

## **A LEVEL**

*Exemplar Candidate Work*

# ***ENGLISH LANGUAGE***

**H470**

For first teaching in 2015

## **H470/01 Summer 2017 examination series**

Version 1

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# Introduction

These exemplar answers have been chosen from the summer 2017 examination series.

OCR is open to a wide variety of approaches and all answers are considered on their merits. These exemplars, therefore, should not be seen as the only way to answer questions but do illustrate how the mark scheme has been applied.

Please always refer to the specification (<http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/>) for full details of the assessment for this qualification. These exemplar answers should also be read in conjunction with the sample assessment materials and the June 2017 Examiners' Report to Centres available on the OCR website <http://www.ocr.org.uk/qualifications/>.

The question paper, mark scheme and any resource booklet(s) will be available on the OCR website from summer 2018. Until then, they are available on OCR Interchange (school exams officers will have a login for this).

It is important to note that approaches to question setting and marking will remain consistent. At the same time OCR reviews all its qualifications annually and may make small adjustments to improve the performance of its assessments. We will let you know of any substantive changes.

# Script 1: Question 1

## SECTION A – Language under the microscope

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

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

Giving careful consideration to the context of the text:

- (a) identify and analyse uses of lexis and semantics in this text. [10]
- (b) identify and analyse the way sentences are constructed in this text. [10]

**Marks 20/20: AO1: 10 marks; AO3: 10 marks (Level 5)**

1	a	<p>One of the most interesting lexical features of this instruction booklet is the use of personal pronouns. The author uses the second person <del>subject</del> subject pronoun 'you' frequently throughout the text. For example, 'you' is used in the initial position in the main clauses 'You can see it', 'You may choose' and 'you can create'. This personal pronoun is a form of direct address and helps to build a <del>relationship</del> more personal relationship between the producer of the text and the imagined reader – a form of synthetic personalisation (Fairclough, 2001). <del>There is</del> This personal relationship is enhanced by the use of the possessive determiner 'your', which is evident in the noun phrase 'your Sims' which appears at least three times in the text. The possessive determiner also allows the text producer to advertise to the audience that they will be <del>as</del> completely in control of this simulated computer universe. <del>There is a slight shift</del></p> <p>There is a slight shift in register in the paragraph <del>entitled</del> 'Introduction', however, as the writer has opted for the third person plural <sup>pronoun</sup> 'they'. This is used to refer to the 'Sims' in the <del>series of interrogative</del> <del>statements</del> in the middle of the <del>para</del> verb phrase 'they</p>
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experience' and 'they add', along with the third person possessive determiner ~~they~~ in the noun phrases 'their family' and 'their <sup>These</sup> whole lives'. ~~These~~ ~~excludes~~ pronouns and determiners exclude the 'Sims' from the relationship between ~~the~~ text producer and text receiver, which ~~emphasises~~ emphasises the difference between

the people controlling the game and the people that are created within the game. The use of 'they' separates the 'Sims' and ~~emphasises~~ reinforces the idea that they belong to their own community. This idea of a community is ~~also~~ heightened by the use of proper nouns, such as the names 'Betty', 'Roland', 'Diego' and 'Sophia'. ~~By~~ ~~attributing~~ By attributing names to the characters, the writer has ~~anthropomorphised~~ anthropomorphised the computer simulations in order to give the ~~users~~ ~~the~~ users of the game the impression that they are creating ~~a~~ ~~alternate~~ alternate version of reality. This is one of the unique selling points of the Sims game.

The use of modal verbs is also interesting since the verb phrases 'you may choose' and 'you may also choose' ~~also~~ use the epistemic modal verb 'may' to express the wide range of possibilities and options that are available to the user. This may suggest that as well as aiming to instruct, the text also has a more covert purpose to persuade the audience to ~~use~~ start or continue using the game.

- 1 b From the very beginning of the discourse, the sentence structure clearly suits the function of the booklet, which is to instruct. This is evidenced by the imperative mood in the opening command 'Insert the disk...', and continues in the following directive 'Click PLAY', in which the capitalised 'PLAY' indicates

that the reader should look for a button with the same level. The ~~text~~ text also ends with a similar imperative construction ~~is~~ in the final sentence, which uses the imperative verb 'start' in the command 'Start at the main menu'. This pattern of direct imperatives at the start and end of the page ~~frames the discourse~~ frames the discourse effectively with commands that ~~fulfil~~ fulfil the booklet's directive and advisory function.

~~The text also~~ The writer also ~~succeeds~~ succeeds in providing instructions to the reader through the use of subordinate clauses. The subordinate clauses 'If the game does not automatically start', 'When you load the Sims?', and ~~When you are in the game~~ 'Once you are in the game' ~~precede~~ precede the main instructions of the sentence which comes in the independent clauses that follow. These left-branching sentences provide information in a

clear and formulaic manner since the initial subordinate clauses provide some context for the audience as to when they should follow the instruction ~~is~~ provided in the main clause. This may suggest that the text producer has taken into account the context of the text's reception, since Sims' is ~~played~~ ~~by 3 people~~ after played by young adults or teenagers and so this pattern of left-branching sentences ~~may~~ may be more accessible to a younger readership.

Finally, the active voice is used in the section of the discourse entitled 'Introduction' to create a sense of movement and action on behalf of the Sims themselves. For example, the active verb phrases 'Diego aspires' and 'Sophia defies success' attributes agency to the computer-simulated characters. This again reminds

the reader that they can create and control a very realistic world online. Furthermore, the mental verbs 'depictes' and 'aspices' almost suggest that the Sims have a degree of consciousness and can think for themselves. Although older readers would realise this is not the case, it may be an exciting notion for younger readers as it implies that they ~~are~~ can create 'real' people. The omission of the auxiliary verb and subject in the interrogative 'Want some pointers...?' may also appeal to a younger audience because the ellipsis adds a more informal element and is more ~~typical~~ typical of spoken language.

## Examiner commentary

The candidate begins straight away by addressing the question and getting straight into the lexical discussion using appropriate labelling. Moreover, they identify a pattern from the outset and cite examples of the reoccurrence of the second person pronoun 'you' and the use of imperative in section b. The candidate relates their discussion to theory in a succinct manner (albeit that this isn't required by the mark scheme). A 'building block' approach to the text is established, as the candidate takes her initial point and discusses how the producer enhances this through the possessive determiner 'your'. The relationship between the producer and receiver is consistently referred to during analysis of features. The discussion of the register used to discuss the SIMS is particularly perceptive and shows the candidate has a sophisticated understanding about the impact of language choice by the producer. Although section B is shorter, it again discusses a range of patterns within the text and makes perceptive comments about their deployment.

# Script 1: Question 2

## SECTION B – Writing about a topical language issue

You are advised to spend about 45 minutes on this section.

*'In our society it is important that we have a standard form of spoken English.'*

Write an entertaining column which engages critically with the quotation above (a column is a type of article where writers can express their own opinions), suitable for a national daily newspaper. You do not need to include the exact words of the quotation and you may invent your own title if you wish. You should write about 500 words.

[24]

Marks 24/24: AO2: 12 marks; AO5: 12 marks (Level 6)

2	A "VARIETY, YOUTH SOCIETY, AND LINGUISTIC ANXIETY"
	Freeing spoken English from standard expectations.
	For mainstream society, spoken language is almost entirely unavoidable. We are exposed to it on a daily basis and even if, like me, you <del>try</del> after try to minimise social interaction as you go about your day, you will inevitably find yourself conversing with at least one person (even if it's only trying to kindly request that someone move out of your way in a <del>the</del> crowded corridor). But should we hold our spoken language to a <del>the</del> certain standard?
	To cut a long story shortish, no. We should not. In fact, in many cases, we cannot. As English becomes an increasingly global language, we are seeing it diffuse to numerous other <del>societies</del> societies across the <del>the</del> world. As a result of this <del>sp</del> movement, the English language has undergone various changes. A speech variety that is of particular interest to modern linguists is African American Vernacular English (AAVE), <del>sometimes</del>



which you may have heard referred to as 'Black English' since it is spoken predominantly by the black community. A common misconception is that AAVE is just a <sup>lesser</sup> version of what we know as Standard English. Many English speakers see AAVE as a variety of their language with grammatical errors and deviant ~~pronunciation~~ pronunciation.

Do not fall into this trap. In reality, AAVE is just as ~~the~~ internally consistent and logical as any other ~~the~~ variety of English. For example, ~~the~~ speakers of AAVE often omit the verb 'to be'. (which linguists call the copular verb). Although this initially seems peculiar to speakers of Standard English because it results in sentences like 'She the tallest' instead of the more ~~com~~ common 'She is the tallest', there ~~there~~ is an underlying grammatical basis. Note how in Standard English we often contract the copular verb in such a way that 'She is the tallest' may become 'She's the tallest'. However, if we heard someone say 'I don't think she's', we would all be slightly ~~perplexed~~ perturbed by the use of the very same contraction. Why? Because it ~~is~~ is at the end of the sentence. Contractions ~~are~~ of the copular verb are not used at the end of the sentence, ~~because~~ ~~of~~ partially due to the emphasis that the speaker wishes to place on 'is'. Similarly, you would never find the sentence 'I don't think she.' in AAVE because the speakers do not omit the verb 'is' when it is in terminal position. As a general rule, where ~~the~~ standard English can contract, AAVE can omit. Evidently, trying to impose ~~on~~ a standard form of English on the African American ~~as~~ society would be fruitless and pointless since they already have a fully-functioning variety of language.

A second demographic to consider is the youth society. Young people are often ~~misleadingly~~ ~~and~~ maligned for the

language that they speak among their peers ~~that~~

Lindsay Johar, a writer and broadcaster, has condemned slang as a form of 'self-sabotage', ~~says~~ claiming that it makes young people appear unintelligible and consequently unemployable. Unsurprisingly, he advocates the ~~the~~ importance of <sup>directing</sup> ~~removing~~ young people towards a more standard and accepted form of spoken English. However, what he is ignoring is the ~~remarkable~~ ~~that young people have the~~ ~~to~~ remarkable ability ~~that young people have the~~ to code-switch that young people possess. Code-switching is when an individual switches between two dialects or sociolects of the same language. For example, while many young people may use slang terms like 'LOL' or 'bae' amongst their friends, the majority of them recognise that this speech is less appropriate in more formal situations, like a job interview for instance. As such, ~~they~~ ~~rather~~ rather than insisting on an absolute standard form of English, we should welcome all varieties because many people, ~~are adept at adjusting their language accordingly~~ particularly the youth society, are adept at adjusting their language accordingly.

Finally, the need that some people feel to enforce a single standard form of English often stems from an underlying anxiety that language is in decline and meaning is being lost. This is the same anxiety that prompted scholars in previous centuries to ~~impose~~ impose grammatical rules based on Latin, which was seen as the pinnacle of all languages. However, most of us

eventually stumbled to the realisation that the idea of it being vital to never ever split infinitives is an absurd suggestion because English simply is not the same as Latin. Having learnt from these previous

misunderstandings, we must move ~~from~~ forward with a more open approach. Let go of the linguistic anxiety. Allow spoken language to develop and flourish. Our society is a global society and it would take an ~~extra~~ super-human effort to implement a standard form of English across ~~the entire~~ the entirety of the English speaking society. So why bother? As linguist Steven Pinker said, some things are just 'alien to the natural workings of the language system'. We must let the nature of ~~the~~ language take its course and embrace whatever changes ~~appear~~ <sup>appear</sup> in English, however informal they may be. After all, in spoken language it is unreasonable to expect that contractions and fusions ain't never gonna occur.

## Examiner commentary

The response begins with an eye catching title which contains internal rhyme – an impressive feat for a student in the time. From the outset it maintains the tone expected from the piece ('like me') whilst focusing on the spoken language element of the question immediately. The discussion of AAVE is both detailed and appropriate for a non-specialist audience. The sentence 'Do not fall into this trap' is a sophisticated way of introducing a more colloquial tone into a paragraph that could have become overwhelming for the non-specialist to read. The final sentence of this discussion ('Evidently, trying to impose') is a succinct culmination of the discussion, refocusing on the question. The response is broadened out to consider youth, which gives the response an added dimension and included discussion of Lindsay Johns in a way that is accessible to a non-specialist audience. Moreover, this response is evaluated, demonstrating the critical engagement needed for this level. The reference to Latin, and thus an understanding of language change, shows that this candidate is able to use their learning synoptically in order to create a convincing and interesting argument. They conclude their piece with a humorous line, reinforcing the expectations of the form.

# Script 1: Question 3

## SECTION C – Comparing and contrasting texts

You are advised to spend about 1 hour and 5 minutes on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes writing your response.

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

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]

**Marks 36/36: AO1: 12 marks; AO3: 12 marks; AO4: 12 marks (Level 6)**

3	<p>One of the most immediate differences between the two texts is <del>there</del> their distinct purposes. The spoken discourse has a <del>pre</del> primarily interactional function, which is evidenced in the mixture of declarative utterances, like 'they must have done well last year' and 'you used to be able to get a really good meal for 5p', and <del>inter</del> interrogative utterances, like 'have you noticed' and the tag question 'didn't you'. The combination of the interrogative and declarative utterances form adjacency pairs which structure the discourse. This is typical of spontaneous spoken language. In contrast, text C has a primarily referential function and the <del>declarative</del> pattern <del>sentences</del> <del>thing</del> of declarative sentences throughout the text, such as 'M&amp;S is one of the top 50 places...' and 'M&amp;S becomes the first company in Europe to...' suit this function by allowing the text producer to inform the audience of the history of the company.</p> <p>Secondly, a representation of women is evident in both discourses. For example, the declarative clause 'M&amp;S places value on women' is emboldened, which conveys to the reader that the company had been promoting ideas</p>
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related to gender-equality since the 1940s. This is furthered by the attributive adjectives 'educated' and 'important' in the following noun phrase 'educated and important part of the workforce', which ~~is~~ underlines the suggestion that ~~the~~ M&S had a progressive attitudes towards women's rights at a time in history when many

other companies may not have been so ~~forfeited~~ inclined to support women in the workplace. ~~Then~~ This pattern continues throughout the timeline as the noun phrases 'free cervical screening', 'mobile breast screening unit' and 'maternity leave' emphasise the company's feminist attitudes. The writer is clearly ~~putting~~ trying to represent the company in a positive light, ~~of~~ which helps the text to appeal more to the mainstream audience since around half of the readers are likely to be women. This may help to attract potential employees of any gender too because it presents the company as one that is orientated around core values of respect and equality for their employees. In the later years (2006/2007), there is less evidence of this gendered theme however, since the noun phrases belong more to the lexical field of employment, including 'Marks and Start Scheme' and 'Corporate Social Responsibility'. This may ~~help~~ reflect the more modern context of production and reception, where women have more rights and are a larger part of the working population. In contrast, the representation of women in text B is less explicit and can mainly be seen through the interaction between Joan and Laura. After Daniel has left the room, Joan uses frequent tag questions which ~~to~~ form interrogatives, such as 'didn't you Laura', ~~and~~ 'didn't you' and 'weren't they', <sup>which</sup> ~~that~~ adheres to Lakoff's theory of women's speech (1975). ~~which claims that women use as tags~~ However, rather than these tag questions being used because Joan is a woman (as Lakoff proposed),

it may be more likely that Joan uses them to elicit a response from Laura. As we can see in the ~~text~~ conversational markers 'yep' and 'yeah', Laura's ~~other~~ answers to Joan's questions are initially very brief. Consequently, it is possible that Joan feels the need to continue turning her declarative utterances into ~~the~~ interrogatives by using tag questions in order to keep the conversation moving forwards. Laura also then starts to use similar tag questions herself, such ~~as~~ as 'didat they' and 'are they', which may indicate that members of a group share linguistic similarities (Labov, 1972).

