

A LEVEL

Exemplar Candidate Work

ENGLISH LANGUAGE

H470

For first teaching in 2015

H470/02 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 – Child language acquisition

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

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

Using the appropriate terminology to explain your findings, examine the language development stage of the child-participant as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of her utterances.

Use your knowledge of theories and concepts of child language acquisition to support your answer.

[20]

Marks 20/20: AO1: 10 marks; AO2: 10 marks (Level 5)

1	<p>Emma's grammatical capabilities are demonstrated in her very first utterance 'it not sticking on', which is declarative. from She uses the present participle 'sticking', which features the inflectional morpheme '-ing'. Although this shows relatively early This is one of According to Brown (1973), '-ing' is one of the first inflections that children learn, which may explain why Emma uses it with appears to use it with confidence. This confidence ^{preference} continues at the end of the conversation when Emma uses the same inflection in the present progressive verb 'laying' ('laying'). In contrast, in her first utterance she omits the auxiliary verb 'is' in 'it not sticking on'. Although the the omission of function words is typical of the telegraphic stage of language acquisition, Emma's longer utterances and the use of determiners, suggest that she is closer to the post-telegraphic stage of development. This is supported by her use of determiners, such as the definite article in the noun phrases and prepositions, as evidenced in the prepositional phrases 'in the garden' and 'on the trampoline'. Her omission of the auxiliary 'be' and also of the past tense '-ed'</p>
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inflections in 'we play in the garden' indicate that she still has room for grammatical development, as these inflections are generally some of the last ones acquired by children (Brown, 1973).

~~The frequent~~ The question-answer structure of the conversation suggests that the participants are fulfilling Halliday's

interactional function of child conversation (1975). The frequent interrogatives used by the mother, such as 'do you like dogs' and 'do you like other animals', provide conversation patterning for Emma by indicating that she should respond to the questions. This is ~~the~~ crucial for her language development in terms of pragmatics because it encourages turn-taking. ~~the~~ Emma appears to be managing turn-taking skilfully, as there are no ~~interruptions~~ uncooperative overlaps in the conversation.

This may be partly due to the fact that Emma is likely to have started pre-school, meaning that she may have had some social experiences with other children. Alternatively, given that she is making something while her mother talks to her, this may mean that she has slightly less interest in the conversation than she otherwise would.

The mother's ~~important~~ interrogatives, which are a key aspect of Child-Directed speech, also allow us to see Emma's ~~early~~ semantic development. Emma's listing of animals such as the ~~as~~ concrete nouns 'horses' and 'chickens' (following her mother's question about animals) shows that Emma understands the relationship between hypernyms ('animals') and hyponyms ('horses' and 'chickens'). This comes under Aitchison's third and final stage of vocabulary acquisition, called 'networking', and demonstrates that Emma is able to make connections between different categories of words. This also emphasises the importance of social interaction in child

language acquisition, as proposed by Bruner (1983), as the ~~support system of the mother~~ Emma's mother

provides a support system (LASS) by structuring the conversation with interrogatives to elicit responses from Emma.

Finally, in terms of phonology, it is evident that Emma struggles to pronounce the ~~ph~~ consonant /g/. For example, she ~~substitutes~~ replaces /g/ with /d/ in the concrete noun 'garden' and the dynamic verb 'go'. This pattern continues at the end of the transcript when she says /pidz/ instead of 'pigs'. This phonemic substitution indicates that she is replacing the difficult consonants with those that she finds easier to pronounce. ~~A similar process occurs~~ However, she also demonstrates more advanced aspects of phonology in her final utterance because she uses two allomorphs for the plural '-s' morpheme. ~~In~~ In the concrete noun 'horses' she uses the /ɪz/ allomorph to indicate the plural noun and in /pidz/ she uses the /z/ allomorph to indicate the noun. This demonstrates that she understands that the plural morpheme can be represented by different sounds, indicating some awareness of the relationship between ~~the~~ sound and meaning. ~~The fact that~~ Although she is yet to completely master adult-like segments of phonology, due to her difficulty with the /g/ consonant, her phonology elsewhere is mainly standard, which confirms the fact that she is moving from the post-babbling stage to the pre-school stage of acquisition. However, it is difficult to

place her in an exact stage by using data from a single conversation.

Examiner commentary

The response demonstrates assured understanding of both concepts and linguistic features. Analysis is perceptive, focused and discerning throughout.

See Q3 for general comments on this script.

Script 1: Question 2

SECTION B – Language in the media

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

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

Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.

[24]

Marks 24/24: AO2: 12 marks; AO3: 12 marks (Level 6)

2	<p>One of the most interesting features of this text from the Independent is the way that language is used to represent Barack Obama. The photo photo at the start of the text features Obama in the centre, which suggests to the audience that he is one of the people on the list before his name is even mentioned. This multimodal feature is cohesive with the linguistic features as Obama is first introduced as 'Barack Obama, leader of the world's chief superpower'. The The noun phrase 'leader of the world's...' adds information by apposition, which is a typical feature of modern journalism. In addition, the noun phrase 'chief superpower' has slightly humorous connotations which provides an entertaining contrast with the previous noun phrase 'US President Barack Obama', which is considerably more factual and objective. As the description of Obama continues, the the text producer introduces a health-based metaphor by including words from the semantic area field of health and health systems, such as the verb dynamic verb the 'nurse' and the abstract noun 'health'. This empowers Barack Obama because the author places positions him as a metaphorical doctor. Consequently,</p>
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all the qualities that the mainstream audience of the Independent associate with doctors, such as intelligence, trustworthiness and care, are then transferred to Obama himself. This empowers him as an important but also caring figure of authority. It also links to the non-metaphorical mention of the noun-phrase 'overhaul of the healthcare system' which demonstrates that Obama has helped ~~to~~ to improve health in a literal sense too. Furthermore, the use of the ~~off~~ verb 'survived' in a figurative sense at the end of the same paragraph also empowers Obama by suggesting that his new health-care proposals were strong enough to withstand intense challenges and opposition.

Another revealing feature of the text is the representation of the text producer. The writer frequently uses the first person plural pronoun 'we' in the discourse, as demonstrated in the verb phrases 'we considered', 'we evaluated' and 'we took'. This use of the exclusive 'we' puts a certain ~~and~~ amount of ~~time~~ distance between the ~~press~~ writer and the audience. By excluding the implied readership, ~~from~~ the writer reminds the audience that he/she is part of a larger organisation, in this case the Independent newspaper. ~~verb phrases like 'we evaluate'~~ Consequently, verb phrases like 'we considered' imply a sense of unified authority on behalf of the newspaper, which may persuade the

audience to accept their views about the most ~~after~~ influential people in the world. ~~Therefore in the~~ Although ~~the audience is not explicitly included by any form of direct address, the~~ ~~the case of unified authority is highlighted~~ This pattern of unified authority is

heightened by the ~~is~~ inclusion of the names of several writers under the headline, which furthers the notion that ~~to~~ the values of the text are part of the wider ideology of the Independent newspaper. Although, the producer excludes the receiver in terms of pronoun use, the receiver is included in less direct ways. For example, the deictic (exeme 'here') is used in the imperative construction 'see the full methodology here' and the fact that it is underlined suggests that it is a hyperlink. This encourages the readers to find out more about the study and shows that the writer is trying to appeal to a diverse audience by acknowledging the fact that some readers ~~as~~ may wish to inform themselves more about the subject. Similarly, the multimodal icons for social media sites at the start of the text invite the audience to continue this discussion online. This adheres to Elizabeth Erzenstein's theory that personal and social change are afforded possibilities by technology, since the ~~author~~ text producer and the text receiver have the opportunity to share this ~~text~~ article online if they wish to continue addressing the discourse topic of influential people.

Finally, ^{the noun phrases in the text} ~~there is some reference to a~~ are revealing because they show reference to other organisations. ~~the~~ For example, the proper noun phrase 'Business Insider' is a form of 'manifest intertextuality', as proposed by Fairclough (1989) and this kind of intertextuality is an empowering ~~text~~ device because its exophoric reference to another institution goes beyond the text itself. This implies a shared cultural context between the author and the audience, ~~to~~ which may make the readers more likely to accept the Independent's ideology because it is being presented

within an assumed common ground. This pattern continues with exophoric references to organisations like the proper noun phrase 'G20' and also with reference to elite ~~nations~~ nations, such as the US and China, in the noun phrase 'Chinese President Xi Jinping'.

Examiner commentary

The response shows assured knowledge of relevant concepts and patterns of language use are fully explored in a precise and discerning manner which links clearly to a perceptive understanding of a range of contextual factors.

See Q3 for general comments on this script.

Script 1: Question 3

SECTION C – Language change

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 C** and **D** in your **Resource Booklet** and answer the following question.

By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 18th and 20th centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.

[36]

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

3	<p>When considering these two texts, the immediate difference appears to be the dy distinct discourse structures. The 18th century text consists of the three long paragraphs whereas the 21st century text consists of numerous shorter paragraphs. This difference is paralleled and by the disparity between the syntax of the two texts. The long paragraphs of text C include very long and complex sentences, which include some of of which include multiple embedded clauses. For example, the second sentence of the first paragraph includes the subordinate clauses 'particularly and specifically marked out' and 'as the objects of the trust created by the founder of Bridewell', as well as the temporal adverbial 'at the present time'. The complexity of this syntax may have been influenced by the rise in grammatical attention that occurred towards the end of the 18th century (aided by Johnson's dictionary in 1755 and Lowth's grammar book in 1762) as it prompted a more formal and elaborate writing style. However, alternatively, the formal style back to the Alternatively, the formal register of the text (achieved</p>
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by the complex sentence structure) could also be a result of the more immediate context of production, since the text's genre as a report and the producer's role as a committee suggests the need for an academic and serious approach to the text. In contrast, ~~than~~ in the text from 1933, Orwell uses syntax in a slightly more playful manner. For example, he uses parenthetical asides to offer sometimes cutting remarks.

These include the declarative ~~clauses in parentheses~~ parenthetical clauses 'but, then, many reputable trades are quite useless' and 'in short, a parasite, but a fairly harmless parasite'. In the latter clause, he uses figurative language to refer to ~~the~~ beggars with the metaphor of a parasite. This again contrasts with the more objective and factual nouns in the report from 1799, such as 'industry', 'founder' and 'employment'. While Orwell uses nouns as metaphors as an emphatic device, the ~~past~~ producer of text C instead draws emphasis to nouns by using capitalisation, as demonstrated by the noun phrases 'Walls of the Hospital' and 'Articles of Clothing'.

This was an ~~orthographical convention~~ orthographical / graphological convention of the time and evidently it was no longer present in 20th century since Orwell only uses capitals to start sentences or for proper nouns like 'Sunday'. The convention may have faded out of use because it impeded the ability to specify proper nouns and names, which could have caused difficulty or confusion for some writers. This supports the functionalist theory because it suggests that the ~~larger~~ capitalisation of common nouns disappeared to suit the needs of the users of the language by providing more clarity as to which nouns are proper nouns.

One similarity between the texts is their use of the generic 'he'. In text C, the ~~simplest~~ declarative sentence 'the... Vagabond may be ... with increased

comfort to himself' demonstrates that the use of the reflex pronoun 'himself' only accounts for men and excludes women. Similarly, the noun phrase 'industry of Man' from the last paragraph heightens the notion that the society of 1799 was still very much centred around men and their role as the people who go out to work. Likewise, in text D, Orwell uses the possessive pronoun 'his' in ~~the~~ to imply that workers are men not women in the subordinate clause 'as a bricklayer or literary critic earns his'. In addition, Orwell also applies this male-based assumption to beggars as well by using the male subject pronoun 'he' to refer to a beggar in the verb phrases 'he seldom extracts' and 'he is honest'. This reveals Orwell's traditional ideology that ~~men~~ it is men who have jobs and earn money. ~~As the generic 'he' it is far less common in 21st century English, we can infer that at the time of production, mainstream society did not have the sufficient ideological motivation to move away from the generic 'he' and towards a more equal language in terms of gender, which would have been a form of change from above (Labov, 1994). This shows that men occupied the positions of power in the late 18th century and this continued into the 20th century.~~

The lexical choices of text C show that English during the late Modern period was ~~the~~ not completely standardized because there were still some deviant period forms.

