

AS LEVEL

Examiners' report

ENGLISH LANGUAGE

H070

For first teaching in 2015

H070/01 Summer 2019 series

Version 1

Contents

Introduction	3
Paper 1 series overview	4
Section A overview.....	5
Question 1	6
Section B overview.....	22
Question 2	22



Would you prefer a Word version?

Did you know that you can save this pdf as a Word file using Acrobat Professional?

Simply click on **File > Save As Other ...** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as ...** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for *pdf to word* converter).



We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Paper 1 series overview

The overall performance across Q1 and Q2 was fairly equal in terms of quality. The texts for both questions appeared to be accessible to a wide range of candidates, most of whom divided their time well between questions. Q2 responses tended to divide time more equally between Texts B and C than in previous years, which led to improved connections between texts and more opportunity to discuss a range of methods. There was notably a lesser tendency in this series for candidates to produce answers which 'go through' the language levels, instead showing a greater ability to link multiple features across different language levels together and base connections between texts on context. This, in turn, led to a decrease in uneconomical and lengthy answers. It was also notable that fewer candidates wrote largely redundant introductions and conclusions which are not mark-worthy, instead beginning with their own analysis early in the response. This, in turn, led to shorter but often more qualitative responses. Although very few answers were too short, some candidates may have done better to spend slightly longer planning, to make sure their points were supported with enough evidence and organised in the most logical way. Fewer candidates were using the word 'pattern', which in previous examinations had led to some tenuous conclusions or superficial attempts to link points. However, there remained a tendency in some lower level answers to single out one piece of evidence at a time. Better answers were able to weigh up multiple pieces of evidence and features, exploring how they worked alongside one another. The best answers for both questions were suitably tentative, exploring possible alternative interpretations, for example how Text A balanced elements of hyperbole with a more measured or ironic tone, or how Gordon Brown in Text B both took responsibility and avoided blame for MPs' expenses. In general, use of accurate terminology was improved this year, with even low level responses showing ability to apply at least some terms appropriately. That said, the term 'count noun' was widely applied, usually to statistical information, in a way which was not appropriate. Although less notable than in previous years, some responses for both questions (but particularly Q2) devoted an excessive amount of time to theory, which was often unhelpful. Although candidates may legitimately choose to apply theoretical concepts and issues broadly, they should be reminded that the focus of this paper is primarily on the analysis of linguistic and contextual features. Extended attempts to apply theory often led to a limited and generalised analysis which detracted from the linguistic and contextual analysis. Candidates should focus on elements which are unique to the texts in front of them, rather than providing a 'generic' analysis based on theories they may have learned. Finally, candidates would be advised (in both questions) not to focus too heavily on formality - which can be a limited point - but often took up a large proportion of answers.

Section A overview

As a broadsheet article on the topic of student performance in examinations, Text A appeared to be particularly accessible to students. In terms of AO1, examples from various language levels were identified and explored by most candidates, particularly rhetorical questions, lexical fields and sentence types. That said, a significant number of candidates focused unhelpfully on phonology, with comments on sibilance in the phrase 'sweltering students' and specific fricatives and plosives with a range of loose explanations that they sounded harsh/gentle, which were not appropriate for this question. As these could not be linked convincingly to specific contextual factors in a written journalistic piece, such formulaic answers only ever achieved in the bottom bands. Those candidates who showed awareness of genre, recognising the properties of the individual text, did better overall. Higher level answers were able to comment on the mixed register of the piece (despite being an article from a broadsheet), recognising the use of hyperbole juxtaposed with a more measured tone, use of irony, verb choices (including 'Discuss' in the standfirst, ironically emulating the question form commonly used in examinations), fronted conjunctions and syndetic listing – all of which could be more easily linked to context in this genre. Most candidates were able to comment on the rich pre-modification of the text, however stronger answers were able to highlight the bias present in the piece as a result (e.g., 'distracting sports tournaments', 'deceptively simple'). Interestingly, only a minority of candidates commented on the concluding stance of the journalist as being in favour of retaining the status quo, with most asserting her desire to change the established system as being her final position. Graphology was addressed in many answers, particularly the use of red text which higher ability candidates were able to link - with some justification - to lexical fields of heat. Lower level responses focused heavily on graphology on its own, without any link to language, which often led to tenuous conclusions (e.g., the underlined text, which was predominantly underlined and in a different colour because it was a hyperlink). While graphology is a legitimate area for discussion in this paper, it is only ever relevant when closely linked to linguistic or contextual features in a convincing way.

