

AS LEVEL

Candidate Style Answers with commentary

ENGLISH LANGUAGE

H070

For first teaching in 2015

INDICATIVE CANDIDATE ANSWERS FOR AS Sample Assessment Materials Paper/Component 2

Version 1



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Introduction

At the time of publication, exemplar answers from the work of students were not available so OCR has worked with senior examiners and two 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 Part B of 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. The response for Section A (Candidate W) was compiled by an English teacher, who was not a Language specialist so is interesting for that.

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 fulfil the top band criteria, supported by examiner commentary and conclusions. 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 2 which starts on Page 13.



Section A – Writing about a topical language issue

Candidate W (Teacher response)

You are advised to spend about 40 minutes on this section.

'The English language is biased against women.'

1 Write a short talk to be delivered to a non-specialist, reasonably well-educated audience, which critically engages with the statement above and persuades the audience of a particular point of view. You should write about 500 words. [24]

When I was growing up, during the 2000s, my mother, a particularly militant feminist, took the idea of gender bias in the English language very seriously¹. Aside from lecturing any poor soul who happened to let slip the words 'history' or 'mankind'² I remember coming home from school one day to find her, pen in hand, furiously changing every instance of the generic 'he' to the more acceptable 'they' in one of my school textbooks³. Of course, we all may laugh⁴ at these more extreme examples from this linguistic debate, but I believe that the gender bias that my mother and so many women like her were rallying against is true, and still exists today.

If language reflects the society in which it is created⁵, then the English language provides an insight into the huge divide between men and women in today's world. Let's start with a commonplace example: the post. How many of you have had assumptions made about your marital status in the letters you receive?⁶ Despite the wealth of data that must exist about me in the public sphere, I am still referred to as 'Miss' rather than 'Ms' or, even worse, 'Mrs'⁷. Within these seemingly innocuous differences, we see how outdated ideas about marital status and women still persist: a woman's identity is inextricably connected with whether or not they have a ring on their finger⁸. I would also argue it has an impact on social standing: the connotations of immaturity and innocence bound up with 'Miss' give way to the more sonorous and adult 'Mrs'⁹. And yet none of this is the case for a man¹⁰.

A man can be married, single, divorced, and will only ever be referred to as 'Mr'. This is why the need to promote 'Ms' as the default terms of address¹¹ is so important. Only when this happens, will we be able to divest ourselves of these outdated ideas and finally be free from the notion that marriage is so central to a woman's existence¹².

Connected to this idea of relationships and gender bias in language¹³ is a further example of how language only serves to deepen the divide between male and female experience. As a result of the feminist movements that, amongst other things, gave women the vote and went some way to addressing inequality in the workplace, women now are more free and independent than they have ever been. This is none more so in sexual relationships, where women are supposedly as free as men to exercise choice over the type and amount of sexual partners they have. However, the gender bias inherent in the English language works to undermine this supposed freedom, providing term after term for women who are deemed 'promiscuous'¹⁴. Think of how many terms you know for women who are promiscuous. Now think of the number of corresponding terms for men¹⁵. It's no surprise that this influences society's opinion of a promiscuous woman versus society's opinion of a promiscuous man. A man can sleep around safe in the knowledge that he will be greeted by hearty slaps on the back and high-fives, while the woman will be subject to muttered rumours and lewd graffiti.

¹ Begins with a personal anecdote. Excellent style and register A05

² Well-chosen examples showing an awareness of issues of bias in language A02

³ AO2 and A05 skilfully blended here and a keen awareness of the tricky issue of non- gender specific third person pronouns

⁴ Excellent address to the audience A05

⁵ Excellent on the key philosophical and cultural issue A02

⁶ Use of the rhetorical question works very effectively here A05

⁷ Again, clearly engages with the topic here via the oft quoted issue of terms of address A02. Again, the anecdotal, personal nature of the writing is perfect for the task A05

⁸ Excellent consideration of the broader cultural context in which language operates A02

⁹ Outstanding for both A02 and A05

¹⁰ Excellent use of the short simple sentence to develop the argument A05

¹¹ Again, obviously has an excellent knowledge and understanding of the issue (illustrated with specific examples) and written with a wholly appropriate style A02 and A05.