These include the use of the adjective 'froward' and 'deadful' as well as the lack of consistency of the noun 'in-crease', spelt with a hyphen. The use of the passive voice in the text, as in the passive clauses 'should be adopted' and 'may be reduced' may be a reflection of Halliday's claim that the passive voice reflected the shift in scientific approach from ~~the~~ subjective to objective. This is ~~seen~~ relevant because the text was produced during the Industrial Revolution, which would have caused new scientific discoveries in Britain. ~~Then~~ Orwell also uses the passive voice at ~~times~~ times. However, his use of the passive voice in phrases such as the declarative 'it is taken for granted' instead fulfil the function of the text as a persuasive discourse, since Orwell wishes ~~to~~ to encourage readers to ~~stop~~ stop taking things 'for granted' and instead ~~stop~~ re-evaluate their attitudes ~~to~~ towards beggars. The persuasive function of the text is also seen in some lexical parallelism used as rhetorical devices, such as the repetition of the free morpheme 'use' is 'useful or useless' and the ~~ff~~ conformational chiasm in 'productive or parasitic'. The latter continues the parasite metaphor mentioned above, which makes the whole text more cohesive and subsequently more persuasive ~~eff~~ for the diverse readership.

Examiner commentary

The response is systematic, perceptive and discerning in exploring patterns of language use in relation to conceptual and contextual factors. Comparison and a focus on language variation are fully integrated into the response.

Across all three questions, there is precision in the use of terminology and the links to concepts are fully integrated into the analysis. Contextual factors are considered tentatively and with

some depth and precision. Arguably, this script breaks through the top of the mark scheme for all three questions and, as such, may be intimidating as a model for students but analysing the structure of short sections could be instructive.

Total: 80 marks

Script 2: Question 1

SECTION A – Child language acquisition

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

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

Using the appropriate terminology to explain your findings, examine the language development stage of the child-participant as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of her utterances.

Use your knowledge of theories and concepts of child language acquisition to support your answer.

[20]

Marks 19/20: AO1: 9 marks; AO2: 10 marks (Level 5)

1	<p>Interestingly, Emma should be in the post telegraphic stage due to the fact that she is older than 36 months, however there appears to be instances in which she slips back into the telegraphic stage and even the two-word stage. It should also be noted that there is a large frequency of child-directed speech used by the mother such as use of questions, repetition and imperatives.</p> <p>Phonologically, there appears to be a pattern of reduplication surrounding the /g/ phoneme. There are multiple examples of Emma swapping this sound for another sound in the same word for example within "/da:den/", "/dɒd/", and "/d/əv/". It is unusual for this could be because vowel sounds are acquired before consonants and full confidence of consonant sounds is only acquired at around the age of six or seven. This is further supported by the fact that Emma is able to accurately produce all of the other sounds, suggesting that she is close to mastering all of them. Additionally the /g/ sound is produced</p>
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towards the throat and it would be possible that Emma ^{is} ~~does~~ not yet able to control this part of her mouth.

Moreover, in terms of grammar, ~~Emma~~ and according to the Stage Theory, Emma should fall within the post-telegraphic stage of development; however it appears that there are times in which she reverts back to previous stages. Examples of this would be

inconsistent use of the ~~needed~~ auxiliary verb "to be" as in some instances she is able to use it accurately within contractions such as in the utterance "they're fun", however, she has omitted the verb completely in some cases such as the utterance "it not sticking on" as the correct version would be "it is not sticking on". This implies that Emma ^{is} ~~has~~ not entirely within the post-telegraphic stage as her language use is inconsistent. Similarly, Emma seems unable to use the past tense form of words as when asked about what she did, she replied "we play... we d/leu!". This suggests that her acquisition of inflections is delayed, but could also act as evidence against Crutenden's theory that the auxiliary verb "to be" is the last to be acquired.

Furthermore, as previously mentioned, there is a high frequency of child-directed speech used by Emma's mother. She uses imperatives "come" and "tell" to encourage a response from Emma, as well as questions - "what about after school", to fulfil the same purpose. However, Emma's mother also ~~rep~~ corrects Emma's mistakes as can be seen when Emma uses the incorrect pronoun in the utterance "all of it" and her mother corrects her by saying "all of them". Some researchers have found that child-directed speech is not actually beneficial

for the child and can slow down their rate of development, which could be a reason why Emma's use of language fluctuates between the different

stages. However, it could also be said that by asking questions, Emma's mother is scaffolding (Vygotsky) her language as it encourages the formation of adjacency pairs.

Pragmatically, despite mistakes within her grammar, ^{and phonology} Emma makes herself understood and is able to convey what she means when she speaks. This is evidenced through an utterance in which Emma's pronunciation of "dog" was incorrect, when her mother went on to correct her, Emma replied "Yeah". This acts to support ~~the~~ Berko and Brown's 'fis' phenomenon theory as it implies that the understanding of a word can come before the child is able to produce the sounds that make up that word.

Examiner commentary

The response refers to a wide range of language features with well-selected examples and makes assured references to concepts with discerning and perceptive links drawn.

This is a very strong response that, occasionally, lacks some precision and makes some infrequent vague explanations but, overall, this is a clear top band response.

Script 2: Question 2

SECTION B – Language in the media

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

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

Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.

[24]

Marks 24/24: AO2: 12 marks; AO3: 12 marks (Level 6)

2	<p>Notably, text B is multi-modal and makes use of not only visual and orthographic semiotics, but also hyperlinks to social media pages, which link to its genre of a webpage article. Through the placement of these "share" buttons it is assumed that this is an article that would be of interest to many people.</p> <p>Firstly, this text focused on Barack Obama and the power he holds as the first person on the list. Obama is represented positively through the use of the superlative adjective "largest" and surprisingly through the juxtaposition referring to how he dealt with foreign affairs. The article highlights that Obama ^{was accountable} took the heat for "failing to deal adequately" with problems in the Middle East, however, this was soon followed by the conjunction "yet" and a positive aspect of Obama's presidency. This implies that the overall bias shown in the text is positive towards Obama. This is further shown through graphological features as two images are used. These images further demonstrate the juxtaposition regarding Obama's power as in one of the images he is smiling and in one he is seen as stern. This boosts the positive representation of his</p>
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character as he is shown to be friendly but also "strong" and ~~as~~ having "responsibility and power." *
(on next page)

moreover, there are instances of influential power demonstrated throughout the text. A tricolon is used within the first paragraph: "affect millions, shake industries and change

notions." This use of a list along with numerous facts and statistics such as "unemployment hit 5.1%" lead to the naturalisation of the ideologies presented by the Independent. These ~~the~~ features act to persuade the reader that the source is credible and therefore that there is truth behind the information that is being given.

This is also highlighted by the social media hyperlinks that are placed next a 'counter'. This could ~~connect~~ ^{indicate} that indicate that when the reader sees the credibility of the article and the amount of people who have shared it, they are more likely to share it themselves.

Additionally, the ~~the~~ intended audience of this article are well-educated and interested in politics and based on this assumption, there are exphoric references such as "warmties with cuba" and references to the "syrian civil war" which are not explained. This demonstrates that a certain level of pragmatic understanding is needed in order to fully understand this text. This is strongly linked with the fact that this is a broadsheet article as stereotypically, broadsheets are aimed at a more educated audience and the producers of the texts include a higher level of assumed knowledge.

* (fits in previous page)

According to Chomsky's propaganda model, it is also possible that these juxtapositions were included in the text in order for the text to be published. One of the

Examiner commentary

The response shows assured conceptual and linguistic knowledge which is used to evaluate a discerning and perceptive range of contextual factors.

This is precise and detailed in terms of engaging with patterns of language use and how they create representations. There is developed reference to contextual factors and a suitably tentative consideration of the impact of bias.

Script 2: Question 3

SECTION C – Language change

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 C** and **D** in your **Resource Booklet** and answer the following question.

By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 18th and 20th centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.

[36]

Marks 33/36: AO1: 11 marks; AO3: 11 marks; AO4: 11 marks (Level 6)

3	<p>Evidently, text C and text D differ in many ways not only due to the differences in the period in which they were published but also in their reasons for being published. Text C aims, to with the dual the purpose of persuading and informing, to create awareness of the things that can be done to improve the society through the resources of the hospital. This can be seen through the use of synthetic personalisation in the use of the second person possessive pronoun "your" as it draws attention to who is capable of making these changes. ^{whereas} Text D focuses more on informing ^{and describing} the reader of the situation of "beggars" as can be seen through the repeated use of "he" as a pronoun to refer to beggars collectively which gives a narrative sense to the text.</p> <p>Primarily, text C shows capitalisation of a large amount of nouns, which stems from the germanic influences in the English Language. However, not all of the nouns in this text are capitalised which is evidenced in the fact that in the late 18th century it was becoming more standard to only capitalise</p>
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proper nouns, as we do nowadays. Notably, there appears to be a focus on ~~capitalising~~ abstract nouns such as "Character", "Health" and "Strength", which are capitalised and "kindness", "attention" and "affection" which are not, further demonstrating that full standardisation of using capital letters was not in force and there may have been uncertainty. In contrast

it is clear to see that text D takes on more modern rules of capitalisation as only proper nouns, "Sunday", the beginning of sentences and the first person personal pronoun "I" are capitalised. This is further highlighted throughout the text, as similarly to text C, there is a frequent use of abstract nouns such as "livelihood" and "attitude", nevertheless, none of these nouns are capitalised. Therefore, there is a marked difference between the use of capital letters between the 18th and 20th century and it is apparent that a certain level of codification had occurred.

Moreover, there are instances of weakening when looking at the semantics of certain words in text C. There are less frequent ~~and less~~ uses of words such as "Vagabond" and "metropolis" in modern day English which is due to the ~~int~~ inevitable change in the way we use language. This becomes even more obvious when text C and text D are compared as "Vagabond" is somewhat replaced by "beggar" in the 20th century text. This could be due to political correctness, ^{because} as time went on "Vagabond" could have been seen as offensive and "beggar" seemed to be a more literal word ~~for~~ to describe these people. Yet again, this change in language is demonstrated as even "beggar" is not used often in language in the 21st century and "homeless" is ~~off~~ usually preferred.

THIS exacerbates how political correctness can influence our language and cause it to change.

Interestingly, in text C, there are little differences in spelling to the ~~had~~ more modern text, however, there are some instances of non-standard forms such as "intirely", which had been spelt phonetically. It seems as if the standard use of spelling may be due to the introduction of Samuel Johnson's dictionary in 1755, which took a prescriptivist view to language. However, due to codification being an example of diachronic change, it was inevitable that there would be instances in which there were some differences in spelling, as this text was published only around 10 years after the introduction of the dictionary. Another notable example of non-standard spelling is the compounding of the word "in-crease" in text C, even though it is spelt "increase" later on in the text. This could be evidence that the standardisation of orthography, particularly spelling, was an ongoing process. ~~Now~~ Differently, in text D, compounded words are ~~as~~ used as a form of neology as the combination of two words had created a word with a new meaning. Good examples of this would be "high-mirided" to used ~~deser~~ as an adjective and "hive-purchase" in order to convey a process. Both, text C and text D, use compounding respectively for different purposes. It seems as if the use of compounding in text C was occurred due to uncertainty in the correct spelling which would be parallel to the historical context, whereas text D uses compounding as a way of expressing thoughts that could not be put into words; thus a form of neology.

