

A LEVEL

Exemplar Candidate Work

ENGLISH LANGUAGE

H470

For first teaching in 2015

H470/02 Summer 2018 examination series

Version 1

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Introduction

These exemplar answers have been chosen from the summer 2018 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 <https://www.ocr.org.uk/Images/171195-specification-accredited-a-level-gce-english-language-h470.pdf> 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 2018 Examiners' report or Report to Centres available from Interchange <https://interchange.ocr.org.uk/Home.mvc/Index>

The question paper, mark scheme and any resource booklet(s) will be available on the OCR website from summer 2019. Until then, they are available on OCR Interchange (school exams officers will have a login for this and are able to set up teachers with specific logins – see the following link for further information <http://www.ocr.org.uk/administration/support-and-tools/interchange/managing-user-accounts/>).

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.

For the purposes of this resource, we have used eight candidate scripts, which we have broken down and grouped as responses to individual questions. Please see below the overall marks each of those eight candidates received:

Script 1 (comprising of all Exemplar 1 responses) – 75 marks

Script 2 (comprising of all Exemplar 2 responses) – 70 marks

Script 3 (comprising of all Exemplar 3 responses) – 68 marks

Script 4 (comprising of all Exemplar 4 responses) – 64 marks

Script 5 (comprising of all Exemplar 5 responses) – 58 marks

Script 6 (comprising of all Exemplar 6 responses) – 55 marks

Script 7 (comprising of all Exemplar 7 responses) – 44 marks

Script 8 (comprising of all Exemplar 8 responses) – 27 marks

Question 1

- 1 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 his utterances.

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

[20]

Exemplar 1 Level 5

20 marks

1		<p>In text A Rob is and his grandfather are have interacting, and from his age of 3 years we expect Rob to just be entering the post-telegraphic stage of grammar, as well as being in the pre-operational stage of Piaget's linguistic development stages.</p> <p>Initially, it's clear that Rob has an overall as standard pronunciation for a child of his age, which supports the Piaget and Vygotsky's cognitive approach, as he has developed through each stage of language comprehension. ^{The} Examples of the 'Yooep' shows that he is physically able to produce the open vowel sound repeatedly. It also shows that he is able to semantically link turtles with their sound, demonstrating Halliday's imaginative speech function and the fact that he is in the pre packaging stage of Achison's linguistic development, as he can make links between words. Despite this standard pronunciation, he struggles with the fricative sound of "/f/i/" as well as the ^{lateral} plosive "balloonst" ^{where he uses a diphthong} instead using "/buns/". These difficulties show that</p>
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while he is in the post-telegraphic stage, he still struggles with more difficult

phonemes, like 'tθ'. It is evident that Rob repeatedly ^{uses a consonant cluster reduction} has ~~trouble~~ "with" the word "three" however he is able to produce the 'tθ' sound ~~on~~ at other times with "that" and also "three". This suggests that he struggles with the pronunciation of "three" only ~~when it's~~ ^{at} some of the time. Additionally, Rob used addition when saying "doggie" which shows that he is able to produce the correct sound and also extend it to be affectionate towards the dog.

In terms of grammar, Rob is around the expected level, as the example of "can't" shows that he is in the third stage of Bellugi's stages of negative formation as he is able to contract the "not" onto the verb. Furthermore, he is in the ~~3rd~~ third stage of Bellugi's pronoun development, as he correctly states "I am" which shows that he has ~~es~~ established the difference between the subject and object pronouns to use. He is also very advanced in Brown's stages of morpheme acquisition as he is able to use the contraction "what's" at the beginning of the text. These examples indicate that Rob is quite advanced grammatically, however in some areas he is ~~only~~ using the incorrect conjugation

of verbs, for example "I got it now" and "I hide" where he mixes up past and present tenses. This would suggest that he is still acquiring areas ~~of~~ ^{of} the language, ~~clear~~ ^{clear} through this

of the telegraphic stage, though this is understandable as he is only just entering the post-telegraphic stage. In other examples he is able to use correct conjugations like "the balloons are coming" which shows that he has developed the early stages of Brown's morpheme development and that his inconsistencies are a result of his young age. His inconsistency goes against the ~~social interactionist~~ behaviourist approach because he should theoretically be able to apply standard grammar rules throughout the text, but is unable to.

Semantically, he ~~is~~ has progressed through Aichison's labelling stage fully and is discovering packaging meaning with "snap snap snap" and "mister doggie" and he does not show any signs of Rescorla's overextension categories, which ~~can~~ emphasises his post-telegraphic stage. Furthermore, he is displaying the use of regulatory language "now watch me" and personal

language "I hide all of the balloons" which shows he is engaging with his grandfather and his environment. The correct use of the sequence "one two three four five six" also shows support for the behaviourist theory, as he has learnt from observation perhaps through role models or television how to count. It seems that he actually understands his use of numbers too, which shows that he has used observed and fully

1	understood the language he is using, as he wasn't just repeating his grandfather's utterance. He also seems to understand pragmatic meaning because after he uses Dave's linguistic purpose of protesting "no" he recognises his grandfather's rising intonation (that is not verbal) as to and chooses to leave, suggesting that he understands pragmatics.
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Examiner commentary

This answer was awarded full marks. For AO1, there is assured reference to a wide range of language features and concepts, which is essential for the top level (e.g. fricatives, laterals, diphthongs, consonant clusters, reduction, negatives, contractions, pronoun usage, morphemes, tense usage and sequencing), with well-chosen evidence to support points made. The answer is enhanced by consistently accurate use of terminology and a secure academic register throughout. The three levels (phonology, grammar, meaning) are fully and clearly addressed. There is evidence of focussed analysis, again a requirement for this level. For example, Rob's inconsistency in correctly enunciating the /th/ phoneme (not generally picked up in weaker answers) is convincingly linked to nativism and contextual factors, and the use of sequencing to behaviourism. For AO2, there is an equally assured reference to stages of development (post-telegraphic, pre-operational, 3rd stage of negatives formation) with well-chosen evidence. There are perceptive links to a wide range of concepts/theories suggesting a secure understanding of these (Piaget, Vygotsky, Halliday, Aitchison, Chomsky, Bellugi, Rescoria, Skinner). With a full address of the question, a focussed analysis of language with accurate terminology and clear/convincing links to theory, this answer fulfils all the requirements of the top level. AO1: 10 marks; AO2: 10 marks.

Exemplar 2 Level 5

19 marks

1	Phonologically, Rob's language is fairly typical of someone his age. Whenever Rob attempts to say "three", he ^{substitutes} replaces the dental fricative phoneme "/θ/" with the labiodental fricative "/f/". This shows there are a few occasions, however, where Rob is able to produce this ph, the dental fricative phoneme, however. Grunwell's acquisition sequence also states that whilst most children are able to produce all almost all phonemes by the age of 48 months, an age 3 year old Rob has not yet reached this dental fricative "/θ/" is one of the last to be acquired. Rob's inconsistencies in producing this phoneme are likely a result of the incomplete
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development of his fine motor skills, which would enable his mouth to produce such sounds as the dental fricative.

Furthermore, Rob often uses consonant cluster reduction to enable him to say words he cannot pronounce. For example, when he says ~~snapping~~ he replaces "playing", he substitutes the liquid alveolar phoneme /l/ with the vowel /e/ to make the word easier to pronounce. Another example of this could be Rob's pronunciation of "three" (mentioned). At this stage in development, such as shown with Brown and Berko's "Fiz" phenomenon, Rob is likely able to recognise many phonemes, both

as well as when they are incorrectly pronounced, but is physically unable (due to incomplete development of fine motor skills at this young age) to reproduce them. Since he is under 48 months old, this is expected.

Grammatically, Rob seems to be ~~near~~ approaching the post-telegraphic stage. This stage typically is entered by children of 36 months (like Rob), so this is expected. Rob's grammatical abilities are shown in his ability to use the plural and conjugate the verb "to be" as shown when Rob says "lots of balloons are coming up". Here, Rob correctly uses the inflectional suffix "-s" to form a plural, but includes ~~the~~ the correctly conjugated auxiliary verb "are". Auxiliary verbs are generally one of the last grammatical features to occur in children's speech, so Rob's use of them shows how advanced he is. ~~However,~~ Rob occasionally omits auxiliary verbs, however, suggesting that his fundamental grammatical development is ongoing. For example, Rob says "I gong". This is ~~somehow~~ somewhat irregular, since despite

omitting the auxiliary verb "am", Rob correctly uses the ~~gerundive form of the verb~~ ^{Present} progressive tense of the verb "to go". This suggests that Rob's understanding of the auxiliary verb and when it is needed is incomplete. He makes the same a similar mistake when he says "I hide" rather than "I will hide" or perhaps "I am hiding". This "mistake" is

not technically incorrect, but seems irregular. Despite this confusion over auxiliary verbs, Rob seems to be in the post-telegraphic stage, in which this confusion is somewhat typical anyway.

Semantically, Rob seems advanced. The fact that Rob understands the concept of "hiding", he says "I going to hide some balloons", suggests that he is unlikely to make the predicate overextension, whereby a child labels the absence of something expected as the thing itself. It is likely, since Rob can discuss the concept of hiding, that he ~~can~~ could explain the absence of something, rather than label that absence as the thing itself. This is appropriate of a three year old.

When Rob labels the family dog, he includes the addition of a syllable. He says "doggy". In fact he says "mister doggy". The addition of the title "mister" is somewhat unexpected and suggests that Rob's labelling of the animal ^(as "doggy") is ~~or~~ ^{not} a result of ~~any~~ ^{any} lack of phonological or semantic development, but due to his probable exposure to child directed speech. This child directed speech is displayed by the adults in the text, such as where Rob's grandfather uses the ^{interrogative} ~~question~~ "are you?" as backchanneling to humour Rob. Overall this shows that Rob's receptive vocabulary is beginning to match his productive vocabulary.

Grammatically, Rob is capable of using

		<p>pronouns. Bellugi states that a grammatically capable children recognise when to use subject ("I") and object pronouns ("me") and they use them in favour of nouns. Rob seems able to do this throughout the text. He says "it needs for" (favouring the 3rd person pronoun "it" over a noun) and "you can't see me" and "I caught it" (where caught is an irregular past tense verb - ^{conjugation} this is also advanced).</p> <p>Overall Rob's speech is typical of a three year old. After a little more ^{of motor skills} development and making ^{making} virtuous errors, having learnt the rules that even ^{even} would later be overextended (Brown), Rob's speech will begin to ^{probably} match that of a fluent language user.</p>
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Examiner commentary

This is another top level response, which for AO1 was awarded full marks. As with Exemplar 1, there is confident reference to a wide range of language features, with well-selected examples and a focussed analysis. All three levels specified in the question are addressed. The response is enhanced by consistently accurate use of a wide range of terminology not commonly seen in other responses (e.g. liquid consonants, inflectional suffixes, predicate overextension, receptive and productive vocabulary), demonstrating unusually assured understanding. Evaluation of Rob's language is focussed and convincing, for example his inconsistencies with auxiliaries are fully exemplified and analysed as is the concept of 'hiding' the balloons, which is linked to his stage of development. For AO2, there is an equally assured reference to Rob's stage of development throughout, with well-selected examples to enhance points made. However, links to theory, while secure, are somewhat scattered and lack the perception and breadth required for full marks. AO1: 10 marks; AO2: 9 marks.

Exemplar 3 Level 5/4

17 marks

		<p>Rob is in early stage of post-telegraphic stages. Most of time he uses auxiliary verbs to form correct tenses: 'you are playing, balloons are coming', however sometimes he makes virtuous errors (e.g. line 11), where he uses the 'ing' suffix, but forgets about the auxiliary ('I going'). In line 13, Rob uses the wrong tense (present-tense 'I hide'), however he realizes the error and straight away</p>
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and attempts to correct himself: ~~at~~ he then says 'I am', which suggests he's trying to put his utterance in the correct, present-continuous tense, but doesn't really know how. This correlates with Chomsky's theory that states that a child's brain is equipped with a Language Acquisition Device and contains 'patterns' of the child's mother tongue; Rob made ~~a~~ mistake and knew it straight away.