Question 1

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

- 1 Giving careful consideration to the context of the text, identify and analyse features taken from different language levels. [24]

Exemplar 1

1	<p>Text A Text A is an extract from the Guardian online, which is one of the most successful online newspaper sites with around 10 million visitors each day. Therefore, ^{as} the text producer, they must appeal to a wide-ranging audience, which is reflected in the subject matter of school and children, as many the Guardian is renowned for its middle-class, left-wing audience, who therefore have a greater disposable income to send their children to school. The text producer is appealing to their adult ^{intellectual} intended readers through the use of proper nouns with "Harvard, UCLA and Georgia State University", which lends a sense of authority to the text in order to make the article interesting. This is then contrasted with the use of humour in the tag line of the article, which uses the interrogative "Bad news for the UK's smelting students?" followed followed by a minor sentence "Discuss", allowing the tag line to be presented as a pun on the exam question, which the subject matter of the article is focused on, contributing to the informal register, allowing it to be both appealing and accessible to their intended audience, of which can be seen to be parents with children, or even the children themselves.</p>
	<p>The discourse structure of text A is typical of an article, with a headline in the form of a rhetorical question "so is it time to overhaul the academic year?", which allows the article to act as a form of hypophora, in answering its own question. This can be seen on a smaller scale, with "overly rigid? Perhaps", which allows the use of hypophora to contribute to the informal register. The text essentially analyses the effects of changing the exam year, beginning with the</p>

use of concrete statistics with "1% drop in exam scores" in order to convey the solid research, the middle of the text uses of interrogatives with "why not instead have young people sit their exams online when it is not convenient for their leaving, and for their health grounds?" ~~contributes to~~ This draws the reader in, allowing interrogatives to ~~also contribute~~ reflect the nature of spoken conversation and using intonation in order to contribute to the informal register, and which appears to be Guardian's wide audience, and attract more people to the site to generate more ~~and~~ The end of the passage appears to ~~promote a solution~~ convey the difficulty in changing the lexical field of ~~reporting school and examination~~ with "making" "exam" the exam season, ~~with~~ using humor in order to ~~generate~~ appeal to the audience with the collocation, "not British summer," which is a ~~British~~ ~~used~~ common ~~use~~ of humor to British people, appealing to the Guardian's audience. ~~The lexical field is~~ The lexical field is focused around ^{school} ~~schools~~ with "exam" "making" and ~~related~~ "academic" appealing to the target audience as they are high-frequency terms in many people's vocabulary due to education being an important aspect of British culture. The use of the minor feature "And universities", ~~conveys the~~ ~~shows~~ the continued importance of education in young people's lives what although the ~~extra~~ ~~elaborated~~ words to add ~~are~~ to the informal register of the piece, appealing to the ~~intend~~ reader, which is ~~are~~ likely to be the Guardian's ^{typical,} ~~audience~~ intellectual audience who are ~~involved~~ in the education system as they have seen through it themselves.

This was a top band response. There was a range of levels discussed with patterns established (Proper Nouns, rhetorical questions, hypophora, lexical field, consecutive interrogatives), using well-chosen evidence. Terminology was secure. Analysis was insightful, e.g. the use of the imperative 'Discuss' being recognised as simulating the question form commonly used in exams (a point not picked up on by many candidates) and the use of humour in pre-modified noun phrases such as 'soggy May bank holidays and 'wet British summer' being linked to a typical kind of British humour which is likely to appeal culturally to the target audience of Guardian readers. A sound understanding of reception and production was shown, with context being explored through a range of appropriate features. For example, the use of rhetorical questions as an informal linguistic device reflecting the nature of spoken conversation in a way which would be likely to appeal to a younger demographic of Guardian readers, or the use of selective Proper Nouns as lending a sense of authority to the text.

adjective

adjective "rigorous" emphasised with the use of hyperbolic language throughout the text to show how much of a serious matter this is to not just the internet but everyone, who is reaching that online or ~~via~~ via their friend's phone. This, therefore, positions the reader to think, is it more beneficial for children to take exams in the winter or summer. This, allows them to have control, power to make the decision, yet hence why this obligated them to.

2nd person

Furthermore, the ^{2nd person} deictic pronoun "will tell you" and first person plural pronoun "we" suggest that the writer is directly addressing it to you and wants you to feel persuaded by it, as the use of synthetic personalisation allows the reader to feel part of the text and it's clearly used to persuade them. The Guardian is a huge, well known online website/article, they always inform people about things that are happening around and ~~and~~ ~~hard~~ to, which impact society and everyone and in some cases negative ways. This therefore, allows the reader to get a sense of education as it teaches them about society and in that case the "Education" tab.

Moreover, the use of the lexical field of weather "discovered hotter temperatures", "air", "kind me with air conditioning", "occasional hotness",

^{lowers}
~~is emphasised~~ the use of formality as the repetition of "hot" and "temperature" allows the reader to get the hint that students are suffering from this "bad" weather and something needs to be done. Therefore, the text offers a problem-solution as "instead ^{we} young people hit their exams online". This positions the reader to think in their minds that it's not really a good idea as some student may cheat yet who will supervise them.