Additionally, the majority of the sentence functions in

both texts are declarative and a mixture of compound and complex sentences, which could be due to their shared purpose of informing. However, similarly, both texts use syntactic parallelism, ~~for~~ despite it being for different purposes. Text C uses syntactic parallelism in the sentence "by example, by encouragement and by holding forth the prospect...". This fulfils its purpose of persuading the reader of the importance of the possibility of using resources locally as it highlights that through the actions of the audience, good can be done within the community. The combination of deontic modality^{with syntactic parallelism} in the verb "should" further exacerbates the importance and necessity of these changes. In contrast, text D uses syntactic parallelism ~~combined with an interrogative~~ in order to fulfil the purpose of informing the reader of the conditions that "beggars" face. It is evident in the sentence "nobody cares whether work is useful or useless, productive or parasitic" and this highlights the Orwell's stance and frames that he believes that money is the focus of many people in life.

Furthermore, despite similarities in sentence function, the punctuation used in each text differs significantly. Although text C makes use of semi-colons, the most common punctuation mark used is the comma. This

demonstrates that this text was written before the introduction of more modern punctuation. There are some instances of this modern punctuation in text D as dashes are used to indicate longer pauses and question marks are used to denote interrogatives.

This would be suggestive of why the syntax of each text differs dramatically, as the overuse of commas in text C creates sentences that continue for longer

than they would in modern day texts as the commas would have either been replaced with a full-stop or a more modern alternative such as an exclamation mark. Yet again, this is evidence for how much not only lexis, but also grammar can change over time."

~~Also, resp~~

To conclude, despite the differences in the periods in which these texts were written, the ideology surrounding "beggars" was the same. Text C may have shown an unsterotypical view of the time period as it had a liberal approach to the poor, whereas, usually, there was interest around high levels of prestige and conservatism, ~~whereas~~ and this was almost parallel to the expectations in the 20th century, thus both texts offer anti-stereotypes to the views that were held in the time the text was published.

Examiner commentary

The response is systematic in the application of a range of language features and patterns are identified well. There are some discerning considerations of contextual factors and comparison is methodical and, at times, illuminating.

A very strong response that engages with trends within and across the two texts and shows a detailed and perceptive ability to interpret the influence of contextual factors. This is a well-structured comparison and links are drawn to relevant concepts. There are times when the precise focus and detail required for full marks are not wholly present but this remains a very impressive response.

Total: 76 marks

Script 3: Question 1

SECTION A – Child language acquisition

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

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

Using the appropriate terminology to explain your findings, examine the language development stage of the child-participant as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of her utterances.

Use your knowledge of theories and concepts of child language acquisition to support your answer.

[20]

Marks 15/20: AO1: 7 marks; AO2: 8 marks (Level 4)

1	<p>Text A features discourse between Emma, who is aged ^{aged} four years and ten months, with her mother. Due to her age, Emma is expected to be of the post telegraphic stage. This means she should have produced language that has a grammatical structure and can utilise utterances using the 'SVO' order.</p> <p>Primarily, it is important to note the physical activity of the child. Emma is said to be initially 'making something.' Due to their being a physical activity occurring, it means there is something for the child to base her utterances on. This is proven by the mother instructing her, with Emma responding "No, it's not sticking on" and "done". This shows that Emma is able to discuss her actions and surroundings and answer interrogatives with grammatically structured responses, putting her securely in the post telegraphic stage.</p>
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The mother's involvement can also be considered, as she is seen to guide the child's responses throughout. She is seen to use child directed speech throughout, asking several interrogatives such as "Who did you play with at school today?"

and "what do you like about dog books?" This supports Vygotsky's ~~the~~ concept of scaffolding, and that by giving Emma the platform to base her utterances, she is ~~helping~~ promoting her speech with a question and answer structure.

Although Emma is seen to be in the post telegraphic stage, she is seen to make virtuous errors through her utterances. For example deletion of the plural in 'it's', can be argued to be consonant cluster reduction or simply a mistake. However, it is likely to be an error due to the fact it is not consistent throughout her speech.

Emma is also seen to assimilate, and mispronounce words such as "da:den" and "dod". The repetition of the plosive letter 'd' is one of the first phonemes learnt as a child, and therefore Emma uses it to ~~replace~~ substitute the 'g' which is learnt later. However, the mother is seen to correct ~~the~~ her daughter's error with an interrogative containing the mispronounced word. The positive response of 'yeah' shows her understanding of her error. This supports Skinner's behaviourist theory,

that language is learnt through imitation and positive and negative reinforcement. This

shows that through making the mistake and being corrected, the child is learning. The utilisation of positive reinforcement is also used through the Mother's ~~positive~~ positive reinforcement of "good girl." This verbal reward can be seen to direct the child's actions and reinforce correct behaviour.

Additionally, Emma is seen to understand object permanence and can discuss objects and events that she cannot see. For example, she discusses the 'trampoline' and the ~~the~~ 'garden' and also who she played with at school. This shows Emma's ability to recall past events, and discuss them using grammatically correct lexis.

Essentially, Emma is seen to be characteristic of the stage she is biologically at. She has the ability to answer questions and construct sentences grammatically. However, it can be argued in terms of Vygotsky's zone of proximal development, that she has the assistance and guidance of her mother, that is seen to scaffold her utterances throughout. Her linguistic ability might be different if she did not have the support of a parental figure.

Examiner commentary

The response makes consistently accurate reference to language features and uses appropriate terminology. There are consistently accurate links drawn to theories.

In spite of some errors, there is enough accurate knowledge in this response to justify a mark in the lower end of Level 4 but not enough detail for the lower end of the higher level. Errors such as the labelling of the contracted copula as a plural are best avoided as are vague phrases such as Emma can answer with “grammatically structured responses”. There is breadth to the concepts covered and these are linked clearly enough to the data.

Script 3: Question 2

SECTION B – Language in the media

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

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

Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.

[24]

Marks 22/24 AO2: 12 marks; AO3: 10 marks (Level 6/5)

		online an extract from
2		Text B is the politically independent broadsheet 'The Independent'. Due to its political position, it can be argued not to be biased or one-sided, and to consider most audiences. In this case, the audience is primarily likely to be people interested in business, economy or power in society. The secondary audience can be argued to be people who are browsing 'The Independent' and come across the article. However due to the its online nature, it is arguably less likely for there to be as many secondary readers of this kind, as it had to be physically searched and selected to be accessed, as opposed to a physical newspaper.
		primarily, the concept of shared knowledge and pragmatic understanding is evident throughout. The utilisation of subject specific lexis and jargon is present present, featuring words such as 'logarithm', 'recession' and 'keystone

XL? The writer has the assumption of a shared knowledge of the primary audience, as the terms are given no definition or explanation. This raises the formality of the register in the article, and can arguably make it appear more valid and ~~to~~ authoritative.

Additionally, considering the subject of power, there is a frequent repetition of superlatives throughout. Primarily with the title, ~~and then~~ '50 most influential', which is further repeated throughout, as well as "largest" and "lowest". By using the highest form of the adjective, they are describing Barack Obama using extremes, which is characteristic considering his position as the most powerful. This linguistically puts Obama as the most powerful also, and gives depth and importance to his actions.

As well as this, facts and statistics are utilised throughout. By using phrases such as '2 million active and reserve forces' and '\$17.4 trillion' it not only exemplifies Obama's immense power, but also gives a register of authority and professionalism to the text. Additionally the use of the determiner 'the' in the title 'The 50 most influential people in the world' can be argued to create the ideology that the list is official and therefore the only one that the audience needs to read. This can be seen to be a method of asserting power, but also as a marketing technique.

Moreover,

~~textually~~, there is an underlying presence of synthetic personalisation. A concept ~~also~~ founded by Fairclough, 'The Independent' can be seen to attempt to create a synthetic relationship with the reader. This is arguably done through their varied register from colloquial to formal in an attempt to reach their target audience. Using ~~the~~ colloquial phrases such as "he may just have a year left in office", "for better or worse" and the dysphemistic "killing off". This colloquial lexis can cause the reader to feel as if they are being personally addressed. Similarly, the repetition of ~~the~~ the third person pronoun 'we' can be argued as a method of synthetic personalisation because it creates a divide between us and the ~~the~~ newspaper itself, compared to the wealthy and powerful figures that are listed. This puts us on the same level of authority and power, and therefore might lead the readers to see themselves as being of the same ideologies as the newspaper.

To conclude, Text B can be argued to utilise many techniques to assert their own power through their article, and to appeal to their audience and intended purpose. By using these features, they are able to appeal to their readers and construct their intended meanings and ideologies throughout.

Examiner commentary

The response shows an assured conceptual understanding and critically engages with patterns of language use. Context is considered in some detail.

The response engages well with patterns of language use and exemplifies and explains these clearly by linking to relevant concepts. The fact that the response limits itself to power concepts primarily is in no way to its detriment. There is some detailed engagement with contextual factors but there aren't the perceptive links expected of top level responses.

Script 3: Question 3

SECTION C – Language change

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 C** and **D** in your **Resource Booklet** and answer the following question.

By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 18th and 20th centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.

[36]

Marks 30/36: AO1:10 marks; AO3: 10 marks; AO4: 10 marks (Level 5)

3	<p>Text C is an extract from a committee's report, published in 1799. It is arguably to persuade, in an attempt for hospitals to use their resources at the interest of beggars.</p> <p>Primarily, it can be noted that the syntactical structure of the first text is the catergenic of the 18th century. By using complex sentences, and frequent utilisation of commas and semicolons in substitute to a full stop, information is seen to be very complex and compacted. This may be due to the century in which the text is written, and that in the 18th century there was not a range of punctuation as diverse as later centuries, and therefore commas and semi colons were used frequently. Similarly, syntax was not varied for effect, due to this text being comp of the 18th century, and also having a purpose to inform and persuade, not to entertain.</p>
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However Text D can be seen to have an immense variation of syntax, using 'simple, compound and complex syntactical structures, and grammatically alternating between declaratives and interrogatives. This

maybe due to the fact in the 20th century, texts were written more for effect, and this text's purpose is both to inform and entertain.

Moreover, Text C is seen to be characteristic of its ~~19th~~ century in which it was written due to its frequent utilisation of capitalisation. It was characteristic in the early centuries for people to capitalise all ~~proper~~ nouns, and not just proper nouns. However, since the movement of standardisation - with the publication of the dictionary by Samuel Johnson in 1755, there was more standard forms of words. Also, the involvement of the ~~Grammarians~~ brings forward the linguist Robert Lowth. He was seen to make grammatical rules that included no capitalisation of ~~proper~~ words that weren't proper nouns, not to split infinitives, not to begin a sentence with a preposition and not to utilise double negative. However despite the introduction of the standardised dictionary and the Grammarians, some texts, particularly privately published, are seen to make some linguistic 'errors'.

However, the ~~the~~ linguistic movements and changes are evident in the 20th century Text D. The only capitalisation is at the beginning of sentences, as is expected today. This emphasises that over time, the ~~gram~~ linguistic rules had been considered.

Text C is also seen to use alternative spellings ~~and~~ ~~and~~ such as "intirely" and "effected". As before, this can be seen to be unexpected of the time due to it being after the standardisation of lexis in the 18th century and also the introduction of the printing press in the 15th century. However it can be argued to be an evident change in texts of the early 18th century, as there is only subtle alternative spellings. Text D however is seen to use all standardised lexis, which is arguably ~~and~~ expected being almost 200 years after the publication of the dictionary.