At the start of the spoken conversation, Joan and Laura show ~~a~~ signs of a minor disagreement about beards in Laura's declarative 'I like beards on some people' and the two utterances that follow. They threaten each other's face here slightly since Joan's view that beards make people look old contradicts Laura's expression that she likes beards. However, Laura's response 'lots of people have beards' is mitigated by the use of the noun phrase 'lots of people' which makes it a generalised comment about some people having beards rather than a direct disagreement with Joan's opinion on beards. This allows them both to save face (Levinson and Brown, 1972) and perhaps shows a degree of mutual respect that both women wish to maintain. Similarly, in text C, the company frequently compares their ~~to~~ services with those provided by the NHS, as seen

3

in the complement ~~to~~ 'not yet available on the NHS'. This indicates that the author is again attempting to position the ~~the~~ company in a positive light by showing that they could offer more services than

the NHS, which makes the company more appealing to potential employees.

The use of present tense verbs, indicated by the inflectional morpheme '-s' in the verbs 'introduces' and 'shows' is evident ~~from~~ throughout the timeline. This makes the experience more interactive for the reader as it positions them within each time period. In ~~the~~ text B, ~~verbs~~ <sup>subjects</sup> are omitted by Joan, such as the ~~subject~~ <sup>target</sup> pronoun 'they' ~~before~~. This ~~to~~ increases the informality of spontaneous speech.

## Examiner commentary

The candidate opens with a comparison and they sustain this approach throughout the text. This candidate structures their paragraph around purpose (expressed through mode and representation) which facilitates an in-depth analysis of the features chosen to evidence their response. Patterns are always established and discussed and supported by frequently integrated quotations. These are another strength of this response, which allows the candidate to make frequent and detailed specific analytical comments. The discussion around the changing language with which women are represented shows a perceptive appreciation of the contextual factors at different times. As in the last question, the candidate here evaluates theory, such as when she discusses tag questions in the light of Lakoff's proposal and when she explores the use of Face Theory in the discussion around beards. This response applies a range of appropriate methods to establish patterns and perceptively considers context.

**Total: 80 marks**

# Script 2: Question 1

## SECTION A – Language under the microscope

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

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

Giving careful consideration to the context of the text:

- (a) identify and analyse uses of lexis and semantics in this text. [10]
- (b) identify and analyse the way sentences are constructed in this text. [10]

**Marks 18/20: AO1: 9 marks; AO3: 9 marks (Level 5)**

1	Text A follows the discourse structure of an <del>ans</del> instructions booklet as the text is separated in different sections. The writer uses the lexical field of <del>a computer</del> different <del>comp</del> options found in a computer ("Start > Programmes", "All programs", <del>which</del> , "disc drive", "Windows XP users") which are linked to the <del>the</del> genre of the text <del>as</del> as it is an instructions booklet for a computer game so we would expect this lexical field to be used. Additionally, the use of the lexical items "disc drive" and "Windows XP users" show that the writer expects <del>to have</del> <del>the</del> the readers to have a basic shared knowledge of computers. Another lexical field used by the writer is the lexical field of things that we inherit from our families, such as "DNA, personalities and inheritance" as well as the lexical field of family <del>is</del> ("wife", "generations", "children", "relationships"). This is linked to the genre of the computer game which is a role play.
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game where the gamer has a virtual life which he/she controls. These <sup>normal</sup> lexical fields are also used by the writer to express how different this game is to any other role play game as it is very realistic because future generations inherit ~~this~~ characteristics that one would inherit

from their family in real life, ~~which make~~  
~~this~~

There are also examples of <sup>epistemic</sup> ~~deontic~~ modality as when the writer says "you may choose to manage your Sims...", "you may also choose to neglect". This has a positive effect on the reader as it ~~also~~ shows them that they are been given a choice and it also ~~provides~~ gives them a sense of power. This also links to the way in which the game is played as even if ~~the characters look~~ abstract nouns like "life goals" and "dreams" are used to describe what the characters may have, the reader knows that he/she ~~is~~ <sup>will be in</sup> control and will decide the future of his/her characters.

furthermore, this text includes many imperative sentences such as "Insert the disc in your disc drive", ~~and~~ "go to..." and "click..." which we would expect on an instructions booklet. Additionally, there are many interrogative sentences used ~~such as~~ "In the introduction section such as "Will ~~their~~ Diego and Sophia achieve their dreams?", "Will their successes..." ~~and~~ "Will their relationship..." and "Or will their deepest fears...". This ~~gives the text~~

~~a reader a sense of anticipation~~ Sequence of continuous interrogatives gives the ~~to~~ readers

a sense of anticipation to know what will happen with the characters. Additionally, the juxtaposition between the ~~series~~ interrogative sentences that talk about "dreams" and "fears" ~~at~~ makes the game ~~a~~ more appealing to readers ~~as~~ as it seems more realistic and it shows all of the different potential scenarios of the future of the characters, making it more interesting for the readers and persuading them to buy ~~the~~ the game.

Furthermore, the declarative sentence used at the end of the sequence of interrogatives ("Only time (and you) will tell") ~~a~~ appeals to the readers by ~~g~~ showing them that they <sup>will be</sup> ~~are~~ in complete control of the characters which links ~~to~~ to the purpose of the game.

The declarative sentence ~~&~~ in the introduction ("It must be their child") emphasizes how realistic the passed on DNA will be in the game as ~~a~~ even though the reader can't see who the child is or ~~a~~ won't know who "Betty and Roland Sim" are, the reader will understand that this sentences are used as a way of showing ~~to~~ what they will experience when using the game.

## Examiner commentary

The candidate immediately begins by focusing on specific lexical choices made and they integrate examples into their response as well as linking to the overall purpose of the piece. The answer becomes more sophisticated when they focus on the specific lexical items and the lexical field of families because they make more specific links to context; they show an understanding of why the producer has made the choices that they have. The candidate also shows an awareness of alternative interpretation such as when they describe the game being unique within its field. The candidate uses specific terminology accurately when describing epistemic modality and abstract nouns and again links this to the specific context, though they do lack sophistication of expression in places. The candidate moves into the second part of the question without clearly indicating this to the examiner, which would have been preferable. However, they do immediately identify patterns of sentence use using accurate terminology and linking clearly to context. The discussion of two different uses of a declarative sentence shows the candidate has a precise hold on this element.

# Script 2: Question 2

## SECTION B – Writing about a topical language issue

You are advised to spend about 45 minutes on this section.

*'In our society it is important that we have a standard form of spoken English.'*

Write an entertaining column which engages critically with the quotation above (a column is a type of article where writers can express their own opinions), suitable for a national daily newspaper. You do not need to include the exact words of the quotation and you may invent your own title if you wish. You should write about 500 words.

[24]

Marks 23/24: AO2: 12 marks; AO5: 11 marks (Level 6)

2		Is our society too modern and diverse <del>to be</del> <del>stander</del> to <del>still be using</del> use one standard form of spoken English?
		Can you imagine how absurd we <del>would</del> would sound if we all spoke the same way? Perhaps, you may not understand how <del>th</del> using a standard form of spoken English would be detrimental to our society <del>but</del> yet but bare with me because I'm about to explain <del>this</del> <sup>it</sup> to you.
		Firstly, <del>do you think</del> language, and especially spoken <del>language</del> language is a way in which people can be creative and express themselves and their personalities. <del>Using</del> By using slang words such as "bruv", "peng" and "butter" <del>the younger ge</del> teenagers show <del>who</del> <del>distingu</del> differentiate themselves from other generations. Maybe you may think that this is negative as it creates a gap between the



language of adults and the language of teenagers. and the elderly

However, this is not the case. You have to admit that we all have used slang words at some point as part of our idiolect, especially when we were younger, even when the words "cool" ~~wasn't~~ wasn't

used as frequently as now. Being able to use words that made us different and that the older generations didn't understand was fun therefore, we should let the younger generations enjoy being different as well!

Additionally, a gap isn't created between generations as the younger generations know how to adapt their language when they talk to adults ~~the~~ because, as ~~theorist~~ the theory of convergence and divergence ~~show~~ shows (by famous theorist Norman Fairclough\*) we know how to adapt our language in each situation.

~~moreover~~ Moreover, even in the past when there ~~wasn't~~ the process of words and sentences becoming English becoming standard (also known as standardisation) wasn't as advanced, there were many acceptable ways of writing, so if ~~Shakespeare~~ the famous ~~for~~ king of plays Shakespeare tolerated this then why can't we tolerate it in spoken language?

Society is developing, ~~English~~ there isn't even ~~one~~ one unique form of English

as we also have 'Singlish' (Singapore's English), so if English is so diverse

nowadays, then why should we restrict ourselves and force everyone to speak in one standard way?

The use of ~~non~~ previous non-standard words like "selfie" and "twerking" are becoming part of our dictionary on a daily basis. So why can't we embrace diversity and creativity, like <sup>in spoken language</sup> theorists David Crystal and Aitchison did?

Let's all accept that ~~being~~ being different in nowadays society is a good thing and that, not just younger generations, but everyone can use their own way of speaking without restricting themselves to just one ~~unique~~ standard form of English. Even my grandma enjoys learning about nowadays' slang, ~~which~~ brings and ~~the~~ her own slang which she used ~~to~~ when she was my age! So these non-standard ways of speaking has brought us closer together.

## Examiner commentary

The candidate chooses a clear title which makes their angle clear and engages with the specifics of the question. Their opening line both engages with the question and utilises a rhetorical question in order to capture the essence of the form specified. They use pronouns to engage with the audience and discourse markers to give their argument a clear sense of structure. They consider the link between age and slang, utilising examples to guide the reader. Phrases such as 'you have to admit' maintain their conversational tone with the reader and encourage them to take the side of the writer. The candidate references convergence

and divergence, though it would have been beneficial for these to have been glossed for a non-specialist audience. They show a breadth of understanding by linking to language change and although the response seems like it may be focusing on written language, the candidate does bring the focus back to spoken language by using a rhetorical question at the end of the paragraph. This breadth is further reinforced by a reference to world English. The piece is effectively closed with a clear conclusion. This response blends AO2 and AO5 effectively and consistently, maintaining the correct tone throughout.

# Script 2: Question 3

## SECTION C – Comparing and contrasting texts

You are advised to spend about 1 hour and 5 minutes on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes writing your response.

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

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]

**Marks 36/36: AO1: 12 marks; AO3: 12 marks; AO4: 12 marks (Level 6)**

3	Both texts are <del>about</del> <sup>include</sup> the topic of the way in which Marks and Spencer has treated their employees in the past and what they have done for them. Both of the texts have the lexical field of <del>health-text</del> social responsibility that <del>the</del> M&S has done in the past. The difference in the amount of <del>lexemes</del> and variety of lexemes used could be explained by looking at the contexts of both texts. While in text B Joan is talking about her own experience working at M&S in the 1950s, text C shows a chronological timeline which continues after the 1950s up to today. This suggests that many of the services provided by M&S to their employees would have been introduced after Joan <sup>such as the "physiotherapy"</sup> stopped working there, meaning that she only experienced <del>some</del> a few of them.
	Furthermore, <del>there</del> while in text B the participants in the conversation use the past



tense often to talk about what M&S ~~de~~ provided its employees in the past, in the timeline the tense used throughout the text is the present tense.

In text B, some examples of the past tense used ~~is~~ are "At Marks and Spencer's you always used to have...", "used to get a free new toothbrush" and "they also used to have sort of umm (2) breast (-) clinic...".

This ~~suggests~~ ~~the~~ links to the context of text C has Joan is talking about her past experiences, referring to past anecdotes ("I was off <sup>and often</sup> sick when it came to our unit...").

In contrast, in text C some examples of the present tense used in the timeline are "During the war M&S continues to ~~promote~~ promote women", "This 1940s job advert shows how M&S places value on women", "~~over~~ ~~1800,000~~ ~~is~~ ~~sp~~ "M&S introduces Free cervical screening...". The use of the present tense may be used because, as it is a timeline the writer focuses ~~on~~ on writing about the important events that M&S was involved in in each year. Additionally, discourse markers like "During the war", "By 1957" and "During the 1980s" are used along with the headlines of the years which separate the sections to show that,

although the present tense is being used, this events happened in the past.

While in text B there are non-fluency

features such as fillers ("umm", "ah#ah") and paralinguistic features which carry a meaning (e.g. "oh I thought ohh", "ohh" expressing surprise), we don't see this in text C. This is because, while text B is a spontaneous conversation, text C is a planned piece of writing taken from the M&S website.

In text C, the writer uses some superlatives such as "biggest" and "best" as well as the lexical field of ~~minority~~ <sup>disadvantaged people</sup> at different times in the past ("women" during the ~~early~~ earlier years of the timeline, "disabled people, homeless people, lone parents and young unemployed") in order to show how many <sup>disadvantaged</sup> people they have helped throughout the years and the status they have earned through their corporate social responsibility. ~~this~~

~~Converse~~ In contrast, in text B Joan often expresses ~~her~~ her negative thoughts about how M&S changed as years went ~~by~~ by using declarative sentences like "don't anymore though that's all been wiped out", "that was when it was owned by Sieff"

and "you used to be able to get a really good meal for 5p" implying how expensive M&S has gotten over the years and how the services they used to provide ~~is~~ changed after ~~Sieff~~ the owner of M&S changed.