Throughout the text, Rob uses contractions for 2 times ('you can't see me now'), however, given that he cannot yet operate auxiliaries and tenses fully on his own, we can suggest that he 'picked' the contracted negation from adults. This refers to the Skinner's theory of behaviourism, which suggests that a child mainly learn language through imitating parents. Although Rob's grandfather doesn't seem to be ~~a~~ very supportive in the transcripts, he still uses some features of caretaker's language: for example, he uses prosodics ('higher pitched voice') when he says 'no?' in line 10, and tag questions ('are you').

Rob shows some difficulties in phonologic pronunciation. For example, he struggles with the diphthong 'th' and substitutes it to an easier consonant 'f' ('three' becomes 'fi' ~~the~~). Rob also struggles with consonant cluster, ~~with~~ ~~initials~~ - he is unable to pronounce 'r' following the diphthong

'th' in 'three', however he ~~pa~~ doesn't show any difficulties in pronouncing 'r' in 'cards' or 'ready'. Another difficulty Rob experiences is a consonant 'l'. For example, Rob uses consonant deletion when he attempts to say 'playing' or 'balloon', resulting the words sound like 'pein' and 'bu:n'. The reason for this is likely to be that 'front' sounds develop quicker than 'glotal' sounds, therefore Rob finds it easier to pronounce 'b, p and t'. In line 1, Rob uses Halliday's imaginative function when he ~~uses~~ pretends to be a turtle. This is also a sign of network building, as it shows that Rob makes connections between the animal and the sound it produces when he tries to mimic it ('snap snap snap').

Rob also uses Halliday's heuristic function by asking 'what's that?'. The question is widely used by younger children when they seek to get correct names for ~~things~~ surrounding objects, i.e. they explore the world.

Examiner commentary

This response displays a confident application of methods, however lacks the range of appropriate terminology covered in Exemplars 1 and 2 and the focussed analysis of these answers. The three levels specified in the question are covered, however there is a greater focus on phonology than on grammar and meaning. For example, Rob's use of labelling, numbering and determiners is not commented on. There is some relevant commentary on the grandfather's intervention, however this is not clearly linked to Rob's language development. Whilst reference to stages of development are fairly limited in comparison to Exemplar 1, they are accurate, and there are consistent valid connections made to a number of theories and concepts (again, however, lacking the range of Exemplar 1) which propel the answer into the Level 5 category. This is a strong answer which displays sound knowledge and understanding but lacks the impressive assuredness and depth of analysis displayed in the previous Exemplars. AO1: 9 marks; AO2: 8 marks.

Exemplar 4 Level 5

19 marks

1		<p>Rob struggles with the pronunciation of certain consonants, such as the velar consonant 'n' in 'snap', which he ^{deletes the 'n' from and} pronounces 'sæp', and the consonant cluster 'ng', which is deleted from the verb present participle 'playing'. It is pronounced 'petɪŋ' instead. Rob's grandfather attempts to correct him by responding with the verb ^{played} 'playing', which links to Skinner's theory that children learn language depending on how much they are rewarded or corrected for their language. It's a ^{as contextually,} failed attempt, as Rob is focused on the game. [*] This struggle to pronounce these consonants could indicate that Rob is in the telegraphic stage, but as he is 3 years old he is likely is just reaching post-telegraphic stage.</p>
		<p>Rob frequently makes grammatical ellipses of the auxiliary verb, for example 'I going to', which ellipses the auxiliary 'am', and 'we all going', which ellipses the auxiliary 'are'. This ellipsis of the verb to be the auxiliary conjugated from 'to be' is not always ellipsed, however, as Rob says 'lots of balloons are coming up'. This shows he is capable of using an auxiliary verb. Contextually, Rob is 3 years old and so it is likely that he is in the post-telegraphic stage. Further grammatical evidence in Rob's language which proves this, is that he is able to correctly construct a negative, for example 'you can't see me now'. According to theorist Ursula Bellugi, this indicates that Rob is in stage 3 of forming a negative, thus proves he is in the post-telegraphic stage.</p>
		<p>Rob frequently repeats nouns, such as 'mister doggie mister doggie mister doggie' and 'balloons'. As the dog is a family pet and contextually Rob noticed the dog, he is labelling it as a function from John Dore. This could suggest he is only in the ^{post-}telegraphic stage as he spots the dog and makes the connection, as part of theorist Aitchison's network building, that that's his dog as he adds the</p>

		<p>*** suffix gie "gie" to indicate affection affectation. This pragmatically implies he cares for the dog and links to Piaget's theory of how language development is supported by cognitive development, as Rob has clearly understood that's his "doggie". The noun "balloon" is repeated because the game contextually involves balloons and it is a concrete noun, as he's labelling the balloons in the room. The repetition implies excitement at the game, perhaps because he is happy to see his grand father, who he might not see often.</p> <p>To conclude, Rob is in the post-telegraphic stage, due to his ability to form complex se grammatical structures and also the context of his age being 3, which is the age most children enter this stage.</p> <p>★ Another contextual factor for why Rob gives a dispreffered ^{preferred} response is because he is not a parent, and so naturally spends less time and is less familiar with Rob. Rob might respond better to a parent who uses child-directed speech, as the grand father appears to not converge his speech to Rob's, going against Vygotsky's theory of scaffolding.</p>
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Examiner commentary

This is a strong response which makes assured reference to a wide range of language features, using appropriate examples and a focussed analysis. Consistently accurate terminology is used. Therefore, full marks were awarded for AO1. Commentary on the grandfather's intervention is clearly linked to theory in relation to Rob's language development and is therefore credited. There is an acknowledgement of Rob's inconsistently accurate use of the auxiliary verb, not always picked up in weaker answers, and this is linked to his stage of development. The three levels specified in the question are addressed equally. Less assured answers will often be unbalanced in favour of one level. For AO2, there is assured and sustained reference to stages of development with well-selected examples. These are at times linked well to theory and/or concepts, suggesting a secure understanding of these, however links are not sufficiently discerning as to warrant full marks. It is again noteworthy that the conclusion, being simply a summary of previous commentary, is not credited. AO1: 10 marks; AO2: 9 marks.

Exemplar 5 Level 4

15 marks

1	<p>In the transcript, Rob demonstrates he is in the post-telegraphic stage = demonstrates He demonstrates this through his use of function words,</p>
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such as pronouns (e.g. "you" and "it") and auxiliary verbs (e.g. "are" and "am"). ~~However~~ He also demonstrates he is comfortable with negatives, fitting into stage 3 of Bellugi's negatives by placing them within the ~~sentences~~ auxiliary verb (e.g. "you can't see me now"). However, there are places where Rob makes virtuous errors and has traits of being in the telegraphic stage. For example, he misses the auxiliary verb "to have" when

~~he~~ he says "I got it now." ~~Then~~ This is typical of the telegraphic stage because the auxiliary verb is an example of a function word which is often missing at this stage. ~~However, he also appears to have~~ ~~some~~ ~~virtuous errors~~ He also makes a virtuous error with tense when he says "here we all going." However, this could link with Chomsky's idea of innateness and LAD since Rob still recognises that the verb goes at the end of the sentence in this context. ~~The fact~~ It also means that semantically, he ^{can} be understood.

In terms of phonology, Rob appears to make more virtuous errors with ^{some} consonant cluster reductions. Examples include "scep" ^(snap), "peɪŋ" ^(playing) and "fi:" ^(three). This could be because the manner of articulation is difficult for Rob, as these (extreme)

do not follow the consonant-vowel pattern that children are typically used to. Additionally, Grunwell's phonological acquisition could be applied as the lexeme "three"

contains the "θ" phoneme, which he states is not acquired until 4 years being a more difficult fricative (Rob is 3).

In terms of the grandfather, there are examples of when he uses CDS. He uses the interrogative "do you want me to help you find them" and the imperative "come over here Rob." However, there could be evidence of Skinner's imitation because Rob later uses an imperative of "come on then." ~~Rob~~ This could also link to Halliday's regulatory function of language as Rob demonstrates he can recognise that language can be used to get what you want and command others of what to do.

Rob also demonstrates examples of Halliday's heuristic function, with declaratives ~~with~~ in the present tense such as "yes I got it now" and "I hide all of the /burns (balloons)". This links to ~~the~~ Halliday's idea that children often have a running commentary which helps to accompany their play.

Examiner commentary

This is a good example of a solid Level 4 response. For AO1, there is consistently accurate reference to a range of language features from the three levels specified in the question (pronouns, auxiliaries, tense formation, fricatives, consonant clusters, interrogatives, imperatives, declaratives). These are reasonably well-evidenced, showing a good, if not always entirely secure, understanding. There is less focus on meaning than on the other two levels, for example, Rob's use of labelling and sequencing is not mentioned. Terminology is, in the main, accurate, barring some scattered errors (pronouns are inaccurately termed as function words, for example, and 'to have' as an auxiliary rather than an infinitive). Evidence is at times insubstantial, for example, Rob's declarative 'Yes I got it now' is described as being in the present tense, its grammatical inaccuracy going unacknowledged or unexplained. There is some developed analysis, however this is again not consistent. For example, the assertion made in relation to Rob's use of consonant cluster reduction and a consonant-vowel pattern is not fully explained. That said, there is, in the main, a sound evaluation of language throughout. References to stages of development are present in the piece and generally accurate. There are some relevant connections to theory in relation to development, for example, Rob being in the 3rd stage of Bellugi's negatives is well-evidenced, as is the connection to Grunwell. Elsewhere in the answer, however, references to theory are less secure and more generalised. For example, the connection made to Skinner is unconvincing, as is the link to Chomsky which is not fully explored. All in all, a mostly good understanding and knowledge is displayed, however not consistently so. For this reason, the answer remains securely in the Level 4 category. AO1: 8 marks; AO2: 7 marks.

Exemplar 6 Level 3

11 marks

1	<p>Rob is three years old and he is in supposedly in the telegraphic stage. In this stage we can expect longer utterances with a few grammatical errors.</p> <p>Although the stages of development are not supposed to be used for an indication of age, Rob adheres to this stage. This is evident in the use of the utterance "I going to hide some [balloons] now". Rob displays some grammatical errors as he misses out the auxiliary verb "to be".</p> <p>Brown and Frazer identified the verb to be as the most complex or verb for children to use. Evidently, Rob is ^{supposedly} unable to use it.</p> <p>However, Rob is able to use the auxiliary verb as demonstrated by the ^{declarative} utterance "You can't see me now". Not only can Rob identify the auxiliary verb 'to be' but he can use a negative with it. Bellugi stated that children ^{develop} use negatives in three stages, first at the start (no see me) then in the middle (you no see me) and then with the auxiliary verb. Rob can clearly demonstrate the last stage showing</p>
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he is 'quite developed and has an understanding for syntax. The reasoning by his previous error ~~is~~ might be due to the fact that the utterance "I am going" contains

the -ing inflection and ~~connotes~~ ^{shows} the future tense. Perhaps, Rob is unable to ~~an~~ identify that the verb -to be is applicable to ~~present~~ ^{future} tense verbs and therefore only uses it with the present tense.

Phonological errors are also present in the transcript. For example, deletion of the consonant cluster in [playing] is present as 'pl' is ~~that~~ removed. ^{and removes the 'l'} This may be due to ~~Rob~~ the fact that the 'pl' is produced by the alveolar and requires a more distinct pronunciation. The deletion of the consonant 'y' also occurs which is produced by the velar meaning it requires breath control. Therefore, Rob leaves out these consonants as they are difficult to pronounce for someone young. There is also use of onomatopoeia with the verb 'snap'. This involves the deletion of the consonant 'n'. * This, again, may be due to the placement of the sound of 'n' on the alveolar which requires you to use your tongue against your teeth, which may be interpreted as quite complex for a child. Rob may be using this onomatopoeia to identify a turtle. By adhering to vygotsky's theory,

Rob supposedly has learnt this from teachers at school through scaffolding. Therefore he is able to identify a turtle by its sound.

