>. One can also tell that the target audience is likely to be younger in Transcript C as the attempts at humour are much less subtle<sup>99</sup>. The personalities of the characters in C are much more extreme, with more emotion attached to them<sup>100</sup>. One example of this is when Izzie exclaims 'that's gross!' The usage of the adjective 'gross'<sup>101</sup> is one generically attached to children's vocabulary<sup>102</sup>. The exclamation here highlights the idea that this utterance is meant to be humorous<sup>103</sup>. Unlike the BBC programme extract, the lexical choices<sup>104</sup> made in the extract are more child friendly and simple. It also comes across as wittier, which could possibly appeal to a younger reader as the names in the dialogue are created to pragmatically mean something related to the topic in hand, for instance "Izzie Stars" and "Luke Upwards" pragmatically meaning 'I see stars' and 'look upwards'<sup>105</sup>. This is used by the author in order to create a light hearted and jolly mood to perhaps engage the listener<sup>106</sup>.

There is not much humour in transcript A as most of the conversation in the transcript is transactional and sharing the information about space<sup>107</sup>. However, in an attempt to be as widely accessible to an audience as possible, at the end of the transcript, the two presenters attempt to be humorous<sup>108</sup>. One example of this is in line 20 when Cox utters the interrogative<sup>109</sup> 'I must just ask Patrick finally what was your favourite alien (.) you met a lot of aliens what' which Stewart interrupts with the utterance 'yes' after which the audience laughs. The usage of the audience laughing could be to allow the presenters to save face<sup>110</sup>. The humour could be used to allow the presenters to interact with the audience and thus make the performance more enjoyable for them<sup>111</sup>.

Due to text B being spoken, it is more spontaneous than C as can be seen by the numerous pauses, fillers, "erm er", and the repetitions "I I"<sup>112</sup>. These are all used to give the speaker time to structure their utterance. Whereas Text C does not need to do this as it has been planned and written in advance so the writers do not have to rush the speech as perhaps the interviewers do in B. However C still does use the filler "hmm" perhaps as a way to simulate spontaneity in the written discourse to make it seem more realistic<sup>113</sup>.

In text B there are not any paralinguistic<sup>114</sup> features whereas in Text C due to the images, paralinguistic features are used in addition with<sup>115</sup> the images in order to make the images more accessible and entertaining<sup>116</sup>. One example of this is the verb 'fling', which is used in conjunction with a sketch of a woman throwing something<sup>117</sup>.

94. Again, a potentially interesting area of comparison A04

95. Area of comparison outlined but no specific evidence given A04

96. Linguistic methods- use of terminology A01

97. Confusion of lexical and semantic field, but the point is valid A01

98. Confusion of semantic and lexical field but A01 addressed here

99. Comparison A04

100. Potentially very interesting area of comparison A04

101. Good point A04

102. A01 clearly identified

103. Interesting contextual point A03

104. Some response to tone here A03

105. A01 linguistic

106. Good address to context here A03

107. Contextual development

108. Some sense of comparison here, with implied understanding of context

109. Address to context A03

110. Language levels A01

111. Tries to apply concepts of face, although not really supported by the example A01

112. Broad contextual point A03

113. Identifies some key features A01

114. Broad contextual point A03

115. Misapplies the term A01

116. Some notion of comparison here, although poorly articulated A04

117. Comparison A03

This makes it more obvious to the reader what is happening in the sketch<sup>118</sup>. The diagrams in Text C are very stereotypical of what an intellectual person looks like<sup>119</sup>. One example of this is the image of Luke Upwards with his glasses, freckles, buckteeth and egg-shaped head<sup>120</sup>. The drawings in Text C also show that it is for younger readers as young children would enjoy them<sup>121</sup>.

**118. Implicit response again to context**

**119. Context A03**

**120. Textual example to support previous point A01 and A03**

**121. Ends on a broad contextual point- could usefully explain why children would enjoy the images so much!**

## Principal Examiner's Commentary on Candidate D

Time pressures have perhaps affected this candidate's ability to develop his ideas in enough specific detail. What is here is potentially very good, with some engagement with language and a clear knowledge and understanding of the subject, but overall without enough specific and well developed detail to get into the top two bands.