¹² Clearly evaluates the 'bigger picture' A02 and A05

¹³ Succinct summary of first half of speech A02 and A05

¹⁴ Yes- a good example to choose A02

¹⁵ Clearly argued point, although a few more specific examples would be welcome A02 and A05

These are only a couple of examples of how gender bias still persists in the English language. It is, of course, easy to take this to extremes, as indeed my mother did¹⁶, but unless we work towards highlighting this, and subsequently re-imagining language in a way that provides women with a more equal footing, we cannot expect this equality to truly exist in society¹⁷.

¹⁶ Takes us back to the beginning of the speech A05

¹⁷ Convincing final statement A05 and address to the issue A02

Principal Examiner's commentary

There is much to admire in this answer, and in many ways it is obviously well beyond what we might reasonably expect of an AS student, especially in terms of A05. Not many candidates (if any) could maintain the voice and the maturity of expression shown here- and they certainly would not need to gain full marks for either a response. What this does illustrate well, however, is how A02 and A05 can be fully integrated throughout an answer.

For A02, knowledge and understanding are clearly secure in terms of the issue, and engagement is critical and sophisticated and this would score full marks. However, I think a slightly wider range of details to illustrate some of the ideas would be certainly

be something to encourage in candidates of all abilities (what about terms such as chairman/chair, actor/actress, the use of 'love and 'darling' amongst certain generations, or terms for women in general such as 'birds', 'girls' or 'honies', or the influence of American dialect terms such as 'bitches' or 'hoes' which are common in popular culture').

For A05, this very clearly exceeds the descriptors for Band 6, and thus 12 is awarded.

Overall, then, a mark of 24 out of 24.

Section B – Exploring language in context

Candidate X

You are advised to spend about 50 minutes on this section.

2. Language and Power

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

Using appropriate terminology, examine **Text A** in the light of the ways in which power is represented.

In your answer you should:

- analyse the language features of the text
- explore how contextual factors and language features construct meanings
- 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

Text A can be found in the Specimen Materials:

<http://www.ocr.org.uk/Images/171416-unit-h070-2-exploring-contexts-sample-assessment-materials.pdf>

Text A is a current page from a website that gives advice on 'employment related topics' for those starting new jobs¹. The audience will be educated adults who may be nervous about starting a new job as they may not have had one before. The text relies on influential power² in order to provide advice for the reader, as it has no backing in law.

The first way that influential power is exerted is through the use of synthetic personalisation. This is displayed through the use of the second person pronoun³ "you" and the second person possessive pronoun "your" which are used as exophoric references to directly advise those reading the text. By making the reader feel that the text has been directly written for them – the context is that it is on a website that is available for all although this is specifically directed to those in Scotland – the reader is immediately positioned alongside the text and therefore more inclined to not only take the advice, but trust it or perhaps recommend it to others⁴.

The use of synthetic personalisation here is an example of the power in discourse, which is used frequently in Text A, as it uses Fairclough's idea that there is no power behind the discourse itself to force the reader to actually take the advice.⁵ Furthermore, synthetic personalisation is also used to show the website's power through its use of rhetorical questions eg 'Not sure what to do with yourself after you have introduced yourself to everybody?' This rhetorical question forces the reader to consider their own answer and then to read on and see the advice provided by the website⁶.