In addition, the noun-phrases "a British school with windows jammed", "a half-degree rise ~~in~~ temperature", suggests to the reader again they must do something about it as they feel obligated upon as the descriptive, vivid adjective "jammed" reinforced that schools are not providing much for students, who are taking the exams as students are the main priority and should be centred all the time.

The use of sympathetic language "for their sweat glands?", "negative effects begin", reinforces the use of pathos, where emotive language is used to create a sense of sympathy for the students as they have the power over the performance at the UK's exam results and

	not just schools.
	* the use of hyperbolic language is used statistically "year equated a 17. drop", "more than 10 million" the use of, this - exaggerated negatively the impact of student's doing bad in exams, which affects the country more than anything. therefore, it persuades the audience to feel tempted, and obligated to take a stand.

This answer is a solid Level 5 response, applying a range of appropriate language levels with some clear identification of patterns, although lacking the perceptive analysis of a top-level answer. In addition, terminology was not always consistently applied, with evidence lacking the conciseness that would be expected of the top level. For example, a pattern of adjectives was accurately identified, however chosen evidence did not clearly identify that feature. That said, there was clear and convincing analysis of some patterns, the concept of pathos within the discourse being well understood and exemplified. In relation to terminology, candidates are advised to avoid the term 'descriptive adjective'. Since all adjectives are descriptive, the premodifier is unnecessary. Context was also well understood, with language being convincingly linked to reception and production consistently in the answer. Although coherent, register was not sufficiently secure or formal for a top Level 5 mark.

Exemplar 3

1	<p>The genre of this text is an online article. This is shown through the many conventions. The headline ends with "so is it time to overhaul the academic year?" The use of the interrogative rhetorical question stands out to the audience, teachers + parents, as it makes them question something which has been the social norm for years. The minor sentence towards the end of the extract "overly rigid?" further questions this intended audience. This links to one of the possible purposes, to persuade, as it indirectly addresses the reader, making them more likely to agree with the overall concern about school exams.</p>
	<p>Throughout the article, there is a semantic field of higher education "Harvard, UCLA, graduate, Universities". These concrete, proper nouns are expected within this article as the intended audience of teachers and parents want to hear these well known places, which have connotations of intelligence. They have been included to gain the audience's trust, making them more likely to agree with the concerns, which links to the possible purpose to persuade. high There is a pattern of high frequency lexis used throughout this article.</p>

	<p>Examples of this high frequency lexis include "exams, tests, school, exams". These common, concrete, count nouns allow the audience to feel involved, rather than isolated, as they are understood. This links to the genre since the article is from the 'guardian online' which is a well known article. This allows us to infer that the audience is from a lower-middle demographic, so by using high frequency lexis they understand more.</p>
	<p>At the start of the article, the publisher has used sibilance "sweltering students?" The dynamic verb 'sweltering' further emphasises the point about temperature as it is hyperbolic. Since it is used to describe the students, it can be seen as emotive language too. This is because 'sweltering' has connotations of suffering and discomfort. Since the audience includes parents, this makes them feel pity as their children are the one's "sweltering". This too links to the purpose to persuade as the parents want to help their children.</p>

This response exemplifies a solid Level 4 answer. Although there are the beginnings of identification of patterns, these are not sufficiently solidified or exemplified to allow access to a higher band. Instead, relevant examples of language use are singled out, with appropriate evidence and some straightforward analysis. Terminology is mostly appropriate, although there are errors (e.g., dynamic verb, 'sweltering'). There is commentary on sibilance ('sweltering students') which is not appropriate here, since this is a written journalistic piece. Candidates are advised that phonological analysis on a written journalistic piece is not normally mark-worthy in this paper. However, the link to hyperbole and context is convincingly made and rewarded with marks. Reception and production are understood and there is some clear weighing up of this in relation to language use, e.g., the use of rhetorical questioning to draw the audience in and encourage critical engagement on an educational norm. However, the depth of analysis required of a higher level and exemplified in Exemplar 1 is lacking.

Exemplar 4

1	<p>Text A begins with a coloured title which makes it stand out, as you would expect from an online version of a newspaper such as the Guardian. In the title, there is a clear point made: 'Students don't do so well in exams when it's hot', and this point is separated from a potential change through the use of a dash, which may suggest that the writer believes we really should 'overhaul the academic year'. Here, the use of a rhetorical question that puts an idea into people's heads is a clever technique, as the it makes the reader, (someone with an interest in exams and grades, as for example teachers) want to read further into what the writer has to say also to see if they agree, which brings in both the main purpose of informing the reader with things like statistics. ('a half-degree rise in the average temperature over the year equated a 1% drop in average exam scores'), but it also brings in the 1st purpose of persuasion, as the writer wants people to</p>
---	---

get behind ~~the~~ point, and hopefully 'overhaul the academic year' as ~~it~~ ^{it} says in the title.