For A01, appropriate methods have been applied in a sound way and the writing is certainly coherent. There is quite a number of valid points, but without the development of detail which would push this into Band 5 or higher- this sits comfortably at the top of Band 4 at 8.

For A03, context is addressed for both texts, although often quite broadly. However, both production and reception are covered and the conclusions are sound, if not always fully supported by enough evidence and there are some good and valid points here. I think solid Band 4 again is justified at 8.

For A04, the comparison, is there throughout and linguistic concepts are accurately and appropriately applied to language features. Connections and comparisons are drawn, albeit in, again, a quite general and straightforward way. I would award 8 again

Overall, then, 24 out of 36, and a response at the top of Band 4 although the candidate seems capable of a much better performance if only he could have included more specific detail. For Band 5 A01 the approach would need to be more systematic and clearer in identifying patterns. For Band 5 A03 there is no real sense of 'weighing up' the influence of context, and in terms of A04 the comparison remains a little too 'broad brush', without any sense of methodical application of "sound knowledge of appropriate linguistic concepts across both texts".

# Candidate E

## AS Paper 1, Section B

### Comparing and contrasting texts

Read Texts B and C in your Resource Booklet and answer the following question.

2 Using appropriate linguistic concepts and methods, analyse the ways in which language is used in these two texts. In your answer you should:

explore connections and variations between the texts consider how contextual factors contribute to the construction of meaning. [36]

You are advised to spend no more than 55 minutes on this section. Of that time you are advised to spend 10 minutes reading and about 45 minutes writing your response.

Texts B and C can be found in the Specimen Materials - <http://www.ocr.org.uk/Images/171415-unit-h070-1-exploring-language-sample-assessment-materials.pdf>

Text B is of an interview going on in a science programme, in it the four space exploration experts explore what it would be like discovering new life on foreign planets. Text C is slightly different, although the theme remains the same (Exploration of space), it seems to be altered for a different audience<sup>122</sup>. This could be what contrasts the two texts, since the purpose and tone would have to change if the audience changed. The other general comparison is that one text is written and the other is a spoken interview<sup>123</sup>. This also causes a change in style of speech and the way in which the facts and or sentences are delivered to the audience<sup>124</sup>.

The first comparison between the two would be that the first text is of people speaking and the second text is of written information. Since text B is quite spontaneous, this would also be followed by general non-standard sentence constructions and of course, non-fluency features<sup>125</sup>. Repeated words and fillers are more common in the first text than in the second text<sup>126</sup>. For example on the first line of text B, Cox repeats the word "if" twice, and later on in the text, Cox stutters in his speech, using the fillers "em" and "erm"<sup>127</sup>. Spontaneity of speech shows the reason why the speakers are not as fluent in speech as it would seem in a text such as text C. The speakers in text B need to give themselves time to process and form a sentence which is why they use fillers<sup>128</sup>. However in comparison to text B, text C has no restrictions such as spontaneity, when a text is written, it is easier to proof read and go back and reconstruct a sentence to make it seem as though a speaker is speaking fluently without any stumbles in speech<sup>129</sup>. Furthermore, when someone is reading what would seem to be factual information, they would possibly not want to see any "fillers", when instead what they want is information provided clearly and easily understood. As another point, text C has the added use of illustrations to help with proving a point<sup>130</sup>. Generally, when someone is telling a story by speaking, they would have to be more descriptive in terms of ordinary objects, whereas a written text can save words by using illustrations to demonstrate what they are trying to say<sup>131</sup>. So in the example of text B, when Stewart describes a character which he acted with in the series 'Star Trek', it would be quite difficult for the audience to visualize what this character may have looked like in real life, unless of course they are fans of the series and therefore have seen what this character may have looked like<sup>132</sup>. In text C, the extract uses visual aids<sup>133</sup> such as drawings of "fossil microbes" to help the reader in visualizing the aforementioned rock<sup>134</sup>.