The difference in how M&S is represented through the language used in this text



maybe due to the fact that, while Joan is talking to her family about her personal thoughts on ~~the~~ M&S then and M&S now, she has no interest in promoting them now. In contrast, ~~the~~ M&S ~~is~~ has created text C to promote themselves in the most positive way possible, talking about their great achievements done in benefit of their employees. The purpose of ~~each~~ <sup>each the</sup> texts differs therefore it may be the reason why M&S is represented differently in each text.

Moreover, in text C <sup>the writer</sup> ~~uses~~ often uses the third person ~~and the~~ ~~passive voice~~ (M&S places value on women", "M&S is one of the top 50...") when talking about the achievements earned, which emphasises how the whole firm ~~and~~ and workers earned it and it gives M&S a humble tone rather ~~than~~ that if they were

using the first person to attribute all the achievements to themselves directly. This links to the purpose of the text which is not just to inform but to persuade and gain consumer loyalty. In comparison, in text B the <sup>p</sup> first person is mostly used "I don't think...", "I went up to..." which fits in with the purpose of the text which is about Jan's experience.

## Examiner commentary

The response starts by setting out some contextual similarities between the two texts. The candidate adopts an approach of highlighting an aspect of language levels to focus on and comparing the way in which this feature is used in each text, before explaining why this is the case by linking back to the specific context of the two texts. This synthesising of the AOs is particularly successful for this candidate and allows them to achieve both breadth and depth of coverage. They use specific lexical terminology throughout and always support their assertions with examples from the text. The candidate explores discourse features (including spoken language features) convincingly throughout and assures the examiner that they have a perceptive understanding of the two texts. They use comparative signposts throughout. This is an excellent example of how you may wish to structure a response to ensure coverage of all of the AOs.

**Total: 77 marks**

# Script 3: Question 1

## SECTION A – Language under the microscope

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

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

Giving careful consideration to the context of the text:

- (a) identify and analyse uses of lexis and semantics in this text. [10]
- (b) identify and analyse the way sentences are constructed in this text. [10]

**Marks 16/20: AO1: 8 marks; AO3: 8 marks (Level 4)**

1	a)	Text A uses verbs to give instructions to the reader throughout the text. For example, the imperative <del>verb</del> "go" in "go to Start > Program". The verb "Go to" evokes connotations with digital technology, as it is frequently used metaphorically to mean click on a link linking to a certain web "location". The use of this in Text A is <del>thematically</del> <sup>semantically</sup> appropriate due to the context of a digital game introduction. It could also be an example of a members resource due to the necessity of understanding what this means, as someone unfamiliar with digital technology may not. * Other examples of this are, the imperative verbs in "Click" "PLAY to start..." and "Insert the disc..." (* the use of instructions is also appropriate for the context of an introduction to a game and instructions on use)
		Text A also uses other members resources in the form of jargon. For example <del>"Auto R"</del> "AutoRun" is the <sup>solid</sup> compound noun neologism "AutoRun". This is part of the noun phrase "The AutoRun menu", <del>it</del> and refers to in the beginning of the text. This is an example of restricted lexis as it is only used



in technology, especially "gaming technology". Therefore the producer of the text is relying on the consumer to be familiar with this jargon. This could be because it is likely that anybody using gaming technology is already familiar with it, and may also frame the reader as part of

a restricted group. This could put the reader in a more favourable position toward the game. Other examples of jargon in the text include "EA GAMES" and "Windows XP".

1. b Text A uses interrogative sentences in order to entice the reader to play the game. For example, the "Introduction" section includes a series of rhetorical questions including "Will Diego and Sophia realise their dreams?" This question <sup>could very</sup> ~~rely~~ on the consumer caring about the fictional story of Diego and Sophia, and be intended to ~~entice~~ <sup>compell</sup> the reader into beginning the game immediately to find out. However, due to the format of the game it is likely that instead it is a reminder to the reader that they are in control of these fictional lives. This is ~~reinforced~~ <sup>reinforced</sup> by the sentence following this series of questions, "Only time (and you) will tell." The purpose of this is to sell the appeal of the game, controlling the lives of these " Sims " so that the reader will react more favourably to it, and continue to be a customer of these products. Other examples of interrogatives include the question "Want some pointers on how the game works?" which directs the reader politely to instructions on how to play and "Doesn't that kid look like..." which introduces the reader to <sup>new features of the</sup> ~~the~~ game at the beginning of the introduction.

Text A also uses non-finite clauses throughout the text. For example ~~"to behave in less than desirable ways?"~~ "to achieve their life goals." This The use of the ~~collocation~~ "life goals" ~~resonates the stories of the sons~~ ~~this passage is describing to the reader.~~ This combines with the connotations of striving for success in life of "to achieve" to create a semantic field of success, perhaps in order to ~~create resonance in the reader~~ ~~with~~ make the stories of the sons in question resonate with the reader, in order to evoke empathy so that the reader cares about the story being told. It also describes one of the appeals of the game, that the player plays with the sons' "whole lives." Other examples of non-finite clauses are ~~"to behave in less than desirable ways?"~~ and ~~"to have a loving family life."~~

## Examiner commentary

This response addresses the question from the outset, without any unnecessary introduction. They utilise specific subject terminology and quote effectively from the text. They link to context in order to analyse, though this lacks the precision required for a top level response. The candidate covers verbs and jargon in their response to section A but would benefit from a further area to increase the breadth. Section B follows a similar pattern of analysis, considering relevant examples though lacking some breadth of coverage.

# Script 3: Question 2

## SECTION B – Writing about a topical language issue

You are advised to spend about 45 minutes on this section.

*'In our society it is important that we have a standard form of spoken English.'*

Write an entertaining column which engages critically with the quotation above (a column is a type of article where writers can express their own opinions), suitable for a national daily newspaper. You do not need to include the exact words of the quotation and you may invent your own title if you wish. You should write about 500 words.

[24]

Marks 23/24: AO2: 12 marks; AO5: 11 marks (Level 6)

2	Written English is constantly under fire. Everyone's concerned <sup>with how</sup> <del>that</del> texting means the youth can't spell or whether or not we should spell standardise with a "z". But why not have a look at spoken language too?
	I'm sure you've seen Catherine Tate's comedy series - especially the famous "Am I bawred"
	sketch. Well, that's nothing to do with spelling - it's speech. Surely those who protest at "sk8er" the number homophone in "sk8er" (that's a number that sounds like part of a word - clever huh?) should also protest at the replacement of the <del>th</del> phoneme by /v/? Of course, they do and that's sort of the whole point of the sketch isn't it? But we don't get so many columns written about it so here I am: the defense of spoken language nobody asked for.
	Let me ask you this: do you pronounce some & like bone or one? I'm sure you're having flashbacks to the last time you had



this argument. I've scarcely been able to eat one without the problem arising. There's certainly a lack of consensus about this, and how is bothered and bothered any ~~different~~ different? "Because it's just wrong!", ~~you~~ you say. Is it? Or is it just new? In a hundred years when if half the country don't even "bother" with the ~~th~~ sound any more will it still be "wrong" then? Who says so? I'm sure someone from a hundred years ago would tell you that you're wrong about the way you speak too.

Actually, someone from a hundred miles away might do the trick. After all, ~~are~~ do you say

everyone with a different accent to you is pronouncing everything incorrectly? Well, you might think so, but I doubt you'd say it to their face. ~~So if we accept~~

So if we accept that some people say ~~asides~~ pronounce path ~~can~~ and both and castle like "maths" and some people pronounce them like "are" why can't we accept that some people ~~say~~ drop their "t<sup>s</sup>" and pronounce "th" like "v"? How can we justify correcting teenagers and those with the less desirable accents when we accept some differences in speech so readily?

Maybe you think swapping out your ~~th~~ "th<sup>s</sup>" and dropping your "t<sup>s</sup>" makes you lazy? Well,



you have a point. It is easier to use  
 "v" than "th" and lose any unnecessary  
 consonants at the ends of words. Children  
 do it all the time. But it's also easier  
 to use "I'm" instead of ~~I~~ am and that's  
~~is~~ considered standard <sup>spoken</sup> English. Maybe you  
 think it shouldn't be but I doubt you  
 never use it. And even if you don't you're  
 in the vast minority.

My point is this: how can we insist on  
 a standard spoken English when we don't  
~~and~~ have one and ~~never~~ have never had  
 one?

## Examiner commentary

Whilst the opening of this response focuses on written English, it quickly makes a link between this and spoken English in order to focus explicitly on the demands of the question. The candidate uses a number of techniques, such as hyperbole and rhetorical questions, to engage the reader in a manner appropriate to the specified form. The response utilises popular reference points such as Catherine Tate and the scone debate as well as gentle humour ("The defence of the spoken language nobody asked for"). The reference back to "bovver" at the end of the paragraph on scones is particularly skilful at demonstrating whole text cohesion. This is further reinforced when the candidate considers the link between differences in pronunciation and 't' dropping. This candidate achieves the top level for showing a breadth of understanding of the language issue and synthesising this with an effective and engaging construction of an opinion piece.

# Script 3: Question 3

## SECTION C – Comparing and contrasting texts

You are advised to spend about 1 hour and 5 minutes on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes writing your response.

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

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]

Marks 31/36: AO1: 11 marks; AO3: 11 marks; AO4: 9 marks (Level 6/5)

3		<p>Text B frequently <sup>incorporates</sup> uses the past tense in <sup>speech</sup> <del>speech</del> about employee welfare at Marks and Spencer. For example, <del>the text</del> "you always used to have the dentist the doctor..." details staff healthcare in the past at Marks and Spencer. <sup>verb phrase</sup> The <del>verb</del> "used to" is repeated <sup>general</sup> <del>throughout</del> the <del>text</del> times, showing <sup>clearly</sup> that the speaker considers this healthcare a thing of the past. "don't anymore though" reinforces this. This <del>also</del> could imply judgement or disappointment that Marks and Spencer has not kept up this practice, and could represent Marks and Spencer as not living up to "when it was owned by Sief". Other examples <del>are</del> at this one "you used to get a free <del>too</del> new toothbrush" and "you used to be able to get a... meal for 5p."</p> <p>Text C however, uses the present tense throughout the text. For example: "<del>M&amp;S continues to promote</del>" "During the war M&amp;S continues to..." This <del>uses</del> <sup>verb</sup> present tense despite the fact that it <del>is</del> <del>that</del> refers to events in the past. The <sup>present</sup> <del>present</del></p>
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continuous verb "Doing" to introduce the time periods, and the simple present <sup>verb</sup> "continues"

to describe the action of M&S at this time. The use of present tense despite the context of describing the past is commonly used <sup>texts such as</sup> in documentaries and ~~historical~~ to represent events in the past as happening in real time. This ~~also~~ could be used to represent M&S as a company that "continues" to care about staff welfare, representing itself in a more positive light than ~~the~~ text B which implies it no longer does. The documentary style would also represent the information as more interesting or relevant than if it was in past tense. Other examples of ~~present~~ present tense in text C include "is introduced" and "over £800,000 is spent," both ~~speaks~~ referring to events in the past.

Text C uses simple sentences throughout the text. For example: "By 1957... is committed to staff welfare per year." The ~~verb phrase~~ <sup>is</sup> ~~is~~ the auxiliary ~~verb~~ present tense & verb "is" in the verb phrase "is committed" shows how much money M&S spends at this time on staff welfare. ~~This sentence is bold~~  
The use of the ~~past~~ past participle "committed" has connotations of commitment and loyalty rather than which represents M&S as ~~loyal~~ loyal to staff. This sentence is in bold typography, which could link with the fact that it is

a simple sentence to represent this fact as simple and easy to follow. Marks and Spencer is trying to ~~put~~ put themselves in a good light



by representing themselves in an easy to read format, highlighting certain facts like this ~~by~~ through bold text. Other examples of ~~these~~ <sup>simple sentences</sup> are: "M&S is selected as the flagship..." ~~and the~~ again in bold text: "The 'Marks and Spencer' work experience initiative...", ~~the~~ <sup>these</sup> again highlighting commitment to staff and welfare.

Text B ~~also~~ <sup>contains</sup> ~~uses~~ simple sentences. For example "beards... are all the rage..." However, in contrast to the planned, structured simple sentences of text C, ~~text B~~ <sup>is phatic talk,</sup> ~~these are~~ used due to the ~~features~~ <sup>unplanned nature</sup> of spoken language.

~~Simple~~ ~~Text B is a spoken text and so the~~ majority of the language is typical of speech.

~~"I think it is a bit of a beard... are all the rage..."~~ is phatic talk, and ~~so~~ ~~the use of~~ ~~therefore not planned~~

Text B ~~is~~ includes non-standard English. For example "the meals was all home cooked."

The past tense verb "was" is non-standard in the context of a plural ~~object~~ subject.

The standard form here is "were". The use of this could be an error. Errors are ~~quite~~ fairly common in spoken language due to the

lack of ability to edit oneself. However, the lack of a correction could indicate that this is a feature of dialect instead. Some regional dialects do incorporate this feature. Other examples include the use of "come" in place of the ~~past~~ standard past participle "came" in "breast (c)lonic come round..."



		Text C, however, uses standard English
		throughout the text. This is likely due
		to the desire to represent M&S as a
		well-run organisation run by educated,
		competent people. As well as this, it
		would not be appropriate in most circumstances
		to use non-standard English in <del>an official</del>
		the context of an official <sup>educational</sup> site of an organisation.

## Examiner commentary

The response begins by focusing on grammar in Text B and providing quotations as evidence. There are analytical comments made which relate to context. The candidate then goes on to discuss Text C, and whilst this also focuses on grammar and uses the occasional comparative signpost, the comparison remains 'helpful' rather than illuminating; it is neither sustained nor detailed enough for the top level. This pattern continues throughout the response – patterns are identified, labelled and supported with evidence and these are perceptively evaluated. However the comparison remains under developed and therefore the mark for AO4 remains in Level 5.