Another feature of the power in discourse would be the use of expert opinions to exert knowledge power. For example "Carole Swan, Market Manager at Search Consultancy" and "Jane Wylie-Roberts, Managing Director of Recruitment Agency Staffinder"⁷ are used in Text A to display a relevant level of expertise, while making the

¹ Could say a little more about the discourse and the way it is organised

² It would perhaps be useful to reference Fairclough explicitly here

³ Uses specific terminology

⁴ Engages with reader positioning

⁵ Links theory to textual detail

⁶ Recognises that features such as synthetic personalisation may be used in different ways; provides an example and explores its impact

⁷ The candidate has considered different manifestations of power, has linked them to theory, and has evidenced them

'current page' of the website seem far more credible than without these references⁸. Furthermore the knowledge power displayed as a result of this also makes the advice given seem more trustworthy, as the writers are experienced in the issue being discussed – "advice for those starting new jobs."

Moreover, power in discourse, a theory of Fairclough, is also exerted through the use of imperative verbs – "Be prepared", "Pack everything" and "Don't let" are each used (and emboldened) by Text A in order not only to emphasise the most important instructions given by the website, but also to make the advice clear and convincing as there are obvious steps to take. In fact, the writer even directs the reader to "follow the checklist below". The clear layout and emboldened imperatives make the reasoning clear makes the reader more likely to take the advice because it has been broken down and made simpler⁹.

Combined with the use of imperatives, Text A includes a number of epistemic modal verbs to reduce the risk of creating an authoritative tone, but still one that exerts power. Epistemic modal verbs such as "might"¹⁰ are used here to express the possibility of the things someone starting a new job "might need for [their] first day", and when used in context, this is a more subtle hint of what of what they should or shouldn't take with them on their first day. This creates a reasoning tone rather than one of authority as the latter wouldn't suit the context, of a website without power behind the discourse (Fairclough) and the purpose of the text which is to advise rather than instruct.

The images in Text A are also used to exert power. For example, the use of a picture of a gold, sparkly tie not only makes the text multi-modal but also adds an element of humour. It could be argued that the use of humour is a feature of influential power, as it removes the boundary of seriousness between the reader and the text¹¹. This could potentially have the effect of influencing the reader to feel positional alongside the text once again, and also make them trust the advice given. Therefore this aspect of humour could be seen as an example of positive politeness because although it doesn't aim for the reader to feel friendly towards the text and writer, it does implement a sense of trust and a likelihood that both have things in common – like friends. The power exerted here influences the reader to trust the advice being given.

Text A use shared knowledge to implement power, yet not always in the same way. The lexemes "interview nerves" are emboldened and underlined by the writer, which to the majority of readers today would be recognisable as a hyper-link to another page on the website. This multi-modal feature does exert power but in the sense of actually handing it over to the reader as they have the power to decide whether or not they need to read the following advice concerning "interview nerves" that the hyperlink would presumably lead to. This aspect of power is exophorically exerted to the reader¹².

Power is represented in Text A through the use of conditional clauses. For example, "if you're still nervous" is used by the writer to consider the possibility that even after all of the advice given on the webpage, the reader may be "still nervous"¹³. The solution offered to the question posed by the clause is the hyperlink at the end of the sentence, which is likely to be recognised by those starting a new job and using the internet as they would probably be of a younger age and understand.

Overall, power features in Text A are demonstrated through the use of theories of power including: power in discourse, influential power and exophoric power; all of which are represented through a number of different language features.

⁸ Explores the effect (of the above) very plausibly here

⁹ Pays some attention to detail in exploring the way some language features are used

¹⁰ Develops analysis with reference to a range of features, to some extent

¹¹ Interesting exploration of multimodality with reference to power

¹² Addresses a different aspect of multimodality and links it with power

¹³ Useful to explore the impact of a different kind of grammatical feature

Principal Examiner's commentary for Candidate X

This is a thoughtful and well-written response, which engages effectively with a number of aspects of the text and also identifies some key elements of the text's context, often drawing on Fairclough's theoretical perspective in order to strengthen and/or illuminate the points made.

With respect to AO1, although the academic register is generally secure, the examples selected tended to be cluster around the same elements of the language levels, for example there was an emphasis on verb use and sentence function, perhaps at the expense of lexis. Having said this, other grammatical elements were explored, for example the candidate did identify pronoun use and an example of a conditional clause; however a wider range of examples would have been useful.