The writer uses rhetorical questions throughout, yet another persuasive technique to help readers get on board with ~~her~~ ^{her} as ~~they~~ they offer time for the reader to think about what ~~she's~~ ^{she's} saying and this also helps them to understand the main points.

Towards the end of the text, McInerney uses adjectives to describe the weather as 'drib' and 'wet', and although this is her talking about 'British Summer' weather, she may also think that students end up feeling 'drib', ~~and~~ meaning gloomy and almost depressing, as she uses two negative adjectives ~~to~~ next to each other, to end the extract.

The writer makes and repeats her main point that 'students don't do so well in exams when it's hot', and rephrases this numerous times to keep mentioning it as it is her main point. She says there is 'a drop in performance with rises in average yearly temperature', and

even uses red, underlined text to simplify this: 'hotter temperatures lead to worse grades'. She uses ~~the~~ words from the lexical field of exams and weather ~~consistently~~, constantly, with some low frequency lexis such as 'academic' and 'heatwaves', which are specific to these subject areas, as well as high frequency lexis such as 'summer' and 'school', which are ~~almost~~ used almost everyday.

This answer typifies a Level 3 response. It opens with assertive commentary on graphology, only ever relevant in this paper when linked convincingly to language or context. The response is assertive in tone, with indistinct terminology (e.g., 'clear point', 'words', 'lexis') and points which may have validity but go unsupported (e.g., 'the writer uses rhetorical questions throughout'). Lexical fields are loosely identified and are not securely supported with well-chosen evidence. Some scattered points, however, are supported (e.g., adjectives). Reception and production do not appear to have been fully understood and commentary is loose and generic, rather than tailored to the specific text.

Exemplar 5

1

Text A is the genre of a newspaper which is portrayed very clearly through a bold headline to what it is about. This piece of text could have the audience of both students and their parents in order to be informed about how exam season may go.

First of all it starts off with a headline that is a rhetorical question, this straight away draws a reader in as they think that their opinion is being valued and can push them into feeling strongly about what is being said. In this text the writer is using rhetorical question in a way of sarcasm, for example 'for their sweat glands?' is used to make a mockery out of the fact that students have sit their exams in the hottest ~~a~~ period of the year.

which she gives off the message that it is an outrage and laughable.

The writer has used forms of graphology within the text. We can clearly identify that the words that are printed in red give us a vague background on what the main focus of the text is. For example 'students don't do so well in exams when it's hot' is printed in bad red writing which gives us an overall summary that this is what the text is about. However it also shows a sign of irony in my opinion as they are only doing something about it now. ~~but so I don't think that~~

There are many different forms of language features that have been used within the text to express her true opinion very clearly and

to try and get the reader on her side. For example ~~the~~ 'sweltering students' is ~~an~~ an exaggeration of students being hot but even though it seems a little over the top it can still have a big effect on the reader's view. If the reader was a student's parent and saw the alliteration 'sweltering students' they may start to really question ~~if~~ if this can have an effect on their children's exams.

~~She~~ In this generation we live in statistics are highly valued by those around us they prove to people through numbers of research. The writer of this text has used statistics multiple times so that it is not just an opinion we are getting but also facts. She states that there was a '1% drop in average exam scores' which may seem very important to

Others .

Within this text there is a semantic field based upon the weather, the writer has ~~emphasised~~ used this to emphasise how hot it can be and the struggle it can cause the students, for example 'heatwaves' 'sweat' 'sweltering' are all words that put the heat in a negative view. This may disagree with a lot of peoples view as people make the most of the sun in Britain but the writer is trying to portray what it ~~can~~ can do and how it can affect the students.

This response could only ever access a lower level, with a vague attempt made to apply linguistic methods, using the occasional piece of evidence (e.g., rhetorical questions and semantic field). Terminology is scant and commentary is assertive throughout. Graphology is laboured (red text and bold headlines) and not clearly linked to language or contextual features, which is common in lower level answers. Register is not formal or academic (e.g. 'over the top'). Contextual conclusions are loose and not securely linked to language (e.g., the alliteration of 'sweltering students' having an effect on the audience, which is then not clearly identified).