- 3 cont. Additionally, both texts are seen to hold a register of formality throughout. Using complex ~~and~~ ~~and~~ syntax and also vocabulary, it can be argued to be suiting the ~~the~~ nature and importance of the text. Similarly, Text C is seen to include archaic lexis such as 'profligate', 'convalescents' and

'metropolis.' Words like this have deteriorated over time and have lost their importance and also relevance in society.
~~However, although Text D is seen to~~

However, although Text D is seen to hold formality, it is seen to alternate also

or derogative
 using slightly colloquial^{or derogative} texts such as "get a lot of it", "they are parasites" and "take for granted". These idiomatic ~~and~~ or derogative phrases can be argued not to be informal, but to be a direct appeal to the reader and to convey emotion. However, the formality is withheld through the repetition of the slightly ~~to~~ archaic pronoun 'one' which is seen to be less relevant in today's society, and using similar formal lexis, that arguably requires a high level of pragmatic understanding such as 'seidons', 'excrecence' and 'proprietor'. This use of formal lexis holds similarity to ~~the~~ Text C, meaning that formality may be due to the context of a text and not the date it was written.

Lastly, the use of linguistic features for effect is evident in Text D. The use of syntactic parallelism with the repetition of "works by", the use of rhetorical questions such as

		"what meaning is there." and the use
		of tridic structure in "energy, efficiency,
		social service." These techniques all prove
		the linguistic developments of the 20th
		century. This is evident due to the
		lack of linguistic devices in Text C, other
		than basic listing.
		Essentially, both texts are seen to be
		clear variations of their times in
		which they are written, and also are
		a clear product of the events and
		contextual factors that may affect
		them linguistically. It is clear that
		there has been a linguistic development
		between both texts, and both to fit the contextual elements of the text , but the purpose behind them.

Examiner commentary

The response applies a range of linguistic knowledge in a systematic manner and makes some strong and helpful points which weigh up some contextual factors. There are clear and methodical comparisons drawn.

The response is clearly a well-structured one which consistently compares features from both texts and focuses on patterns of language use. These patterns are explored and explained through reference to contextual factors and by linking to some concepts of change which are relevant. There is, at times, an over-reliance on reproducing learned knowledge (the relevance of Lowth is not clearly linked to the data, for example).

Total: 67 marks

Script 4: Question 1

SECTION A – Child language acquisition

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

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

Using the appropriate terminology to explain your findings, examine the language development stage of the child-participant as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of her utterances.

Use your knowledge of theories and concepts of child language acquisition to support your answer.

[20]

Marks 15/20: AO1: 8 marks; AO2: 7 marks (Level 4)

1	<p>Emma being four years and ten months, shows clear signs that she is in the post-telegraphic stage as most of her utterances are complete and to the most an extent grammatically sound. She is at a stage in her development where she is able to clearly interact and hold a conversation with her mother, with full knowledge of what is being asked. This further shows that she is quite far into her language acquisition. In terms of phonology, the most obvious feature in Emma's speech that can be pointed out is her use of stopping. She, throughout her conversation, replaces the 'g' sound with the 'd' sound, e.g. /da:den/, /d/ɜ:/, /pɪdz/. Stopping is a very common feature in children during their course of acquisition of sounds as children find it easier to produce 'd' sounds that come from the front of the mouth than to produce more complex sounds such as 'g' that comes from the back of the throat. Thus, this is probably</p>
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the case for Emma, as it is easier for her to pronounce. There is also a deletion of unstressed syllables in the words /da:den/, /wɔ:θpɒz/, where she ~~pro~~ drops the r consonant, but that is probably just her accent, which is possibly British. When Emma says /fʌn/, it further shows that she struggles to pronounce some sounds but is slowly

learning. The fact that all children go through similar stages in sound acquisition can be linked to Chomsky's Innateness theory where he states that children have an inbuilt device to acquire language.

In terms of grammar and semantics, one of the first things that we can see is her development in the acquisition of negatives.

In Bellugi's stages of acquisition of negatives, Emma falls into Stage two. She is clearly able to use negatives in the middle of her utterances e.g. 'it not sticking on'. She might be in Stage 3, but there is not enough data to clearly say she is able to use contracted forms of negatives. Emma is quite developed grammatically but there are a few instances where she is clearly still acquiring the knowledge. For example, the verb is missing in the sentence 'it (is) not sticking on', and her acquisition of tenses, 'we play (ed) in the' is not yet fully developed. Emma constructing sentences without verbs, is common in children, and is not something that is learnt from adults. This again can be linked to Chomsky's Innateness theory where he

		suggests that language is 'in built'. However, Emma doesn't seem to have grasped the idea of time, which might be why she is only using present tenses. This can be
		linked to Piaget's cognitive theory that suggests that children need to grasp concepts before they can put them in to words. Emma is quite developed at holding conversations, and she has developed interactive functions in her utterances, as Halliday would suggest. For example, she has utterances that state her opinion, 'doe you like dogs', 'yeah', and utterances that relay her experiences e.g 'we play in the /da:den/'. This shows that she is quite confident in her understanding of language and is able to produce meaningful utterances. This development is perhaps aided by the mum's use of child directed speech such as using many interrogatives such as 'do you like dogs' which helps Emma to further develop her understanding of language as well as develop social skills. This is social interaction theory as suggested by Bruner.

Examiner commentary

Accurate and sustained reference to range of language features with appropriate examples and developed analysis. Accurate use of a range of terminology with coherent written expression. Accurate reference to stages of development with appropriate exploration of selected examples. Consistently connects variety of theories/concepts with secure understanding of the relationship between theory/practice.

This is a strong response that is only lacking in some precision in the use of terminology and this impacts its ability to create depth in the discussion of how language links to concepts. In terms of concepts, there are consistent links and these are always relevant but the discussion often repeats elements of the theory rather than explicitly connecting it to the data.

Script 4: Question 2

SECTION B – Language in the media

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

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

Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.

[24]

Marks 18/24: AO2: 10 marks; AO3: 8 marks (Level 5/4)

2	Text B is an online article from the Independent newspaper, thus it is most likely to have a tech savvy, younger audience of educated professionals. Meanings in terms of technology, power and gender are represented in different ways through out the text, but overall the article is quite persuasive and
	opinion based although it tries in many places to seem unbiased and neutral.
	Power is quite clearly demonstrated through out the text, even with the articles title 'Power list 2015', which does not give the reader place to debate who legitimate the 'power' is. The text reinforces Obama's position power by adding clauses such as 'leader of the world's chief superpower', even after mentioning he was the President of the United States. This reinforcement of his position in authority, helps the reader to be persuaded and accept why he is placed number 1 on the 50 most influential people in the world. The text reinforces its point by further using

their knowledge and idea power by stating facts such as 'the US has grown its GDP by \$3 trillion, to \$17.4 trillion', which further persuades the reader of their agenda. It is quite clear that the newspaper are to a degree left-wing, as they have a very positive view of Obama. They use their influential power of being a widely read newspaper to influence people's opinion of Obama to be close to what they have. They do this by using metaphors such as 'helped nurse it back to health' (in terms of economy), and 'survived multiple Supreme Court challenges', 'warm ties', which all have positive connotations and

portrays Obama as strong, caring and again, powerful. The text does try and come across as unbiased by giving the reader contradictory information about Obama, eg (longtime ally Israel have grown icy), but quickly bring the position back to being positive by their excessive use of hyperbolic language eg. 'flexed his power', 'killing off the controversial', which support Obama. This all contributes to the newspaper's influential power to persuade the audience to like Obama, which serves the newspaper's left-wing agenda.

In terms of gender, the image which supposedly is meant to show the most ~~only~~ influential people in the world, is dominated by men and only has one woman in it. This perhaps demonstrates how society is still very patriarchal and males dominate because they are more powerful than women. It might also

have connotations of suggesting that women aren't as capable as men in the business and political world. This reinforces the stereotyped gendered roles in society. The articles does do a good job at not explicitly being sexist by only address men, and uses gender neutral terms such as 'people' and 'players', which might suggest that women are just as capable as men to be in

positions of power.

Lastly in terms of technology, we can see that because technology has become so widespread, the articles do not explicitly mention what the icons are as the tech savvy audience are already expected to associate them to facebook, twitter, whatsapp etc and all other social networking sites. The rise of technology has allowed the text to be interactive with access to hyperlinks (See the full methodology [here](#)). With technology, the language in the text has also become more informal, with an increased use of contractions such as 'isn't', and starting sentences with 'And' which is a conjunction.

Technology has allowed the readers to be more involved in discussions, with the use of the comment section like this article has, and naturally the tone is set to a more friendly one.

Examiner commentary

Good knowledge and understanding of language concepts and issues. Informed comment on text's patterns of language use. Sound response to a range of contextual factors/language features and how they are associated with construction of meaning. Clear, relevant response on impact of contextual features and how they contribute to construction of meaning.

This is a stronger response in terms of identifying patterns and exploring concepts than it is on context, in spite of there being consistent links to context. The links drawn are coherent and relevant but not rooted in a detailed explanation of the patterns' relevance.

Script 4: Question 3

SECTION C – Language change

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 C** and **D** in your **Resource Booklet** and answer the following question.

By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 18th and 20th centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.

[36]

Marks 30/36: AO1: 10 marks; AO3: 10 marks; AO4: 10 marks (Level 5)

3	Both text C, and text D, have the same field of talking about beggars, but the context of it differs greatly. The functions of the two texts is similar in the sense that both texts are trying to persuade the audience into what they think is right, but text C has a purpose to advise whilst text D has a purpose to entertain the audience through his personal experiences. The audience of the two texts also differs as text C being a committee's report is more aimed at influencing the staff and people in authority on how to use its resources, whilst text D has a wide audience of fans who are probably interested in his life and opinions, rather than the subject itself of beggars. The mode of both texts is written, and it is clear that both texts have been planned, edited and published. Due to the fact that both texts are planned written texts, the register is very formal. The formality is demonstrated in both texts by the use of
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low frequency Latinate terms such as 'economical', 'countenance', 'encouragement' in text C and 'excrescences', 'despicable' in text D. It is no surprise that the formality is so high in text C, being published in 1799, as all written texts tend to be formal, and very distinct from spoken language, so there is no bias that comes with it. The formality in text D is also not surprising as written language was still very formal in the early 20th century, after which it slowly started to break down to becoming informal as society progressed.

Since these two texts are written more than a

century apart, there are obvious orthographical, morphological and lexical changes that have occurred. For example, in text C, there are still arbitrary capitalisations being used e.g. 'Beggary', 'Community', 'Clothing', mostly to stress on things they see as important. This disappears in text D, due to the standardisation process that occurred during that period of time, largely due to the development of the printing press. There are also other significant features in text C, that are no longer prevalent in text D due to the standardisation of English, for example, 'i' and 'e' being used interchangeably in 'intirely', hyphenated words such as 'in-crease' which later went to become a single word.

In terms of grammar, text C uses a lot of archaic syntax, eg. 'That your committee is

of opinion', where as today it would be written as 'The committee is of the opinion that'. Compared to this, the syntax in text D is much easier to grasp and is close to what we use today, although some are a bit outdated, for example 'He seldom' would probably be written as 'He often', 'Yet if one looks', would probably be written as 'Yet if we look' today. This shows how the 'standard' English adapt over time..

