

A LEVEL

Exemplar Candidate Work

ENGLISH LANGUAGE

H470

For first teaching in 2015

H470/01 Summer 2019 examination series

Version 1

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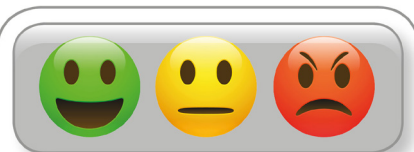
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Introduction

These exemplar answers have been chosen from the summer 2019 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 2019 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 2020. 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.

Section 1– Summer 2019 exam questions

SECTION A – Language under the microscope

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

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

1 Giving careful consideration to the context of the text:

(a) Identify and analyse patterns of lexical and semantic use. [10]

(b) Identify and analyse the way sentences are constructed in this text. [10]

SECTION B – Writing about a topical language issue

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

2 *‘The era of prescriptivism is dying.’*

Write a blog article for a website belonging to a recognised language expert which critically responds to this statement. You need to engage a reasonably well-educated audience with an interest in language change. [24]

SECTION C – Comparing and contrasting texts

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

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

3 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]

Section 2 – Exemplar Candidate Work and Examiners' Commentary

Exemplar 1

Question Part

1	a	<p>In terms of lexis, it is interesting to note the writer's use of first person plural pronouns such as 'we' in 'we go to the source'. A reason for this may be to present those behind the website, and thus those involved with the charity, as a community, one of which the reader should consider joining. Moreover, because a purpose of this text is to persuade, the use of strategies to make the reader feel welcomed is important in the attempt to get them to share their ideology on veganism. In this way, it is also important for the text's producer to present the ideology of veganism as accessible to all. This is done through the consistent use of the adverb 'simply' in 'simply do not eat eat' and 'simply be an an'. This is done as an attempt to eradicate preconceived ideas that being a vegan requires lots of extra effort. Moreover, it could be a form of mitigation in the asking of readers to do things for them, seen in the verb 'amare', as it is presented as a little, easy task for them to do. In this sense, this is linked to the lowering of the register of the text through the choice</p>
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Question Part

1	a	'veggers', which gives the text a less demanding tone despite its persuasive tone as the writer appears kind-hearted in the discussion of their veganism, to the extent that they will use such informal and playful language.
1	b	In terms of syntax, the use of short sentences such as 'This is simply not true.' is interesting to note. This is because it is a strategy to engage readers to see how far from the truth the misconceptions are. It gives the text a tone of desperation by giving magnitude to the incorrectness of the rumours. This is because, should such assumptions be taken as fact, their charity will be disregarded by many. This seriousness is then made less off-putting in accusatory in the use of minor sentences to lower the register. For example, 'Odd really' gives a more humorous tone to the misconceptions mentioned by dismissing them, whilst also showing that the writer's, and charity's, aim is not to shun those who judge veganism, but to inform them of the absurdity. Thus, the use of the exclamatory sentence 'won't

Question Part

1	b	<p>even notice you're doing it' shows the people behind the charity are excited and passionate about the benefits of vegetarianism, and they simply want to share the benefits with others in a helpful and informed manner. This therefore links to the use of the conditional interrogatives 'where do you get your protein?' and 'what if you were stranded on a desert island?', as it shows those behind the charity are willing to give any information that readers may want concerning vegetarianism. However, it is interesting to note the subject matter of the second question, as it is perhaps sarcastic in the answering of it, because the question itself is absurd. In this way, the writer may be highlighting that the queries with vegetarianism are often strange and thus unnecessary, rather than attempting to answer a genuine question.</p>
3		<p>Both texts share a subject matter of poising policy. However, their purposes differ in that text B is for television, meaning there is an element of entertainment, whereas text C is informative. Thus, the register of the texts also differ in that text C's is</p>

Question Part

3

higher.

In terms of pragmatics, text B contains an unequal encounter between a police officer and an offender. In this way, the officer chooses to use sophisticated lexis when addressing the offender, such as "proceed" and "collect". This is perhaps because of the institutional power of the police force as an establishment acting upon him as their employee. Thus, there will be certain regulations as to how he may address situations in terms of language use. Moreover, because this encounter is being put on television, it is important that the police appear competent and professional. The image of the police is equally as important in text C. This is seen in the use of deontic modality throughout the text in "You will receive" and "Your application form will be assessed". This presents the process of selection as certain, in a way that it will run smoothly as it always has. In this way, the police force can be trusted that their policies and regulations work seamlessly. Moreover, this is perhaps why there is a lack of humour in text C.