Section B overview

Reassuringly, fewer responses treated Texts B and C in isolation this year, and there were a few sound comparisons, both based around specific features and how they were used, and aspects of context. Less successful answers remained focused on formality, levels of planning and topic. More successful answers explored representation of the issue, positioning of the authors/ speakers and audience, and the achieving of multiple complex purposes. There were some convincing comments on phonological features in Text B, a spoken piece of discourse, which again tended to balance these features with specific linguistic points (e.g., the words Gordon Brown stressed and how these specific words worked alongside his overall discourse structure to position him as wishing to take action). Although responses tended to divide time more equally between the texts, leading to stronger connections and more opportunity to discuss a range of methods, there were still a small number of candidates who, having shown a good grasp of a range of methods in Text B, did not explore similar methods in Text C. In higher level responses, candidates were able to identify and explore the range of non-fluency features present in Text B, applying accurate terminology to these features. Lower level answers tended to generically discuss 'non-fluency features' in a looser fashion. Theories of convergence, divergence and instrumental/influential power were appropriately and regularly applied across the texts, with stronger candidates being able to link these to contextual factors in a convincing way. That said, a small but significant number of responses misapplied the term 'RP', using it to refer to any formal language rather than an accent - usually, but not exclusively, in Text B. While there were some relevant contextual comments on Gordon Brown's use of formal language as a senior politician, the caller's convergence when using some field-specific lexis, or even on Gordon Brown's attempts to avoid speaking too formally, candidates should be aware that not all politicians (and very few callers from Glasgow) speak with an RP accent.

Question 2

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

- 2 Using appropriate linguistic concepts and methods, analyse the ways in which language is used in these two texts. In your answer you should:
- explore connections and variations between the texts
 - consider how contextual factors contribute to the construction of meaning.

[36]

Exemplar 1

frustration. The producer also uses quoted clauses from Cameron with "Expenses hang over this place" and paper names with the names of specific MP's, "Sajid Javid" and "Julie Kirkbride", in order to ~~assert~~ assert the paper's knowledge and authority, making themselves more appealing to their audience, and in turn fulfilling the purpose of reporting news and essentially selling papers.

The discourse of text B is in the form of semi-spontaneous speech, where ^{both} Gordon ^{Brown} and the caller know that they will be discussing the expenses crisis, but ~~are~~ ^{Brown is} unsure as to exactly what the caller will ask, and the caller is not exactly sure how he will ask it. This is reflected in the caller's non-fluency features in the form of fillers with "um" and "micro-pauses" in between utterances to show that he is thinking as he speaks, with "which costs (...) six and a half billion". The relationship between the speakers appears hostile, as they are initially in disagreement but a power complex can be identified, with the caller appearing to have some power in the discourse at the beginning, ~~but~~ ^{where} he interrupts Brown with "I'm sorry for", but Brown continues to interrupt him in order to assert ^{social} power over him, which is provided by his status as ex-Prime Minister, allowing his final utterance of "you've got to take action", signalling his power in the conversation. Furthermore, his lack of non-fluency features could suggest that he is used to public speaking and being put on the spot due to the nature of his job, further leading more power. The discourse structure of text C differs from text B due to the pre-planned ~~and~~ ^{and} edited nature of an article. The discourse structure begins with the ~~author~~ ^{author} recognition and understanding of the anger of tax payers, using a lexis of ~~dis~~ anger with "irate".

and "furious", and then transitions into ~~the~~ a sense of solution, using quoted clauses with "this will go on and on... until voters have the right to recall and sack their MP", which implicitly suggests a sense of hope and power for the readers of the telegraph, allowing the text producer to appeal to its audience and sell gripes. The multi-modality of the text with the photograph of Sajid ~~Travis~~ Javid smiling, allows a sense of hope for the future to be created, ~~as~~ as he is the MP who ~~was~~ ~~seems~~ to have replaced Kirkbride, furthering the audience's ^{desire} ~~appeal~~ for a sense of restored ^{justice} ~~peace~~ out of chaos.

On a sentence level, due to the semi-spontaneous nature of text B, there are some incomplete utterances with "because" and "but" ~~which~~ ~~are~~ ~~acting~~ ~~as~~ ~~left~~ ~~minor~~ ~~sentences~~ ~~during~~ ~~interruption~~. The utterances appear to shift with the discourse structure, with adjacency pairs such as "good afternoon", "good afternoon Robert", acting as phatic speech at the beginning before they begin their discussion, allowing the sentences to transition into the use of imperatives where Brown says "hold on", in order to assert power over the caller, ~~although~~ ~~BBC~~ ~~allow~~ ~~the~~ ~~caller~~ ~~to~~ ~~fulfill~~ ~~the~~ ~~BBC's~~ ~~purpose~~ ~~of~~ ~~providing~~ ~~a~~ ~~balanced~~ ~~view~~ ~~of~~ ~~the~~ ~~issue~~. The informative nature of text E is reflected in the use of declarative sentences such as "votes were already furious with the Establishment", in order to ~~more~~ ~~fully~~ ~~fulfil~~ ~~the~~ ~~purpose~~ ~~of~~ ~~reporting~~ ~~news~~, ~~with~~ ~~an~~ ~~an~~ ~~interjected~~ clause is also used with " - complete with jaw-chopping details of fraud, false receipts, claims for ornamental dishcloths and moat cleaning", which ~~both~~ reflects the nature of conversation as it ~~used~~ ~~acts~~ ~~as~~ ~~an~~ ~~aside~~. ~~Leading~~ ~~some~~ ~~deals~~ ~~however~~