In terms of the subject at hand, i.e. talking about beggars, the way they are portrayed differs greatly in the two texts. The portrayal of beggars in text C is very negative, with clauses such as 'Beggary and distress, and to the disgrace and detriment of the community', and 'diminish the number of Beggars and of idle and dissolute persons' suggests that the society at that time looks down on beggars, using words that have negative connotations such as 'diminish' suggesting that they are a problem that needs to be taken care of. On the other hand, in text D, the author tries to persuade the audience by using his influential power as a well known writer as well as the use of knowledge and idea power to persuade the audience to change their perceptions of beggars. He relay's his personal opinion by the use of first person pronouns such as 'I do not think' and goes on to ~~have~~ express pity for the beggars by

		saying how they 'suffer' and the public's opinion of them is flawed.
		Both texts make themselves more appealing by the extensive use of modifiers that help dress their language to be more formal.
		For example, use of 'dreadful', 'gentle' and metaphors such as 'sold his house' all contribute to this and the formality of the language in both texts.

Examiner commentary

The response applies a range of methods in a systematic way using coherent written expression. The response explores patterns of language use and analyses evidence in some depth. The response includes strong/helpful points about contextual factors of production/reception. The response demonstrates ability to weigh up conclusions about the effect of context on different uses of language. The response demonstrates sound application of good knowledge/concepts. The response compares with helpful connections.

Another strong response which is very well-structured around drawing comparative links between the two texts. There is a weighing up of contextual factors and clear and helpful links are drawn to concepts.

Script 5: Question 1

SECTION A – Child language acquisition

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

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

Using the appropriate terminology to explain your findings, examine the language development stage of the child-participant as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of her utterances.

Use your knowledge of theories and concepts of child language acquisition to support your answer.

[20]

Marks 15/20: AO1: 7 marks; AO2: 8 marks (Level 4)

1	<p>The transcript involves interactional speech between Emma and her mother. Emma is at appears to be at the telegraphic stage of language acquisition as she mostly has correct grammatical sentence constructions e.g. "they're fun" but she may be only approaching or just in the telegraphic stage as she does not have completely correct sentence construction e.g. omission of past tense suffix -ed and substitution of 'them' to 'it'. The mother mainly asks Emma about her day and encourages her to speak.</p> <p>Emma uses many holophrases throughout the conversation such as "done" and "dog did books". This is mainly due to convenience and the fact that it's easier to get the say a phrase, as long as it gets the point of the phrase across to the listener. Emma clearly realises her mother understands her holophrases as after saying "done" Emma is praised by her mother "good girl". We can see the mother does ask for elaboration in other parts of the conversation e.g. "tell me some of the sports" when Emma does not answer her question explicitly. This teaches Emma the ^{maxim} manner of relevance as the mother sea shows if she doesn't answer the question right, she'll get asked it again. This links to Bruner's</p>
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language Acquisition Support System concept as the mother is ~~teach~~ teaching her manners of conversation without scolding her explicitly.

This is also seen in the replication between both participants when talking about animals, the mother deliberately broadens her questions to Emma so she is encouraged to speak more than the utterance "yeah". ~~In Emma's answer~~, Emma answers by labelling many different

animals she likes, ~~with~~ saying some quite difficult pronunciations e.g. "dɒnti:z" for donkeys. This shows that although the animals are hard to pronounce, Emma knows the sound therefore she replicates it with a similar one - substitution. This is evident in her use of substituting 's' with 'z' at the end of lexis ~~to~~ e.g. "pidz" for pigs which is a ^{common} substitution children make as they find the fricative sound 's' hard to ~~make~~ pronounce. Emma's list of animals also shows that she can label and package nouns quite successfully so she would be on the second stage of Atchison's noun building. Emma realises that horses, donkeys, ponies are all separate animals therefore she does not overextend one label for all similar animals.

Emma's mother uses child directed speech throughout the conversation, she often asks questions about Emma's time at school, this encourages Emma to talk about familiar subjects. Familiar subjects make Emma less likely to stumble or have vocabulary gaps. The mother's instruction "well I think you need..." uses ~~the~~ a indirect suggestion instead of an explicit instruction/demand, this helps Emma feel accomplished as she feels she did not follow a command but thought of the action herself.

Examiner commentary

The response is consistently accurate in referring to a range of language features and makes a variety of connections to relevant concepts with clear links to language use.

This is a sound response which consistently focuses on the data and uses appropriate terminology well. There are consistent links drawn to concepts. At times, precision is lacking in describing the language and this limits the level of depth that is possible in the analysis.

Script 5: Question 2

SECTION B – Language in the media

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

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

Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.

[24]

Marks 16/24: AO2:8 marks; AO3: 8 marks (Level 4)

2	<p>The purpose of text B is to inform readers of the most influential people in the world but also secondarily secondary to this, convince people to continue reading articles from Independent newspaper online. The audience is very broadly educated adults/young people and the format is an online article compiled by Business Insider showcasing the Power list of 2015.</p> <p>As expected from an online news website, there are multiple aspects of multi-modality used in the text. The hyperlinks above the photo of World Leaders allows readers to share the article online across all major social networking platforms. This increases traffic to the website as more people are likely to see it, fulfilling the purpose of convincing people to read their articles. The text also uses images such as of Barack Obama and world leaders, the world leaders photo sets up the content of the entire article, illustrating visually that the '50 most influential people' are mostly world leaders. The photo of Barack Obama indicates the leader visually, meaning readers can skim the articles if they want to whilst still knowing the people who won. The article also uses comments as indicated beside the date to allow feedback but mostly opinions and conversation to occur.</p>
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Throughout the article, dates and statistics have been used, mostly in the summary of ranking position but also in explaining how the Business Insider compiled the list. Statistics such as "US has grown its GDP by \$3 trillion..." help explain the ranking, this gives the writers more credibility as it shows actual research and weighing up impact has gone into the list. Temporal adjectives such as 'early 2009' help pinpoint key dates for the reader, this would especially help any students ~~res~~ using the article for research purposes. The sources and methodology of the list uses scientific jargon e.g. 'logarithms' and 'standard scale' which helps portray the newspaper as an informative scientific paper, this would be appealing for the educated adult audience

as they're less likely to read newspapers that make claims with no evidence or gossip.

There are many proper nouns used in the article such as 'Supreme Court', 'ISIS' and 'Keystone XL pipeline'. These proper nouns are used to illustrate the global impact the influential people make, as we can see, most of the nouns are countries, organisations etc. This ensures the Business Insider is really justifying their reasons for the ranking as it illustrates the person's influence to 'affect millions, shake industries, shake nations'. This repetition of the sub-heading really stresses it as the focal point of the article, emphasised in the rankings.

The article also uses superlatives and metaphors extensively such as 'unparalleled', 'most' and 'caretaker of the largest economy', 'nurture it back to health'. These phrases liken the leader to a God-like figure, linking to the amount of power, impact they are ~~meant to have~~ meant to have.

Examiner commentary

The response shows some sound knowledge and understanding through the discussion of relevant language features and makes sound attempts to engage with both context of reception and production.

Knowledge and understanding is sound and this is a clearly structured response. As with question 1, there is a lack of precision in exploring language patterns but exemplification is clear and links to context are consistently made.

Script 5: Question 3

SECTION C – Language change

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 C and D** in your **Resource Booklet** and answer the following question.

By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 18th and 20th centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.

[36]

Marks 27/36: AO1: 10 marks; AO3: 9 marks; AO4: 8 marks (Level 5/4)

3	Text C is a report from a committee informing the hospital of how to use their resources locally whereas text D is an autobiography describing living as a beggar by George Orwell. Its purpose is most likely to educate or change opinions. They differ in audience and time as C is for a hospital but D is for educated readers.
	As expected, the text D has more creating creative creative writing techniques than text C does, this is due to the
	different format and purposes. Text D uses many elevated lexis e.g. 'consorted' and 'excrecence' as the writer is a political thinker therefore he would naturally write formally, this contrasts with the content of the text being about beggars who people expect not to speak well. ^{The} This elevated lexis fulfil the purpose of making the him seem more reputable meaning the book will be more impactful and interesting. Text C uses more archaic lexis, as expected, due to it being written in 1799. Archaic lexis such as 'Convales' and 'profligate' are often capitalised, meaning they are important lexis. This use of archaic lexis may show that, if they are considered elevated at the time, that committees did not use lexis institutions understood.

Text C's structure consists of long compound complex sentences, resulting in the paragraphs being large. This is maybe due to the format being a list, however the sentences are repeated often. Although standardisation ~~has~~ had taken effect by this time, there may still have been confusion on the use of punctuation. Text D makes use of varied punctuation such as dashes, quotation marks, question marks etc but this is most likely due to the fact that it's a literary work so it ~~will~~ needs to be interesting and varied for readers to enjoy it. As the writer is a political thinker, it's likely he knows the power of speech on people's views, this may be an ~~real~~ alternative explanation as to why he uses many direct conversational approaches in his autobiography e.g. 'Why are beggars despised?'

Text C uses ~~many~~ many modal verbs such as 'may be obtained', 'should be adopted', these serve the purpose of instructing the hospital on what should be done to implement using local resources. As the format is a report, these modal verbs are expected because it gives the hospital guidelines without forcing them. This ~~unbiased~~ friendly approach is juxtaposed by George Orwell's autobiographical work which uses grim satire to illustrate that beggars should not be despised as they're just like normal people e.g. 'but, then, many trades are quite useless'. He uses medical jargon to illustrate that being a beggar is like having a job whereas the Committee report uses ~~very general terms to describe~~ the same term ~~to describe~~ 'beggars' it uses very general terms to describe their qualities e.g. idle, dissolute. The shift from getting the hospital to help the poor in their local area to convincing people not to despise them shows the change ⁱⁿ societal ~~is~~ values. The Text D describes people thinking beggars are worthless and parasites whereas text C describes them as people who need resources and care.

Examiner commentary

The response applies a range of linguistic methods in a systematic way and weighs up conceptual factors. There are some comparisons drawn which show appropriate conceptual knowledge.

There is range and depth to the consideration of language patterns in both texts and this is the most precise of the three responses. Context is considered in a tentative way and there is clear weighing up of potential influences of language. Comparison is clear but not focused on change to the extent of a higher level response.

Total: 58 marks

Script 6: Question 1

SECTION A – Child language acquisition

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

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

Using the appropriate terminology to explain your findings, examine the language development stage of the child-participant as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of her utterances.

Use your knowledge of theories and concepts of child language acquisition to support your answer.

[20]

Marks 16/20: AO1: 7 marks; AO2: 9 marks (Level 4/5)

1	<p>Text A Text A, a transcript, features a four year old Emma conversing with her mother as she works herself in making something. Emma is visibly in her post-telegraphic stage, whilst her mother scaffolds ^(Bruner) the conversation using Child directed speech.</p> <p>Throughout the transcript though Emma is in her post-telegraphic stage, her she still struggles with her phonetic utterances as she suffers from incomplete utterances. For "We play in the /da:den/ (garden"; here we see that this (first time in the transcript) that she does not always complete her utterances as she seemingly spells them out. It could be denoted that she is in her pre-operational stage (Piaget) as well as her post-telegraphic stage; though because she struggles to form some of her vowels and consonants, she reverts back to her telegraphic stage. This She also struggles with her diphthongs i.e. the " /d /əu/ (go)", highlighting her need for extra support from</p>
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car-givers (Vygotsky) to be able to reach her ~~zone of proximal develop~~ zone of proximal development.

In addition, as Emma struggles, her mother uses repetition and imitation (B.F. Skinner - learnt in childhood) to ensure that Emma gets the right utterance - Emma: "/dod/boos", Mother: "dog boos". By doing this Emma's mother is supporting

her daughter in her phonetic development! Brown's 'fis' Phenomenon can be suggested, as Emma may believe that she is pronouncing the correct utterance "dog boos" but to her mother it sounds completely different, which is why it was imitated.