		<p>Regarding Halliday's functions, Rob is able ^{He is at the representational stage} able to convey facts and information as evident by "it needs four people." This shows Rob is quite developed as he can use his language to convey meaning. As he is three years old, Rob is easily distracted as evident by his quick change of attention "mister doggie, mister doggie". His use of high frequency lexis shows that his vocabulary is quite simple. He might have picked this up from his caretaker evidenced by the formality as children would not be this formal.</p> <p>The interaction between Rob and his grandfather is quite cooperative. His grandfather uses child directed speech such as the rising intonation 'no' which suggests he is surprised or disappointed ^{implicitly questioning} Rob's refusal of his command. He also uses interrogatives such as "oh don't you want me to help you find them" which indicated that the grandfather is trying to actively engage ^{engage} with Rob. Rob responds with longer utterances. This</p> <p>may allude to the fact that Rob enjoys talking to his grandfather. It connotes his excitement and on the involvement of the toys and balloons may attribute to the high empathy response and engagement</p>
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Examiner commentary

A good example of a straightforward Level 3 response. There is generally accurate and developed reference to language features, although some confusion around what constitutes an auxiliary verb and the future tense is displayed. The three levels specified in the question are addressed, using appropriate examples, thus allowing access to the Level 3 category. Terminology, however, is not dense and is at times loose or indistinct. In addition, there is some unhelpful analysis in places. For example, discussion around Rob's usage of auxiliary verbs is confusing, using poorly chosen evidence, thus displaying an insecure understanding of this language feature. Similarly, commentary on Rob's phonological development is rather clumsily expressed. That said, there are some valid points made which are credit-worthy, for example Rob's use of onomatopoeia is well understood and exemplified, as is his use of sequencing. AO2 was stronger here, although still in the Level 3 category. Generally accurate reference to stages of development are

made in places, connecting elements of Rob's language usage to theory (eg, Bellugi and Halliday). This is not, however, consistent or varied enough as to warrant a higher mark. AO1: 5 marks; AO2: 6 marks.

Exemplar 7 Level 3

12 marks

1	<p>Since Rob is three years old he is likely to be in the telegraphic moving into post-telegraphic stage of language development. This is supported by his understanding of complex grammatical structures such as contraction, e.g. 'What's', 'can't' and 'it's', as well as negation, 'can't' and 'no' (Bellugi).</p> <p>However, Rob still makes many errors in his speech, this is likely because every child develops differently and so the stages don't apply to all.</p> <p>An example of an error Rob makes throughout is consonant cluster reduction, for example in 'snap' Rob has removed the 'n' consonant to form 'sæp', he also deletes the 'l' consonant in 'playing' to form 'peɪŋ'. Rob likely does this as consonant clusters are difficult to form and so by removing a consonant the word is easier to pronounce. This is similar to how he substitutes the /θ/ sound in 'three' for an /t/ sound, as well as removing the 'n' consonant in order to simplify pronunciation as the correct pronunciation is more</p>
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complex.

In the text, Rob pretends to be a turtle and so is taking part in socio-dramatic play (Vygotsky). He uses onomatopoeia when saying '/seep/' to mimick the sound a turtle makes, linking to Halliday's imaginarey function of language as he is using language to build an imaginarey world around himself. The use of '/seep/' may also link to Skinner's theory of children accumulating language through imitation as it is unusual for him to know what sound a turtle makes, and so it is likely he is imitating it from somewhere like a TV show or hearing an adult saying it.

Other features of Halliday's functions of language can be found in Rob's speech, such as when he uses the interrogative 'what's that' to find out more

about his environment (Heuristic language), as well as the imperatives 'go' and 'you catch', which he uses to order those around him (Regulatory language). The use of imperatives may seem unusual, as he is a child and is ordering an adult (his grandfather) around, and as it is usually expected to be the other way around. However,

Additionally, Rob is shown to understand the complex rule of inflections ~~to~~ in order to create plurals, e.g. 'seeds'.

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Exemplar 8 Level 3/2

8 marks

1		<p>Text A is a conversation happening between Rob, three years old, and his grandfather. Rob is trying to play a game with his grandad.</p> <p>From the transcript, Rob appears to be in the telegraphic stage as he does not use any ^{post-} seems to be fluent with his speaking, however he does appear to have difficulty with some sounds. For example, 'snap' is spelt phonetically because of the harsh 'n' sound which Rob has difficulty in saying, also, Rob has difficulty with the 'tts' sound in balloons. This is most likely to be because of the double consonant than double vowel pattern, therefore this is an example of a consonant cluster reduction. as Rob Another sound Rob has difficulty saying is the 'th' sound in 'three', this is a harsh sound, as Rob ^{post-} but by this sound may not be learnt until the end of the telegraphic stage. All this shows that Rob may have just entered the ^{post-} telegraphic stage as he is still saying some words phonetically, this would be more expected in the telegraphic stage.</p> <p>Another finding from the transcript which would suggest that Rob is in the post-telegraphic stage would be that he is able to correctly label objects. He is able to correctly label the family dog and the balloons, instead of hyper-extending, for example when a child</p> <p>learns the word ball, then uses it to describe every other round object as a ball. As Rob can correctly label objects, this shows that he is in the ^{post-} telegraphic stage.</p>
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However, one finding which would suggest that Rob was still in the telegraphic stage is when he uses stage 1 negation when he says 'no'. As this is the only example of negation, ~~it is~~ you can't just assume that he is unable to use stage 2 or even stage 3. If the transcript was longer, then there maybe more ~~examples~~ examples of negation and this in turn could be analysed further.

Overall, it would seem as though Rob was in the post-telegraphic stage.

Examiner commentary

This answer does not fully engage with the question and therefore is unable to be awarded higher than a Level 2 for AO1. There is some generalised commentary on phonology and meaning with some clear identification of stages of development which allows the answer to access the Level 3 category for AO2. The one reference to grammar (Rob's use of negation) is incorrect and therefore not credit-worthy. Terminology is lacking and at times inaccurate. There is one valid connection to a theoretical concept (labelling), with an appropriate link. However, there is no reference to other theories or concepts with which to award a higher mark for AO2. AO1: 3 marks; AO2: 5 marks.

Question 2

- 2 Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text. [24]

Exemplar 1 Level 5

19 marks

2	Text B uses the semantic field of danger to appeal to the logos of the audience as it uses texts like "trap" "steal" "dangerous" and "beware". These choices of texts appeal to the reader's emotions because they do not want to be the
	victim of the software that the text is advising against. While their should be no bias to the text as it is a BBC article, which is a neutral broadcasting network, the text still creates this negative semantic field against "dangerous" software because it can be seen as a common enemy to the whole audience. The text has been written with an assumed agreed reading because spyware is a problem for everyone - it does not have for or against arguments.
	The agenda of the text is to inform and advise the self-selecting audience about spyware and to do this it has uses Fairclough's theory of synthetic personalisation, as it assumes that the reader does not know anything about software and that it is a non-specialized audience. This can be seen through the text's use

of clear declarative' lexis like "Its aim is to usually capture passwords" and "They're often distributed as 'shareware'" These statements make the message of the text very clear, which is useful

for the reader, as they are presumably not computer savvy and perhaps ~~older~~ middle-aged or older, as these are the ~~typ~~ type of people who are less experienced with computers. Furthermore, the use of clear, unmitigated imperatives such as "never trust" and "don't unwittingly install it" demonstrates a combination of both power within and behind lexis. This is because the lexis used ~~shows~~ ~~shows~~ ~~is~~ is demanding for the reader to take action, however because the text comes from the BBC, the audience is likely to have a high regard for it ~~and~~ and trust its message which also convinces them to follow the instructions. Despite this power within the lexis, the text still only has influential power, as it can't force the reader to actually do anything.

The graphology of the multimodal text also demonstrates that it is for a self-selecting audience, as there is a range of compound, complex and simple sentences all in a very small paragraph layout. This shows the increasing need for modern texts to be reader-~~er~~ friendly, but also a clear sign that

the text is in an online format, as people would be more likely to 'click' off the page if they could not access the information they needed quickly and easily.

Also, the text uses an example of politically correct language when it mentions "unsuitable internet content" for children. This is a euphemism because it is ensuring that none of its readers are offended by the language used, which would be very important to the BBC as it is the leading news outlet in the UK and the main trusted source of information, and if it were to use sexually inappropriate language in an informative text it could damage their reputation.

In addition, the use of direct address "you" in the text makes it more personalised to the reader, and given that malware is an issue for many people it is appropriate in the text. Furthermore, overt prestige is used in the text with sometimes sophisticated, polysyllabic lexis like "malicious", "restrictions" and "legitimate". These lexis ensures that

the text has a high register which is appropriate for the BBC, and while the text uses the accessible "you" pronoun form, it includes examples of passive voice like "these are often advertised" and "It was intended". These phrases make the text less personal and show

Examiner commentary

Exemplar 2 Level 5/4

17 marks

creates a synthetic relationship with the consumer with whom it uses to persuade. In this case, a synthetic relationship serves to convince the reader that the offered advice applies to them. ~~Control it~~ ^{may} and can be trusted. This is a way in which the producer enforces influence.

power. The use of ^{verbs} 'imperatives' such as 'do it... install it' ^{or} 'do it' ('install') and 'never trust' ('trust') ~~have a similar effect and also give~~ ^{also give} the producer give the producer the illusion of power and are typical of a text that aims to advise. Similarly, ~~imperative~~ ^{declarative} modal verbs such as 'should' ('you should be made aware') ~~also give~~ ^{also give} the reader a sense of obligation, which gives the producer power, which makes it seem more trustworthy. Alongside ~~advice~~ ^{advice} its advisory tone, the text informs. Whilst maintaining a bias as to what is appropriate, as expected with advice, the text also aims to enable receivers to make their own decisions. For example, the use of the dynamic ~~verb~~ ^{modal verb} 'can' ('you can install', 'sites can help') ~~implies~~ ^{implies} makes it clear to the reader that it is up to them to decide what to do regarding web usage. This helps to make the tone of the article friendlier (this will be elaborated on later) and ~~reinforces~~ ^{reinforces} the text's aim to inform and help. The use of the inclusive second person pronoun 'we', in the sentence 'Spyware' is the generic name we give to programs', the ~~the~~ ^{the} producer positions

positions themselves with the entire IT community, ~~with~~ ^{of} which they may not ~~part~~ ^{be a} ^{big} part. This serves to give the producer expert power (French and Raven), a kind of power gained through experience and knowledge. ~~This makes the reader to trust the~~ ^{persuades} ~~reader~~ ^{and see the} ~~usefulness of the article~~ ^{credibility} since it seems more informed ~~than they~~ ^{than they} themselves. Furthermore, the text uses declarative sentences to seem certain and knowledgeable (evokes expert power). For example, it includes 'Many shareware download sites now test programs'. This implication of knowledge and experience makes readers feel as if they can rely on the site to help them, which may make them feel as if they have been helped,

even if they haven't. This fulfils the text's purpose - to help. To inform. Further, the text includes synthetic listing. For example "banking sites, email accounts... and online games." This leads the reader to believe that no information has been left out and that the text is unbiased, ^{lack of bias} which is perhaps the unique selling point of the BBC that enticed the reader in the first place. A BBC reader may want to reach conclusions based on cold hard facts, and in appearing to give an information without bias through ~~listing~~ robotic listing, the reader feels as if their want has been fulfilled.

~~Since the expected~~ The text is also written to address its expected audience, which is unspecialised users of technology. Throughout, there is use of high frequency, germane

terms, such as ~~server~~ "really" and "tools". This is appropriate in ~~enlight~~ keeping the text simple for an unspecialised, general audience. Nonetheless, some basic technological jargon, such as "hard disk" and "download" are used. This is not much of a deterrent when used on a website (which is where the text is located), since readers can easily look terms up in a search browser. The browser may even have the facility for users to highlight words on the website and have them defined.

~~For simplicity~~ To keep the text simple, which is important considering its aim to help ~~as~~ (not confuse) an unspecialised audience, text producers include headings as discourse markers to aid readers. Considering that the text is located on the internet, it is important that it appears simple. ~~As~~ since if a site user suspects a text may be confusing, a judgement likely made based on layout and texts used, they can quickly exit

did choose another website. For this reason, headings are used. Furthermore, to keep readers from feeling alienated whilst reading about a topic that may be unfamiliar to them, the producer creates a somewhat informal tone, thus by ~~beginning~~ starting sentences with coordinating conjunctions, a feature common of spoken conversation. For example, "but" and "so" are used in "but there are also some malicious

programs" and "so it's a good idea". Overall, the text aims to help readers. It attempts to seem to possess expert power to convince ~~the~~ readers to trust its advice but also attempts to appear unbiased to allow them to reach their own conclusions. Since the audience is unspecialised, the producer also aims to make the advice sound simple, so that readers are convinced that it is sufficiently helpful and they do not need to seek other websites.