The candidate engaged successfully with pragmatics, and the response was fluent and accurately written, so that overall this response merits a mark of 5.

(However, it is worth noting that there might be a slight amend to the mark scheme slightly to put more emphasis on the language levels and on a wider range of terminology for a top band answer).

In terms of AO2, the response does explore a range of the concepts and ideas underpinning the text. It relies primarily on references to different aspects of Fairclough's theories, which is not in itself problematic, but to move into the very top band these needed to be examined in relation to a wider range of language features, and to extend this relationship to address the language levels, particularly lexis, more fully. References to spoken word elements of the text could also have been made more explicit and developed further. I would expect this to be placed in band 5 of the mark scheme for AO2, , ie a mark of 14/15.

In terms of AO3, the response contains a number of useful points about context, recognizing a number of ways in which features of multimodality had been used in relation to power and meaning. There are plentiful references to the positioning of the reader, and the relationship between the reader, writer and text is explored in some detail. AO3 is probably the strongest element of the candidate's overall performance in the top band but perhaps at the lower end of this, ie a mark of 11.

Overall, I suggest 31/32 marks out of a possible 36, an answer on the borders of Level 5 and 6.

Overall points from the Chief Examiner about approaches to language and power questions

- *Whatever range of theories the candidate is able to use, the important thing is to apply different aspects of them to the minutiae of the text in a way that engages fully with each of the language levels. Some responses may rely heavily on Fairclough, and that is perfectly acceptable, as long as the response considers how the reading of the theory relates to lexis, grammar, pragmatics, and so on, and makes a range of points in doing so.*
- *As with gender, important material can be accessed by thinking about representation: how are the candidate and potential employer being represented? What is their positioning in relation to each other?*
- *Related to the previous point, what values/interests are being implied in these representations? How could these be related to power? What language features support this analysis?*
- *What are the implications of the text's context? How is multi-modality being harnessed?*

Section B – Exploring contexts language and gender

Candidate Y

You are advised to spend about 50 minutes on this section.

Read **Text B** in your **Resource Booklet** and answer the following question.

Using appropriate terminology, examine **Text B** in the light of the ways in which gender is represented.

In your answer you should:

- analyse the language features of the text
- explore how contextual factors and language features construct meanings
- consider the ways in which your understanding of concepts and issues relating to gender in language use illuminates the representation of gender within the text

Text B can be found in the Specimen Materials:

<http://www.ocr.org.uk/Images/171416-unit-h070-2-exploring-contexts-sample-assessment-materials.pdf>

Text B is taken from a *Brownie Handbook*. Immediately it is clear that the discourse is aimed at girls of a relatively young age, as only young females are allowed to be members of this organisation¹. First published in 1968, we can gather that the text is in alignment with the dominance model. Although this is a written text, the use of direct address to the reader has given it a feel of speech. So the view that speech differences are caused by women's subservience in a patriarchal society, which came to be widely promulgated by the linguist Robin Lakoff², can have some relevance here as it is clear that such features associated with this model are in fact present in this text. Overall, despite certain stereotypical representations of gender throughout the text, it is important to recognise the era in which this text was published which was undoubtedly less inclusive than modern day society³.

The text incorporates lexical terms which are congruent with Robin Lakoff's list of female language features. Although such features were not proven empirically they do reflect the construction of stereotypes and can be found in text B. The author frequently uses pre-modifiers⁴ to accentuate communication; the text describes how boys are "much better" at throwing and Packs will be "very glad" to make up parcels. During the 1970s it was considered by many linguists that powerless females needed to compensate for this feeling by lexical exaggeration. This is further highlighted by the fact that certain words⁵ have been written in italics: "one" and "two". This graphological feature serves a phonological purpose in that it resembles the tone of speech typically associated with the one employed by males directing females. Of course, Lakoff's statement about this feature wasn't scientifically proven as with the above mentioned pre-modifiers. But the author of the text is perhaps utilising these linguistic devices in order to resemble typical female speech, and therefore establish rapport with the intended female audience.