	to the text, in order to make the register slightly less formal for the reader, allowing light to be made of a bad situation. The lexical lexical field
	The lexical field of politics can be seen in both texts with "quango", "House of Commons", and "MP's", as acting as political proper nouns, as in text B, whilst "ministers", quango "Commons" and "MP's" can also be seen in text C. However, text C C's lexis shifts towards monetary value, using a semantic field of wealth with "recession", "bats", "receipts", "fraud" and "expenses", showing that text B's overall purpose is to ^{explain} refer the ^{political} political situation, whilst text C is more focused on audience feelings towards money being stolen.

This answer was given full marks. A range of methods are applied in an assured and systematic way. Patterns are established with some close analysis of language. These include use of hyperbole, Proper Nouns, lexical and semantic fields and sentence structures. Importantly for a top level, terminology is accurate and precise. Loose terms such as 'non-fluency features' are explored, with accurate application of terms to these features (fillers, interruptions, pauses) supported with well-chosen evidence. The multi-modality of the text and its graphology are not laboured, as is often the case in lower level answers, but dealt with in a concise and relevant way. The data is approached independently, with a focus on those elements which are unique to the texts, as opposed to providing a 'generic' analysis which could be applied to any number of similar texts. For example, the speech in Text B is accurately identified as being 'semi-spontaneous', Gordon Brown and the caller having prepared to a certain extent beforehand, however neither being entirely sure how the conversation will evolve in an interview situation. This is linked convincingly to the use of the non-fluency features enacted by both participants. Lower level answers might assert that the conversation was 'spontaneous', simply by virtue of the spoken element. Concepts of power are accurately applied, with a recognition that, despite Gordon Brown's status as a key politician, he does not always hold the balance of power behind the discourse. There are some discerning points made about contextual factors, particularly in terms of reception. For example, the audience of The Telegraph are persuasively hypothesised as being older, in the income-earning bracket, perhaps recently retired, and thus being particularly incensed by the expenses scandal.

Exemplar 2

2)	2	<p>Both text B and text C inform the audience about the MP's expenses scandal. Text B is a transcript of a radio with ex-Prime Minister Gordon Brown, and is disgusted by the behavior of MPs. Whereas, text C is a Telegraph online about Sajid Javid, who was entered the comment in 2010 - therefore, held the power.</p>
		<p>Firstly, text B is informal in terms of the structure of the discourse. The manager hearsay it there to conduct the radio for the secondary audience listening. Whereas, text C is formal text and rich in formality as it is more in depth about the scandal from someone else's perspective. Therefore, text B uses a lot of hedges "my point is um", "um the two reports". This suggests that he is quiet nervous due to the reason he was speaking to the ex-Prime Minister, who held the position, political power in the past ones.</p>

The whole of England. therefore this lowers the formality. However, ~~the~~ in text C it is high in formality and rich in grammar as descriptive adjectives "votes were already furious" and superlative ^{adjs, prep} "biggest" ~~renowned~~ "the reckless banks" ~~renowned~~ that due to the scandal many business deals ran out as banks were out of use and run out.

Furthermore, ⁱⁿ text B the caller and the ex-Prime Minister were blaming at some point each other as they both used 2nd person exophoric pronoun "cutting across you", "unacceptable you", ~~this suggests that suggests~~ ~~synthetic personalisation~~ as both are trying to achieve a relationship due to the direct speech. ~~same~~ In contrast, similarly the writer is blaming Julie Kirkbridge for the expenses claims made in the UK yet the writer uses 3rd person pronoun "not replaced her", "was their main address". This allows the reader to get a much wider image of what happened in 2014 at the House of Commons as it allows them to feel involved from a third person view and feel educated. Therefore, Text C allows the reader to educate from the text as it is informing the audience, yet text B is allowing

The audience, who are listening from the radio to hear a hear from the Ex-Prime Minister and get the true picture next of him.