122. Contrast in terms of audience, A04

123. Yes- a fairly straightforward point. A04

124. Rather a generic comment A04

125. Application of language levels

126. A general A01 comment

127. Identifies features of speech here.

128. Fair contextual point A03

129. A03 and A04, but still very general

130. Better for A03 and A04

131. Alas, the candidate remains in the realm of the general here, rather than exploring the text in any detail.

132. Potentially interesting for A03 and A04, but lacks any real detail.

133. A01- features of multi-modal texts

134. A basic point (A03)

The second comparison between the texts is how information is applied lexically<sup>135</sup>. Generally, the lexis used in the first text seems to be less complicated<sup>136</sup> than in the second text<sup>137</sup>, even though the second text is probably aimed at children more so than the first text<sup>138</sup>. It is important to take in the contextual factors to gauge why this might be. Firstly, speaking in front of a live audience with varying degrees on knowledge in space would be quite hard, since you would need to find a balance of scientific knowledge and common hearsay to make the audience understand what the scientists are saying<sup>139</sup>. This is different however with text C. Given that text C is an extract from a book, it is sensible to assume that a book, especially a scientific book, would have a glossary explaining words that may not be known to people who are not as well versed on this field of study<sup>140</sup>. So, to save for having to explain every word they say, the scientists are forced in to make lexical choices that would be more suitable to the general audience. Text C does not have to worry about this and therefore can use any lexis they want, and the reader could just flip to the back of the book to look up a word that they do not understand<sup>141</sup>.

Text B also differs from text C in the difference in which humour is used and also what type of humour is used if any<sup>142</sup>. Towards the end of Text B, the humour tends to be sexual in nature with the declarative<sup>143</sup> "he had all sorts of relations with green ladies and things" insinuating whether Patrick Stewart ever became sexually involved with any other species while starring in the 'Star Trek' series<sup>144</sup>. Of course, this would possibly determine that the general audience witnessing the programme would be adults<sup>145</sup>. In which case, this type of humour is quite appropriate since adults would be able to understand sexual innuendos and the like better than children who just want to learn about Mars<sup>146</sup>.

**135. Identifies a different language level for comparison (A01 and A04) although as yet he is still really just saying 'look, they are different,'!**

**136. Needs evidence and analysis!**

**137. A04, although still very general.**

**138. Evidence? Analysis?**

**139. This is a key point, but again the candidate gets no further with it than the statement of a general point. A03**

**140. Again, this would be a fruitful area to explore, although the point about the glossary is an example of unhelpful speculation and cannot really be rewarded**

**141. Candidate has lost focus on the question and the passages.**

**142. Yes, another potentially interesting area for comparison (A04)**

**143. Yes - at last! - some specifics (A01)**

**144. A decent address to context (A03)**

**145. And some development...A03**

**146. The glimmering of a decent comparison (the candidate is obviously a fairly perceptive reader).**

## Principal Examiner's Commentary on Candidate E

This is a classic example of a quite able candidate significantly under-achieving on a tricky comparative task. They never really get much beyond assertion and very general descriptive comment, and although there is some evidence of the study of language here the overall quality of the response is hampered by a serious lack of detail. These kinds of responses are difficult to mark, but weighing up the strengths and weaknesses of the answer as a whole it seems to sit on the border on Band 3 and Band 4.

In terms of A01, we initially seem to be looking at Band 4 here. The accuracy and register of the writing would in places suggest a higher band (they can write quite well!) but some potentially valid points are often unsupported, the application of linguistic methods is only successful in a general way. I think a mark of 7 accurately reflects achievement here.

For A03, although some potentially valid and interesting points are made (which would indicate Band 4 upwards) there is again a lack of detail (with the possible exception of the final paragraph). There is an understanding of the effect of context on production and reception, but its general nature restricts this at best to the top of Band 3 at 6.

For A04, there isn't any real range of connections and comparisons, or sufficient application of linguistic concepts to language features to really get into Band 4- I think this would have to sit at the top of Band 3 on Overall, 19 marks out of a possible 36.



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