Furthermore, the mother once again imitates Emma; now part of the CDs which the mother is conforming to. This "Emma! They're /f un/ - factor: "they're /f un/"; she could be doing this as a way of framing /scaffolding/ the conversation to further support her daughter's phonological development.

At the beginning of the transcript, Emma noticeably misses the "-s" (plural) in "it" ("its"); which is a feature that Brown states is missing in the pre-telegraphic stage; further ~~confirms~~ affirming that Emma continuously reverts back to her telegraphic grammar /stage. Though, she has ~~as~~ complete grammatical sentences /units, at the beginning of the transcript, Emma's grammar portrays a level of construction linking to the errors made in her phonological aspects; as previously stated she misses out the "-s" but

later adds it on to the "that's all" which she repeats at the end of her utterances.

As part of COS, her mother uses shorter grammatical constructions in terms of

1.

^{for scaffolding (Baker)} interrogatives, repetitions (declaratives - Emma's answers), and exaggerated pauses, to help perge Emma's grammatical responses. Multiple theorists have claimed that at this part of COS allows the child to interact and take turns in conversation. In addition, by using COS to affirm Emma's, the mother is also encouraging her grammatical constructions of her telegraphic stage. This may go against Chomsky's innate theory as Emma needs a social context to learn from.

Unlike the telegraphic stage, Emma has acquired the many missing aspects, prepositions, auxiliaries, articles ^{etc} and showing that she has been through the telegraphic stage but has yet to fully acquire the post-telegraphic as she is only four years, 10 months.

Halliday's interactional and heuristic theories can be observed as Emma converses about where she's been today and what she has done to her mother who interrogates her. This sort of interaction ~~is~~ would be cause the essential use of child directed speech from the mother. Features include tag questions, yes/no questions, higher pitch, exaggerated pauses etc. All of these are used to encourage the child's utterances. The mother clearly uses this to acquire a conversation with her daughter, but Emma's utterances still come incomplete based on her phonological struggles, especially at the end when

		She has resorted to substituting the utterance
		with a spelt out version of the consonant level
		cluster.
		In conclusion, Emma's post-telegraphic stage
		is highlighted throughout, but it is also visible
		that she reverts back to her telegraphic stage,
		in which her mother uses CDS to get a richer
		in her utterances.
		..

Examiner commentary

The response covers a range of language features with generally accurate terminology. Conceptually, the response covers a broad range and consistently draws clear links to language use.

Terminology is, at times, a little confused (references to "the 's' plural" for example) and this creates a lack of precision but the response is clearly rooted in the data and there are some attempts at developed analyses. In spite of some conflation of stages near the start, there are a broad range of concepts considered and these are consistently linked to the data throughout the response.

Script 6: Question 2

SECTION B – Language in the media

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

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

Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.

[24]

Marks 17/24: AO2: 9 marks; AO3: 8 marks (Level 5/4)

2	<p>Taken from November 2015 article of the was "50 most influential people in the world" from broadsheet newspaper - 'The Independent', this text this text high requires a lexical field of power, and technology; gender could be linked loosely throughout through the graphological main image where only one female is present.</p> <p>Acquiring a lexical field of "power" and "technology", it portrays how a handful of people are capable to "affect millions, shake industries and change nations". Power is determined through the use of the emphatic "true power" which has been written in italics. The field of power is denoted through the use of lexicon such as "economic power, influence, chief superpower"; by using a lexical field of power, the writers are enabling the 'assumed' shared knowledge to about how the world is ruled to be denoted to their primary audience of The Independent readers and secondary audience of people interested particularly in the business sector.</p>
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Furthermore, a lexical field of technology can be detected through the use of nouns such as "logarithm" and "metrics"; highlighting how technology has helped to shape the world as we know it today.

In addition, exophoric references are made ~~with~~ swiftly through the text especially when they are relating specific facts on Obama. "US has grown its GDP by \$3 billion, to \$17.4 billion" by doing this the writer is not only informing the primary audience but is also using an exophoric reference to give the text some validity, making it more likely to be accepted by the reader. A lexical field of exophoric figures; "\$560 Billion", "2 million active and reserve forces"; need a pragmatical understanding from their intended demographic, but since this is a specialised piece, it was most likely that a shared knowledge from producer to receiver may have been assumed.

Inclusive second person pronouns: "we" is used extensively throughout to refer to the writers themselves; it gives off a phonetic atmosphere; as if it is ~~spoken~~ being spoken about how they carried out their research using "economic power, command, newsworthiness, and impact". Newsworthiness can be linked to Chomsky and Herman's Propaganda theory; in which he ~~has~~ ^{media} choose what is and what is not newsworthy; because he writes have chosen specific information to report in this particular piece. It also links to Fairclough's synthetic personification theory as it acts as a direct ^{address}.

Furthermore, influential and instrumental and political power is emitted through the text informing the reader about the authoritative figures who have a "potent combination of money and influence that enables them to shape the world." A representation of authority and power is evoked throughout as the name "Obama, leader of the world's chief superpower" as he ~~causes~~ is the "rare fuser of the largest economy". Influential power is also represented as the writer try to give of the ideology of Obama acquiring "superpower", allowing him to be the ~~number~~ top powerful person in the world; a pragmatic understanding of who Obama is, is needed so that the reader can be informed, of who he is and what he has done, for example "killing off of the controversial Keystone XL pipeline."

A range of syntactical elements are used throughout, for example, the piece starts off with a simple declarative: "It isn't just wealth," which begins to introduce the pragmatic context of the ~~article~~ article. The piece further goes on to add compound and complex sentences - mainly declaratives - as this is an ~~inform~~ informative piece of writing. By doing this, the writer ~~are~~ are giving off a sufficient quantity and quality (crisis) of information. ~~There is also a hint of synthetic personalisation (as stated before) as well as colloquialism, differing from its formal register.~~ There is also a hint of synthetic personalisation (as stated before) as well as colloquialism, differing from its formal register. "He flexed his power again": a ~~non~~ colloquial

grammatical form, it continues to engage the reader as it changes the ~~voice~~ formal voice to a more persuasive voice to a more active voice.

Gender could also be loosely brought in, ~~as~~ regarding the ~~female~~ female in the image. This could suggest the bias ideology that the world is a "man's world" and is taken from a ~~male~~ ^{male} perspective. It could also link to the theory that men dominate and see status (Tannen); attributing to why they are better leaders; though there is no mention of gender related ideologies in the text, as it is a gender neutral piece ~~with~~ as it regards to the world leaders as "powerful people." But, linked to a wider context, it is visible that men own the majority of the world as they stereotypically are the "stronger sex". Using a gender neutral voice works well to informing the expectantly mixed sex readership.

/// In conclusion, the media use language in various different ways, as dependent on what they are reporting. As this is an ~~info~~ informative piece, a range of lexical features and grammatical/syntactical features are used ranging from declaratives to figures, to inform the primary audience of the "50 most influential people".

Examiner commentary

The response identifies patterns and draws consistent links to concepts, which suggests good knowledge. There are clear and relevant points made on contextual factors.

There is clear engagement throughout the response with the patterns of language use and the response is reasonably well-structured in drawing links between language patterns and concepts and contexts. Accuracy is sometimes lacking from parts of the response and links to contexts can lack depth at times.

Script 6: Question 3

SECTION C – Language change

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 C** and **D** in your **Resource Booklet** and answer the following question.

By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 18th and 20th centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.

[36]

Marks 21/36: AO1: 8 marks; AO3: 6 marks; AO4: 7 marks (Level 4/3/4)

3	<p>As As an 18th century extract from a 1799 committee's report, by Text C acquires many non-standard lexical, grammatical and syntactical variations compared to Text D; an 18 1933, 20th century autobiographical piece by political writer George Orwell.</p> <p>Capitalisation, established in the 16th century by John Hart, is particularly visible in text C; though it was around the time at which grammarians stated that "capitalising everything from proper nouns to common nouns shows a sign of discipline." Bigger Common nouns like "Health" are capitalised in some areas of the text but not in others, which helps to connote that as it was the late 18th century the standardisation of the English lexicon was coming into order. Though proper nouns like the common nouns "Hospital" alongside other aspects of language are still capitalised today, but mainly when the word is</p>
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based at the beginning of the sentences as well as when it is naming something. In addition, the capitalisation of ~~lexis~~ ^{adjectives} like "Vicious" ^{and} ~~nouns~~ ^{such as} "Beggars", ~~highlights~~ ^{seeks to} highlight the importance of the lexis; this would have been fairly common for its specified audience of the Bridgewell Hospital committee report to the Bridgewell Hospital; which ~~was~~ would

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have ranged from well-educated to highly educated people.

~~For~~ In comparison, text D lacks the extensive capitalisation featured in its counterpart of text C; which unlike it, only capitalises the lexis at the beginning of its sentences. This shows the progress made in the standardisation of the English language as we know it; it started with the Printing Press in the 1400s but due to older beliefs, capitalisation became the norm before it changed again. Comparing C and D, the proper noun "Beggars" is no longer capitalised, denoting the change since John Hart's publication prompted ~~expectations~~ capitalisation. Like continental books extended the concept of capitalisation in the Prescriptivism era, the publication of further grammatical research such as Samuel Johnson's Dictionary enabled the change in prescriptivism which contributed to the stoppage of capitalisation; now taught in schools as only apply to the lexis at the beginning of the sentence and proper nouns.

In terms of ~~syntax~~ ^{syntax and} grammar, all indented paragraphs begin with the same ~~at~~ simple phrase "your committee is of opinion"; highlighting the lack

of grammatical structure in the 18th Century. This could be suggested as a way of starting a new paragraph, as well as acting as a discourse marker, which in text

3

doesn't appear. As language was only then becoming ~~the~~ standard-structured - the lack of syntactical elements was common; text C, only acquires complex sentences with longer grammatical elements. After reviewing many older texts especially the 17th century texts, the syntax was mainly determined by commas and semi-colons; also links to the context that it is a list.

There is a clear difference into the structure of text C ~~and D~~ "becoming Profligate and Vicious for want of Character or Occupation"; and text D; "It is worth saying something about social position of beggars... curious attitude that society takes towards them". Text D does not acquire semi-colons and commas as much as Text C does; it is illuminating the fact that it is still highly used in present-day English, but not to the extent of the high frequency usage in C. This standardisation process has made texts much easier to follow and more coherent for the well-educated ~~and~~ readers of ~~early~~ text D's early ~~modern~~ present-day English readers.

In addition, compared to text C, D has ~~more~~ a range of simple, complex and compound sentences allowing the information to be acquired in more style.

Many of the texts in text C is spelt and defined the same today as it was then. Though there are a few spelling errors "forward" which has adapted to

"forward" and "in-crease" which is standardised as "increase". Further on in the text, the reader sees a clear difference between "in-crease" and "increased"; highlighting the differed spellings in the 18th Century, also highlighted in ~~lett~~ S. Johnson's 1755 Dictionary; written in seven years. Having multiple spellings was no norm of the early modern English.

In comparison, text D only acquires simplistic spellings of words which has been widely accepted and kept is ~~now~~ to date 21st Century English.