3 which could be argued to be present in text B. Text C is for those who already have an interest in joining the force, meaning a serious tone. A wholly serious tone is needed to show the magnitude of this decision. In text B however, those watching will be from many different backgrounds professions and have not expressed such an interest. Thus, the element of humour seen from the narrator is more necessary and acceptable in terms of entertainment. This is seen in idioms such as 'right up his nose', clichés such as 'gotcha' and the common phrase 'blue van man'. The officer would not be at liberty to use such a playful language such as referring to the offender in this way, instead he uses the pronoun 'sir', which closely links to text C's use of the abstract nouns 'dignity' and 'respect'. However, it is significant that the narrator is unheard by both the officer and the offender. Thus, they are at liberty to make jokes and comments. poke fun through side comments. Because the constraints upon both the officer in text B and text producer of text C are not present.

Question Part

3		<p>In terms of syntax, text C's use of the rhetorical question 'what are we looking for?' is interesting to note in comparison to that ^{the} officer in text B's use of the interrogative 'you don't want to go to court over the matter?'. This is because both are present as a means of courtesy. The offender in text B had already stated in the simple declarative 'I don't wanna go to court', however the officer still chooses to recast this utterance and immediately answer it himself. It could be said that this is a means of saving face, as it places the decision to be final upon the offender rather than it being something that the officer particularly wishes to do. Moreover, it could be present as a courteous way of confirming the decision rather than asking the offender to repeat as confirmation. It is also courteous of the writer of text C to include the rhetorical question. This is because it shows that the police force recognise that people have questions and they are more than happy to answer them. Moreover, the use of the first person plural 'we' further humanises the institution.</p>
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Question Part

3		as a group of people who are looking for employees. If it can be taken that the booklet has an element of advertisement due to its nature as a means of making people who are interested want to join, this may also link to the ideas of Dyer. This is because such pronoun use creates a projected world in which there is a sense of community.
2		The witch hunt for descriptivists is over.
		It has long been the case that the English Language goes through phases of change. Old English did not was around when some people thought burning women of science would eradicate evil. Talking in Old English sounds just as absurd as the latter in our time. So why is it then the case that some people want those who welcome the errors and neologisms, or 'new words', into our language burned at the stake?
		One such 'witch' is Jean Aitchison, who is first and foremost a descriptivist. This means she's in for the ride when it comes to changes to our language, she'll

Question Part

2

just happily take notes on what's going on. This is unlike prescriptivists, who want the ride to stop right at the peak of the drop, or else God forbid something fun might happen to our language. Aitchison like myself, enjoys the use of metaphors to put forth her ideas. One such metaphor is the rather 'crumbling castle', in which she argues that prescriptivists treat our language like a delicate, old building which ought to be preserved and untouched regardless of whether it would benefit from some new PVC windows or not.

The reason that views such as these are beginning to resonate far more than those of prescriptivists is because when we delve into the past of our language, the 'building', if you will, was built by amateurs, it wasn't a great architect's life's work. Take the invention of the printing press, for example. The inventor decided that, if certain lines didn't fit, they would simply cut out any letters they found unnecessary. This is why we dropped the 'B' in 'plum', but it is still present in 'plumber'. So what's the point in protecting a language so

Question Part

2		diligently if it came about out of chance in the first place ² . That almost sounds as pointless as burning women as witches because they're ginger, even if they do seem to stare into your soul...
		The point is, so much more good comes from descriptivism, which is why the the era of prescriptivism is dying. Just look at all the things possibilities things like technology create for our language; who would have thought a full stop could be so aggressive ² . Those such as Herring pose that it leads to creativity with language, not constraints.
		So let the witch hunt for descriptivism descriptivists cease*. And if they don't mind our language changing, sue them. Better yet, burn them at the stake. *, because their ideas are on fire.

Examiner commentary

Question 1

Part a) 8 marks Part b) 9 marks

This response clearly demonstrates 'singling out', as stated in Level 4 of the mark scheme. In the opening of 1a, the candidate specifically labels and exemplifies the use of first person plural pronouns, before using tentative language to suggest the reason for this, considering both the producer and receiver and weighing up the contextual elements. The candidate further develops this point by considering the purpose of the text, and uses this analysis to move into analysing a second lexical point, that of the use of the adverb 'simply'. Again, this analysis is developed using a similar approach to the first point and, to a lesser extent, the discussion on veggies. This section did not justify a Level 5 mark because the analytical discussion was not perceptive, nor was there discussion of patterns. Part B was given a mark at the bottom of Level 5 however, not because of the discussion of patterns, which was again not present but because elements of contextual discussion, such as the discussion around the writer and charity's aim to inform those who judge veganism, were deemed to be perceptive and linked to the focus of the question. It is important to note that the opening discussion of 'short' sentences was only credited for the contextual discussion – short sentences are not a valid grammatical feature as they refer only to length and should be labelled as simple or minor depending on what is being exemplified.