**Total: 70 marks**

# Script 4: Question 1

## SECTION A – Language under the microscope

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

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

Giving careful consideration to the context of the text:

- (a) identify and analyse uses of lexis and semantics in this text. [10]
- (b) identify and analyse the way sentences are constructed in this text. [10]

**Marks 18/20: AO1: 8 marks; AO3: 10 marks (Level 4/5)**

1	(a)	<p>Text A is separated in to clear sections of information. It is an informative text that aims to instruct the readers on <del>to</del> (mostly those interested in video games, perhaps an adolescent and young adult audience) on how to start up the game / use it, as well as what the game is about and what you can achieve.</p> <p><del>the first</del> All sections include lexis specific to <sup>the fields of</sup> computers such as 'disc drive', 'menu' and 'screens', as well as lexis specific to the objective of the game: creating a family, 'neighbourhood', 'family residence' and 'generations'. The writers / creators of this text use this field specific lexis is used to inform the reader and instruct them on how to play the game, as well as persuading them <sup>of the</sup> <del>how</del> entertaining <del>ment</del> they will achieve if they play the game.</p> <p>The premodifiers and intensifiers</p>
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in the 'Introduction' and 'The Neighbourhood' sections such as 'whole new dimension', 'gurgling babies', 'conflicting needs and wants', are used to create an insight into the game that will sell it to those

perhaps viewing it in a store. The premodifiers and intensifiers like 'deepest fears' and 'less desirable ways' are crafted to create an imaginative, persuasive story that gives the potential / prospective game players many ~~of~~ ideas and suggests options / outcomes for their Sims' futures. The ~~reader~~ <sup>creator</sup> gives options that aim to appeal to lots of different players who have ~~lots~~ different ideas in mind.

The writer of the text uses lots of proper nouns to create a personal feel. ~~Many~~ Names such as 'Diego' and 'Sophia' are repeated throughout the introduction, and even though they aren't introduced (possibly to some time and get to the point of the game), their storylines and wants / aspirations are given as examples to ~~these~~ reader, giving them an insight into the game and how it works.

The writer also uses this technique to talk about the characters as if they are real people. The effect of the proper nouns and intensifiers / premodifiers is ~~the~~ a sense of importance. The game appears to sound revolutionary and



lifestyle, and the idea of controlling the lives and ~~the~~ futures of the characters is appealing ~~and~~ <sup>persuading</sup> to the audience's sense of adventure, and ~~persuading~~ them to spend time on this game. They even use strong verbs such as 'indulge' to persuade and command the readers in this way.

Personal pronouns such as 'you' are also used in this text to create a synthetic relationship with the reader, <sup>persuading them to play.</sup>

- 1 (b) In terms of construction of sentences, the text is separated into paragraphs with different objectives. 'Starting the game' includes simple imperative sentences which instruct the reader on how to start the game: 'insert the disk...' and 'click PLAN to start...'. These instructions are clear and concise, so as to not waste time and overcomplicate things. It also shows the readers how easy it is to start up the game. The creator of the text also gives options using the conditional construction 'if the game does not...' and gives a solution to this problem. This means the producer recognises that things may go wrong and they constructively reassure the reader on how to solve the issue.

The introduction paragraph uses a series

of interrogatives ~~are~~ and declaratives, and a mixture of more simple and more complex sentences.

The creator appears to talk to the reader, again creating a synthetic



relationship to draw them into the game. The <sup>opening</sup> interrogative 'Doesn't that kid look like...?' is ~~replaced~~ <sup>followed by</sup> ~~with~~ the audience's expected response, and then the declaratives 'it must be' and 'you can see it' create / mimic a conversation. This is perhaps to seem friendlier and more involved / colloquial than the formal starting paragraph, because now the game is up and running the fun can start.

The mixture of declaratives and conditional interrogatives work to suggest ideas of play to the prospective players.

They tempt them with potential outcomes such as 'will their success bring them other rewards', but do not provide too much information which would undoubtedly spoil the fun if they revealed ~~all~~ the secrets of the game. #

Models such as 'may' give options for the player and shows that the creators recognise and stress that the power is in the player's hands, they

have control.

The ~~complex~~ interrogatives follow one another in a snowball sequence effect. The final question starts with a conjunction 'or', to give potential ~~and~~ alternative outcomes.

Sentences are expended using commas and hyphens, such as the embedded clause 'create your own houses', and the asyndetic list of 'houses, neighbour

hoods, Sims and family dynasties' that ~~show~~ demonstrate how much control the readers have in the game.

~~Extra~~ <sup>multiple</sup> Exclamatives such as 'How your Sims have their whole lives ahead of them!' are used to excite the reader and convince them to spend time on this game.

Extra information is added in brackets where necessary, such as '(or All Programs for windows XP users)' and '(indicated by green diamonds above the lots\*)' to help those who are struggling and again help / instruct the reader, giving solutions to foreseen problems.

## Examiner commentary

The response opens with some general comments about audience and purpose, though would benefit from more specific examples. The candidate identifies field specific lexis and provides quotations, though this would be improved by more specific labelling of their choices. They nevertheless make clear analytical points relating to the audience and purpose. More specific terms are used when describing 'premodifiers' and 'intensifiers' and again the candidate uses specific examples from the text and explains this considering the producer and receiver. Section B is stronger – here the candidate is more precise from the outset about the specific grammatical feature that they are considering and they quote judiciously from the text. They are also clear in identifying precisely the intended impact considering both the producer and the receiver. The candidate clearly spots patterns such as conditional constructions, interrogatives and declaratives. The discussion of synthetic relationships is perceptive as is the analysis of the combination of features that the producer deploys. The candidate covers a pleasing breadth of examples.

# Script 4: Question 2

## SECTION B – Writing about a topical language issue

You are advised to spend about 45 minutes on this section.

*'In our society it is important that we have a standard form of spoken English.'*

Write an entertaining column which engages critically with the quotation above (a column is a type of article where writers can express their own opinions), suitable for a national daily newspaper. You do not need to include the exact words of the quotation and you may invent your own title if you wish. You should write about 500 words.

[24]

Marks 20/24: AO2:10 marks; AO5: 10 marks (Level 5)

2		<p>'In our society it is important that we have a standard form of English'</p>
		<p>Is Standard English a Thing of the Past?</p>
		<p>When I was <del>little</del> <del>or</del> younger and</p>
		<p>first introduced to language, as I</p>
		<p>started to construct sentences,</p>
		<p>my mother emphasized to me how</p>
		<p>important it was to spell and</p>
		<p>speak 'correctly', if you wish.</p>
		<p>However, times have moved on</p>
		<p>and <del>at</del> there is an increasing debate</p>
		<p>on whether or not we need a</p>
		<p>'standard' English. Well, it's an</p>
		<p>interesting one. I can hear the dedicated</p>
		<p>prescriptivists (pro-standard English) crying</p>
		<p>in the distance over the fact that</p>
		<p>their language is falling apart. Alas,</p>
		<p>I see English as a spectrum <sup>dependent on</sup> <del>of</del> <sup>uses and</sup> <del>context</del>.</p>
		<p>Standard English is important, it is</p>
		<p>something that we recognise and</p>



learn universally so that we can all understand one another, even the Scots recognise this as they know when it's appropriate to not use their heavy slang and confusing idiolect that outsiders will simply never understand, ~~aye~~. People aren't stupid. They

understand context and they know how to speak in ~~that~~ <sup>one</sup> particular situation (such as an important e-mail to their boss) as opposed to a different situation (writing a rap song).

I'm sure our National Treasure Stormzy doesn't call the Queen 'Mad', the same goes for other aspects of English. This is exactly what well-known linguist David Crystal has talked about. He mentions how a lot of people fear that Technology has ruined our language with the creation of text talk (he likes to call it finger speech) ~~and~~ such as ~~'lol'~~ 'lol' and 'WU2'. These, although they aren't examples of standard English, are harmless initialisms and acronyms, created to code for certain ~~things~~ phatic talk. Initialisms have existed in our language for a long time <sup>this is not different</sup>.

// Change is inevitable, and I feel like <sup>now</sup> more than ever we have a standard English that almost everyone recognises to use and knows when to use it.

It is the introduction of text talk and the evolution of technology that has <sup>actually</sup> stressed this importance to us.

There is a line (~~at~~ albeit a slightly blurred



one) between a casual talk with a teacher and a text conversation with your BFF. What I'm saying is, it's pretty obvious, isn't it? You don't need to talk in full, perfectly punctuated sentences via text (although I am guilty of this), you can save time and shorten sentences so they're less-grammatically correct and it's not the end of the world. The whole point of instant messaging is quick and easy communication. Just please don't construct your texts so that they are barely understandable like 'was it me IBR' because that's when it really does look ridiculous. I think we can easily achieve a happy medium with this. Although, as our language and society are constantly evolving alongside one another, it is more difficult to decide on standard English in terms of political correctness, and I supposed to say 'virtually challenged' because dwarf is offensive now? Or 'visually impaired' because blind might be seen as too harsh. Who decides what is standard? Think back to the medieval times, even the 1800s. ~~There~~ English was not standardised. There was random capitalisation and spelling. Things weren't consistent (a grammarian's nightmare). Think how far we've come from this time.

'What is most important, is that schools across the UK continue to teach and emphasise the importance of standard English and when to use it. But this does not mean we should be limited by a standard. English is an artform, we can create and experiment and that is okay. As Wittengen said, 'the limitations to my language are the limitations to my world'.

## Examiner commentary

The title of the piece shows some clear engagement with the subject matter of the piece and opening with a rhetorical question is a convincing way of engaging the reader. This colloquial tone is maintained with phrases such as "well it's an interesting one". The candidate references prescriptivists and glosses them for a non-specialist audience. They make their standpoint clear and use the Scots as a point of illustration. Whilst this does lack some sophistication of expression, there is nevertheless a good understanding and this is reinforced by the increasingly humorous supplementary examples given, such as 'Stormzy doesn't call the Queen 'blud'. The candidate broadens their discussion to consider technology and initialisms. They do not receive any credit for their discussion of sentences because this does not specifically relate to spoken language, as specified in the question, though the references to political correctness are appropriate. Ending the piece on a quotation was both appropriate and fitting to the form. This response was deemed to be firmly in Level 5 due to the breadth of discussion and steps taken to meet the specified form, but lacking the sophistication needed for the top level.

# Script 4: Question 3

## SECTION C – Comparing and contrasting texts

You are advised to spend about 1 hour and 5 minutes on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes writing your response.

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

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]

**Marks 27/36: AO1: 9 marks; AO3: 9 marks; AO4: 9 marks (Level 5)**

3	<p>Text B, the transcript of a family mealtime conversation, appears to include many characteristics typical of spoken English. The setting is informal and appears colloquial, particularly at first when the family are discussing beards, but moves on to a more serious topic of the past of Marks and Spencer.</p> <p>The Text C is a more formally constructed timeline, created by the company to inform the readers on the history of the company and its employees' welfare from the 1940s (during WW2) onwards.</p> <p>Colloquialisms such as 'yeah', <del>and</del> 'cool', 'oh no' and <del>used</del> 'wiped out' are used to create a friendly conversation between the family members.</p> <p>The spoken text B includes <del>features</del> such as <del>hesitation</del> <del>hesitant</del> hesitation and pauses of the participants, particularly the females. This, along</p>
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with tag questions like 'didn't you' were referred to by Lahoff when she described women's language as being weaker than men. Although, Coates & Holmes argued that these attributes of a woman's language were actually a sign of her ~~the~~<sup>their</sup> consideration for her conversational partner, and although ~~if~~ they could show hesitation, they could also be ~~for~~ to boost the topic and allow others to participate and give their opinion. Tag questions like 'didn't you' and 'weren't they', 'didn't you', 'do they' and 'are they' are used by Joan and Laura (the more dominant speakers in the conversation) to prompt one another to speak whilst simultaneously gaining reassurance or feedback on their views.

Undoubtedly, text C contrasts with the spoken text as ~~it~~<sup>it</sup> contains written English does not contain ~~a~~ pauses. It is sectioned into important events

in the timeline and full, standard English sentences are used to inform the reader, such as 'This 1940s job advert shows how...' Whereas the conversation in text B includes many incomplete constructions such as 'used to get a free new toothbrush every time they come'. This non-standard use of the verb at the end of the sentence displays a difference between Joan



the grandmother's generation and Laura's. Joan uses other non-standard English forms such as 'all the meals was all home cooked' and 'when it come'. Perhaps this ~~mini~~ displays the difference in education and upbringing she has had to Laura and Daniel. Again, this contrasts to the A&S-produced text C which includes the standard forms of verbs such as 'shows how' and 'is launched', all in the present tense as the captions describe what is currently happening in the tone of the images, again to inform the reader in ~~Text B~~ a simple, clear and effective way.

Text B includes many declarative sentences, mixed with a few interrogatives (mostly tag questions). The declaratives are

C

constructed ~~to~~ as simple sentences mostly, such as 'I like beards on some people' and 'lots of people have got beards', as well as 'minimal responses' like 'yep', 'cool', 'oh no' and 'huh', potentially used by the participants to cut off the topic or signal that the conversation should move along. This is typical of spoken English. Zimmerman and West's study showed that men deny women of equal status in conversation, as they are typically the more dominant conversational partner. However, the opposite is seen here as Joan and Laura appear to be the dominant speakers, perhaps as they are more knowledgeable on the topic

than Daniel. Women were found by Z & W to be more equal in conversation and this reflects in the ~~way~~ of conversation's format of adjacency pairs between the speakers, with few overlaps that ~~are~~ are merely used to express agreement with one another, adding to the idea that women are more supportive in conversation.