^{conclusion}
In ~~addition~~, text both texts use lexical tactics for syntactic parallelism. ~~by text~~ Text C - "disgrace and deimend" (alliteration), Text D - "useful or useless, productive or parasitic". Whereas D uses ~~it~~ ^{the} ~~same~~ ^{the} C uses this structure multiple times throughout the text to ~~more~~ ^{enable} the lexical fields of "Beggars" "Poor" and social inequality" to be filtered through to the respective readers. It could be said that text D's lexical field and overall text has taken on a more positive aspect (amelioration) concerning the changed in society's views and attitudes to beggars, whereas text C, portrays a more negative meaning (pejoration). Many lexia

3 have crumbled along the same meanings throughout the process of standardisation with some being ~~broad~~ broadened, for example from text C, "Man" before it used to mean a singular "man" but through standardisation, the meaning can now be extended to mean "mankind" (all humans). It does link to the many aspects of language being sexist against women.

Examiner commentary

The response applies some appropriate methods and makes a number of valid supported points. There are a few attempts to explore contextual factors and comparisons are drawn between the texts.

The response makes consistent comparisons across the two texts and attempts to match language features clearly. Both the discussion of concepts and of relevant contexts are lacking in the depth required of higher level responses but there is still a great deal that is of worth in this response.

Total: 54 marks

Script 7: Question 1

SECTION A – Child language acquisition

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

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

Using the appropriate terminology to explain your findings, examine the language development stage of the child-participant as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of her utterances.

Use your knowledge of theories and concepts of child language acquisition to support your answer.

[20]

Marks 10/20: AO1: 6 marks; AO2: 4 marks (Level 3/2)

1	Text A is a transcript of a conversation between a mother and her child, who is four and ten months. The conversation is mostly based around what Emma is making, but they also converse about other topics from ^{fishy} .
	Grammatically, it is apparent that Emma uses an abundance of minor sentences. This is ^{may} be because she struggles with longer sentences but it is predominately due to her answering closed questions by her mother. "Do you like dogs" says the mother. Emma responds "yes". The mother is using interrogatives in order to increase Emma's understanding and vocabulary. Clark Stewart found that those whose ^{whose} parents are more interactive and speak more to their children then have children with a vast amount of vocabulary compared to parents who don't converse as often with ^{with} their children. Furthermore, Emma uses declaratives "no(;) it not sticking on". She does this in order to inform her mother

at that she is struggling to make out what she's making. The mother is then showing support by detailing what Emma needs to do in order to make it.

Phonologically, you can see that Emma is in the telegraphic stage. This is because she is able to pronounce the majority of her words

, but ~~sometimes~~ there are times when she cannot articulate the more difficult sounds. Emma can articulate plosives, such as "ponies", but when Emma attempts harder sounds, such as "warthogs" she does not yet have the skill to use dental, as the "war" part requires her to use the roof of her mouth and her tongue against her teeth. As it is apparent that she cannot use palatal sounds, I would place her into the post-telegraphic stage, because there is an abundance of ~~grammar~~ errors that she does.

Semantically, when her mother states that Emma says that "they're /f un/ [fun]" her mother repeats Emma's error by saying "they're far" "they're /f un/ [fun]". Parents give educational support to their children in order to help scaffold their child to be able to ~~ever~~ pronounce harder words. ~~But~~ Moreover, the mother has chosen to ignore Emma's mistake, but Piaget found with the fis phenomenon that children sometimes cannot articulate the sound, but understand ~~the~~ how it should be pronounced. However, this transcript contradicts that as when the mother repeats the error, Emma says "yeah" and

		believes that is how it should be pronounced.
		Furthermore, the mother is in Motherese is
		being used in abundance in their
		conversations. This is because the mother is
		directing the conversation and is correcting and
		helping Emma, as much as possible in order
		to improve Emma's grammar.

Examiner commentary

The response makes generally accurate reference to language features with some appropriate terminology. Some links are drawn to concepts with some accuracy at times.

This response engages with some of the salient features of the data and shows some accurate knowledge but doesn't take a consistently analytical approach. It states that declaratives are used to inform, which is rather simplistic, and discussion of phonology conflates sound production with grammatical stages. There are some links drawn to theory at times but this lacks both the breadth and depth of a stronger response.

Total: 54 marks

Script 7: Question 2

SECTION B – Language in the media

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

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

Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.

[24]

Marks 15/24: AO2: 8 marks; AO3: 7 marks (Level 4)

2	<p>Text B is an extract of The Independent newspaper, which is a detailed list of the world's most influential people at the time it was written (November 2015). The purpose of this descriptive producer is descriptive with Stanger, Martin and Loudonback, who are wrote it and are from the Business Insider have the purpose to show to the receiver, who are most likely regular readers of The Independent now who is most influential. This is a very prescriptive view. However, their statements are back with facts and jargon, that gives them influential power over their audience. Regular readers of The Independent are fairly knowledgeable, but not all of them will be aware of the language and specialist terms, such as 'logarithms'. Therefore, by adding jargon along with facts and statistical statistics more those who read it would will believe that the producers' view is the right one, as they have backed their points with facts.</p> <p>The graphology within the text B is very professional looking, with a clear regimented</p>
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discourse structure, ~~that they~~ which is broken up by pictures of who they are talking about. In order to show to the receiver who the person is on detailed paragraphs are below the picture. This goes with the 50-second summary stating

a few brief facts about the influential figure (Title, country and age). By adding a picture and some key facts about the person it then shows the receiver ^{key} ~~summary~~ information at a glance. This is because as it is in a newspaper the goal of a newspaper is to entertain and inform. Therefore, the extract must be entertaining to read, so by having some pictures it then breaks up the large amounts of text into looking like more manageable parts for the receiver to read. This is because the audience may be preoccupied with other ~~the~~ ^{other} things. ~~consider~~ ^{consider} reading the newspaper. Therefore, by having it in segments ~~the~~ clear segments it is easier for readers to come back to, and not lose their place.

Within text B there is low frequency lexicon ^{'political clout'} ~~'political clout'~~ ^{'congregate'} ~~'congregate'~~. This is to show the newspaper as high class and due to the topic being very controversial they have insured that ~~they~~ ^{the} receiver believe that the producer is intelligent and is highly educated on the topic. In contrast, as ~~the~~ ^{the} one of the purposes of text B is to entertain there are also some colloquialisms 'A political clout' and 'Newsworthiness'. This is done in order to act as a catalyst to spark an interest in the extract by the reader so that they ~~or~~ ^{or} continue to ~~what~~ ^{what} read on.

Within the text there is an abundance of proper nouns. This is because the producer is being very very factual and therefore uses names and places as a way to show clearly what they are discussing.

Text In the attempt the once and again illustrate professionalism the producer uses a lot of complex sentences. With the 19th paragraph being just one sentence this is so that the ending of the Barack Obama segment was memorable and neatly summed up. Furthermore, 'true power' is in italics in order to make it stand out. The abstract noun 'power' is used to show how justifying to the receiver what makes someone powerful and then states what the influential people do in order to be powerful.

Text B has a semantic field of power and this is because The Independent Newspaper is attempting to show those with influence as massively important, 'responsibility' and 'influential'. By saying this about Obama it shows that he is vital to us and even affects us. Therefore, he is number 1 or being the most influential, which then justifies their decision for placing him there.

Examiner commentary

There is a sound level of knowledge and understanding of relevant concepts and issues and the candidate uses their knowledge and understanding of concepts to comment on some language features in the text. There is a sound attempt to respond to a range of contextual factors and language features.

The response identifies some patterns but doesn't consistently explore them. Terminology is sound when discussing examples but links to concepts are often descriptive rather than analytical. There is decent engagement with context of reception in places but the discussion of context needs to be more clearly rooted in the language of the text.

Script 7: Question 3

SECTION C – Language change

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 C** and **D** in your **Resource Booklet** and answer the following question.

By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 18th and 20th centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.

[36]

Marks 23/36: AO1: 8 marks; AO3: 8 marks; AO4: 7 marks (Level 4)

3	<p>Similarly, both text C and D discuss the topic of begging and what the social opinion of it. However, they both do it in different ways, with text B is looking to diminish the number of beggars, whilst text D is looking to embrace it as a profession.</p> <p>Texts In contrast, text C is a committee's report from 1799, on Bridewell Hospital, whilst text D is an extra from the autobiography of George Orwell, published in 1933.</p> <p>Both texts as summaries differ in their mode, but use similar techniques in order to accommodate and fulfill their purposes. As Text C has an a purpose solely purpose to inform, this is because it is ent a report. Therefore, low frequency words is used in order to highlight to the receiver, who are most likely committee members or Bridewell Hospital employees that the suggestions made in order to reduce the number of beggars are justified and plausible to work ^{to} diminish the number of Beggars and of idle and dissolute persons^{us}. The ^{all} carinate terms 'dissolute' and 'diminish' are used in order.</p>
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to show the receiver that the producer is educated and of high class, which was of paramount ~~importance~~ importance in 1799, your social class and prestige was vital to be able to voice your opinions and be taken seriously by others. ~~Summary~~ Summary Text (D) also uses low frequency lexis 'proprietor, amiable'. This is to also seem more professional, as he

was once a beggar and must seem respectable and intelligent to those who read his autobiography, so that they then change their view on what beggars are perceived as. The purpose of ~~Text D~~ Text D is to inform the receiver so that they have enough knowledge and are educated on the topic of beggars so that they can make their own decision on beggars. Even though both texts use low frequency lexis and ~~long~~ long terms ~~in order~~ in order that the reasoning behind why they need respect of their audiences differ.

As ~~Text C~~ Text C is a lot older than text D there are archaic lexis and some pre-standardisation. This is because different ~~regions~~ regions spoke and wrote words, depending on their different ~~societies~~ societies and accents. However, since then the dictionary was the main reason behind the standardisation of English. The producer wrote 'in-crease', but then later on wrote ~~increase~~ increase. This shows that there is not yet standardisation and that the producer of text C is accommodating the spelling, for the multiple different people that are going to read his report. This is because now so those in the hospital are likely to have different spellings, as ~~now~~ now staff are relatively more diverse in the workplace. In contrast, text D is now standardised and has

In contrast, text D is a professional, easy reading discourse structure. Whilst, text C has bunched long paragraphs, that paragraphs within text D

are neatly generated well and are easy to read. On top of the difference in the time they were written to mean reveals behind the difference is that text D is a bio autobiography and is a representation of a previous beggar Orwell. Therefore, he has a clear discourse structure in order to illustrate that his opinion and view clearly. However, text C is a committee report, so was made by multiple people, meaning that one person doesn't have to prove that beggars are equal, as they have never been beggars, most likely.

The producer of text C uses proper nouns, whilst text D does not. This is because the purpose of text C is to create a detailed report on how Bridgwell hospital can improve should use its resources locally. Therefore, proper nouns have been used to highlight the places that help is needed the most. By highlighting the places it then shows the receiver where they need to go to help the beggars. This is important, as the receiver are most likely going to be Bridgwell Hospital employees that will aim to help the beggars in the local area.

In contrast, text D uses jargon and specialist terms over proper nouns. 'Chronic bronchitis' and 'varicose veins'. This is to illustrate the effects of

steering rough and having to be a beggar. This then makes the reviewer believe the producer is so it was the producer's personal experiences. By highlighting the problems people get it shows that anyone can get sick and these ~~are~~ issues, by ~~steering~~ by standing in all weather. This then gets the reviewer to place themselves in the position of a beggar.

Text D has emotive language 'a beggar's livelihood and that of numbers, respectable people'. This along with ~~with~~ the rhetorical interrogative 'Why are beggars despised?' ~~or~~ has a purpose to ~~all~~ create synthetic personalisation with the reader, by getting them to ^{have} sympathise with beggars. This is so that those who read it the autobiography might then help beggars in the future. If they see them. However, text ~~of~~ C as the same goal, but using empty adjectives 'kindness' and 'affection' in order to show that the committee are passionate to help those who are beggars, so that the hospital choose to take swift action.