Question 2

22 marks

The title indicates that this candidate is taking an original approach to the question. The opening sentence sets up a clear discussion on language change but the candidate maintains a more relaxed tone as they develop the extended metaphor of witchcraft to discuss the focus of the question. They gloss consistently, but in keeping with their writing, such as when describing Aitchison as a descriptivist and explaining what this means for their audience. Humour is used sparingly but appropriately, such as when

describing using PVC windows in a crumbling castle. There is undoubtedly flair in the writing, but the candidate also maintains a critical angle throughout and demonstrates a good level of knowledge through considering and exemplifying theorists and relevant facts such as the invention of the printing press and more specifically the use of 'b' in plumber. A greater breadth of discussion, perhaps out of the specific area of language change, would have demonstrated the assured knowledge needed for full marks.

Question 3

34 marks

While the opening paragraph for this question is comparative and picks up on audience and purpose, it does not add much to the question in terms of overall analysis. The second paragraph, however, is a much more effective discussion, as the candidate clearly utilises each of the assessment objectives to formulate a coherent and convincing discussion. While more precise labelling than 'sophisticated lexis' would have been preferred, there is clear exemplification of the point and analysis is tentative while also considering the concept of institutional power, which is linked back to audience and purpose. The link made to Text C is illuminating, focusing on the image of the police, although this time focusing on a different element of language use, that of deontic modality, although again, in exemplification, examiners would prefer candidates to be specific about which element of the sentence they have included and that this actually refers to the language point they have made. So in this case, a more precise discussion would be 'the use of the verb 'will' in the utterances...' The discussion of context is perceptive, considering the portrayal of trust to an audience as well as suggesting why humour is absent in one extract compared to another and relating back to the audience. The candidate continues in this vein to consider each text in relation to the other, building on the points that have been made and frequently using appropriate terminology and exemplification. There is a density of both linguistic and contextual points that clearly place the response into Level 6. More precise labelling in places and consistent discussion of patterns would have secured top marks for AO1, while more consistent discussion of concepts would have seen AO4 given top marks.

Exemplar 2

Question Part

1	a	<p>The title of the text employs the pun 'bite-sized answers' to add humour to the article. This is essential ^{to} in the text's persuasive purpose as; the vegan movement is often criticised for being overly militant. Therefore, humour seeks to appeal to a mass audience, not just pre-existing vegans or those interested in the new diet. Patterns of intensifiers such as 'most common' alongside the ^{lexical} semantic field of common rumours regarding veganism, including 'myths' and 'misconceptions' seeks to demonstrate how these commonly believed myths are incorrect, hoping to appeal to an audience who may be sceptical about veganism.</p> <p>The lexical field of food including 'protein' and 'meat', as well as the patterns of common nouns relating to food for example 'kale', 'peanut butter' and 'quinoa', seek to highlight the extensive abundance of food available on the vegan diet, -as veganism is often viewed as fairly restrictive.* Pre-modifiers like 'excellent' and 'easy' also convey how veganism is just as healthy and just as simple as a regular diet. The idiom 'That's only scratching the surface' further emphasises the abundance of the vegan diet.</p> <p>The use of colloquialisms such as 'Hurray' perhaps seeks to converge towards the mass audience, as the text's persuasive purpose means that it hopes to appeal to a wide variety of people. Equally, the proper nouns referencing 'Tom Hanks' and 'Castaway' further establishes the article's relatability, emphasising how veganism can be for everyone.</p> <p>* Additionally, it also demonstrates the organisation's expertise regarding vegan recipes and healthy foods.</p>
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Question Part

		<p>The delicious semantic field of foods^{you} including 'excellent' and 'delight' conveys the deliciousness of vegan food. Equally, vibrant pre-modifiers like 'green vegetables' and the blend word 'superstars' seeks to emphasise the colourful and tasty nature of the vegan diet whilst ^{highlighting its} providing health benefits.</p>
2.1	b	<p>The use of the interrogative 'But where do you get your protein?' highlights the most common question propor posed to the vegan community. The first person pronoun 'you' perhaps seeks to include the reader in the address of the interrogative, appealing to those perhaps interested in veganism but uncertain about certain certain issues like protein. The following declarative mood, including simple sentences like 'This is simply not true', seeks to provide an informative answer to the previously posed question. The use of this simple sentence and the adverb 'simply', emphasise how easy the vegan diet is in comparison to popular belief, with the short sentence mimicing ^{the diet's} this simplicity.</p> <p>The use of long lists, for example 'Green vegetables... sources of protein' seek to emphasise the extensive abundance of vegan foods available, available, combatting the myth that veganism is a restrictive diet. The additional information in parenthesis, such as 'like', the asyndetic list '(lentils... black)' add extra detail to the foods available, fulfilling the text's text's informative purpose and demonstrating Veganuary's extensive knowledge ^{on the topic}. Equally, elliptical sentences like 'The veg back up and lots of reggies...' further emphasises the wide variety of foods available to vegans, as the elliptical construction conveys the list as never ending.</p>