In text C however, the creators position the audience slightly lower than themselves, as they (The Joan & Laura) hold the information. The informative timeline aids to educate the reader, in a more formal way than the family's informative (yet casual) conversation in text B. Text C's writer(s) appeal to the logic of the reader by using facts, figures and statistics, such as 'By 1957 over £35 per person...', 'over £800000 is spent...' to persuade and inform the readers that M&S are a well respected and good company to work for, and how they have been looking after their staff (equally including women) ~~since~~ since the world war two. The article uses

bold text to emphasize its most important points such as 'value on women' and the money statistics previously stated, as well as 'first company in Europe' and 'pregnancy



accreditation programme' to 'display and inform the readers on how much they do for their employees and how revolutionary their company is. Both texts use lexis specific to the field of M&S and business<sup>5.9</sup> and both<sup>5.9</sup> texts use proper nouns e.g. 'Harley Street' and 'St Michael news' to appear credible and intelligent, an informative and correct / reliable source of information, Laura & Joan from personal experiences and the website from recorded history of the company. It was Aristotle that said these were modes of persuasion, appealing to the 'logos' (logic) of the intended audience to make the speaker / producer appear more convincing / credible. Text C's broader audience is accommodated by the clear structure and layout of the multimodal text. The timeline is bright and colourful, and text is separated by images. The paragraphs are not long and clumped

together, sentences are not overly extended. In comparison with the short sentences of text B, text C uses a mixture of simple declaratives and more complex ones with connectives like 'as well as' between a ~~may~~ major and minor clause. As well as lists

Such as 'subsidized meals, health services and sport and social opportunities' to condense key information about how NHS look after their staff into smaller & key points.

Text B understandably has a more personal feel as the conversation participants include personal pronouns 'I' and 'you' as well as personal anecdotes and opinions.<sup>^</sup> <sup>this may be important to them</sup> Text C on the other hand is written more passively, no pronouns are used and the reader is not included. This makes the intention of the text more clear and demonstrates that the creators do not think they have to build a relationship with their readers in order for their objective to be successful. Instead, they focus on the subject of the text and emphasises issues of health, welfare and their award winning schemes to educate <sup>the reader</sup> <sup>their company</sup>.

## Examiner commentary

The response begins by outlining the form, audience and purpose of each text. These are compiled in separate paragraphs with just one comparative connective, and would have benefitted from a more comparative approach from the outset. The candidate identifies features of Text B, such as colloquialisms, and considers why they have been used, but does not clearly identify the text that is being discussed. Tag questions are also identified but the reference to Lakoff is not developed enough for credit. There is some credit given for the observations pertaining to Coates and Holmes, but these would benefit from being more convincingly linked to evidence in the text. The candidate reverts back to tag questions and gives some indication of why they may have been used, but this is not specifically linked to context. The next section of the response is better: there is a stronger comparative element and the analytical comments are more closely linked to context. Whilst Zimmerman and West's study is accurately cited, the candidate hasn't taken account of the fact that Daniel takes a minor role in the transcripts as a whole because he leaves the conversation – candidates should ensure that they are evaluative when applying concepts. Nevertheless, some sound observations are made about spoken language features in Text B and discourse features in Text C. There

is a pleasing breadth to this response and there are enough moments of strong analysis and comparison to move it to the bottom on Level 5, but this is not sustained or perceptive enough to be any higher.

**Total: 64 marks**



# Script 5: Question 1

## SECTION A – Language under the microscope

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

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

Giving careful consideration to the context of the text:

(a) identify and analyse uses of lexis and semantics in this text.

[10]

(b) identify and analyse the way sentences are constructed in this text.

[10]

**Marks 13/20: AO1: 6 marks; AO3: 7 marks (Level 3/4)**

1	A	<p>Text a is an instructional text provided for a new computer game, 'The Sims'. The audience of the text would therefore be limited to those who purchased the game, which because of its nature would likely be pre-teens, however it could have a secondary receiver of parents for example who are helping their children set up the game. The text maintains a relatively formal nature, however it's more conversational style in some places makes it less so. The primary purpose of the text is to inform, as the receiver has already purchased the game and simply needs to know how it works.</p> <p>Lexically, there is evidence throughout the text of high frequency lexis being used, particularly in regard to the technological aspects of the text. Such lexemes include 'game', 'drag' and 'click'. These lexemes are ones that many would use and understand, and so the audience of the text is likely to have a greater ability of following the instructions correctly. The avoidance of low frequency lexis would lead to the avoidance of confusion, and so the text is accommodating to the perhaps lower understanding of its audience.</p>
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Throughout the text, there is a maintained lexical field of lifestyle. This is shown through the use of lexemes such as 'house', 'neighbourhood' and 'family'. These ~~now~~ all act as descriptors, and provide the audience with some details of what the game is about. This

adds to the informative nature of the piece, as it once more provides the receiver with more details about the game.

1 B In terms of its construction, text B is led by the use of imperative commands that might be expected of an informative piece. Commands such as 'insert the disk' suggest an instructional nature, and the imperatives are providing the audience with instructions to follow. The step-by-step instructions in the 'starting the game' section immediately provides the audience with guidance they need in order to set up the game.

Within the introduction however, the style of the text changes and imperatives are no longer used. Instead, this section is led by the use of declaratives, which act as descriptors, and interrogatives as well as exclamationatives are also integrated. The declarative formulations in this piece provide the reader with greater detail about the game, again showing that the text is primarily ~~planned~~ in its nature - informative in its nature. The use of interrogatives encourages the reader to use their imagination, which is one of the key elements of the game. The game gives the ability to have freedom and

		control, and the text is persuading them to do so. The final use of the exclamation at the end of this section suggests that the text is aiming to provide excitement, which would be achieved if the instructions above were followed.
		Finally, many of the constructions in the piece were led by direct address following the second person pronoun 'you'. This has the effect of making the audience feel as though they are being given direct guidance. This also gives the text more control, and has the ability to manipulate the audience as needed. This also suggests that synthetic personalisation is used, as direct address is capturing the audience, and the ideal receiver is being formulated as someone who will enjoy the game.

## Examiner commentary

The candidate identifies the form and purpose clearly, which helps them to develop clear conclusions about context. They do this more precisely in section B, which means that they reach Level 4 for this section. Whilst this type of introduction does make the candidate's understanding clear, it is essential that it is explicitly related to the text. The discussion of conversational style is valid, though it needs to be linked more explicitly to context – why does the producer choose this formality? The candidate refers to lexemes, which is accurate but would be enhanced by more precise labelling. This occurs in Section B, with terms such as 'imperative'. Section B has more precise links to context, such as at discussion of an exclamatory sentence at the end of a section causing excitement. There is greater breadth of discussion in Section B, though it lacks consistent precision of analysis to be higher in the level.



# Script 5: Question 2

## SECTION B – Writing about a topical language issue

You are advised to spend about 45 minutes on this section.

*'In our society it is important that we have a standard form of spoken English.'*

Write an entertaining column which engages critically with the quotation above (a column is a type of article where writers can express their own opinions), suitable for a national daily newspaper. You do not need to include the exact words of the quotation and you may invent your own title if you wish. You should write about 500 words. [24]

Marks 18/24: AO2: 8 marks; AO5: 10 marks (Level 4/5)

2		'No society Needs a Standard'
		'The English language': To anyone else in the world this statement may make them think of the Queen's dialect or the cringe worthy attempt of a Londoner to accent that the rest of the world is convinced is the accent of every Englishman. However, in our society
		this is not the case. Sorry queen, but the days of aspiring to have standard English are over.
		In the modern day and throughout history, there has never been a 'standard form' that is universal, nor does there need to be. The only standard there should, or ever needs to be, is within our written communication, but our spoken language is far too beautiful and diverse to conform to any standard.
		In our world we live in a bubble. In this bubble we are expected to act the same way, learn the same things, and fundamentally behave like everyone else. The only thing we have left to distinguish. Take a school



For example. Everyone is expected to access the same, behave in accordance with the rules and learn the same subjects. The only thing left, the only aspect of our individuality that remains is our accent and our personal way of speaking - and so why should this be taken away? ~~Our lives should be~~

What's sad is that many people think they have an answer to this question. To many, accent determines so much more than where people come from. For many, it determines prospects, it determines their background and their ability to achieve in life, but why should it? Regional and geographical

dialects should have no impact on an individual's prospects, just because it is viewed as "less prestigious". Instead, regional dialect should be used to show just how beautiful and diverse the English language is.

Not only is a 'standard form' not wanted, it is also unnecessary. In my young life, I have been fortunate enough to visit many places, from Yorkshire to Birmingham, right down to Cornwall, and not once have I been limited in my ability to form a meaningful conversation with someone whose accent is different than mine. Everyone has their own individual and unique style of speaking, and so the idea of introducing a standard after so many years of individuality is preposterous.

So, it is safe to say, that this bubble has popped. Everything else in our life is controlled, but it is time that our spoken language is let free and given the chance to flourish as beautiful and

Unindividual part of all of us. The English language  
has survived for many years without a standard  
and its doing just fine. No society needs a standard.

## Examiner commentary

There is an essentially sound knowledge here which shows some ability to discuss the issue. AO5 is stronger; this is a well-constructed text. The candidate's direct address to the queen 'Sorry queen' shows some attempt to create humour in the style of the form but suggests a lack of real understanding as to how expectations around standardisation and prestige are upheld. There is knowledge demonstrated of a range of relevant issues including standardisation and accent but they are not discussed in any depth. The argument is built upon clearly and a number of relevant features, including anecdote and metaphor are successfully deployed.

# Script 5: Question 3

## SECTION C – Comparing and contrasting texts

You are advised to spend about 1 hour and 5 minutes on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes writing your response.

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

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]

**Marks 28/36: AO1: 9 marks; AO3: 10 marks; AO4: 9 marks (Level 5)**

3	<p>Both text B and text C share the same topic of employment in the same branch 'Marks and Spencer'. Text A is a transcript of a real-time synchronous conversation between four family members, whilst text C is an online multimodal text. Text B is of a lower formality as it is a simple conversation between family members, whilst text C is relatively formal because of its informative nature.</p> <p>In terms of discourse, text B appears to be formulated in a turn-taking style, which is typical of a real time spoken conversation. In the first part of the conversation it appears that Laura is leading the conversation, and is in control of topic management. This is shown through her more frequent utterances and overlaps, which suggest she is trying to take control over the conversation. In the latter part of the conversation it appears that Joan is instead initiating control as there is once more a topical shift. However, a turn-taking pattern is still maintained, and Laura is backhanding off her mother, e.g. 'yes', suggests support of the conversation.</p>
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Like text B, text C also undergoes topical shifts but logical and chronological order. This would be expected however as spoken language is often unplanned and spontaneous, and so is often more fragmented in its nature. Text C is formatted as a chronological

timeline of events from the 1940's to the modern day in regard to employee welfare at 'Marina and Spencer'. Despite the multimodal nature of the text with the frequent use of images, the text still appears to be linear as it provides the reader with a direction that the text is intended to be read. Additionally, the dates above each proportion of the text provide further accuracy and additional categorisation of the text.

It appears that text B is lexically less dense than text C. For the most part, the utterances are fairly short, which again might be expected of spontaneous speech of which has had little or no planning. In terms of lexemes themselves, text B appears to use primarily low frequency lexis such as 'dentist' and 'doctor'. This can be contrasted with text C which has evidence of more low frequency lexis in use such as 'maternity' and 'pregnancy accreditation'. This suggests that text C is the more well informed of the two, as the use of subject specific lexis informs a greater understanding.

Lexically, a similarity between the two is that they share a lexical field of health. In text B, this is shown through lexemes such as 'dentist' and 'clinic', and in text C with lexemes such as 'healthy' and 'cervical screening'. This shows that



the two texts both have knowledge regarding these shared topic, however it would be expected that text C has more detailed knowledge as it has been more thoroughly researched and written with the intention to inform its readers.

Grammatically, text B begins with declarative utterances, which mostly show opinions such as with the epistemic modal 'I think'. However, in the latter part of the text, there are increased uses of tag questions, particularly by Joan who is initiating the question and response formulation. Laura appears to be showing support by backchanneling her mother, which forms the standard turn taking formation of a spoken conversation.

Unlike text B, text C is made up only of declarative. This is because contextually, text C was written with the primary purpose to ~~present~~ inform its audience, and so the declarative nature of the text portrays the information as fact. Additionally, the sentences in text C appear to be more complex in nature including the usage of more compound sentences with more than one clause. The lack of compound utterances in text B can again be accounted for as it was unplanned, and so less thought was given into the exact content of the utterances, unlike in text C.

Text B displays the common non-fluency features that would be expected in many spontaneous conversations. There is evidence of vocal pauses with the filler 'umm' as well as pauses and micro pauses being frequent throughout the conversation.

		One more, this would be expected of a spontaneous conversation.
		Despite text C being a written text, it displays some features that might be more commonly associated with a spoken text. Some parts of the text are written in bold, which can be associated with emphatic stress that is often found in spoken conversation. Unlike text B however, text C appears to be completely fluent and coherent in its nature. The greater fluency displayed in the text allows the audience to read through the text with ease, which would aid their understanding and knowledge, which is the primary purpose of the piece.

## Examiner commentary

A range of methods are applied in a systematic way and the candidate establishes the use of patterns through their analysis. The candidate uses precise modal terms ('synchronous'; 'multimodal') to establish a comparison between the texts. There are strong comments relating to context, such as Laura's use of utterances and the use of declaratives across both pieces are discussed. However, there are several times when this does not occur, such as when Laura's back channelling is cited – more consistent use of this method would have been beneficial. The comparison between the texts is methodical and signposted to the examiner through comparative topic sentences. The candidate takes some opportunities to include discussion of context within some of these statements, such as when they account for differences in lexical choices.

**Total: 58 marks**

# Script 6: Question 1

## SECTION A – Language under the microscope

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

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

Giving careful consideration to the context of the text:

- (a) identify and analyse uses of lexis and semantics in this text. [10]
- (b) identify and analyse the way sentences are constructed in this text. [10]

**Marks 14/20: AO1: 8 marks; AO3: 6 marks (Level 4/3)**

1	(a)	<p>This text, due to the fact that it is an instruction booklet, is designed to be informative. The audience of this text are likely to be young adults, and they are likely to have <del>some</del> adequate knowledge of how computer games work. The primary purpose of the text is to inform, but it also has a secondary purpose to entertain, with a covert purpose to persuade.</p> <p>Text A has a slightly mixed register, as which is evident in the use of formal and informal lexis. However, informal lexis is seen more frequently than formal lexis, suggesting that the text has a relaxed tone. For example, contractions such as 'doesn't' are used in the introduction, suggesting a conversational tone to the discourse. This is employed alongside high-frequency lexis, such as 'houses', 'neighbourhoods' and 'rewards'. These not only add to the dialogic qualities of the text, but they are also juxtaposed by some low-frequency lexis, such as 'inheritances', 'dynasties' and 'indulge'. The creation of this mixed register makes the text suitable for a wide audience, whilst fulfilling</p>
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~~the secondary purpose~~ both the primary and secondary purposes.