Examiner commentary

A good (as opposed to assured) knowledge of concepts is shown here, with some informed comment of patterns which propels the answer into the Level 5 category for AO2. For example, the producer's use of direct address, imperatives and modal verbs are discussed and well exemplified, with some convincing links to context. Use of terminology is less assured than in Q1 and there are some errors (e.g. dynamic modal verb 'can' and second person pronoun 'we'). Such errors prohibit a top level mark for AO2. For AO3, whilst contextual conclusions around power are sound, they are repetitive and the conclusion at the end merely repeats what has already been said and is therefore not credited. Candidates are advised to avoid the inclusion of redundant introductions and conclusions which do not serve to add any meaningful commentary to the response. AO2: 10 marks; AO3: 7 marks.

Exemplar 3 Level 5/4

18 marks

B Text B is an extract from an online article posted on BBC website. The article was published in the advice about internet safety section, which suggests that it is likely to be read by internet users who want to protect themselves on the web or are concerned about their safety. ~~The~~ The first part of text B is non-linear,

which means there is no specific order in which a reader shall read the text.

The first semiotic element that is likely to draw the reader's attention is an image juxtaposed above the actual text. ~~There~~; here, instrumental power is applied as the image makes the reader look at it. The image portrays a laptop and a binocular; hence, it is text-graphic cohesive, because it correlates with the article's topic

about online privacy and spyware.

The non-linear part of the data also includes hyperlinks leading to other BBC articles ('online privacy, safety for parents, online security'). They are likely to be inserted in the article in case if the reader ~~to~~ would want to research more ~~to~~ on the similar topic. The page also contains exophoric navigation to other websites like Twitter and Facebook, providing the reader with an opportunity to 'share' the article.

The second part of the text is linear - it shall be read from top to bottom, however ~~text~~ sub-headlines in bolder font ('how to protect yourself, beware imposters') can make reader ~~to~~ choose the most 'interesting sounding' one and start with it. The article has been divided into sub-headings in order to help the reader find ~~the most~~ useful information without making them read the whole text.

The text uses high-frequency, 'understandable' lexis. Even when

specialised lexis is used (e.g. 'encrypt')
~~it gives a definition~~ it is followed
 by a definition ('so you can't
 read your data').

The producer of the text uses synthetic
 personalization, by addressing the
 reader through second person pronoun
 'you' and using second person
 possessive 'your(yours)'. This makes
 the reader subconsciously apply the
 described situation directly to themselves,
 rather to someone else; the article
 also uses imperatives ('don't, never
 trust') and mitigated imperatives
 ('you should never') in order
 to influence the reader's future
 actions. Considering that the purpose
 of the text is to prevent frauds
 and ensure the reader's online safety,
 the use ~~using~~^{of} direct address and imperatives is
 likely to be more successful than
 use of passive voice (e.g. 'You
 mustn't do' instead of 'this shouldn't
 be done') or third person pronouns.
 The purpose of the text is mostly
 informative: the article describes possible
 kinds of web spyware and the
~~may~~ effects caused by it, i.e.
 the ~~the~~ author holds knowledge
 power. ~~There~~
 The text also contains elements of
 instruction, where it directly tells
 the reader what to do and what
 not to do through imperatives. Here,
 the author holds influential power, as
 they

Although an unfinished answer, there is a sound level of knowledge and understanding of concepts shown here, with some convincing analysis and commentary on patterns. The accompanying image reinforcing the message of the text is clearly understood, as are the graphological features that are characteristic of the genre, e.g. hyperlinks and links to social media. Patterns are clearly established (high-frequency and field-specific lexis, pronouns, imperatives) and there is insightful evaluation of why these patterns would be appropriate in this online article (through a comparison with more impersonal methods, such as the passive voice). There is recognition of the implicit references to influential power within the language used, and how this may speak to the existing anxieties of the audience around online privacy. While AO2 was awarded in the Level 5 category, AO3 remained securely in the Level 4 category, making a sound rather than a detailed response to contextual factors (perhaps as a result of time constraints). It is worth noting that the first few sentences of the response are copied almost verbatim from the rubric – this is never credit-worthy and can time spent on this can lead to rushed or incomplete answers. AO2: 10 marks; AO3: 8 marks.

16 marks

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		so they would own a computer (or internet-accessing device), and so it manipulates members' resources through this lexical
		field. Consequently, the reader is likely to click on more related articles on the BBC website, as it qualifies the BBC's status to the reader as it's staying current and relatable.
		There is also frequent use of the 2nd person ^{singular} pronoun "you". This, consequently, creates direct address as the reader feels singled out. This then also links to the power theory of synthetic personalisation, as the reader is made to feel individual, despite the context of it being a web article and so many people will be able to access it. This use of synthetic personalisation ^{through direct address} from the BBC also makes the reader feel included in the text article's topic matter. It also helps with informalisation, as the direct address builds rapport between the BBC and the reader. This could suggest power in the discourse as the BBC is using language features to to create the false sense of a connection, making the reader more likely to trust the BBC. Alternatively, it just highlights the BBC's influential power, as it's a publicly funded company.* ²
		* As the text's purpose is to inform, it's important that the BBC use a clear discourse structure with ^{discourse} clear features in order to convey their advice ^{and power of knowledge} efficiently, thus making the reader feel good about their decision to trust the BBC and its advice.
		* ² , which controls the majority of television British people watch. Their influential power has informed the way in which the text was written and which language features were utilised. Therefore, the influential power emphasises its power behind the discourse

Examiner commentary

There is a sound knowledge shown of concepts here, although these are somewhat limited in range in comparison to previous Exemplars. There are the beginnings of analysis of patterns used, namely the lexical field of technology and second person pronouns, which just about allow the answer to access the Level 5 category. Overall, however, knowledge of a limited number of concepts is sound, as opposed to good, and there would need to have been a greater range of concepts discussed and greater critical engagement with these for the answer to access the top band. AO3 remains in the low Level 4 category. While attempts to respond to contextual factors and features are sound, they tend to be repetitive (issues of power behind the discourse are laboured) and in places are not convincing (the link made between neologisms and synthetic personalization, for example, is not clear). Candidates should be advised that contextual points made more than once are rarely credited more than once. AO2: 9 marks; AO3: 7 marks.

Exemplar 5 Level 4

16 marks

2	<p>The text, with produced by the BBC (a British organisation which is a big has vast institutional power in British media), has a primary purpose to inform the recipient (most likely British) about the dangers of spyware, and to persuade them to take action.</p> <p>The persuasive purpose is apparent through the text's problem-solution discourse, which aims to criticise but represent spyware as a huge threat at the beginning and to advise advise the recipient of how they can prevent this threat. Due Due to the text's online format, it is therefore accessible by anyone who searches it. Additionally, the BBC often publish this type of article after a news story on TV, so the recipient may then have watched the news and wanted to learn more.</p> <p>In terms of the multi-modality, the text has the BBC logo at the top of it. Contextually, this positions the recipient to trust the producer from the onset as the BBC has institutional power and its logo will be recognised widely widely recognised. Therefore, this links heavily with the text's secondary purpose to persuade the recipient to act upon the threat of spyware. Additionally, there is also an image of a pair of binoculars being placed on a laptop. The binoculars have a connection to</p>
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binoculars have connotations of someone watching you, ~~and~~ or spying on you. This ~~direct~~ positions the recipient to feel vulnerable and threatened, as ~~this~~ ~~often~~ imagery is created of someone spying on you, ^{and} being ~~known~~ well-hidden. This represents spyware as being dangerous and a major threat, therefore linking with the persuasive purpose ~~as~~ as the recipient feels ~~in~~ in danger.

The lexical choices also help to reinforce this representation. For example, there is a lexical field of violation and kidnap, with the descriptive adjective "malicious," the ~~con~~ ^{epithet} ~~adjective~~ noun "fraudsters," and the dynamic verb "trap." Here, the producer has represented

- 2 spyware and those behind it as dangerous and manipulative, as these lexemes all have highly negative connotations. It also fits with the text's secondary purpose to persuade, because ~~there~~ it further reinforces the negative representation which in turn positions the recipient to be scared and may make them take action. It also helps to create a binary opposition ~~between~~ the BBC and the recipient against the "fraudsters," which also positions the recipient to believe the BBC are there to help them.

The producer also ^{has bias towards itself (the BBC)} ~~tries to represent~~ ^{the BBC itself} as powerful through the use of imperatives. For example, "don't unwittingly install it" and "beware dangerous imposters." The imperatives create influential power because this mood implies to the recipient that the BBC are assertive and they know what they are doing. This also links to the secondary purpose to persuade as the recipient are more likely to trust the BBC if they create an assertive tone. It also links to the informative purpose ~~as~~ as the ~~the use of pronouns~~ imperatives also warn the recipient of the do's and don'ts of ~~an spyware~~ dealing with spyware.

The recipient (the general British public) is represented as vulnerable and ~~is~~ reliant of the BBC for ~~help~~ help. There is a use of 2nd person pronouns, such as ~~they~~ ~~personal~~ "you" "your" and "yourself." This creates synthetic personalisation, which implies to the recipient that this problem applies

to them. This could ^{position} ~~make~~ them ^{to} feel more threatened by spyware, as it makes it sound like they are being directly attacked. This could possibly create asymmetrical power ~~as~~ as it ~~makes the BBC appear to be a~~ makes the recipient seem almost

		powerless against the threat without any help.
		The banks are also represented as vulnerable however There is also evidence of instrumental power. For example, there is deontic modality of power in the compound sentence "but you should be made aware of this...". Contextually, this outlines laws regarding employment contracts, which could help to possibly reassure the recipient that there are laws in place that protect them in the workplace. The deontic modality emphasises this as it implies obligation.

Examiner commentary

Again, this is a solid Level 4 answer. There is a sound level of knowledge and understanding shown of relevant concepts and this is used to comment on some language features in the text. The multi-modality of the text is well understood and linked to its purpose to raise issues about the nature of computer technology, and to play on the fears of the audience about online privacy. Attempts to root language in this representation are essentially convincing (lexical fields, imperatives, pronouns, modality). Patterns, however, are not clearly established or explored, therefore this remains a Level 4 answer for AO1. The link to power is also represented, with the influential and instrumental power of the BBC well interpreted. Contextual conclusions, if at times repetitive, are generally convincing. For example, the point made about the binary opposition of the BBC and the 'fraudsters', thus creating a sense of member's resource with the audience, shows insight. More detailed analysis such as this would have propelled the answer into the Level 5 category for AO3. In the main, however, contextual conclusions remain sound, as opposed to detailed, thus positioning the answer securely in the Level 4 category. AO2: 8 marks; AO3: 8 marks.

Exemplar 6 Level 5

19 marks

2		Text B is an online article written by the BBC. Its purpose is to inform ^{en} inform readers on the dangers of opware ^{cyber} and how to protect yourself. and the audience is quite general but may be more specifically to adults, with the use of the terms 'online safety for parents' and 'banking credentials' as parents ^{adults} mostly use them.
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The BBC are able to exert their influential power by protecting people. To do this they use lexical terms such as 'malicious spyware', & 'fraudsters' and 'unsolicited' to give a lexical field of crime. As an influential news source, they are able to ~~even~~ have a massive impact on the audience by scaring them. The audience are more

inclined to believe them as they are a credible source owned by the government. This means that the government (instrumental power) are also exerting their influence on & the media (influential) suggesting instrumental power is more significant than influential.

The text is multi-modal and contains text, images and hyperlinks. The text features a black and white image of binoculars next to a computer. This is anchored with the headline "What is spyware", the image automatically gives an indication that ~~sp~~ spyware is associated with looking into computer systems, suggesting criminal behaviour. The ~~sub~~ bold introduction (subline) contains an overall definition of spyware and the aims in order to lure in and scare the readers so they will want to find out how to stop this. Hyperlinks are also used such as 'facebook' and 'twitter'. The use of hyperlinks indicates that social media is a collective activity that every one uses to communicating. By exerting their influential power, they are perhaps implying that this post should be shared so others can be aware of this on-going crime.