Examiner commentary

The response makes systematic and accurate reference to a range of language features and there are valid points made in linking language with context. There is some evidence of weighing up the influence of context and comparisons between particular language features show some conceptual understanding.

This response is clearly structured around comparing the two texts and there is some clear understanding in spite of some dubious points about mode near the start. Concepts are, at times, considered but need to be fully integrated into the analysis to improve the response's AO4 mark.

Total: 48 marks

Script 8: Question 1

SECTION A – Child language acquisition

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

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

Using the appropriate terminology to explain your findings, examine the language development stage of the child-participant as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of her utterances.

Use your knowledge of theories and concepts of child language acquisition to support your answer.

[20]

Marks 13/20: AO1: 6 marks; AO2: 7 marks (Level 3/4)

1	<p>Text A is a transcribed passage of conversation between a mother and her daughter Emma, who is aged 14 and 10 months. Conventionally one would initially expect the child to be in the telegraphic stage of language acquisition as Emma is in education.</p> <p>Emma uses a Simplifier at the start of the passage when she says "it not shaking on". This deletion of the 's' sound is unusual not uncommon in the telegraphic stage, however it is likely Emma is physically preoccupied with keeping her hands using her hands to make something and so subconsciously ignores this extra sound. The 'no' before suggests slight frustration which would contribute to this. Once directed by her mother Emma simplifies 'done'. A response her mother promptly provides her.</p> <p>It is evident that Emma often seeks praise and reassurance from her mother. Using "that's all of it" several times after making a question, showing to her mother that she is speaking the truth and should be rewarded by doing so. Although using "it" at the end of this phrase ^{referred} is relevant. Sometimes, her mother corrects her when she ^{refers} to her friends as "it" as opposed to "them". This suggests Emma has not yet grasped how personal pronouns relate to meaning.</p>
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Emma does show a lack of understanding of bases in spoken language.
As when describing her ~~a~~ advised completion in the day she says

Emma seems to struggle with the letter 'g', often using 'd' instead and reproducing it with 'o', for example "dod", "proz" and "da:den". This is typically due to the letter G requiring a different posture of the mouth and so can often trip children up. Being more of a fricative sound this may also contribute to her difficulty.

Emma uses "yeah" frequently, as opposed to the more formal "yes".
~~Support~~ This could be picked up from interacting with older children
 and repeating their language, supporting ^{strong interactionist} ~~strong~~ behaviourist theory.
 The prosodic 'E' also is difficult for Emma as she requires a single
 breath after using it to complete her utterance "for". This delay
 shows she is ^{hesitant} ~~hesitant~~ and formulating a response in her head when
 speaking.

Finally it is clear that Emma has no ^{used} ~~phonological~~ overextensions
as she correctly differentiates horses from pigs and pigs from chickens
~~although~~ even however she was a good her favourite animals and
and it would be unlikely that she did not distinguish horses and pigs
even though variations are used. This differentiation would have been
a result of her teaching at school (Skinner)

Examiner commentary

The response makes generally accurate and developed reference to language features from the three levels specified in the question, with appropriate examples. Accurate use of appropriate terminology will enhance the response. The response consistently connects the elements of the participants' language usage with a variety of concepts/ theories.

There are links to relevant theories and these are connected to the data. Terminology is lacking the precision of higher level responses but there is still a clear focus on exploring language.

Script 8: Question 2

SECTION B – Language in the media

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

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

Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.

[24]

Marks 14/24: AO2: 7 marks; AO3: 7 marks (Level 4)

2	<p>Text B is an online article produced by the <i>Independent</i> Newspaper listing the 50 most powerful influential people in the world. It would be aimed at more educated readers, typical of the demographic as the newspaper itself is a more left wing political paper.</p> <p>It is evident that it is an online article due to the options to share the article on various social media websites including Facebook and Twitter. There are also hyperlinks used to redirect readers to an external page to gain a further understanding of the article before returning to finish it.</p> <p>Bold font is used to stand out and emphasise power, ^{a feature} something used throughout the article. Online articles have ratings like how many shares as administrators can view how many times the page has been visited and shared. Therefore an rating title is used to draw the attention of the reader to the article. This is further backed up with the subline giving a small snippet of what is to come, emphasising to the reader that the people on this list have almost superhuman power and influence.</p> <p>The visual aids of images are used by editors so that graphically the page looks interesting and is a leader. Readers will see the</p>
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2	<p>Text B is an online article produced by the Times newspaper listing the 50 most powerful influential people in the world. It would be aimed at more educated readers, typical of the demographic as the newspaper itself is a more sophisticated, posh paper.</p> <p>It is evident that it is an online article due to the option to share the article on various social media websites including Facebook and Twitter. There are also hyperlinks used to redirect readers to an external page to gain a further understanding of the article before returning to finish it.</p> <p>Bold font is used to stand out and emphasise power, ^{a feature} something used throughout the article. Online articles have ratings like how often shared as administrators can view how many times the page has been visited and shared. Therefore an enticing title is used to draw the attention of the reader to the article. This is further backed up with the subtitle giving a small snippet of what is to come, emphasising to the reader that the people on this list have almost superhuman power and influence.</p> <p>The visual aids of images are used by editors so that graphically the piece looks interesting and is a teaser. Readers will see the picture of the world leaders at the G20 Summit and instantly wonder who, out of all the powerful world leaders is the most influential. In the introduction before the list is revealed the newspaper uses hyperbolic phrases such as "Shape the world", "a shape shifter" and "Change nations". Again this tactic is used to further improve the significance of the people on the following list and keeps</p>
2	<p>Using the semantic field of power to reinforce this.</p> <p>Upon revealing Barack Obama to being the most influential person in the world the newspaper must go on to justify this. It does so</p>

by summarising the profile of Barack Obama with facts and statistics.

For example "The US has grown its GDP by \$3 trillion, to \$17.4 trillion. It also uses percentages to back up its reasoning.

If still not entirely convinced by financial measures of power, the newspaper goes on to produce a critical piece of work and a claim in order to heighten the context. Words such as "bloody", "killing off" and "nuclear" indicate to the reader that Barack Obama has immense power in his military.

Whereas the image in the introduction shows the world leaders smiling and waving, to the image next to Barack Obama's profile shows a more serious, professional shot. This allows all the information regarding money and war to link back to the man pictured above.

The layout is linear, as the article is for centred around a list. It would expect readers to follow this pattern the way the paper set out to do so. A QR code is placed present in the article, something that readers can scan if they wish to do so, and be directed to another article on their handheld device. This subtly attempts to advertise and promote younger readers to 'use the scanner and get another view for the newspaper editors,' as views often translate to money.

Examiner commentary

The response shows a sound level of knowledge and understanding and makes some links to language use. There are clear attempts made to discuss contexts.

There is a clear structure to this response and it consistently exemplifies language features but spends too much time on graphological features at the expense of engaging with patterns of language on other levels. The references to context are clear but lacking depth and development.

Script 8: Question 3

SECTION C – Language change

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 C** and **D** in your **Resource Booklet** and answer the following question.

By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 18th and 20th centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.

[36]

Marks 14/36: AO1: 5 marks; AO3: 5 marks; AO4: 4 marks (Level 3/2)

3	<p>Text C is an extract from a Committee report on Bridewell Hospital, outlining ways in which the hospital may better utilise its resources. The text was published in 1799. Whilst the printing press had been established since the mid 1400's, it was not until 1755 that Long's Dictionary was first established, therefore grammar structure was almost non-existent and only those who could afford education were ^{literate} reference. This was written in a time before the Education Act of 1870 was introduced, when only the elite would be able to find the opportunity and resources or knowledge to write.</p> <p>Word order is particularly noticeable in the text, immediately saying "that your Committee". Whilst there were no grammar rules as such at the time this is typical is expected as the few that could write would know of the rules of grammar. Syntax is varied throughout. Some sentences are worthy of becoming their own paragraphs, and are separated only by commas. Only one pair of semi-colons are present in the text, and one are being used when a colon would be typically placed - "To the disgrace and detriment to our community; viz."</p> <p>The word "idle" is a high frequency verb used instead of lazy. Towards of course is a sin in the holy book, and was</p>
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punished by death under Draconian law, then so is used as a way
to describe ~~these~~ ^{as} lazy people ~~the~~ criminals. "Beggars" is
a derogatory term ~~referring~~ referring to the homeless, however in 1799
the class divide was so great, it set apart the homeless from the
rich. The committee that formulated this report would have been
in a high ranking in society and would have institutional power,
therefore it did not need to be concerned with one politically correct

3

terms for less privileged people as they were more seen or
seen by the wealthy. Words including "convergence" and
"convergence" are split in half in text C, being nouned nouns
~~therefore~~ it would have been questionable if the proper spelling, thus
therefore as long as the word was there it did not matter how it was
spelled. Obscure words such as "Utopia" and "dreadful" are proper
and the misspelling of "dreadful" to "dreadful" is unintentional comes
a new word for the time.

Part 8 is an extract from an autobiographical piece written by
extreme author George Orwell. It was published in 1933 and
expresses how life was for him as a seagull. By this time the awareness
of technology and reproductions of the dictionary, along with authors
such as Dickens, Austen and Eyre, language had come a long way
and the structure of the written English was now more profound

In the prologue Orwell writes on behalf of Sweeney, who saw Beggars as vermin. He uses formal ceteris alliteration and word order is very rarely grammatically unsound. Old-fashioned ceteris is present, "Seldom" having evolved to 'rarely' in today's day-world. The repetition of "parasite" is a key influence on the way Beggars were seen in society, adding to the somewhat fixed of dirty scum surrounding how Beggars were seen.

A key variation between first C and first D is that the common see Bejers do not see Reggers as functioning members of society

and only care about reducing the amount of them. However in text C George Orwell presents the ideology that Begging is a profession, whilst unglamorous and frowned upon of a beggar.

3

Portray a significant amount of money earned as would be respected in society. Orwell justifies begging, saying that just using rhetoric to question Society's views on ^{was} begging. What is it? He ~~amplifies~~ simplifies respectable jobs, for example "An accountant works by adding up figures" & this makes the job sound easy, was only other jobs, however he constantly refers to Society discriminating against the poor purely based on the way they go about earning a living.

The texts are comparable in the way that text D outlines exactly how beggars would also have been seen as in the time text C was written; however a professional committee would not publish such explicit material in a time in which the descriptions were not yet coined and as a result may have led to a violent backlash from the street community.

In 1799 the Committee aimed to prevent the beggars from relying on the other for money, whereas Orwell views this as a profession, not a sin. Medical terminology is present in text D, using (at the time) deadly ailments such as Varicose veins and Chronic bronchitis as a way of ^{show} exaggerating how hard beggars worked even when Society sees them not as "working men".

Both texts aim to point to the dehumanisation of beggars. Text C implies that beggars are always resort to stealing or starving when they can't beg, comparing them almost to the very same parasites George Orwell refers to in text C. Parasites feed off of what they can find, and die without sustenance, both texts C and D successfully imply that beggars were

3.		Seen as sub-species in their respective time periods, Orwell
		quotes them as "Afore said": "He then compares them to
		"Cowards, the Criminals and Prostitutes". This is exactly replicated
		again by the use of speaking in 1799, showing that in
		the 100 year gap between the Publications Society would always
		see them as Criminals.

Examiner commentary

There is uneven analysis with some valid points made with some support and unconvincing attempts to explore contextual factors. There are loose connections made between the texts and some concepts are in evidence.

This response is not clearly focused on comparison; instead, it deals with the two texts consecutively before beginning some concurrent analysis later on. Terminology is often vague and analysis lacks in depth as a result. There are some very broad points made about contexts that don't fully engage with the context of the individual texts.

Total: 41 marks



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