Text A makes use of personal pronouns in order to engage and manipulate the audience. The text producer has used the second

person pronoun 'you' frequently throughout the text, such as when the text states 'you may choose to manage your Sims...' followed by 'you may also choose to neglect...'. This direct address makes the user feel involved, as though they are ~~the~~ in the powerful position of choosing the fate of their Sims. As the text aims to entertain ~~the audience~~ and persuade the audience whilst informing them, the use of direct address will keep the text receiver engaged and shows them that they can play the game as they like. Second-person pronouns are contrasted by the use of third person pronouns to refer to Sims. ~~The~~ For example, these are used in the sentence 'with your Sims have their whole lives ahead of them'. This creates distance between the text producer and the subject, reinforcing the idea that Sims are their own separate entity, and possibly giving them human qualities by referring to them as though they are real people!

~~As~~ As a way of addressing an audience who are likely to have played The Sims 1, the text uses specialist lexis such as 'Simoleon' and 'lots', which suggest that they expect their audience to understand these terms. This is aided by a <sup>lexical</sup> ~~semantic~~ field of families, including lexis such as 'wife', ~~the~~ 'children' and



'generations'. This lexical field could be used to address those who have not played the Sims 1. Therefore, this will give them an overview of what the game is about. Another way in which new users are helped is through the use of verbs such as 'click' and 'insert'.  
 \* These provide instructions to the audience, and relate to the primary purpose of the text, which is to inform.

- 1 (b) At the start of the text, simple sentences are used to grab the reader's attention and encourage them to follow the instructions. These then move on to ~~'if' clauses~~ ~~or~~ Conditional Sentences, such as 'if the game does not... go to...'. These are a common feature of the genre as they answer possible questions the audience may have. As the text progresses, the discourse structure changes. The sentences move to a mixture of compound and complex sentences, as the main purpose of the introduction section is to give an overview of the game. The use of compound and complex sentences alongside rhetorical questions create a register similar to that of a story, suggesting that the game may play out like a story.

The sentences at the start of the text are imperative, such as 'insert your disk...'. These are used to instruct the user and fulfill the informative purpose. However, further into the text the sentence types differ.

A range of sentence functions are blended to ~~give the~~ take the ~~to~~ text receiver on a journey through the introduction. For example, interrogatives such as 'will their successes bring them rewards?' are mixed with exclamatory sentences such as 'watch it all come to life!'. Exclamatory sentences link to the younger audience, once again contributing to the dialogic register and making the piece more informal.

## Examiner commentary

The opening of the response covers the form, audience and purpose of the text but does little to gain specific credit from the examiner. The discussion of lexis is supported with quotations but would benefit from more specific labelling of features. Nevertheless, there are some insightful comments made about the producer's intent when deploying such choices. There is greater precision used when labelling and analysing pronoun use and shows the candidate has a clear understanding of the role of producer and receiver. Section B is not as strong. The candidate here uses vague terms such as 'grabs the reader's attention' to describe the effect of simple sentences. There is some identification of a number of features but the analysis rarely moves beyond generic responses.

# Script 6: Question 2

## SECTION B – Writing about a topical language issue

You are advised to spend about 45 minutes on this section.

*'In our society it is important that we have a standard form of spoken English.'*

Write an entertaining column which engages critically with the quotation above (a column is a type of article where writers can express their own opinions), suitable for a national daily newspaper. You do not need to include the exact words of the quotation and you may invent your own title if you wish. You should write about 500 words.

[24]

Marks 15/24: AO2: 7 marks; AO5: 8 marks (Level 4)

2	In spoken language today almost anything is possible!
	Prescriptivists will hate me for saying this, but I do not think that we need a standard form of Spoken English in this day and age. I mean, what is language if not a method of communicating in the easiest way possible? What if our version of Spoken language had never evolved? The answer is that we would all be stuck in the days before the printing press, before Shakespeare and
	(most importantly IMO) <del>before</del> technology. Who wants to live in a world where we all speak in exactly the same way, just as we are told to? Sounds boring to me!
	The beauty of our language is the variation of it. In some towns you'll hear slang, in others you'll hear posh people speaking in 'received pronunciation' (basically speaking extremely poshly, darling). The best part of



this is that we can share our language. You could start using slang today, if you wanted to, just ~~as~~ like how the word 'Brexit' came about last year. With just a standard form of English, all we would have heard before the referendum was 'exiting the European Union', and not only does that take an age to say in a political debate, it would have us all turning the TV off out of boredom.

Even back in the days of Shakespeare, neologisms (new words) were invented. One of the most popular is the eleven-letter word which we use to decide if something is 'hot' or 'not': ~~fa~~ fashionable. What would magazines be able to talk about if our language did not include this word? Poor Kim Kardashian would

not be as popular today if we did not have a word to categorise her as fashionable.

Spoken language is designed to adapt to our needs. I often find myself saying 'lol' when told a joke, but I think that in itself is funny. As long as people understand each other, where is the harm in using ~~stando~~ non-standard forms of spoken language? Even if they don't understand each other, they are given a foundation to learn and flourish, making everyone's language even more unique - how wonderful!

Spoken English, in whatever form, is a lovely thing. Why, in such a diverse society, would we want to take away people's right to use language as they like? I, for one, love that young people use slang to create their own sociolect (the language of a social group - for those who don't know!), because it means there is further adaptation and variation to come.

I apologise to any prescriptivists I may have offended, but at the same time, I bet you ~~use~~ said the word 'Brexit' last year, so

perhaps it is worth having ~~at~~ another look at your beliefs next time you shake your head at the kids in the street speaking differently, because even you adapt your language!

## Examiner commentary

The title of the response immediately draws attention to the main focus of the question. The body of the piece starts by referencing prescriptivists, but these are not glossed for a non-specialist audience. Nevertheless, a clear standpoint is set out in the opening paragraph and the candidate uses rhetorical questions and exclamatory sentences to build a rapport with the reader. The response covers slang, regional variation and language change and although these are not covered in detail, the candidate is attempting to demonstrate the breadth of their knowledge. Moreover, there is a clear sense of voice from the piece which is nicely structured: the culmination of the piece with a reference to prescriptivism and Brexit gives a cyclical structure which works well with the specified form.

# Script 6: Question 3

## SECTION C – Comparing and contrasting texts

You are advised to spend about 1 hour and 5 minutes on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes writing your response.

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

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]

**Marks 26/36: AO1: 9 marks; AO3: 9 marks; AO4: 8 marks (Level 5/4)**

3	<p>Texts B and C, despite discussing the same subject, have completely contrasting genres, audiences and purposes. Whilst Text B is an informal conversation about Marks and Spencer between family members, Text C is promotional material from Marks and Spencer themselves. The family conversation in Text B has a limited audience, only including those at the table. On the other hand, Text C's audience could be fairly widespread. The intended audience will be likely to be new employees or applicants, but as it is easily accessible online it may also be read by customers. The purposes of the texts differ too, with Text B having no further purpose than to inform one another about the company. By contrast, Text C is likely to have the same primary purpose to inform, overlapping with the purpose of Text B, but also has a secondary purpose to persuade. This involves persuading both</p>
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the 'potential employees and ~~comp~~-Customers that Marks and Spencer are a Caring Company.'

The texts also feature contrasting registers. Text B has a very informal register, crafted through a range of linguistic features. On the other hand, Text C has a much more formal register which has been crafted specifically to meet the needs of the audience and context.

The differences in formality become particularly clear in the use of lexis. Text C makes use of some low-frequency lexis, such as the adjective 'subsidised' and the abstract noun 'opportunities'. These can be linked back to the purposes of the text, as they want the history of their company to appear professional and supportive. Text C also employs simple lexis to appeal to a wide audience. However, most people who are customers at Marks and Spencer are middle-class and well-educated, so will easily be able to understand the text. The lexis used in Text C is often very positive. The comparative adjective 'longer' in the sentence 'longer

maternity leave' promotes a positive ~~po~~ face for the company. Additionally, ~~the~~ 'top' is used to display their high standards of employee satisfaction. These forms of lexis will be used to persuade the audience that the company is outstanding, and they

also fit the genre of the piece as it is a common feature of advertisement. These forms of lexis have positive connotations which reflect the purpose of the piece.

Text B, meanwhile, features a very informal and relaxed approach to lexis. Fillers such as 'sort of' and hedges such as 'do they' show the informal and spontaneous nature of the conversation.\* The text does not feature much low-frequency lexis, apart from occasional lexis such as 'mislaid'. Some elements of the conversation display the positive nature of the company such as 'really good meal', using an intensifier to reinforce the point. This is somewhat similar to ~~the~~ Text C, but due to a different audience and purpose it is not portrayed in the same way.

Text B's informal <sup>register</sup> ~~approach~~ is also evident in the use of non-fluency

features. As it is a spontaneous spoken ~~pieces~~ piece, the inclusion of non-fluency features is almost inevitable. For example, Laura often replaces 'yes' ~~with~~ with 'yep', a feature not often seen in written discourse. Additionally, possible elements of dialect can be seen when Joan says 'when it come to' and 'the meals was all home cooked'. The errors in her construction of the past tense



Forms are often a feature of regional dialects. Overlaps are also seen in Text B, a common feature of spontaneous speech. However, it is important to note that after Daniel leaves, Joan changes the topic, possibly making herself the powerful participant in the conversation. Throughout the rest of the discourse the speakers use adjacency pairs to create a conversational rhythm.

In Text C, however, there are obviously going to be ~~no~~ no non-fluency features due to the genre. However, the sentence types used are often in the active voice, suggesting that M&S are playing an active role in making workplaces better, reinforcing the purpose to persuade readers. An example is

'M&S continues to promote...'. Many of the sentences are simple, such as 'M&S welfare services have... almost 80 years'. This is a similarity between the texts as Text B also uses mostly simple sentences.

The discourse structure of the texts also differs. In Text B, the discourse structure follows the idea of adjacency pairs, whereas in Text C, the discourse structure is a logical and chronological order.

\* This could be linked to the fact that the participants are female. Linked to Lakoff's theories of female speech.



## Examiner commentary

The opening paragraph, whilst adopting some comparative features, essentially sets out the audience and purpose of each text without making specific references to the text. This context is deployed more effectively when the candidate discusses lexis, which they do using both precise terms and with quotations from the text. There is a sustained focus on Text C before moving onto Text B and although some comparison is signposted, a more integrated approach would have been beneficial. The candidate does reference spoken language features in Text B but these are under developed in analysis until the following paragraph and even here, the candidate does not make developed links to context when describing the effects of spoken features. The response covers a range of features and there is some development of these, but it receives a lower mark for comparison as it is not integrated.

**Total: 55 marks**

# Script 7: Question 1

## SECTION A – Language under the microscope

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

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

Giving careful consideration to the context of the text:

- (a) identify and analyse uses of lexis and semantics in this text. [10]
- (b) identify and analyse the way sentences are constructed in this text. [10]

**Marks 13/20: AO1: 6 marks; AO3: 7 marks (Level 3/4)**

1		Text A uses various lexical and grammatical techniques in order to instruct and persuade the audience to start using their new Sims game, through entertainment.
(a)		In terms of lexis, the text producer uses hyperbolic lexis throughout such as 'striving', 'life goals', and 'aspires' in order to excite the audience and encourage them to start playing
		the game. The use of these hyperbolic features also makes the game seem more life-like and real to the audience, as they are able to relate to the aspects being described through a <sup>cultural</sup> shared understanding of the aspects being described. This form of lexis is displayed under the 'Introduction' heading where it is clear to see the game is more being advertised.

than rather than the audience being instructed on how to use it which is more predominantly displayed under the 'starting the game' and 'main menu' headings where the text ~~is~~ is aiming to achieve its primary purpose of instructing the audience.

Again, under the 'introduction' heading, the text producer displays various forms of the second person pronoun 'you' and 'your'. This personal pronoun is used to directly address the text receiver and adds to the informal aspect of this section of the text. This will again compel the reader to immediately

want to set up and start playing the game as the writer aims to excite them into doing so.

~~Again, the~~ Additionally, in the other sections, the text producer uses more formal lexis in order to create a clear and systematic list of instructions. This is furthered by the capitalisation of some words to signify buttons and therefore help ~~the~~ clarify to the reader the instructions that are being displayed in order to encourage the game to be played and enjoyed.



	(b)	Grammatically, the way sentences are constructed <del>creat</del> helps achieve the instructional purpose of the text and the secondary persuasive / entertaining purpose. Initially, when reading the instructive side of the text, the producer uses the imperatives 'insert', 'click', 'move' in order to create a clear, instructional guide for anyone to use. Most of these sentences are short in order to simplify as much as possible the potential complexity of setting
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1	(b)	up the game.
		In contrast, the paragraph displayed underneath the introduction heading changes the sentences used due to the less formal lexical field being displayed. As the purpose switches from instructing to informing and persuading the audience through the description of what you can do when playing the game, longer, more complex sentences are used; 'As they add generations to their family trees, you'll see them pass on DNA, personalities and inheritances'. This technique
		enables the text producer to <del>describe in detail</del> provide an in depth, detailed description of the game, in order to excite the audience and

compel them to start playing the game.

In addition to the personal pronouns used in this section, the text producer also uses interrogatives, such as: 'Doesn't that kid look like Betty and Roland Sim?' and 'Will Diego and Sophia realise their dreams?'. By using those rhetorical questions, the audience are directly being appealed to as they feel as though the questions are ~~being~~ directly addressed to themselves hence furthering the text's purpose to excite the ~~partic~~ audience about the game.

## Examiner commentary

Though the opening paragraph identifies the purpose, it lacks any specificity in relation to the text. The candidate understands the concept of a text producer, but the labelling of 'hyperbolic language' is somewhat vague. Nevertheless, the candidate is able to analyse the effects of these choices and link these back to context. The analysis of pronoun use is stronger and more concise. Overall in this section, AO3 is stronger than AO1 and this allows the response to move to the top of Level 3. Section B is stronger – the candidate is more precise when describing terms such as 'imperative' and these are linked to the specific context more clearly. The discussion of context when linked to sentence type and interrogatives suggests a convincing understanding of the producer's choices.

# Script 7: Question 2

## SECTION B – Writing about a topical language issue

You are advised to spend about 45 minutes on this section.