Field specific lexicon is also used like the proper nouns 'spyware', 'spam emails' and 'anti-virus'. This gives a technological semantic field suggesting that the audience should be familiar with these terms. As a 2012 text, the audience should be aware of these terms due to the ^{majority of the} population owning a computer. Economically, spyware is a dangerous software that can steal bank details resulting in a loss of money. As a society, everyone wants to avoid this therefore, the ~~lexical~~ ^{semantic} field of technology as stated before has negative connotations as it is associated with theft and fraud. The use of specialised lexicon suggests the audience are clearly not informed, therefore, there is explanatory sentences alongside these terms such as "spyware is the ... programs that contain ... to secretly monitor ... a computer".

~~the technical~~

The text offers a guide to protecting themselves and what to look out for. The implied implication is that spyware can take form and trick people. This has negative implication on technology as a whole. ~~As~~ The text uses imperatives such as "never trust" and "don't unwittingly install it". The imperative are not mitigated

implying that this is a very important piece of information regarding the audiences safety. As a producer, the article needs to be assertive in order ~~to~~ to protect the general audience. If they are mitigating then it lacks assertiveness which the audience can choose to ignore.

Consequences are also implied in this text

		The text utilised a lot "banking sites... social networking sites, online games" and terms like "protect children" and "parental control". This gives endless possibilities to what could go wrong: ^{on sites we use} synthetic personalisation is used here as they attempt to establish a relationship by adding lists that are familiar to them control and mentioning emotive terms like 'protect children' in order to make the article more relatable. This shows everyone is susceptible to malware. The second person pronoun at 'you' also shows synthetic personalisation as a vocative as the BBC are attempting to establish an artificial relationship with the audience. As a government run media company, their own priority is to protect their citizen and they do this by appealing to the audience directly. Also, the government
		wants to crack down on crime and therefore enlists the audiences help to do so.

Examiner commentary

This answer displays a knowledge and understanding of concepts which is largely missing from Q1. There is some informed commentary on patterns, with some convincing analysis, which allows the answer to securely access the Level 5 category for AO1. The semantic field of crime and field-specific lexis of technology present within the text is securely identified with appropriate examples, as is the multi-modality of the text. Patterns of explanatory declaratives and imperatives are established, and their usage explored, with clear links to context. Analysis of the latter as being unmitigated and an evaluation of the reasons for this in relation to reception shows insight. Other patterns of language use identified are listing and vocatives, and again clear contextual links are made. References to the influential and instrumental power of the BBC are convincing, as is commentary on the electronic context of the text and its graphological features. Overall, this is a comprehensive response, which reveals a sound knowledge and understanding of the relevant concepts. AO2: 10 marks; AO3: 9 marks.

Exemplar 7 Level 3

11 marks

2		Since text B is an online article, features of multi-modality such as images, hyperlinks and sub-headings can be found. These are able to be included because
---	--	---

of the online nature of the text (Heming- affordances of technology).
 (new paragraph)
 The use of hyperlinks at the beginning allows the receiver to be directed to specific sections of the text, which is useful for receivers who are busy, ~~but~~ such as those reading the article before work, as they are able to select specific areas of interest.

~~The links are~~
 The links are also used so that receivers can share the article on social media, which ~~is~~ ~~important~~ ~~as~~ ~~it~~ means the article will gain more attention and a higher readership, which is important for the BBC in order to maintain its reputation and compete against other well-established news sites. The use of social media is also likely to appeal to the audience as so many people today use social media, and many use this as a method of finding out about current events and reading the news. This ~~also~~ makes it even more important for the BBC to include this option of sharing the article as the use of social media may mean people are less likely to go directly to the BBC website.

Due to the genre of the text being an article, the register of the text is formal as the article is informing the receiver and the producer is

receiver, and the producer is the BBC which is well-established

and so must uphold its reputation. This informal register is created through the use of ~~high~~ for low frequency lexis such as 'legitimate', 'functionality' and 'overt'. This formal tone is more suited to the text as it is discussing the serious topic of spyware and fraud, and so a more vernacular style of writing could be viewed as inappropriate ~~due to making fun~~ as it may be seen by some receivers as 'making fun' of the issue.

In addition, the article is published by the BBC and is informing people about technology and so the audience may typically be middle-aged as ~~everyone~~ this age group is more likely to follow BBC news and not know as much about technology as younger generations, therefore this formal register is suited to this audience.

The subject of the text is technology, specifically spyware. This is relevant to the audience as many people now use

technology, particularly social media, and so the topic is likely to be of interest to many receivers. In addition, the subject means lots of technical lexis such as 'program', 'spyware',

'download' and 'install' is used. This links to Fairclough's theory of power behind discourse as the use of this technical lexis makes the producer sound more knowledgeable, and therefore more trustworthy.

The text also uses influential power^(warewag) as the producer is trying to persuade the receiver ~~not~~ to stay away from spyware by using lexically negative connotations such as the adjective 'malicious' and abstract noun 'extortion'. The triad "capture passwords, banking credentials and credit card details" also highlights some negative consequences of spyware, further persuading the receiver to stay away from it.

The use of declarative mood in the text also links to

power in discourse (Fairclough) as the producer is signalling authority by telling. The power behind discourse (Fairclough) comes from the positive and trustworthy reputation of the BBC.

Examiner commentary

This answer remains in the Level 3 category, being largely assertive or with undeveloped analyses. Knowledge of language features, whilst generally accurate, is limited, and commentary is general as opposed to detailed. Some valid points made, for example, on the producer's use of declaratives and graphology, are unexemplified. The use of the triad structure is correctly identified and exemplified, but the accompanying analysis lacks depth. Contextual factors are laboured and at times undeveloped. Writing is uneconomical. All in all, the answer lacks the depth of analysis and focussed discussion required of a higher level. AO2: 6 marks; AO3: 5 marks.

Exemplar 8 Level 2

8 marks

2.	<p>Text B is a formal online article written by the BBI informing people about spyware. This article is designed to educate anyone who reads it about the dangers of spyware.</p> <p>One language feature used is the repetition of the word 'spyware' throughout the article. This has been done so it reinforces the point about what the article is about. By doing this, it keeps reminding the reader about the article is regarding and all the various ways to avoid bad software. This article overall, shows how nothing is safe online, this can link to David Crystal's theory disinhibition theory. This theory is the idea that as technology removes the face to face element to a conversation, people then can say whatever they want to. In regards to this article, it shows that crime and theft are more likely to happen as there is no face-to-face element therefore making it harder for the criminals to get caught.</p> <p>Another language feature used by the article is a lexical field of computers. By using this, this shows that the reader that this website know what they are talking about and therefore the reader is more likely to trust this website. However, the downside to this is that the reader may not understand what they are reading because of the lexical field used.</p>
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In the section subtitled 'How to protect yourself', the article is using instrumental power as they are instructing the reader on how to avoid 'malicious spyware'. By giving them these instructions, the reader is more likely to trust the article as they are being given ways to prevent getting 'malicious spyware'. Also, as this article is found on the BBC's website, they are a nationally

known broadcasting site and the article is therefore more likely to be trusted.

The ~~text~~ article features many different sections, each of which are broken up by subheadings. This makes the article easy to follow and it also flows a lot better. So if a reader was only interested in a certain part of the website, they are able to easily find the section relevant to them.

Overall, the article uses many different language features to get its message across, ~~with the~~ the context also provides a meaning for each of the various language features used.

Examiner commentary

This is also a Level 2 answer. A vague understanding of concepts is shown with very few secure connections to language features in the text. The lexical field of computing is alluded to, but not exemplified or commented on in any meaningful way. Only a basic understanding of contextual factors is shown. The contextual factor of instrumental power is alluded to, but no convincing connections are made. Whilst the topic of the text is identified, there appears to be little understanding of its underlying message, or how any contextual features within the text may contribute to meaning. For these reasons, this answer remains securely in the Level 2 category. AO2: 4 marks; AO3: 4 marks.

Question 3

- 3 By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 19th and 21st 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]

Exemplar 1 Level 6

36 marks

3	<p>Texts C and D are both regarding U.S. and Native American relations, both originating from the United States. Text C is a legal document intended to arrange peace between the Sioux tribe and the U.S. government whereas text D is an online passage that is aiming to inform and persuade the reader to sympathise with Native Americans.</p> <p>A notable difference between the lexis in text C compared to text D is that D uses the term titles "American Indian", "Native Americans" and "indigenous people" compared to C which only uses "Indians". This clearly demonstrates a change in attitude towards Native people and highlights the importance of remaining politically correct in the modern day. These examples show language change because in the 19th century it would have been fully acceptable to use the word "Indians" however in the present day some Native Americans would be offended by that term. This shows how language changes to fulfil the needs of changing attitudes, because lexis goes in and out of fashion and words that were deemed acceptable 150 years ago</p>
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are no longer considered 'correct'. This is also evident from the text's viewpoints, as C is from the side of white Americans whereas D is mostly ^{biased towards} the Native Americans.

Another way the texts differ literally is that C uses no emotive language or premodifications, whereas D uses lexis such as "creeping icy front" "sacred burial sites" and "staggering percentage." This contrast demonstrates the change in purpose of language, as C does not have an emotionally fueled agenda, whereas D is attempting to engage with the reader and solicit an emotional response.

~~The reason~~ This could be because for fewer people read for pleasure during the late Modern English period (in 1868 (and text C would not have been read for pleasure) so there was no need to attempt to engage with the reader. However in the modern day with so many texts available for self-selecting audiences to read, authors must make an effort to make a text compelling, even if the main purpose is to inform the reader. This is especially relevant with text D as it is online material, which makes the access to other texts far more easy.

It is noticeable that Latinate lexis is used throughout text C, which is an expected feature of older texts. Examples like "provisions" "depredation" and "Commissioners"

all demonstrate that the text is not attempting to be accessible to the reader, though this is especially expected from a legal document, as Latin is the general language of the law, and the primary (and virtually only) audience of text C would be lawyers ~~representing~~ representing either party. It could be argued that ~~Latin~~ ^{Latin} lexis was also used by the

White Americans in order to make the document less accessible to the Native Americans, though it is possible that many of them would not have understood English anyway. This ~~sophisticated~~ ^{Latin} lexis is contrasted with the generally low high-frequency lexis like "yet still sophisticated" lexis in D such as "capturing", "excessive" and "sacred". These choices of lexis show that ~~for~~ the newer text does still have a high register, however it is not as inaccessible or ~~Latin~~ as text C due to the far wider audience of text D.

Syntactically, text C demonstrates change from text D due to the length and type of sentences that it uses. For example the ~~sentences~~ paragraph beginning "If bad men among the Indians shall commit..." is all one complex compound sentence. This makes the document very inaccessible to the reader and emphasises the audience of specialised lawyers but it is also a typical feature of Late Modern English. The change in language is shown when compared to text

D because it uses 'a range of sentence types and includes Varied sentence

3

structures for effect, for example using the ~~simple~~ ^{minor} sentence "And they won". This shows a change in purpose between the texts because as previously stated the new text needs to cater to its audience and give them a reason to continue reading whereas text C does not need to do this because literacy rates were lower among the population and the audience is very limited.

~~A type~~ Another typically older feature in language is the use of the passive voice, which text C uses with "the person injured shall be reimbursed" and ~~is~~ that is repeated multiple times. This

demonstrates a contrast to text D as it uses the opposite technique of including quotes like "We came. We fought you...". This ~~demon~~ shows language change because the technique has gone from deliberately distancing itself from the reader with the passive voice, to actively including the opinions of others in the new text. This shift in personal interest of texts is also shown ~~then~~ by the use of the generic "Sioux Nation of Indians" who the white Americans clearly deem to be inferior, whereas all of the generals are listed by name, showing their importance in comparison to the Native Americans. ~~At~~ Contrastingly, text D refers to "Clark" and the organisation of

"DAPL" by ~~it~~ their full name, demonstrating a shift from impersonal to personal connection ~~with~~ between the audience and text.

The lexical gap theory is shown with the ~~new~~ neologism "video" in text D, as well as the general technological format. This theory describes language change as a result of the need for new words when new fields of expertise

are invented and "video" proves this, because the audience of text C would not understand the word. This is similar to the semantic widening of the verb "liked" in text D. It shows language change because the audience of text C would only understand the verb "to like" in the sense of emotions; whereas the verb has ~~it~~ undergone a semantic shift to be used with social media that would certainly not be understood before the mid-~~19th~~ ~~20th~~ 2000's.