The first page of the extract refers to two male characters: Mr O'Brien and the presupposed father of the reader. Both of these figures are represented as figures of authority, the former through his implicit knowledge as a "keen gardener" and the latter through his positional power granted him ideologically through his role as father

¹ Clear identification of context

² Introduces theoretical framework early on

³ Goes on to modify initial account in the light of further contextual factors

⁴ An opportunity here for more precision of terminology use in the examples that follow, eg through reference to intensifiers/comparatives

⁵ Terminology?

of the reader. The role of the former is further re-enforced by his imperatives: "you need to think about it" and the use of verbs of deontic modality: "will". Combined⁶ these portrayals of men perpetuate the stereotype that men are in a position of authority over women. Nevertheless, it is arguable that this representation of women is negligible⁷. Whether or not the book was aimed at boys or girls, it would still be expected that the father and a knowledgeable figure would still have power over a younger reader. We also read of a female figure of authority in the mother who the reader is advised to "ask" "before... introduc[ing] a pet into the family". Despite the ostensible balance in power, the mother is represented as sensitive. This is achieved through the fact that the reader is advised to ask permission before introducing a pet, as this is "fair to your mother". It is implied that the mother may be shocked by this introduction, therefore implying that she is emotionally fragile⁸. This representation is perhaps in alignment with Coates' linguistic studies showing that women prefer to discuss emotional sensitive topics, a reflection of their intrinsic nature. This specific representation of mothers is contrasted with the representation of fatherhood in the preceding paragraphs. Although both are reference points of authority, the father is suggested to be in charge of the garden ("if your father lets you") whilst the mother must grant permission for her own personal emotional benefit⁹.

Despite these linguistic presentations of men and women in binary opposition, there is perhaps a grammatical bias towards women. The female pronoun "her" is used as the generic pronoun in reference to a "baby in a hospital". Although this is still not the gender neutrality campaigned for by linguists such as Margaret Doyle, this does contradict the grammatical norm of the period that used the male pronoun as standard. However the pronoun "she" is then used to refer to a "large doll". In combination these pronouns are used to refer to babies - either living or material - who are passive and at the mercy of others. Arguably the author deemed it appropriate to use the female pronoun to refer to such 'objects', perhaps because it is congruent with stereotypical views of women as passive and powerless. Nevertheless, this grammatical feature is unusual for the period¹⁰.

This presentation of female passivity and submissiveness can be contrasted with the presentation of boys as more physically able. This is communicated through the use of a comparative "much better" to describe boys' throwing skills "in comparison to girls". This reinforces social stereotypes of masculinity as boys are presented as the most physically able. This is also reinforced by the accompanying image, however there is some ambiguity regarding this. The individual throwing is dressed in typically male clothes of the period, however his/her face is unclear. Should this image be intentionally depicting as boy then this would suggest that boys are a benchmark that should be aimed for by girls. This particular belief is more in alignment with the deficit model of the 1920s (promoted by Otto Jespersen) that stated that male behaviour is standard and female behaviour fails to reach this standard. Although this not necessarily represented here, linguistically this is implied by the context and the graphology¹¹.

Frequent use of qualifiers throughout the text contribute to an overall patronising tone. Vocabulary choices like "some", "not... very much", "perhaps" and "just". Such terms suggest a non-committed text producer who is uncertain how the text will be received by the reader, so is therefore approaching the topics tentatively¹². On one level, this could merely be accommodating the intended age group of the audience (7-11 year olds) so the text producer avoids appearing too forceful to this sensitive age group. However Lakoff argued that hedges, like these examples of lexis, are commonly used by women as a result of their powerlessness in society¹³, which might explain why they have been used here to communicate to a female audience. The linguist Coates later reinforced this idea by stating that women use more features of epistemic modality to mitigate face threats (Brown and Levinson: features that could cause offence). Ultimately Text B incorporates language features that linguists expect females to use, probably with the intention of appealing to girls¹⁴.