*'In our society it is important that we have a standard form of spoken English.'*

Write an entertaining column which engages critically with the quotation above (a column is a type of article where writers can express their own opinions), suitable for a national daily newspaper. You do not need to include the exact words of the quotation and you may invent your own title if you wish. You should write about 500 words.

[24]

**Marks 14/24: AO2: 6 marks; AO5: 8 marks (Level 3/4)**

2		'In our society, it is important that we have a standard form of spoken English'
		Some people may think that speaking in a certain way makes them somehow 'prestigious' but is this really the case? Yes, it's understandable that when you listen to the Queen you think she has a 'posh' accent, but is this because in schools these days there is too much emphasis on speaking the 'right way'?
		If you think way back to the 15th century, people were writing with letters that no one would even understand today like the long s. Exactly, do you have any idea what I'm talking about? Probably not, that's because a process called standardisation has occurred over hundreds and



hundreds of years that has resulted in the language which we speak today, so why are we trying to stop that process continuing?

~~I understand~~ OK, I understand the worries which the older generations have regarding so called 'youth speak'. I myself struggle to understand some of the things kids come out with nowadays, but surely this is just the process of standardisation continuing. Back in Shakespeare's time, standardisation simplified the words he used that many of us probably wouldn't understand today, for example 'thou' turned to 'you', which is much simpler to say, right?

Well... no. Some people called prescriptivists believe that language needs to be kept in a standard form that everyone can understand. OK, yes, this is understandable, but why is it that this so called 'standard form' should dictate someone's level of prestige and wealth? Because, don't get me wrong that does seem to be the way in which society is moulded. As I said earlier, the Queen is

		posh and has a so called 'standard'
		form of language which she
		speaks, so therefore anyone that
		speaks like her is also regarded
		as 'posh'. But is this right? Is it
		fair that people should be
		judged by the way they speak
		or should everyone just
		speak the same standard form
		so that we can't be differentiated
		at all, but then surely this limits
		the expression of our own identities?
		It seems that people in power
		for example the prime minister
		and the education secretary seem
		to take a prescriptivist view on
		language. But what is your view?

## Examiner commentary

This response is better for AO5 than AO2. The candidate uses a range of strategies to modulate their writing for the audience, such as the use of rhetorical questions and personal pronouns. There is an attempt to discuss standardisation but it fails to truly illuminate their point about spoken language use. They show awareness of prescriptivism and explain this for a non-specialist audience as well as ensuring that key ideas, such as the speech used by the queen, is referred to throughout the text. Despite this, the key issue is never addressed in any detail.

# Script 7: Question 3

## SECTION C – Comparing and contrasting texts

You are advised to spend about 1 hour and 5 minutes on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes writing your response.

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

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]

**Marks 25/36: AO1: 8 marks; AO3: 9 marks; AO4: 8 marks (Level 4/5/4)**

3		<p>In both texts B and C there is a clear comparison to be made in terms of mode. Text B appears to be in the spoken mode as a transcript of a conversation between a family at mealtime. In contrast, text C is a timeline displaying the improvements in employee welfare at Marks and Spencer between the 1940s and <del>1950s</del><sup>today</sup>, this takes the form of both written text and graphological reference. Although both texts vary in mode, they have the same context, text B includes the discussion regarding differences in workplace treatment and perks from when Joan (the grandmother) worked there in the 1950s and when Laura (the mother) worked there more recently.</p> <p>From first glance at text B, you</p>
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can see several overlaps and pauses in conversation, suggesting that the participants for example where Laura overlaps Joan in line two, Daniel then overlaps Laura in line five. This emphasises the sense of familiarity which the participants

share due to their close relationship and relaxed setting of it being a mealtime conversation. This overlapping also adds to the sense of spontaneity and unplanned nature of the conversation, showing that the participants are purely making up the conversation as they go along. The conversation is carried on by supportive backchannelling throughout, for example in line three, Daniel supports Laura's statement by saying 'yeah they really are' and further on in the transcript, Laura supports Joan's statement with both 'yep' and 'yeah' on two separate occasions. This use of supportive backchannelling enables the participants to keep the conversation going. However, it could be suggested that after Joan's contribution on line 12, Laura replies; 'yep', 'hun', 'yeah' and, 'yeah' and 'yep' to Joan's subsequent four utterances, this could suggest that Laura is breaking Grice's Maxim of quantity by using one word responses, however due to the informality of the text, it doesn't appear to have

effected Joan's negative face.

On the other hand, text C has a much more systematic approach ~~due~~ to its discourse, this is probably due to the fact it is a written piece and will have been carefully planned before being published on the Marks and Spencer website. Due to the prestige which the company holds, this may explain why the extract is so well displayed in order to pass this prestige on to the reader and enable the reader to be persuaded by the change which Marks and Spencer <sup>have</sup> ~~has~~ evidently experienced over time.

Lexically, text B uses various forms of informality throughout, however this is more often presented by the younger participants in the conversation than the older participant - Joan. For example, Daniel and Laura both use common informalisations for words such as changing 'yes' for 'yeah' whereas, especially at the beginning of the conversation, Joan uses more archaic lexis such as 'it makes you look ever so old', 'oh God', 'oh no',

'he's got a horrible (.) you know very // thick' further displaying her age through her voiced expressions. In

addition to the informalisation created through the overlaps, Daniel presents the spoken evaluation 'haha' to further informalise the ~~piece~~ <sup>conversation</sup> and reinforce the sense of familiarity which all participants have with one another.  
~~in comp~~

In comparison, text C uses formal lexical items throughout in order to show an awareness of the context of reception which they are appealing to and again in order to display a sense of alert prestige upon the reader as they are displayed as a reputable business. However, the timeline still uses a formal stance which will appeal to all audiences and avoids using too much specific jargon that would be of little interest to the general public. One similarity that the texts display is their lexical field of women in work and ~~welfare~~ employee welfare. Text C's first picture has a heading 'a girl's future' which was appropriate to audiences at the time as it was less common for women to be

employed, this continues throughout the year regarding differences in the wider world and how the company has responded to issues in society such as obesity within the workplace, such as the introduction of 'slimming clubs'. This theme is similarly portrayed in text B where



Joan and Laura are comparing their experiences with working for Marks and Spencer and how their experiences differ due to the gradual change in society ~~of~~ over time, for example the change in value of the currency discussed at the end of the transcript.

Grammatically, text B displays ~~to~~ a frequent use of tag questions from most participants, for example; 'weren't they', 'didn't they', 'do they', 'are they', this technique helps ensure an adjacency pair structure throughout the text between the main contributors to the conversation, Joan and Laura. Their frequent <sup>participation</sup> ~~conversation~~ can be explained by the fact that they are the only two participants with direct knowledge of the topic and who can display

their own individual stories and experiences. In comparison, text C is a ~~written~~ in the written mode where there is only one text producer. In order to enable the piece to flow, graphologically the writer has used lines to link different times in history together and has also used pictures to ~~relate the text~~ make the text more relatable. The text producer has also emboldened key phrases and dates in order to further appeal to the reader so that they want to read

on as the information ~~is~~ has been displayed in easy to read segments.

In conclusion, the texts are similar as they display a similar topic throughout and also show various links to how both language and society has changed and developed over time. However due to the difference in modality, this makes the texts more difficult to compare due to the different participants in each.

## Examiner commentary

The opening paragraph takes a comparative approach and focuses on mode, though in reality this is more of a recap of audience and purpose. The response goes on to focus on the spoken language features in Text B, accurately labelling several of these features and suggesting contextual reasons for them, though often these are a generic reference to the features described rather than linked explicitly to Text B. Grice is utilised by the candidate effectively when they make the link to Joan's negative face. The candidate moves on to compare to Text C, but it should be noted that it takes nearly two paragraphs for them to use a quotation. The discussion around the presentation of women is stronger and suggests that the candidate has some insight into the impact of this debate on the choices made by the producer. There are some reasonable points made when discussing discourse, but they lack any depth or specificity. The conclusion to this piece doesn't add any value in terms of assessment objectives and could have been omitted.

**Total: 52 marks**

# Script 8: Question 1

## SECTION A – Language under the microscope

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

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

Giving careful consideration to the context of the text:

- (a) identify and analyse uses of lexis and semantics in this text. [10]
- (b) identify and analyse the way sentences are constructed in this text. [10]

**Marks 12/20: AO1: 6 marks; AO3: 6 marks (Level 3)**

1	a	Text A is a page from an instruction booklet of the videogame 'The Sims 2', intended for consumers of the game to explain how to play the game.
		Text A uses a variety of word classes to provide detail on the instructions of the game. The use of personal pronoun 'You', the concrete noun 'child' and the verb 'watch' detail information to the text receiver. The use of directly addressing the text receiver with the pronoun 'You' gets the attention of the reader demonstrating a relationship between the text receiver and text producer. Similarly, the concrete noun 'child' provides the reader with an idea of the target audience of the game. <del>Also videogames like 'The Sims 2' are</del> as the player of the game (typically children) need to understand how to play the game. Lastly, the use of the verb 'watch' orders the reader to see the sim develop and change as the game progresses. These features of word classes are key in the use of explaining the game in a clear and concise way.
		Moreover, the text features a range of high frequency lexis to allow the text to appear playful and



accessible to children of any age. For example, lexicons such as the contraction 'doesn't', 'can' and 'them' allow audiences of any background or age understand. The use of ~~colloquial~~ language high frequency lexis allows the text to appear less intimidating to children, however the colloquial feel of the words used may turn off older

members of the games potential audience as it can be labelled as immature. However, the use of high frequency lexis allows the text to be easily understood of audiences of all ages.

Lastly, the semantic field of 'The Sims 2' instruction booklet provides the audience with a sense of weight to the audience. The use of lexical choices such as 'sims', 'computers' and 'family' explain to the audience the genre of the videogame. Further ~~on~~ explaining the type of videogame 'The Sims 2' is and simultaneously providing context to the videogame instruction booklet.

1 6 Text B details information about a videogame called 'The Sims 2', intended for consumers of the game, explaining how to play.

Text B features an interrogative compound sentence as the first sentence of the introduction ~~to~~ section of the instruction booklet. For example, the text writes 'Doesn't that kid look like... be their child.' providing information and directly addressing the ~~audience~~ reader with a question. This builds a relationship between the text receiver and text producer, in immediately making a joke, with the intention of demonstrating the fun, playful and immature nature of 'The Sims 2'. The colloquial nature of the compound sentence may turn off older more mature adults, however the main

use of the text successfully performs its purpose by providing information to the consumer of the game.

Secondly, Text A uses an exclamatory compound sentence to show diversity in language uses, as well as excitement to the reader. For example, the the 'ninth line done sentence 'In the Sims 2... all come to life!' demonstrates a change of pace in the text reflecting the playful nature of the text to the audience. The use of exclamatory sentence choices, allows the text to ~~flow~~ ~~be~~ appear playful and exciting, a ~~concept~~ characteristic the target audience of the game will look for in a videogame.

Lastly, Text A ends the ~~the~~ text with an imperative simple sentence to tell the reader how to start the game. The last line 'start at the Main Menu' <sup>orders</sup> ~~explains~~ ~~the~~ ~~reader~~ to begin the game in the simplest way. This sentence features no colloquial language, jokes or entertaining features to attempt to build a relationship with the reader or to appear entertaining - demonstrating the change of attitude to the text receiver. As such, this plays an important role in ensuring the key information of the instruction booklet is explained at the end of the booklet.

## Examiner commentary

The opening paragraph makes some reference to purpose though gains little credit. Appropriate labelling is used throughout and the candidate attempts to explain the significance of these choices, but these lack depth at times and there is no attempt to discuss patterns. Nevertheless, there are some clear conclusions achieved, such as suggesting that 'high frequency lexis allows the text to appear less intimidating to children' and 'the use of exclamatory sentences allows the text to appear playful and exciting'.

# Script 8: Question 2

## SECTION B – Writing about a topical language issue

You are advised to spend about 45 minutes on this section.

*'In our society it is important that we have a standard form of spoken English.'*

Write an entertaining column which engages critically with the quotation above (a column is a type of article where writers can express their own opinions), suitable for a national daily newspaper. You do not need to include the exact words of the quotation and you may invent your own title if you wish. You should write about 500 words.

[24]

Marks 18/24: AO2: 9 marks; AO5: 9 marks (Level 5)

#	2	'In our society it is important that we have a standard form of spoken English'
		THE DAILY TELEGRAPH
		It has come to my attention the importance of maintaining our sense of British Pride in such desperate times. As a nation, we must come together and write in one cohesive method: ensuring we have a standard form of spoken English through the United Kingdom.
		Our nations identity is at harm as we speak, are you not flustered at the range of colloquial spoken language used by young individuals in todays multi-cultural society? Do you feel threatened by hooded youth dictating the direction of the evolution of our majesties, Queen Elizabeths standard spoken English? A recent 2016 survey by the FPS (Foreign Policy System) found:



a staggering 55% of men and women aged 60+ felt ~~was~~ concerned for the future of our countries spoken English, (a 10% increase of 2015). The use of a widely known and understood dialect is instrumental in the development of our country.

My children.

You're ~~My~~ children.

Our children, are growing up in a country where they cannot understand each other.

It is vital we maintain a standard form of speech as the textbooks at our children's schools are written in the elaborated code. How will our next generation

of British individuals successfully thrive if they cannot understand the basic need of education?!

Colloquial spoken English is ~~poisoning~~ <sup>poisoning</sup>

our sense of nationalism, Look at any significant and successful individual in society: Theresa May, Gordon Brown, your old headteacher Mr. Smith, Conservative or Labour they all speak the Queens English!

Next time you enter any rough area, don't conform to a colloquial spoken dialect, ye get me bruv?

MAKE.

BRITIAN.

GREAT.

AGAIN!

Stay Standard.

By Gabriel Davidoff

## Examiner commentary

The candidate suggests a specific known broadsheet for this response, and the following writing was deemed to be in keeping with what may be expected from this type of publication. The candidate has written in a physical column – this is not necessary and wasn't credited. The candidate creates a hyperbolic, satirical voice for the piece and utilises pronouns and rhetorical questions to create a specific relationship with the audience. The focus remains entirely on spoken language throughout the piece. The response was deemed to be at the bottom of Level 5 as it took a critical angle and used appropriate linguistic skill, but would have required a greater depth and breadth of discussion to achieve more marks.

# Script 8: Question 3

## SECTION C – Comparing and contrasting texts

You are advised to spend about 1 hour and 5 minutes on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes writing your response.