Furthermore, some choices of ^{syntax} ~~lexis~~ are archaic from text C such as "~~the~~ and at peace therewith, the Indians herein named..." This syntax shows ~~the~~ change through time in contrast to the regular order of text D's sentences, though it is also a consequence of ~~the~~ text C being a legal document.

The use of the collective pronoun "we" in text D which is used by a white American ~~is also~~ also shows a shift

		in attitudes from the 19th century that
		the authors of text C would
		not agree with. By using the collective
		'we' to accept blame for actions that
		they personally didn't commit, Clark is
		showing a politically correct attitude and
		a far more caring and considerate
		outlook than that which would have
		been held by the audience in text
		C. This shows that language changes
		due to an increasingly liberal and
		accepting society in the Western culture,
		so specific lexis must adapt with
		the public's views.

Examiner commentary

This response achieved full marks. It applies a range of appropriate methods assuredly and systematically, using appropriate terminology and a secure academic register. Patterns of language are established and there is well-chosen evidence, which is perceptively analysed. There are discerning points made about contextual factors in relation to language use, with perceptive evaluation of these. There is a selective and methodical application of linguistic concepts across texts with perceptive connections which clearly establish language change.

The question focusses on the variations in language use between the 19th and 21st centuries. Candidates are asked to discuss and illustrate these, through an exploration and comparison of language use and contextual factors. This response immediately launches into a comparison of the contextual features surrounding both texts, with no redundant introduction (often found in weaker answers) which is usually a mere paraphrase of the rubric. This focussed analysis remains consistent throughout the answer. For AO1 and AO4, a range of linguistic methods/concepts are applied and compared across the texts, including lexis (terms of address, pre-modification, Latinate and high-frequency, neologisms, broadening); sentence types; verb choices and discourse, with clear establishing and exploration of patterns. Evidence is well-chosen and perceptively analysed. There is a recognition of the significant difference in tone that exists between the texts and the reasons for this – Text C being a legal document whereas Text D is an online article, hence the lack of emotion in the former. This is linked perceptively with reception. That said, there is a discerning point made about the language used in Text D as remaining formal, despite the underlying emotive tone, again linked convincingly to the audience. The bias that exists within both texts is recognised and evaluated, as is the primary nature of Text C as a legal document, as opposed to the outsider's point of view represented in Text D. The foregrounding of the US names in Text C is convincingly linked to the contextual nature of the piece and contrasted with the use of Proper Nouns (Clark) and abbreviations in Text D (DAPL), demonstrating a shift from the impersonal to the personal. The concept of language change is discussed throughout, exemplified by way of neologisms in Text D, use of the passive tense in Text C versus the active and dynamic verbs of the comparison text, sentence construction, the plentiful Latinate lexis of the older text versus the emotive language of its comparison, with semantic broadening. All in all, this is an excellent response which fully addresses the question and all three AOs in a methodical and assured manner. AO1: 12 marks; AO3: 12 marks; AO4: 12 marks.

Exemplar 2 Level 6/5

34 marks

3 One Text C is from a treaty, so it is expected to have an authoritative tone and be clear and concise. Text D is a news article. It is expected to be informative and perhaps biased. The most noticeable difference between both texts is the fact that text D acknowledges the suffering inflicted on Native Americans by citizens of the United States and text C throughout text C, written in the time when this mistreatment was common, there is implication that the United States saw ~~men and~~ ^{the two} all races as equal. Text C attempts to appear unbiased. The use of the ^{high frequency} noun phrase "bad men" to start both paragraphs, one describing crimes against "whites" and the other crimes against "Indians", suggests that the consequences and implications of both are the same. It's clear, however through the emphasis on race displayed ~~that~~ in a ~~government~~ government agreement

that the producers did not view all races equally - this is expected in 1868, which is around the time of the American Civil War, which would abolish slavery. For example, the text uses the adjectives "white", "black" and "Indian" to describe people. This rather binary way of thinking (it's implied that no one can be white and black or "Indian" and black) reflects the society's want for separation of races at this time. The topic of the text seems to emphasise this further (the laws are mentioned twice, once for "whites" and once for "Indians"). The use of the noun "Indian" which has since for at least, ~~since been~~ undergone pejoration for at least recently been recognised as and is now seen as politically incorrect, and offensive (at least when used to refer to Native Americans). The use

(or at least, it is only now recognised as offensive)

of this noun reflects society's ^{contentment with the status quo and} unwillingness to question the word inaccurately used by ^{white} explorers. Overall, there is ^{a vague} a sense that "white" is the supreme race, since it is ^{first and} most mentioned ^(white, black or Indian) and most accurately referred to. Separation between "whites" and "Indians" is also emphasised where "Indians" are referred to by the 3rd person pronoun "they".

The recent text (text D) recognises the need for racial equality by acknowledging where it has failed. The text emphasises this need, over, using onomatopoeic listing to make atrocities seem endless. For example "rubber bullets, tear gas, and water cannons." The text ~~has~~ to mention

~~that~~ the text uses the politically correct term "Native American" thereby showing a concern for sensitivity that the former text does not. The text reflects the views of ^{Wes} Clark, who uses many simple sentences starting with the first person plural pronoun "we". For example, "we came; we fought you". The repetition of the use of the second person pronoun suggests that Clark (and the article) take responsibility for all past offences and through repetition, shows to be ashamed and aware of the volume of such crimes. The use of such pronouns, including the 2nd person plural "you" to refer to Native Americans, also ^{to sound authoritative} make the text more personal. Text C uses mainly ^{to sound authoritative} titles (this will be mentioned later).

The ~~the~~ purpose of text C is to define an agreement, which acts like a law. Text B aims to ^{on some level, persuade of gov} inform and ^{manipulate} manipulate. Text C is expected to be concise due to its purpose, but actually follows a rather catenative sentence structure, including connectives such as "and" and many subordinate clauses, like "and notice by him". It seems that this is done to ensure all circumstances are defined by

law so that it is clear what is to be done under any of them. As a piece of law, the text also includes epistemic modal verbs, such as "will" in "the United States will cause the offender to be arrested." This is a reflection of the authors' political power (wacemg) and serves to pressure readers

into following the writer laws.*

Text D informs and entertains readers.

Complements, such as "an army not now pursuing ~~screenwriting~~ ^{screenwriting}" in subordinate clauses serve to give context to what is written and interest audiences (thus entertaining them). Quotations such as "human shields" make the text seem unbiased and fact based. As a result, readers are more likely to trust it and ^{not question it} come to the same conclusion as is otherwise encouraged through bias. An example of this bias is ~~use~~ the use of modifiers to give a ~~certain~~ certain impression. For example, the adj. adjective "staggering" is used as a premodifier in the phrase "a staggering percentage", thus the information (that this amount of Native Americans live below the poverty line) is made to seem shocking and unjust. The article, could be seen as progressive and perhaps socialist through its apparent sensitivity towards racial injustice and concern with poverty. Text C₁ was written in a time when socialism was not practised in America (to some extent, it still isn't). *2

* The semi-lexical field of law used, for example "hearty", "pursued" and "authority" also create an authoritative tone by reflecting political power (wacemg).

* Overall, text C shows awareness of racial issues and need for reform whilst text C₁ is ^{almost} ^(as shown by ignorance) pro-status quo and displays the binary thought process displayed towards race expected of the time.

Examiner commentary

This is a strong answer which applies a range of appropriate methods confidently and accurately, using wide-ranging terminology and exploring patterns of language encompassing lexis, semantics and grammatical items with well-chosen evidence throughout. Again, terminology is accurate and varied, while perhaps lacking the assured breadth and range of Exemplar 1. The use of adjectival address to separate races in Text C is well analysed and the discerning point is made of its binary nature. There is informed comment on patterns of language, for example, the repeated use of the first and second person pronouns in the quote from Clark is linked to its personal, apologetic agenda and contrasted with the more formal and impersonal nature of the titles/use of the third person throughout in the comparison text. There are a few unconvincing contextual comments made in relation to language use (e.g. the use of the metaphor 'human shields' in Text D is linked to a lack of bias, when in fact it is the opposite), however these are in the minority and the majority of points made on contextual factors are secure. The response is weaker in terms of AO4 and there is insufficient focus on language change to warrant a mark in the top level here. That said, there is a methodical application of linguistic concepts and helpful connections are made in places (e.g. the use of marked terms such as 'Indians' as being reflective of the historical context of Text C and now considered to be politically inappropriate is well understood). All in all, however, the answer focusses mostly on difference in language, with an insufficient address to change, and therefore could not be awarded in the top level for AO4. AO1: 12 marks; AO3: 12 marks; AO4: 10 marks.

Exemplar 3 Level 6/5

33 marks

C	Both texts C and D touch the same topic of Native Americans living to white Americans. Text C is an extract from a Treaty of 19 th century which sets rules and regulations between the new American government and the Native Americans over land ownership. Text D is an online article from 2016 posted on a US website, which brings apologies down to for oppression of the Native Americans by colonialists. Although both texts are written in 'official tone', text C relates more to a formal register, whereas text D rather belongs to the neutral register. Text C mostly consists of multiclausal complex and compound sentences only; text D mostly uses compound and simple sentences. The difference in formality is explained by the contexts in which both texts were created: text C is an official document that was written for official leaders of the parties involved in the Treaty; text D was published on a non-official
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website owned by a digital media company. Hence, the purpose of text D is to entertain; the text was designed for a common citizen,

therefore much simplified lexis was used. For example, text D uses abbreviation (e.g. Dakota Access Pipeline becomes an initialism 'DAPL') and clipping ('army vet'), whereas ~~text C~~ the producer of text C tends to use full proper names. For example, text C uses 'United States' while in text D it is abbreviated to 'U.S.'.

Another feature that highlights text D's 'unofficiality' is the use of extreme, emotionally-coloured lexis. The article highly criticizes the US' government's actions towards Native Americans; it can be seen through the use of the static verb 'razed', which refers to the actions of colonialists, the extreme evaluative adjective 'staggering' and the ~~verb~~ emotive verb 'heard'.

Semantic field of critical and apologetic lexis ~~gives~~ also gives the article a personal emotional colour which draws the text away from formal register.

Text D also uses semantic neologisms - for example, the word 'liked' used in the context has undergone the process of synonymy and through which it acquired a meaning similar

to 'rated'. However, the producers of text D preferred to use the neologism

instead of finding a more 'traditional' -
sounding' substitute, which also
makes the text sound informal.

Without looking at the dates of
production of the texts, it can clearly
be seen that text C had been
written earlier than text D. Although
the language used is almost the same,
there are a few differences, such
as the adverb 'for ever' used in
text C. It is written with a space
and hence is in its first stage of
compounding. Today, the adverb ~~is~~
is in its third stage of compounding,
where it is written as a whole word.

Another difference between the 19th
century and the 21st century texts
is the terms used to describe
ethnic groups. For example, in text C
the Americans are called 'whites and
blacks', whereas ~~text 1~~ in text D
they are referred to as 'ethnic groups'.
Also, the Native Americans are called
'Indians' in text C, while in ~~text~~
the producer of text D uses
a more appropriate term 'Native
Americans'. Such change in semantics

happens. This semantic change is called
'political correctness', which occurred as
a result of growing racial equality
in the US and around the world.
While in 19th century Black Americans
were still oppressed, the ~~21st century~~
20-21st centuries brought equal rights
along with ~~and as~~ a consequence, dramatic
changes in the language used towards
minorities.

Examiner commentary

A very impressive response which was awarded full marks for AO4. Language change is clearly addressed and exemplified through the use of neologisms in Text D, compounding of words and the use of marked terms in the context of the heightened political correctness of the modern day. Comparison of texts is established from the outset through differences in genre, tone, sentence structure and temporal context. Patterns of language are deftly established, the abbreviated nature of the lexis in the modern text being contrasted with the multiple proper nouns and full titles of its comparison. The emotive lexis of Text D, well-evidenced from the text, is contrasted with the more formal register of the older text. Whilst patterns are well established however, the response lacks the range of methods and the breadth of terminology which is seen in Exemplars 1 and 2. For that reason, full marks were not awarded for AO1. Similarly, whilst commentary on contextual factors is strong and helpful, and there is weighing up of how the temporal contextual factors of the texts may account for language variations, these could not be considered sufficiently discerning or perceptive for the top level. AO1: 11 marks; AO3: 10 marks; AO4: 12 marks.