Values towards the roles of men and women have changed significantly over the years, as they have done since 1968. This is clear from the way in which stereotypical ideas

⁶ References to other features would be useful here

⁷ Useful to have more on the way the brownies themselves are represented

⁸ Or that she has the main responsibility for home-making?

⁹ And/or she is portrayed as being responsible for the house - further evidence of the binary representation of gender roles within the text?

¹⁰ Possibly - could be informed by gender of the intended readership?

¹¹ Useful introduction of theory; again the candidate articulates the fact that features of the text are working in combination

¹² Perhaps but the text is quite directive in some respects. Eg there is frequent use of listing: 'acorns, horse chestnuts, beech nuts etc'/tadpoles, silkworms. Toads, earthworms'

¹³ Connects specific exemplified features with theory

¹⁴ It also represents its audience as relatively incompetent; demonstrating this would have provided opportunities for a wider range of features, eg the reduction of the attributive numeral twenty to one (yard); the adverb gently; the verb 'practise'

are presented **lexically**¹⁵, graphologically and pragmatically in the text. Nevertheless **it is ambiguous as to how much of the text is influenced by attitudes towards gender and how much of its characteristics are related to the intended age of the audience**¹⁶. The only way this could be determined is by analysis of the text in comparison to its' male audience counterpart. Whilst we can assume the text has been tailored to represent women as passive, powerless and at times inferior to men, as Deborah Cameron argued in her diversity model, other factors can influence discourse, not just gender.

¹⁵ More could have been done to demonstrate this

¹⁶ A valid point; shows critical awareness of the text and task

Principal Examiner's commentary for Candidate Y

This is a thoughtful and coherent response, which engages effectively with the text and links features with context, often drawing on theoretical perspectives when doing so.

With respect to AO1, the academic register is generally secure, although a wider range of examples would have been useful. Exploring in more detail the way that Brownies themselves are represented in the text might have given the candidate a wider range of linguistic features to engage with (see annotations). This response is on the borderline of levels 5 and 6 and as the mark scheme stands, it probably should get 6.

(See Candidate X comments on AO1 markscheme on power response re range)

In terms of AO2, the response is assured in its knowledge and understanding of a range of theorists/conceptual knowledge. Useful connexions are made between these and specific features of the text. Occasionally the conceptual analysis could be more rooted in the language levels, but overall the response makes well-considered use of theoretical understanding to illuminate textual detail. I would expect this to be placed in the top band of the mark scheme for AO2, probably in the middle, ie a mark of 17.

So far as AO3 is concerned, the response contains a number of useful points about context; again, it could have linked some of these more closely to language features, for instance identifying the inclusion of several lists, with evidence, as a reflection of the fact that the source is an extract from an informative text. There are several references to helping/caring which could have been picked up on (along with the embedding of this as an expectation emblematic of the brownie movement's ethos); ie concepts such as synthetic personalisation might have been worth exploring explicitly. Having said this, it is important to recognise and acknowledge what the candidate has achieved, which is an assured and informed response. As with AO2, the response should be rewarded in the top band but perhaps at the lower end of this, ie a mark of 11.

Overall, I might suggest 34 marks out of a possible 36, but there are certainly aspects of this answer which suggest it might be awarded full marks at AS Level.

Section B – Exploring contexts language and gender

Candidate Z

You are advised to spend about 50 minutes on this section.

Read **Text B** in your **Resource Booklet** and answer the following question.

Using appropriate terminology, examine **Text B** in the light of the ways in which gender is represented.