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

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]

**Marks 16/36: AO1: 5 marks; AO3: 6 marks; AO4: 5 marks (Level 3)**

3	<p>Text B is an extract from a transcript of a family mealtime conversation discussing a bowling club and how the department store Marks and Spencers looked after their employees <sup>through the years</sup>. Comparatively, Text C is an Employee Welfare Timeline from the Marks and Spencer website. The website is aimed at any individual with <del>an internet</del> access to the internet, demonstrating the development of women workers since the 1950's to 2007.</p> <p>Both Text B and Text C depict a women <del>born</del> who worked at Marks and Spencers during 1950's and a modern equivalent in 2007. In Text B, Joan <del>uses a range of contractions</del> is interrupted at the beginning of the transcript by Laura, as Joan says 'he's got a horrible... thick // beards... at that moment'. This demonstrates how Laura has to censor and control Joan to stop her saying anything inappropriate at the dinner table. <del>women</del> This corresponds with the concept text C is displaying as women were seen as controlled by men, as society in the 1940's was patriarchal. Similarly, the young women featured in the picture of the 1940's section of the Text is</p>
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depicted in a kitchen, displaying to the audience women's position as traditional homemakers in the 1940's. ~~The~~ Similarly, the changes of attitudes are also displayed as Joan discusses her opinion on men with beards, (a fashion style not common with men of the 40s) ~~by~~ shown by Joan saying 'oh god' demonstrating the shift in attitudes between the 1940s and ~~the~~ a modern day conversation.

Similarly, Text B depicts women of different ages using a range of minor sentences and simple sentences, compared to Text C using a constant pattern of simple and complex sentences. For example, in text B, Laura is only seen saying 'yeah' and 'yep' throughout the extent of the text demonstrating her position of power as a woman in the family dynamic. Comparably in text C: each text <sup>tends to use</sup> ~~uses~~ a simple and complex sentence, as the extract from 1940s says 'During the war... workforce'. Demonstrating the importance of age and societal gender norms for women from Laura being 17 and the ~~Marks and~~ Marks and Spencers Timeline poster demonstrating older more established women.

Moreover, both Text B and C feature a similar semantic field of lexical choices. Text B discusses lexicons such as 'work', 'Marks and Spencers' and 'family', whereas Text C discusses 'women's rights', 'website' and 'history'. These changes in lexicons demonstrate the differences and similarities of Text B and Text C, as mainly Text B being a spoken text and Text C being an online 'Employee Workforce Timeline.' However, both sharing a similar theme of ~~women's~~

how Marks and Spencers looked after the health of its employees. \* → Page 9

\*3

Comparably, Text B features the use of contractions in speech demonstrating the casual and unsophisticated manner used in day-to-day dialect within family life. Whereas, Text C uses standard English and ~~proper~~ ~~correct~~ official use of English.

This may be done as Text C is a website meaning the text producer must appeal the language for all types of people ~~and~~ who use the M&S website. Furthermore, it is in Marks and Spencers interest to use language to appear as professional as possible to ~~help~~ provide a positive, respectful and idealised view of the company ensuring they maintain a good image. Alternatively, as Text B is in the relaxed and casual environment of the home, contractions are seen as acceptable in the society.

Lastly, ~~the use of~~ the graphological features of Text C, demonstrate image-text cohesion with the text. For example, an image of a smiling girl and the text 'help disadvantaged people' correspond and provide greater detail on the development of women's health ~~services~~ services in Marks and Spencers. Comparably Text B features uses of capital letters to demonstrate important key characters of the transcript. As the text is simply a transcript no images are present in the text.

## Examiner commentary

The opening paragraph of this response outlines the genre and audience and to some extent the purpose of the text but does not link this clearly to any analysis and therefore receives little credit. The topic sentence of the opening paragraph sets the response up for a focused comparative analysis, however, the candidate moves into a discussion about interruptions and tries (unsuccessfully) to link this to a discussion about power. There is some attempt to link this to relevant context and to compare. There is also an attempt to link to the second text but this lacks development and moves back to a less secure point about beards. The candidate makes further attempts to discuss the relationship between gender and power, this time by linking to grammar. Whilst the examples cited are relevant, there is a lack of development in terms of analysis. The point on lexis, whilst comparative, again lacks development of detail around examples. Overall, the piece was deemed to be an attempt to apply linguistic methods and make general connections between the texts, but was slightly stronger in terms of contextual discussion, moving the response to the top of Level 3 for AO3.

**Total: 46 marks**



# Script 9: Question 1

## SECTION A – Language under the microscope

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

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

Giving careful consideration to the context of the text:

- (a) identify and analyse uses of lexis and semantics in this text. [10]
- (b) identify and analyse the way sentences are constructed in this text. [10]

**Marks 13/20: AO1: 6 marks; AO3: 7 marks (Level 3/4)**

1	<p>Firstly we can see that the opening section of the booklet titled 'Starting The Game' contains a lot of specialist lexis. For example the inclusion of the system route "Start &gt; Programs" shows that the writer assumed that the audience will have a basic understanding of how to navigate a computer; which makes sense considering the Sims 2 is a computer game. Furthermore the fact that there is a section in the first place called 'Starting The Game' suggests that the audience might think that the booklet is from 2004 because now when many people play a game on the computer they would know that it would start immediately as technology has progressed in terms of computer gaming.</p> <p>Secondly in the first section the writer uses a lot of interrogative sentences such as "insert the disk" and</p>
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"click play to start the game". This makes sense as it is an instruction booklet and the main point of instruction booklets is to instruct after all. The use of interrogative sentences also places power in the hands of the

writer as they are telling the audience what to do. This use of influential power is legitimised because the writer of the booklet is a professional so his or her advice should be taken seriously.

However the second section takes a different approach and uses the first person pronoun 'you' several times. This could be used to place the power ~~now~~ into the audience's hands as in the game they are the ones that control everything. Plus the juxtaposition of using "live well lived" and "indulge their fears" right after are used to really emphasise to the player that there are many choices as to what you can do in the game. Linking back to the context this further suggests to the player a few ways in which they can play the game in case they are not sure what they want to do.

The second section also contains a lot of rhetorical questions that follow along the lines of what might usually be heard at the end of a

reality TV show episode. For example questions such as "Will Diego and Sophia realise their dreams?" really make the game sound as if it were a reality TV show which answered to the player that the game can feel quite real. By this point we know that the audience would have already bought the game because they are reading the booklet so you could argue that this section sounds like an advert but isn't trying to sell the game. But more so get the player who were excited to jump in and play.

Lastly the overall lexical field of the last two sections is one revolving around re-existing features. For example we say that the writer mentions "ready-to-play neighborhoods" and "The Sims 2 comes with already created..." shows that if you don't know what to do the game is ready to help. This possibly gives players that are new to the franchise a more friendly welcome as they might not know how to play so help is offered. If someone is reaching an instruction booklet we can assume that they will need some help in-game.

4

\* Through the use of various TV tropes such as the rhetorical cliffhanger questions in the second section of the booklet, the second section has an almost humorous tone



		as it presents itself as a camp
		1970's TV show.

## Examiner commentary

This response makes clear points, quoting from the text and making basic assertions which show an awareness of the audience and purpose of the text. There is also a specific awareness of context when the candidate points out the significance of the publication date. It would have been more helpful for section B to have been addressed separately. However, the areas of grammatical discussion, such as interrogatives, are more precise, thus moving the mark for section B into Level 4. Overall there are clear points about language use, but they lack the detail or specificity to be higher in the mark scheme.

# Script 9: Question 2

## SECTION B – Writing about a topical language issue

You are advised to spend about 45 minutes on this section.

*'In our society it is important that we have a standard form of spoken English.'*

Write an entertaining column which engages critically with the quotation above (a column is a type of article where writers can express their own opinions), suitable for a national daily newspaper. You do not need to include the exact words of the quotation and you may invent your own title if you wish. You should write about 500 words.

[24]

Marks 9/24: AO2: 4 marks; AO5: 5 marks (Level 2/3)

2	<p>"In our society it is important that we have a standard form of spoken English". The phrase alone when read out in your head conjures up the image of someone very old and very boring. Or to use the proper term a 'prescriptivist'. Which for anyone who doesn't know is the term for someone who believed that language should be spoken and written in a standard (boring) way.</p> <p>On the other hand you have the 'descriptivists'; who are basically the Autobots in the Transformers series. Brave warriors championing for the new world! Only joking, in reality they're just a bunch of language cheerleaders who argue that change is good for language and should be embraced.</p> <p>In the corner for the descriptivists we have David Crystal; a prominent</p>
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language theorists who talk about language and technology and how it has affected our lives. He argues that the use of omission for example when texting such as 'K' instead of 'Okay' has allowed us to communicate much more efficiently. Btw ~~the~~ omission basically just means to leave parts out of words or sentences.

However as great as he is he does realise that some features of language and technology such as spam emails ~~weren't~~ aren't so great. Like @ early, who even invented spam emails? I had to take a guess it was probably Siran himself; trying to torment us using the world of technology.

So good old one being he gives us that he is came up with ways to classify new language features. He calls them 'affordances' and 'constraints'. 'Affordances' are things that improve the way we use language, such as using emojis and pictograms to convey emotions eg the smiley face emoji or ':5'.

'Constraints' on the other hand are things that limit our improvement of language such as spam mail. Gosh I hate spam mail.

Moving on in the other corner we have 'Artificial' for example. Another



prominent language theorist. However whilst David Crystal is the Optimist prime of our story Hitchen is Megatron. One of her most prominent theories is the 'Crumbling Castle Theory' which states that the English language was once this golden, shining castle at the height of its perfection. However over time as language changed the castle started to break and erode into what it is today. Although this presents a cool metaphorical image it suggests that we should all talk how they did say ~~one~~ 100 years ago. Now I don't know about you but I'm not really up for that.

Think about all the different regional dialects within the UK and what the English language has become today. Many people have grown up using language that makes them feel comfortable,

makes them feel at home. I don't see the infamous English - Caribbean slang of South London or the Scottish accent of Northern Ireland. If the prescriptivists had their way and the English language was standardised in a single way that everyone used then all those things would disappear. The UK would become much more green than the weather usually makes it.

So if anyone ever asks you (which  
 I doubt anyone ever will) should  
 the English language be standardised  
 for everyone? You say no, to avoid  
 of ~~what~~ where you come from  
 and an language that you and  
 are around. You speak.

## Examiner commentary

There is some understanding of spoken language demonstrated, though it is not always convincing. Though it is likely that the description of prescriptivists and descriptivists was designed to be humorous, it also suggests something of a simplistic approach to the debate. Much of the discussion around Crystal is irrelevant because it is not focused on spoken language. Although they attempt to utilise Aitchison's Crumbling Castle metaphor, this is misapplied. The level of inaccuracies keeps this response in Level 2 for AO2 but there are enough attempts to engage with the reader, such as with the use of humour, to move it into Level 3 for AO5.

# Script 9: Question 3

## SECTION C – Comparing and contrasting texts

You are advised to spend about 1 hour and 5 minutes on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes writing your response.

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

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]

**Marks 22/36: AO1: 7 marks; AO3: 8 marks; AO4: 7 marks (Level 4)**

3	<p>Firstly we can see that text B is a transcript and text C is a timeline from a website. This provides huge contextual differences between the two texts which are clearly evident, such as how because text C is from a website it has many multi-modal features. For example we see of images</p> <p>not only aids the reader with some visualisation but also provides some historical evidence of the events on the timeline. It is not uncommon for websites to include images especially ones that are trying to explain historical events such as the 'Employee Welfare Timeline' from text C. However assume or expect that it would include images or any other multi-modal features.</p> <p>Secondly in text B we can see a lot of conversational features that</p>
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are very common of transcripts. For example there is overlapping between Laura and Daniel, along with things like pauses during speech. This paired with the use of so many dialectic features such as the word "fifty odd pound". The use of the modifier "odd" is common amongst many English based dialects to suggest an estimate of something. This gives text B a more informal tone which is not unusual as conversation between family is often relaxed and informal. However

in text C the tone is very different and would appear to be in line with a more formal register. The lexis and grammar of text C appear to be completely standard and follow the rules of the English language. Once again this gives the text a more professional and formal register.

Text C also uses very specific imagery to convey some meaning about the staff of M&S over time. For example the majority of the images only portray women, this could suggest that the majority of staff at M&S over time have been women. Fairclough would agree that this aligns with his theory that we use images to get further meaning from a text.

In text B it is also evident



that towards the end of the conversation Joan starts to talk about her late husband's pension e.g. "I noticed Dad's pension..." You could argue that here she breaks one of 'Grice's maxims', more specifically the maxim of relevance. This states that within speech the information given must be relevant to the

subject at hand. However Joan goes from talking about the m&s welfare to her husband's pension. Then again within the context of a conversation this makes sense as it is only natural for the subject of a conversation to change over time.

One thing that text C does radically more than text B is include a lot of facts and statistics. For example the inclusion of "top 50 places to work..." and "£35 per person" give the reader; who possibly wants to know more about the m&s welfare as they have clicked on the website in the first place, a more in depth view of the subject matter. This is because it is a historical piece and from the m&s website a certain level of confirmation and professionalism are expected. Where as in a transcript this is not really necessary as in conversation people tend to tell the truth, especially during a casual conversation with your family members.

		You could also possibly mention that both texts have a power dynamic at work. For example throughout most of text B Joan is controlling the flow of the conversation as she speaks the most. Especially after Daniel leaves the room because then it's just the three women and with Joan being the oldest she might be given the most respect to dictate the conversation. Jennifer looks often mentioned how much one very unlikely to come into conflict during conversation and are happy for someone else to control the conversation.
		Similarly in text C because the timeline is down on official website and the language used is very formal and professional M&S automatically have power over the reader as they are the experts and the reader has come for their service of knowledge. At no point in text C is the reader ever given power over M&S or the writer of the piece.

## Examiner commentary

The response begins in a comparative sense but is general when describing the mode features of each text. There is some identification of spoken language features in Text B but it takes a long time to identify the contextual significance of these points and in some cases it is missing. The candidate goes on to consider several more points, and they do improve

the consistency of their analysis though it continues to lack specificity. They maintain a comparative approach however, and utilise Fairclough's research to support a point in an appropriate manner. The reference to Grice is less convincing.

**Total: 44 marks**



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