In addition, "Text B, due to the reason it is a transcript there are many overlap such as "Hark Of Common... yeah but I'm sorry for", "but)", "but held on", this magnified that both speakers are eager and thirsty to get their point of view out as they both want to argue about their statement. The use of ~~to~~ politeness "but I'm sorry" from the Prime Minister shows he is fulfilling the positive face needs of the caller as he may feel obligated upon. Therefore, that shows how the ~~the~~ Prime Minister holds power yet not with a comment yet on the radio. Indeed, in text C due to the fact it is an article published not many mistakes are done because before it is published many corrections have to be done, for the reader to understand the text. Also, text C uses the term "tripling" complex with jaw dropping, "take receipts", a down for ornamentation. The use of the lexical field of law "ornamental ducks heads", "Hark of Common", "Westminster" is similar text B as they use the term utterance "Hark of Common".

This answer was assigned a low Level 5 mark, displaying some ability to establish patterns of language use, with some well-chosen evidence. It is noteworthy that the introduction does not lend anything to the overall analysis and as such, candidates are advised to avoid introductions and conclusions. Terminology is secure (although not as wide-ranging as that of Exemplar 1) and non-fluency features are accurately termed, although again lacking the breadth of a top-level response. Some weighing up of contextual factors is evident, with the genre of each text soundly understood and linked convincingly to language features across the texts. However, although valid contextual points are made, they lack the incisive analysis of a top-level answer. Concepts are alluded to (power) although not explored in any great depth, and connections across the texts are helpful, if not illuminating.

Exemplar 3

2	Both texts use semantic fields throughout to emphasise the effect of the scandal.
	<p>Text B The genre of text B is a radio interview. Throughout this interview, a semantic field of money is used. "pounds, expenses". The abstract noun 'expenses' is used to emphasise the amount of money involved. It has been used rather than figures as it almost protects the audience, who are the adults with the general public, from being "traumatised" by the event - it hides it, making it less hard hitting. The genre of text C is an online article. Throughout this article, there is a semantic field of war. "triggering, explosive, army". This has been used as hyperbole to emphasise how bad the scandal was, as it is being compared to a war. This is pragmatically interesting because the article is in the Telegraph, which we would expect to be PC and quite 'safe', however, this is the opposite, suggesting the scandal is worse than people originally believed.</p>
	Text B uses quite low frequency lexis including "action, agree, surprised". The stative verbs 'agree' and 'surprised' links to the genre of a radio interview as it is listened to by many, of all backgrounds and demographics,

therefore, it needs to be understood by many. Text B also uses an informal, colloquial tone throughout, showing the generic conventions of an interview. This prevents the audience, adults with some interest in politics from feeling bored as it isn't serious - linking to the purpose to entertain. However, text C uses a more formal tone with some low frequency lexis. "recession, jailed, radical, tainted." This low frequency lexis shows that the purpose is to inform, as we would expect more sophisticated language when talking about politics. It also shows that the intended audience may actually be from a higher demographic as not everyone has the knowledge about this topic.

Text B shows clear conventions of an interview through the use of turn taking, interruptions + phatic talk. The caller begins the conversation with "good afternoon" This is pragmatically interesting as it suggests she may be nervous and wants to feel more at ease, but it could also suggest that she wants to set a good impression of herself, making her more respected. Interruptions occur frequently throughout the interview between both participants. This shows they are eager to get their view

across, suggesting that a purpose may be to persuade. Text C also shows clear conventions, but of an article. Each paragraph is of a similar length, including lots of detail. This links to the purpose to inform as it provides the audience with lots of knowledge.

Throughout text B, there is a pattern of repetition of the verb 'shocked'. This emphasises the point that the scandal was unexpected, and that it isn't good - which links to a purpose to persuade. This is because it makes the audience - general public - think that something needs to be done.

Also, in text B, emphatic stress is used frequently, mainly by the caller. By emphasising "staggered, on and justify" we can see that they believe something needs to happen to resolve the scandal. In text C, repetition is also used. The noun 'storm' is repeated throughout as it is the comparison of the scandal. This shows that pragmatically, the scandal will have negative effects on everyone, like a storm would.

In text B, a lot of imperative sentences are used "you've got to take action".

	in the imperative, the pronoun 'you' is used.
	This directly addresses both the caller and the public, which links to the purpose to persuade as it directly involves the public in the situation. In text C however, the majority of sentences are compound.
	This links to the genre- an article, as it provides the most information, which also links to the purpose which is to inform.

Some appropriate methods are applied here, using mostly appropriate terminology, without sufficiently identifying patterns. Writing tends to be repetitive and somewhat uneconomical. Points made too often go unevicenced, which weakens the response. There are a few errors in terminology (e.g., stative verb, 'surprised' and verb, 'shocked'). As such, this typifies a Level 4 answer. Valid points are made about context with some sound conclusions reached, for example, the unexpected nature of the use of hyperbole in a broadsheet newspaper article such as The Telegraph is addressed and supported with evidence. Some straightforward comparisons of linguistic features are made with connections showing how they differ or are similar (e.g., sentence structure), however, they lack the insightful analysis of a higher level. Concepts such as power behind the discourse are not addressed in any real sense, although there is brief acknowledgement of phatic talk.