In your answer you should:

- analyse the language features of the text
- explore how contextual factors and language features construct meanings
- consider the ways in which your understanding of concepts and issues relating to gender in language use illuminates the representation of gender within the text

Text B can be found in the Specimen Materials:

<http://www.ocr.org.uk/Images/171416-unit-h070-2-exploring-contexts-sample-assessment-materials.pdf>

The text appears to take on a traditional view of gender, where in various ways it depicts girls as caring, co-operative and in need of each other's support. This is largely due to contextual factors – the book was published in the 70s where gender representations were at their most traditional and the role of women and girls was very much scripted¹. This can very clearly be seen in "boys are usually much better at this than girls"² in reference to female sporting ability – it is now widely acknowledged that women can be accomplished sports people. However, the fact that sections on sport are included could show that views were beginning to change³, though gender identities were largely constructed as expected.

Noticeable is the direct address in the 2nd person pronoun 'you' ("pack up a parcel to you"; "before you introduce a pet") which other than acting as a means of involving the audience immediately, it also acts as a way of establishing an intimate relationship between text and receiver which is similar to Fairclough's ideas of synthetic personalisation⁴. This direct address creates the feeling for the audience that their addresser is warm and reasonable, that they are a personal recipient of the text rather than people are reading it en masse. This ties in with Tannen's idea of women seeking 'intimacy' in language⁵ because this address sets up a close relationship that, stereotypically, women are depicted to require in language, thus demonstrating a more traditional point of view. The idea that women generally need familiarity, as a stereotype, can also be supported by graphological elements being aimed at younger girls, these visual aids are pragmatically expected to add interest but the fact that the same girl is shown throughout shows that girls can find familiarity in this figure who will thus make the guide less intimidating. Therefore the text can be seen into fairly traditional images of women by creating familiarity and intimacy.

The way in which Text A reflects Tannen's ideas of language of women's needs in language can be further seen in its adherence to their need for 'support'⁶. In general it is considered to be women who need constant feedback and encouragement because they are often not confident and sure of themselves. Thus the text can be seen to offer positive feedback in the form of facework strategies. In the first line of the 'swimming'

¹ Clear introduction of context

² Clear connection of theme to text

³ Awareness of evolving context

⁴ Theorist connected well to textual analysis

⁵ A second theorist's ideas connected directly to text and this piece of textual analysis

⁶ Developing understanding of the text

section, girls are being offered encouragement for them to overcome pre-assumed nerves or insecurities when doing something new. The lack of modal verbs in “ten yards looks a long way at first” shows an element of constructing gender within a certain stereotype – pragmatically that young girls should be scared of such new events. The idea of positive facework comes in through compliments/praise (“and there you are”) while they are reassured by the somewhat simplistic tone found in imperatives such as “just drop yourself...”⁷ which suggests that what they are doing is not really too scary after all. The text can be seen to be adhering to ideas of young girls fear of the unknown, while offering them a form of positive facework through praise so they feel supported and that what they are doing is rewarding.

The depiction of other members of society, such as parents, is also interesting. The text has considerable power in influencing the ideas of young girls because as young Brownies they will be likely to have a background trust in the ideals portrayed by the organization⁸, which would in turn construct gender within accepted parameters so that young girls gain a pragmatic understanding of these ideas in society. Thus it is interesting that fathers are mentioned in relation to the lexical field of garden and plants (“if your father lets you dig up...”) while mothers are placed with the lexical field of the home (“ask your mother before you introduce a pet of any kind into the home”) which pragmatically represents the accepted spheres of influence of adults from both genders⁹. The fact that in both cases girls are encouraged to ask for permission is unlikely to support the ideas of the dominance theory (for example by Spender)¹⁰ because it is not suggesting that girls do this out of a sense of inferiority in society but rather due to the accepted behaviour of children that an organization like the Brownies will be wanting to construct.