Exemplar 4 Level 5

29 marks

3	<p>In text C, there are several passives, such as "to be arrested and punished", and also nouns are used in order to avoid pronoun use, for example "the government of the United States desires peace". Contextually, in 1868 language was more formal than modern day English and also this document text is from an official government document as it's a treaty. The use of the passive is also frequently used in official documents to maintain formality and denotation, as well as avoiding ^{clarifying} who is doing a certain action as the text. By comparison, text D uses pronouns instead of passives, such as the 1st person plural pronoun "we". As this is just one war veteran spokesperson, he is using "we" to reduce ^{threat or boldness of himself or} the negative connotations of the group's former actions. The use of pronouns also indicates that informalisation has occurred between text C and D. This could also be because because of the mode of text D being online, thus using more informal language converges the modern 21st century's way of communicating, as in the 21st century many people use more informal language in order to ease communication. This also links to the theory of conversationalisation. As this is ^{from a website owned by a} a "private" media company producing the text, they have free licence to use more informal language, such as the 1st person plural ^{pronoun} "we", or the 3rd person plural pronoun "they". The text in text C, however, must maintain formality as it's a government document, despite the context that the Americans didn't follow the treaties they signed.</p>
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		In text C, there is lots of archaic and low frequency
		lexis, for example "cease", "annuities" and "upon".
		Pragmatically, this creates a more academic register and
		makes the text appear more formal. Contextually, the text
		is therefore less accessible to those with a lower level
		of English. Native Americans, as a generalisation, have
		often been at a disadvantage with regards to education.
		In the context of this text, it is clear that the American rather
		Government had power behind the discourse as most
		Native Americans would have not been able to easily
		access or understand this text, therefore not understand
		their rights. Even though the leaders of the Sioux Native
		American Indians made the treaty with the government,
		they were still in a time where access to education
		was low, thus literacy rates were low.
		In comparison, text D features many neologisms and
		also lexis that has undergone semantic differentiation,
		as well as more informal lexis where there is clipping,
		for example "army vet". Neologisms such as "Twitter" and
		lexis that's ^{been} semantically differentiated, such as "shared" and
		"liked" all link to the concept of technologicalisation
		and also informalisation. The biggest change between the
		two texts is that technologicalisation has occurred,
		evidenced by text D's online written mode. Not only is
		text D an accessible text, due to this ^{higher} lower frequency,
		informal lexis, these ^{online articles} texts from the 21st century are now
		very widely accessible, due to readers being able to
		share articles on social see media platforms and also
		most online articles can be easily found and read for
		free. Even though this article was from a US website,
		people from all over the world will be able to access this
		text, as the internet is a global phenomenon. Thanks to
		improved education in America, and also literature ^{TV} and
		film being widespread (globally), the literacy rate is much
		higher now than in the 1800s.

In text C, the discourse structure consists of 3 large paragraphs, which feature many long complex sentences. At the time, in 1868, formality was still valued and as this is a formal document, its purpose is to inform the reader of their rights. The large paragraphs ~~with~~ with the long, complex sentences broken up with many commas makes the text less accessible to the public and allows the government to maintain their instrumental power over the citizens.

In text D, however, the discourse structure features shorter paragraphs and a variety of sentence types, with ^{such as} many simple sentences, ~~like~~ "we've hurt you in so many ways". ^{This is due to technological innovation, indicated by the text's online mode.} The text also features the discourse feature of exophoric references, for example the "Dakota Access Pipeline" and also ^{exophoric} religious reference to "God". The exophoric reference to the "Dakota Access Pipeline" makes the text more interesting to readers, especially as it's a topical issue in America and the text's purpose is to entertain. As the mode is online, the discourse structure ~~a~~ allows the text to be even more accessible, as it maintains clarity. The discourse feature of exophoric references appeals to the American reader, or those interested in American culture.

This could link to synthetic personalisation, as the text manipulates what the American reader understands about the world and American culture, in order to engage them. Consequently, the reader is then more likely to read more articles from this site as a rapport, or connection, between reader and text producer is developed. These features which create the synthetic personalisation aren't present in text C because the text only ^{needs to} ~~requires~~ mention ~~ing~~ matters relevant to the core purpose of the text, which is to outline the grounds of the treaty. Texts ^{from} 1868 were aiming to be as condensed and formal as possible. As it's an official document, it also wouldn't mention exophoric references that gave one side, neither American or Native American, a more positive or negative representation. It has to remain a neutral, denotated

		treaty.
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Examiner commentary

This is a good example of a solid Level 5 response. A range of methods are applied fairly methodically, using appropriate terminology (passives, pronouns, archaic lexis, neologisms, sentence types, discourse). This allows the answer to access the Level 5 category for AO1. Patterns of language, however, although alluded to in places, are not clearly established and therefore no credit is awarded for this. There is a clear understanding shown of the temporal contexts of both texts and their genres. Strong and helpful points are made about contextual factors in places, with some weighing up of how these might affect language use. For example, the semantic differentiation shown in the modern text is clearly and convincingly linked to its online genre and the informalization of language over time. This is securely linked to reception. The influential power wielded by the producer in Text C through the formality of the language is well understood and contrasted with the more informal discourse structure of the comparison text. This is also clearly linked to the intended audience. This is a strong answer, which displays an overall secure understanding and knowledge but lacks the insightful analysis and breadth of discussion of Exemplars 1 and 2. AO1: 9 marks; AO3: 10 marks; AO4: 10 marks.

Exemplar 5 Level 5/4

27 marks

3		<p>whilst both texts share a primary purpose to inform their recipients – either about a treaty the treaty's conditions (text C) or to the the the about an apology (text D), text C's secondary purpose is to instruct the implied recipients of the American government and the Native Americans to to follow the treaty's rules. This could mean This could mean that the text contains instrumental power, because the the respective producers are trying to enforce laws and keep the peace. However, text D's recipient is wider, being an online article that is accessible to anyone. However, the recipient is likely to be interested in the topic of the American west, but the the article may be directly related to them as the secondary purpose could be to persuade the Native Americans for forgiveness.</p>
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In terms of grammar, text C contains complex sentences, with relative clauses with subordination such as "whose names hereto..." and "upon proof...", ~~conditioned~~ the conditional clause

"if bad men..." as well as hypotaxis in this instance. Contextually, ~~this~~ the producer would have made this a pragmatic choice to create a more formal register. This is because ~~that~~ of the text's treaty form, as a formal register usually implies power. It also links with the text's secondary purpose to instruct as the formal register in turn helps to ~~create~~ increase distance between the producer and its recipient of fellow governors and members of Sioux, as well as other American citizens. This would therefore make them more likely to ~~listen~~ follow instruction. ~~However, text~~ Similarly, text D also includes some complex syntax ~~and~~ (e.g. "after months of weathering...") with some relative clauses (e.g. "as well as a creeping...").

However, it also includes some simple sentences such as "and they won" and "we took your land." This could link to informalisation since the variety of sentence structures vary the register and make it more informal in places. Additionally, since the text was

written after the 1979 Plain English Campaign, ~~the~~ the producer

may have deemed complexity unnecessary in some places as they want to ensure the text is clear and accessible to the recipient. It could also link to more ~~prescriptive~~^{descriptive} attitudes towards language in the 21st century as there is less of a need for the producer to show their intelligence through just using complexity - but rather having control over sentence lengths being used to show they are a professional journalist.

Regarding lexis and semantics, text C includes modality, with modal verbs such as "shall" and "will". Contextually, this links to the text's secondary purpose to instruct because ~~these~~ these modal verbs create deontic modality, implying obligation to the recipient. This was a pragmatic choice by the producer because the deontic modality is appropriate at highlighting the instrumental power. This also demonstrates power behind the discourse as the producers are all

representatives from the government and the Sioux Native Americans, therefore are already powerful before the text is even written. However, text D has a lexical field of emotion, with abstract nouns such as "forgiveness" and "life" and the dynamic verb "struggle." Contextually, this could link with the 21st century's

more descriptive attitudes as since the the producer has included this it could imply that emotion is now more acceptable to talk about. It could also link to the text's secondary purpose to persuade the Native Americans to forgive the US government because the lexical choices imply that the producer of the US can empathise and recognise ~~for~~ what they put the Native American through. This could be the producer's way of trying to reduce the social distance between ~~the Native~~ ~~and~~ themselves and their recipient to try and keep the peace. It could also be of interest to the wider online recipient as they too

may want to empathise with the Native Americans so they can be educated on their struggle (lik being likely to be interested in the topic as they searched for it).

when looking at discourse, both texts hint towards a chronological narrative with a clear structure. Text C includes a topic sentence at the beginning of each paragraph (e.g. "from this day forward..."). Contextually, this would help make the text more accessible to the recipient of the rest of the government and the Sioux because it makes it clear what is about to be outlined. It also links

with the primary purpose to inform because ~~the~~ the producer is helping to outline to the recipient what the paragraph covers (for example, the adverbial of time "from this day forward" implies a premise is going to be proposed). Similarly, text D includes topic sentences, such as "and they won" and "but that's not all they did there." Contextually, this helps the producer

to organise their ideas, and similarly to text C, helps make the text more accessible to their recipient due to clarity. ~~Adds~~ However, the context of text D's recipient could be applicable because ~~the~~ ~~the~~ the wider recipient may want to have topic sentences so they can follow the narrative of events, as they may have searched for this out of interest in American history.

There is also evidence of diachronic change within both texts. Text C includes non-standard orthography in "therefor," ~~ex~~ and ~~hereby~~ the lexeme "hereby" which could now be considered archaic. Contextually, in terms of the non-standard orthography, it could demonstrate that standardisation was still occurring as although the text was written after Johnson's 1755 dictionary it still took time with "hereby" becoming archaic,

		it could link to informalisation as this lexeme was ^{is} typically classed as a more informal term.
		Text D also demonstrates this increasing informalisation, with initialisms such as "DAPL" and ^{the} contraction "we're." Contextually, this could link with more descriptive attitudes to language in the 21 st century, and also the producer using direct quotation where the contraction is present (thus emulating speech). Additionally, a direct quotation is also typical of a modern article.

Examiner commentary

This is a stronger answer than Q1 or Q2, applying a range of methods to the texts systematically and establishing some patterns, thus securely accessing the Level 5 category for AO1. Subordinate and relative clauses, complex syntax, modality, lexical fields, discourse structure and sentence patterns are identified and convincingly analysed, using well-chosen evidence. There are clear contextual links made, both in terms of reception and production, and the texts are compared consistently from the outset. In terms of showing how contextual factors may account for variations in language use, however, conclusions, while sound, lack the insightful weighing up seen in Exemplars 1-4. Similarly, while comparisons of language features are sound, the response fails to clearly establish some of the ways that language has varied over time. For that reason, it remains securely in the Level 4 category for AO4. AO1: 10 marks; AO3: 9 marks; AO4: 8 marks.

Exemplar 6 Level 5/4

25 marks

3		Text C is a new modern text from the Treaty of Fort Laramie. The text addresses the whole population of America and is a peace text agreement ensuring no harm to Native American Indians. Text D is an online article from a digital media reporting the war veterans asking for forgiveness from Native American Indians. The purpose is to inform the audience on the tragedies that occurred. and The audience is quite general. The text is contemporary.
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Both texts differ in terms of formality. Text C is much more informal than text D. For example, the text begins with a list of names "Lieutenant General William... names are here on premises". The uses of ^{the} formal titles "Lieutenant" and "General" already indicates that this is very formal. We can see that as a political document, the title are there to provide credibility ~~and~~ of the treaty. The title 'Article 1' implies

that this is a ~~the~~ political law that will take form of rules and conditions. It indicates that there are many more to go. * The use of 'Lieutenant' suggests that this is a war document ~~which~~ where in the 19th century, discrimination and colonialism was prevalent. Therefore, this document is subject to providing discriminatory relief for native americans.

In comparison, Text D is reporting war veterans apologising so they would be less informal. The text is ~~multi-modal~~ ^{mixed mode}, therefore it utilises the quotation "We've hurt you in so many ways". The use of this evokes empathy and as a ~~multi-modal~~ mixed mode text, this creates an informal register as they are using it in an emotive way. ~~rather than~~ the text also uses the twitter handle "@clausajani" which is also informal as they are promoting themselves on social media. As a text in 2016, this is typical as it is a way of communicating information. Society revolves around social media, therefore, articles containing twitter names to follow is not ^{un}usual.

