

Candidate Marks Report

Series : 6 2018

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

Centre No :	Assessment Code :	H470
Candidate No :	Component Code :	01
Candidate Name :		

Total Marks :

In the table below 'Total Mark' records the mark scored by this candidate.
'Max Mark' records the Maximum Mark available for the question.

Question Part

1.	a	<p>Text A is a newspaper article written by columnist Caitlin Moran, published in the Times Newspaper on the 12th of January 2016. As the article was published on a National newspaper; about a musician that is world famous, it is likely that the audience of this article would be men and women over the age of 15. The Subject of the article is the life of David Bowie, who died a day or two before the article was published. The main purpose of this article is to celebrate the life of David Bowie, as well as conveying the influence that ^{he} musician had not just on the writer, but on millions of others around the world.</p> <p>The writer uses an informal register for most of the text, to entertain readers while also shedding a positive light on his death in order to avoid saddening the reader too much. Lexis such as 'ginger, bank-eyed, snaggle tooth bisexual' confirm this.</p> <p>The title of the article, which reads 'An energy source has been extinguished. He wired us to ourselves' is a metaphor referring to David Bowie as an 'energy source'. In other words, the writer speaks about David Bowie as somebody who had a personality and a portfolio of music that listeners found to be powerful and passionate.</p>
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Question Part

The verb 'extinguished', conveys to the reader that through death, this 'fire' that everyone resonated with had been put out. By ~~the~~ writing 'He wired us to ourselves', ~~the~~ the writer uses a form of synthetic personalisation. By doing this, the writer is able to bring the people of the UK together by ~~the~~ showing his effect on everyone.



Question Part

1	b	<p>The beginning of the article reads 'what a lucky planet we were to have had David Bowie'. This simple declarative sentence states that David Bowie was a blessing to the entire world, it is likely that readers of the article are fans of, or know about the musician as he ^{has been} was so popular over the last thirty to forty years.</p> <p>The next sentence, which reads 'So lucky' repeats the word lucky 'lucky' from the previous sentence. By doing this, the writer emphasizes how much of a gift the man was to the world. This repetition also adds a feature of spoken language to the text.</p> <p>This article also uses humour to pay homage to David Bowie. As an outsider himself - a ginger, bank-eyed, snaggle-toothed bisexual in a dress, in Bromley Bowie was singing to everyone like him! This complex sentence summarises the look and character of the musician, 'ginger, bank-eyed, snaggle-toothed bisexual' is mentioned by the writer in order to show just how normal he was. His fame and success was not down to the way he looked, or some sort of edginess; it was simply because he was a normal man who people could relate with. Unlike 'Madonna, or Gaga, Pet Shop Boys, or Daft Punk or Beyoncé' who the writer claims had had their looks and actions outside of music that have contributed to their fame largely.</p>
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Question Part

2	<p>Is the bias in our beautiful language our fault? Or should we blame the internet.</p>
	<p>'All language is biased' is a phrase that I have found myself thinking deeply, and debating with others about. Some may say that the majority of our English language is biased against women. Take the good, old 'Bachelor vs Spinster' comparison for example. Both of these words terms refer to unmarried men and women, 'Bachelor' for men and 'Spinster' for women. The connotation, or socially constructed meaning of a Bachelor is a man who is rich, lives alone, but sleeps with multiple women; hence the phrase 'Bachelor Pad' which is assumed to be a large apartment. On the other hand, a spinster had a rather negative connotation. A spin spinster is assumed to be an old single woman, it is said by some that spinsters spend their days knitting sweaters with a house full of cats, when in reality she could be an independent woman who has a top role in a business with a salary large enough to buy five 'bachelor pads'. The term 'Bachelor' has gone through the process of amelioration while 'Spinster' has taken a completely different ^{type of} semantic change, pejoration.</p>



Question Part

With the influence of social media, and the fact that users all over the world can contact each other means that language is changing quicker than it ever has. All it takes is one song, video, picture or Tweet for millions of people to begin using ~~new~~ neologisms within their written or spoken language. It is also clear that Americans have a large effect on this, due to ~~that~~ the fact that the USA is over fifty times larger than the UK, for example, the term ~~that~~ 'that' which came into use around 8 years ago refers to a sexually promiscuous woman. I found out recently that it is an acronym for 'That hoe over there', the term 'hoe' ~~also~~ ~~was~~ was formed through the process of clipping of the term 'whore'.

In my opinion, the English language, which is the only language I can speak, is not completely biased. ~~But~~ ~~is~~ However, if it is biased against anyone, it is against women. Studies show ~~only~~ only a few widely used derogatory terms for men, whereas there are over twenty to refer to women. For this reason, for one to say 'All language is biased' is not a completely incorrect statement.



Question Part

3	<p>The two texts we are presented with follow the theme of ^{expensive} Old English items which are seen as precious.</p>
	<p>Text B is a conversation between historian David Starkey and four GCSE students. The audience is likely to be of all ages due to the fact that the programme is on the popular TV Channel Chat 'Channel Four', on the other hand it can be said that the audience will be children over the age of 10 with an interest in English history and archaeology as well as adults with those same interests. Text C consists of of two different factfiles on two the English artefacts, ^{one} are being a 'Seax hilt plate' and the other being a 'Zoomorphic mount'.</p>
	<p>The audience is similar to those of Text B, ^{teenagers} and adults with an interest in history and archaeology. The subjects of both texts are the same, but Text C gives a more in-depth explanation with pictures and measurements. The purpose of both texts is to inform and educate, although Text B has an element of humour to it which is more beneficial for entertainment purposes.</p>



Question Part

Students speak in a more casual informal way. For example 'They've got something strongly in common with some groups now' to which a student replies 'It's all changed and that's men and the women's all evolved around people that got money in it'. This is how young people in schools probably speak to each other, the phrase 'people that got money in it' adds humour to the programme, giving the audience a more enjoyable viewing experience. This also shows that teenagers in this sort of environment would not be expected to use a standard form of English as the historian does not correct the use of the verb 'got' instead of 'have'. The term 'in it' which went through the process of blending from 'in it' was also not corrected.

In Text C, a formal register is used in both extracts which I believe is because those with an interest in this field are already being entertained in learning facts on this. So an informal register may prove to be unsuitable in this type of text. Different to Text B's conversation, the pictures of the items are provided with measurements and the material type. This shows that the site is meant for specialists. Terms from the lexical field of Archaeology and Old English weapons such as 'Hilt plate', 'Seaxes', 'garnet',



Question Part

		<p>'Globules' and 'Zosomorphie' are likely to be understandable for archeologists and historians, not the average person.</p> <p>In Text B, we see Student Three speaking nearly as much as the historian David Starkey, the initiator of the conversation and the person who would set the agenda of the conversation.</p> <p>Student Three is clearly more confident to speak on TV than the other students in the class. He backchannels and overlaps the historian, while also completing some of his sentences "Which group of men nowadays regularly engage wear very very large quantities of male", "rappers". This could be a way of assuming the power to in the conversation.</p> <p>As there are also features such as repetition, false starts and pauses, it is clear that the conversation was not rehearsed. A rehearsed conversation would lack these features and seem unnatural to the viewers. Improvisation provides a very realistic element to the programme.</p> <p>Although the historian describes his items in Text B, Text C describes the hoardings in much greater detail, for example 'At either edge of the hilt plate are two small holes originally for fixing the plate in place'. By doing this, the reader can interpret how the items were used and what they were used for.</p>
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Question Part