The text can also be seen to represent girls as caring and nurturing which remains a pre-existing stereotype of females¹¹. The activities mentioned are largely caring activities – only throwing and swimming are activities outside caring. Thus depicting women as self-sacrificing as many of the verbs¹² used reflect this idea – “looking after”, “caring for” clearly connote the idea of nurturing while being aimed at young girls who are still constructing their ideals, shows clearly accepted and assumed traits of women. The use of pre-modification, especially adjectives and adverbs¹³ can have similar effect by adding an emotive tone which may relate to these ideas of care “lonely little girl”, “living things” are likely to draw up connotations for young girls which encourage them to show care and kindness for those around them. The text can be seen to depict girls from a traditional viewpoint and having the priority of caring for others, which is contextually expected, the guide draws up ideas of female behaviour which girls will need for later life.

The book can also be seen to be giving clear instructions to girls, which ties into a stereotype that girls need constant directing because they are unassertive and have poor decision making skills. This can be seen in the many indirect imperatives (“remember that if you”, “if you are careful”)¹⁴ so acting as negative facework because the girls will not feel as though they are being forced to act in a certain way but are subtle pushes in a particular direction. The use of clear images, sometimes with implied numerations, as part of graphology¹⁵, helps to anchor the more instructional purpose without acting as though the text is bombarding readers with guidelines, is intended to help young girls feel as though the organization is offering them some independence as pragmatically their age group would increasingly appreciate.

The text relies a fair amount on background ideas that the girls are likely to have already acquired which ties in with Fairclough's theory of member resources¹⁶. They will be drawing on background ideas such as the acceptance that the gardener is male (“Mr O'Brien”) and even by age 9, gender identity will be constructed. The guide will also want to shape girls to fit the accepted gender parameters of the time – different perhaps to recent ideas. However the text aims to prepare them to fulfil expectations of women at the time, which generally was a more traditional viewpoint. This viewpoint depends on the whole of society in question – in that period not all societies would have accepted women doing any sport or girls taking part in such organizations.

⁷ Ideas of the theorist are being linked directly to the text

⁸ Not limiting answer to ‘gender’ but looking at wider relevant contextual issues – showing critical awareness

⁹ Ideas are related directly to textual analysis

¹⁰ Awareness of how other theorists can be connected

¹¹ Directly exploring how language constructs representations

¹² Tying analysis into the text with linguistic analysis

¹³ Direct relationship between points and linguistic analysis

¹⁴ Again good linking of ideas and textual analysis

¹⁵ Point about graphology and exploration of multimodality. It would be relevant as tied directly into analysis

¹⁶ Developing theoretical ideas

These ideals may be different in Asia, for example, where the emphasis of the male role may not have been on the outdoors but more on their role in religion or education, particularly in this period. Thus while the text adopts a largely traditional viewpoint, girls are liberated enough to take up varied leisure pursuits, showing a change in female roles in society in the western world of this period¹⁷.

¹⁷ Ending connects text and a wider context

Chief Examiner Commentary on Candidate Z (and comparisons with Y)

This candidate would have been awarded full marks (36 out of 36) – and even beyond if that were possible.

Both Candidate Y and Candidate Z are very confident, competent and perceptive writers. If there is a difference in such excellent performance, then it is that Candidate Z starts with the text and works out whereas Candidate Y ranges (extremely confidently and accurately) through the wider debate around Language and

Gender. For instance Candidate Y entirely accurately references six different theorists while Candidate Z only references two – but Candidate Z does employ a wider use of the language levels.

There is nothing wrong with a wide ranging approach when it is done as well as Candidate Y, but as a model for an answer, centres might like to employ the techniques that Candidate Z uses.

Overall points from the Chief Examiner about approaches to language and gender questions

- *Essentially the candidate is aiming for a synthesis of theory and textual detail. How are the underlying issues/concepts translated into specific language features? (Reference is needed here to the language levels.)*
- *A good way into theory for this particular text is representation – how is the imagined reader being represented? How might this link to gender theory?*
- *How might context have shaped the text? Think about date of publication, also the text's purpose and audience.*
- *The relationship between text and reader is particularly significant – how does that translate into language features?*



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