Text C was written in 1868, about 113 years after the Johnson's dictionary was invented

in 1755. The vocabulary and grammar structure is surprisingly consistent with modern times as expected of a ~~late~~ modern text. This may attribute to the fact that this is a political document which needs to be accurate. ~~Now~~ One archaic feature used is the modal auxiliary verb of 'shall'. Nowadays, 'shall' is considered archaic as not many people use it, only the older generation. Therefore, it may be slowly becoming extinct. Instead the modal verb 'will' would replace it. 'Shall' is more assertive, therefore, it is not used as much now but may be a reflection of the 1800s as it was quite a systemic society with oppression and lack of freedom of speech, therefore the modal verb 'shall' would be used more to answer orders or requests. Another archaic feature is adverbial joined together such as 'there with' and 'here in'. There is also the absence of the final -e inflection on 'therefor'.

On the other hand, text D as a late modern and contemporary text contains new technological features. For example, neologisms such as "Twitter" and ~~there~~ is used. This is a new technological term that has come with the invention of Twitter, a social media website and has become a noun. The verb 'liked'

has also gained another meaning, which is to click the 'like' button on a social media website. This is typical of a late modern text due to the advances in technology. This has also contributed to the widespread

ness of the apology. Initialisms 'are also used such as 'Dakota Access Pipeline (DAPL)' This is because with texting and the internet, it is easier to abbreviate terms to allow for a faster communication. Aitchison argued that this is why prescriptivists think language is a crumbling castle due to the primitive nature of initialisms.

Text C is very literal in comparison to Text D. For example, the pre-modified noun phrase 'bad men' and the verbs 'arrested' and 'punish' connote a semantic field of crime. The text is matter of fact and describes the process of the consequences of what may happen. The noun phrase 'bad men' may be used because ~~they~~ as a political document, they must remain objective and just state what they are. The treaty also has instrumental power so they are able to punish people accordingly hence the literal language. It also utilises proper nouns such as "Indians", ~~Indians~~ "Black" and "United States" ~~are~~

3

because as a political document, they need to mention actual names of places and people so the laws are credible and clearly identify. Pragmatically, the proper nouns identify the clear culprit (whites and people with authority) that abused their power when they colonised and chose to use their instrumental power enslaving victims (~~whites and~~ Indians). Therefore, the document needs to clearly state who was at fault and who was on the receiving end of their invasion of justice.

Text D is much more figurative, perhaps due to the audience as they are receivers of the media, therefore, they are more emotive

and should feel empathy even though they were not the receivers of the tragedy. The abstract nouns 'oppression', 'atrocities' and 'indignities' are used as particularly emotive lexis and are significant in the fact they promote injustice. In comparison to text C, feelings and emotions are taken into consideration with this lexis and the implication of suffering and injustices is much more stronger. As a ^{online} article, this can generate support from online which could contribute to the support of indiscrimination, causing a social change.

Grammatically, the two texts differ in terms of complexity. Text C uses conditional clauses "If bad men..." repeatedly. Interestingly, the two clauses are used as conditions for the consequences of breaking the treaty. However, with regards to the time it took place, the Native Indians owned their land yet the Americans colonised it. ~~Therefore~~ the conditional clauses are applicable to both parties, applying the blame onto both. The ~~main~~ verb phrase 'maintain it' implies that the Indians are the ones who are responsible for ensuring there is peace even though they are the ones who are victim to the war.

~~whereas~~ the whereas 'the ~~us~~ government of United States' are pledged to keep it (verb phrase) implying that they only issue the order out and may not keep their promise.

		<p> This shows the government 'abusing their instrumental powers over Native Indians. Furthermore, the consequences for the Indians breaking the treaty are much more severe as evidenced by the multi-clausal compound complex "If.... solemnly agree, tried... punished ... therefor" This indicates certain rules and is still quite discriminatory. The long multi-clausal sentence indicates the long process Indians have to go through. </p> <p> Text D, in comparison, is much more simpler and is written like a narrative. For example, an anecdote is used "we came, we fought you... we stole minerals... forgiveness". The use of the first person plural pronoun "we" indicates that this is a collective apology. This indicates inclusion of all veterans that have caused damaged and is much more meaningful. It is also utilised ^{co-ordinating conjunctions} framed ^{clauses} adverbials as "BUT that's not..." and "And they won" to indicate a conversational narrative. This creates a dramatic reveal and generates an entertainment aspect, especially considering it's a media text. This implies </p>
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Examiner commentary

This is a borderline Level 4/5 response, which unfortunately remained uncompleted (the largely redundant introduction would not have helped with time constraints here). Quite a lot of ground is covered for AO1, with some patterns established using well-chosen evidence and some convincing analysis. These include the repeated use of 'shall' as an auxiliary (not routinely commented on), the lexical field of crime and use of collective nouns in the older text, and the neologisms and emotive abstract nouns present in the modern text. This allows the answer to access the Level 5 category for AO1. Relevant links are made to context, although this is not consistent throughout the answer. In places, there is irrelevant digression which is not credited (historical commentary on the abuse of power by the Whites during colonization, for example). Candidates are advised to remain focussed on the question, as any labouring of contextual points (however interesting they may be) which are not clearly linked to language features is rarely credited. Although valid comparisons of linguistic features are made across the texts, there is insufficient focus on language change. AO3 and AO4 consequently remain securely in the Level 4 category. AO1: 9 marks; AO3: 8 marks; AO4: 8 marks.

Exemplar 7 Level 4

21 marks

3 Both texts C and D discuss the topic of Native Americans and the relationship between them and other ethnicities in America. However, whilst text C ~~does~~ uses the term 'Indians', ~~however~~ text D uses the term 'Native Americans'. This is likely because of a change in attitudes between the two texts, as in text C there was a lack of knowledge about Native Americans and a discriminatory view of them, however, this has changed in text D as the term 'Native Americans' is used. This may also be because 'Indian' is now seen as a more derogatory term for Native Americans.

In text C ~~there is less diversity in~~ there is less diversity in

sentence type than in D. This is likely because during the time of publication of text C the use of longer sentences was used to denote status, however this has changed over time. Therefore, a mixture of sentence lengths and complex, compound and simple sentences are used. Alternatively, this could be because text D is an article and so has a wider, more varied audience than text

C, which is a treaty. Therefore, A needs to be more accessible and so uses wider variation in sentence structure in order to be more easily read, and add interest to maintain readership.

Text C ~~has~~ also has a more ~~formal~~ formal register than A created by a pattern of low frequency lexis such as 'hereto', 'cease', 'honor', 'offender' and 'depredation'. This links to Goodman's theory of informalisation over time. However, it may be because of a change in attitude as ~~at~~ during the 1800s, when ~~the~~ text

C was published, education wasn't so widely available or common as in 2016, and so the use of this informal register denotes the status of the producer and makes them sound educated, and therefore more official. It is also produced by the government and so a formal tone is more appropriate.

Conversely, ~~the~~ in 2016, which is when text A was published, education has become more widely available and so people do not need to denote status in this way. ~~the text is also in the form of an article and not a government document and so doesn't need to be written to the highest level of formality.~~ Text C is also in the form of an article and not a government document and so doesn't need to be written to the highest level of formality.

In text D neologisms

'video', 'Twitter'

such as ~~bulletproof~~ ^{video, Twitter} ~~submachine guns~~, 'tear gas', 'water cannons' and 'pipeline' can be found, highlighting one technological change between the two texts, as advancements in technology have led to the manufacture of these new products. In addition, text D ~~was~~ was

published online, whereas text C was not, which further shows differences in technology between the two periods (Heming-^{ing}-affordances of technology).

In text C there is a large focus on race and ethnicity, for example 'the whites', 'the Indians' and 'white, black, or Indian'. However, in text D ~~referring to those who aren't Native American~~ ^{the term} 'all other ethnic groups' is used to discuss those who aren't Native American. This may reflect the change in attitudes towards race through movements such as the civil rights movement, as ^{race} ~~that~~ is not the focus ^{of text D} and racial groups have not been separated, showing how there has been ~~steps~~ ^{steps} made towards racial equality. This is also shown through text D highlighting issues Native Americans face such as living 'below the poverty line', 'addiction issues' and 'scarce resources'. It also highlights how this is the result of 'centuries

3		of oppression, indignity and disregard'. However, the issues like these are not addressed in text C, highlighting how attitudes to race were previously less accepting.
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Examiner commentary

This is a good example of a borderline Level 3/4 answer. Although generally assertive in tone, there is an attempt to apply linguistic methods with limited success. For example, the marked terms in both texts are compared and linked to contextual factors in a way which is valid and relevant. The Latinate lexis of the older text is exemplified, however the links made to context are generalised. With more depth of analysis, higher marks could have been awarded for AO3. There is an attempt to compare sentence types which is only partially successful, again due to a lack of detail. Whilst there is a basic acknowledgement of the differences in genre, this is again simplistic with insufficient supporting commentary. The fact that Text C, for example, is a binding legal document with a very specific purpose is not explored, nor is its intended audience. With reference to change, there are again attempts to compare language which are valid. For example, the archaic lexis of Text C and the neologisms of the comparison text are securely linked to technological advancement. Overall, however, analysis lacks the focus and detail required of a higher band, with contextual conclusions which are mostly assertive and simplistic, as opposed to sound. AO1: 7 marks; AO3: 7 marks; AO4: 7 marks.

Exemplar 8 Level 2

11 marks

3		Text C and Text D both have in common the theme of Native American Indians. in Text C is from 1868, so the 19 th Century after all the standardisations of punctuation and Capitals, but not punctuation. Text D is from 2016 and is an online article on a US website, whereas Text C is an extract from a treaty between the US Government and the Native American Indians.
		Text C is laid out into four different sections, there is only one title which breaks up one section of text from the rest. Compared to Text D, the Text D has nine different paragraphs, with one clear title and a sub heading as well, these are typical features of an article. However, the main title of the article has capital letters at the start of each word. This is very surprising for a modern text as capitals have been standardised and a recent article should be grammatically correct.

Overall, in regards to discourse, the clear change here is that from 1868 to 2016, the way we write has changed as texts now have more paragraphs which are shorter in length rather than big, long paragraphs.

In regards to sentences, text C has very few sentences with the whole text only containing five sentences. These sentences are long and feature many commas. Text D on the other hand has more sentences which are shorter in length. This breaks the text up and allows the article to flow, unlike text C where all the information is simply compiled all together. Just from the sentences, you can tell that the way that articles, ~~and~~ books and any other ~~text~~ writing, has

been standardised in some way as sentence length has been shortened and therefore their frequency has increased.

In regards to punctuation, punctuation has been standardised since 1868. ~~Text~~ As text C ~~was~~ was written in 1868, ~~the~~ punctuation was not standardised hence why there are so many commas present and in turn, many comma splices. Capitalisation has been standardised before this text was written, this can be told because capital letters have been used for places ~~and~~, organisations and names. Text D's use of punctuation is what we would class as correct punctuation and the use of capitals is exactly the same as text C. Overall, in regards to punctuation, the biggest change is the standardisation as commas are not used as ~~often~~ often anymore. In regards

to capital letters, they have remained the same.

Lastly, in terms of lexis, text C does feature some archaic words such as 'depredation' and 'herein'. 'Herein' is normally only seen in formal, legal documents and hardly used in day to day conversations. Also, some spellings have changed such as instead of 'for ever' being

two words, it is now only one. Also, 'wrongdoer' is now two words instead of the one. As the text is American, some spellings are different to English spellings such as 'honor' and 'therefor'. 'honor' is spelt 'honour' in the UK and, 'therefor' is spelt 'therefore'.

To conclude, there have been some changes to our language over the years, most for the better. From the spelling of words to how texts are laid out.

Examiner commentary

As with Question 2, the answer is almost wholly assertive in tone, with a lack of exemplification from the texts until the end. There is a whole paragraph on punctuation, often found in weaker answers, which, while of some syntactic relevance in the context of language change, is generally not credit-worthy. Candidates are advised to avoid lengthy commentaries on punctuation. Although there is some discussion on context, points remain generalised. In terms of AO4, there is a limited identification of concepts and only basic comparisons are made across the texts, with very little demonstration of how language use has varied over time. AO1: 4 marks; AO3: 4 marks; AO4: 3 marks.



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