

A LEVEL

Candidate Style Answers with commentary

H474

ENGLISH LANGUAGE AND LITERATURE (EMC)

Component 01

Exploring non-fiction and
spoken texts

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INTRODUCTION

These 'candidate style answers' have been written by subject experts to support teachers in interpreting the new OCR A level Language and Literature (EMC) specification and sample assessment materials. These responses have been written to exemplify a good, or excellent, response to each question, but it is important to note that they were **not** written by A level candidates. Exemplars of actual examination scripts and non-exam assessment tasks will be provided when they are available after the first examination series.

As these responses have not been through a full standardisation and moderation process, they have not been given a final mark or a grade. Instead they are presented as 'higher level' responses that clearly demonstrate features of a Level 5 and / or Level 6 response. Please also refer to the marking criteria in the A level Language and Literature Sample Assessment Materials when reading these 'candidate style answers'.

Please note that this resource is provided as guidance only and does not constitute an indication of endorsed answers or grading.



COMPONENT 1: EXPLORING NON-FICTION AND SPOKEN TEXTS

Although both the spoken Text A and the written Text B have the same subject – a snowboarding event at the Sochi Olympics – and **share the context of media reporting on the BBC¹**, there are some significant differences in context. **One is a spontaneous spoken commentary as the event unfolds and the other is a planned written report after the event has finished.²**

The **audience for both texts is likely to be similar³**: those interested in winter sports. As the focus of both texts is Shaun White, this **presupposes an insider-knowledge⁴** of snowboarding, people who know that he is ‘the king of snowboarding’. (As a reader, I didn’t actually recognise the name, but read as if I was part of the in-group.)

The **purposes of the two texts differ slightly⁵**. Text A provides expert commentary and serves to increase the excitement of the event. Text B provides a **retrospective analysis⁶** of the event, offering insight into the reactions of the main contestants / ‘contenders’ (accidentally echoing the film Rocky ‘I coulda been a contender’?)

1. AO4 Explores connections

2. AO4 and AO3 Contrasts context of production

3. AO4 and AO3 Offers more detail about connections, informed by linguistic framework for analysis of contextual factors

4. AO1 Fluent expression and application of relevant linguistic concepts

5. AO4 and AO3 continues exploration of connections, making perceptive point about influence of contextual factor

6. AO1 Precise expression of ideas



Text A has many **features of spontaneous spoken language**⁷. There are non-fluency features such as incomplete utterances: 'That was ... oh, he's gone down.' And repetitions: 'Now the replay ... the replay is key.' Some of the lexis used is predictable and repeated: 'it was good ... it wasn't as good'. There are also **vocalisations: 'Ooh' and 'Alley-oop', but these could also be seen as a way of engaging the audience**⁸ in the excitement. The use of colloquial language ('gets the grab' and 'his bum') can also be seen as both a feature of spontaneity and of appeal to the audience. They also use a lot of **technical jargon, which may not be familiar to all, but sounds exotic**⁹: 'Double McTwist ... backside rodeo'.

It's important to recognise that the speakers are professional commentators. Their commentary **IS spontaneous, but they are practised in this spontaneity**¹⁰. The opening seems carefully planned with **extended metaphors**¹¹: 'The eyes of the world ... the king ... his throne is under threat.' They resort to clichés of journalism: 'handle the pressure'; 'not a clear cut decision'. They directly address the audience with interrogatives: 'Can S W handle the pressure?' and rhetorical questions: 'How badly does he sit down here?'

Unlike the written text, there are two speakers interacting¹² in this text. Ed Leigh seems to be the lead speaker, as he begins and sums up. They echo and pick up on each other's utterances: 'he had no business ... he had no business'.

In Text B there are many **features of planned written language**¹³. There is almost no ellipsis ('And following the loss') and much use of subordinate clauses that are rare in Text A: often **relative clauses**¹⁴ providing more information: 'White, who withdrew ...'. Unlike the **colloquial adverbs**¹⁵ used in Text A ('Well') Text B uses the more formal 'However'.

The written text opens with the result, whereas the spoken text leads up to this as the climax¹⁶. There is no description of the moves to engage the interest of the audience, who, presumably want a summary of the key facts.

To achieve this, the written text provides the words of key competitors as quotes¹⁷. In these quotes, there are likely to be features of spoken language, but they will be 'tidied up' for ease of reading. The words of Shaun White – a famous champion – do not seem spontaneous, but rather clichéd: 'it wasn't my night ... it was an honour to be here.' In contrast, the words of the new champion seem more spontaneous: 'I feel like I'm fainting, I haven't eaten much, I really can't believe it.' **He uses the intensifier 'really', as do the spoken commentators. However, he also resorts to journalistic cliché**¹⁸: 'Everything came together ... it was all meant to be.'

7. AO1 Begins analysis with use of apt linguistic terminology

8. AO2 Excellently tentative analysis of ways meanings are shaped

9. AO2 and AO3 develops analysis of way meanings are shaped, referring to context in which text is received

10. AO3 Perceptive point re context in which text is produced

11. AO1 apt use of concepts from literary study in this paragraph

12. AO4 Adds detail to exploration of connections

13. AO1 Use of apt concepts

14. AO1 Precise linguistic terminology

15. AO1 Ditto

16. AO4 and AO1 Succinct expression of point of comparison

17. AO2 Develops analysis of ways meanings are shaped

18. AO4 and AO1 Adds precise details to exploration of connections between texts

The response is informed by a linguistic approach to analysis of texts, establishing significant contextual factors across the two texts. This forms the basis for some precise textual analysis, using terminology from both linguistic and literary study. AO4 is dealt with implicitly often, with some explicit reference to ways in which meanings are shaped.



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General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk



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