Exemplar 4

2	<p>Text B begins in the way that you would expect from a transcript, with greetings of 'good morning ^{afternoon}' to each other as a polite conversation opener, and this can be contrasted with text C which is an informational newspaper article article online, which as you'd expect goes straight into the background story of what has happened in the scandal.</p> <p>Both texts B and C can be seen to have similar purposes of being informing the audience as to what has gone on, with text B involving the caller questioning Brown as to what went on in the scandal so that all listeners can hear on Radio 4 what can hear the truth, and in text C the writer Iain Martin informs us what went on by giving us an insight. Both texts also seek to entertain their audiences, who will most likely be well educated and have an interest in the scandal. We can see this entertainment in text B, as the caller and Brown get into a heated discussion in which they interrupt each other. "I'm sorry for cutting across you but,..."</p>
---	--

~~Here, we see from a~~

In text C, Martin uses extreme lexis to describe the situation, such as 'crisis' and 'jaw-dropping', which ensure that the reader continues, as he tries to make it more entertaining. Both texts also cover the same topic of the MP's expenses scandal, and in doing so they use words from the same lexical fields.

In text B we can see ~~that~~ the lexical fields of money and politics through the use of 'billion', 'pounds', 'MPs' and 'House of Commons', and in text C Martin uses similar words like 'expenses' and 'Westminster' as well as 'confidant'.

Both of the texts also use low frequency lexis that are specific to the subject, which can be seen through 'quango' in text B and 'IPSA' in text C. *

However, text C is much more formal as it only tells us the information, for example, 'Voters were already furious with the Establishment! Martin often uses longer, more complex sentences which are declaratives, whereas text B sees a lot of interruptions rather than

The turn-taking we may expect from a transcript, and this can be seen through the common overlapping speech throughout the text, for example when Brown does not even finish ~~say~~ his sentence as he is saying "self-regulat-" before the caller starts "quite frankly"; which makes for an informal and disruptive text.

* Here, through the low frequency lexis that can be seen in both texts, we can see that ~~both~~ ~~both~~ both texts involve people with a high level of expertise in this field.

This is a solid Level 3 response. There is an attempt to apply linguistic methods in both texts, with some valid points which lack depth. Commentary is generic rather than tailored to the specific text (e.g., 'Text B begins in the way you would expect from a transcript'). Terminology is infrequent and loose (e.g., 'extreme lexis', 'words'). There are some simplistic conclusions made regarding context (e.g., the use of low-frequency lexis is linked to an audience who have some knowledge of the subject). Connections are general (e.g., both texts cover the same topic and have words from the same lexical field) with a loose grasp of appropriate concepts.

Exemplar 5

2	<p>Both texts B and C are based upon politics and is created for the readers who have a political opinion whether they may agree or disagree, although both texts are set to inform their readers. The register of the two texts is formal as they do not want the politics of the texts to seem as a joke, however a difference between the two texts is that the mode of text B is a transcript therefore it is a spoken piece of text where as text C is a written piece of text.</p>
	<p>Text B is showing two different individuals bouncing opinions off each other, for example the caller says "but why do you need six and a half billion pounds"</p>

which can come across as quite rude but we can see that they are just trying to get their point across. In contrast with this text C is just one view from a politician.

Within text B there are a lot of interruptions from both the caller and Brown which can seem quite unprofessional however the caller does not seem to fully know what she is going to say as she pauses a lot when trying to get ~~her~~ ^{their} point across.

However this links both text B and C together due to text C being against MP's opinions, straight away from the title we had - MP's expenses: A scandal that will not die. The writer is metaphorically describing ^{the} MP's. ~~we~~ will never stop taking our money.

This answer could only ever access a lower level, lacking analysis and with a tenuous attempt to apply linguistic methods to the texts. Terminology is virtually absent. There is only a vague sense of the texts' purposes, with generalised conclusions reached on context (e.g., both texts are based on politics and are created for people with a political opinion). Genre is not understood (both texts being described as 'formal'). Connections are assertive and limited, e.g., Text B is spoken, and Text C is written.

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

activeresults

Review students' exam performance with our free online results analysis tool. Available for GCSE, A Level and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level*
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

*To find out which reports are available for a specific subject, please visit ocr.org.uk/administration/support-and-tools/active-results/

Find out more at ocr.org.uk/activeresults

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

www.ocr.org.uk

OCR Customer Support Centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2019** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



Cambridge
Assessment