Question Part

Additionally, the use of non-standard forms, like beginning the sentence with the coordinating conjunction 'And that's...', perhaps seeks to create a more informal tone. This, alongside exclamatory sentences like 'There really is... doing it!', ~~possibly~~ are likely employed to make the vegan diet appear more relatable and accessible through using a more informal register. This ~~is~~ ^{is} balanced out by the use of imperatives, such as 'check out... excelling on a vegan diet', as these imperatives seek to be persuasive in encouraging readers new to veganism to research further into the diet. The ^{present} progressive verb 'excelling' further emphasises this persuasion by presenting veganism as extremely ~~high~~ healthy and vibrant.

2

FROM TONGUE PIERCINGS TO TEXT TALK; IS ^{THE} LANGUAGE THE NEW LIFEblood OF REBELLION?

Language was once defined by a rigid set of ^{standards} ~~rules~~, but since when did we always stick to the rules?

~~From~~ We've all had that ^{one} ~~rebellious~~ phase: from red lipstick to miniskirts, leather jackets to extreme hair, at one point or another we've all been in touch with our rebellious streak. ~~But~~ ^{But} with the rise of technology and the explosive boom of social media, short ~~skin~~ dresses have been replaced by shortened words and creative expressions have taken over from creative hair-dos ~~and~~. The era of strictly regulated language is coming to an end ~~and~~ yet, just as our parents would never let us leave the house with a gel-spiked mohawk, we seem to frown upon this new rebellious age of liberal language. It's time to embrace the nostalgia and get 'down with the kids'.

Question Part

As some of my frequent readers may or may not know, growing up I had a severely embarrassing emo phase (much to my grandparents' disgust). However, my overly thick, cyan blue eyeliner was simply an outward expression of my inner teenage angst. Likewise, the new words of the internet are simply just the modern medium of creativity and innovation. Although 'twerk', 'bougie' and 'reem' don't stick to the strict expectations of language, neither just as my black lipstick and ~~an~~ dramatically-teased hair defied my parents' expectations of their precious daughter, these ^{new} words are simply a way of self-expression. Linguist David Crystal understands this innovation stating how 'if you go to a skatepark, you see kids whose expertise is making a skate board do wonderful things... online you show how brilliant you are by manipulating the language of the internet'. Blend words have popped up to describe new situations: we knew ^{lying to} ~~getting~~ Amazon you had never ^{about} ~~received~~ your parcel to get a refund was called 'scamazoning' and the new generation of politicians were 'Brexit' 'Brexitshitters'. See, getting creative with language can be just as fun as those days of your youth hanging out at the skatepark. ~~or you see at the local skatepark.~~

Despite this evident self-expression, some ~~entire~~ people are seen to criticise the lazy ways of this upcoming lingo. The boom of social media has caused the younger generation to break all the linguistic rules with initialisms like 'omg' and 'btw' or acronyms such as 'asap', ~~and~~ Emoticons have even taken the place of full bodies of text - but is this really a bad thing? Given that most teenagers don't awake until the PM hours, are we really surprised that they've come up with innovative ways to simplify our language?

Question Part

Furthermore, these newly shortened expressions often come in handy; a simple :) in response to your boss' email asking you to come into work on your day off helpfully hides a list of profanities. Whilst some language snobs believe this laziness, that has transferred into spoken language as well, to be as vulgar as leaving a clamp, tea-stained spoon in the sugar pot, linguist Jean Aitchison contends that 'the only true lazy speech is drunken speech'. Whilst drunken slurs are likely frequent in a teenagers vocabulary, these shortened expressions which defy traditional language rules are actually extremely helpful and effective: an emoji now speaks a thousand words.

In addition, the changing meanings of words as a result of new technology and the spread of social media has been viewed as a betrayal of the true English Language. But let me remind you of the time that we were all tottering around in bell-bottom trousers and platform boots - change isn't always a bad thing. 'Sick' no longer means to bring up your lunch', 'bear' isn't the grizzly forest animal and to 'tweet' ~~isn't~~ no longer means to ~~chip~~ chirp like a bird. But ~~let~~ However, given that we knew we needed to leave over-plucked eyebrows in the ninkies, ~~there~~ the changing meanings of language isn't intrinsically bad, just different. New technologies mean that a 'bookmark' is a saved ~~web~~ webpage and not a folded page in a book and a 'mouse' is no longer a fuzzy rodent but a computer accessory. So it's time to give up on the strict rules of language and embrace the changing trends; I'm sure you're old school dress codes never stopped you from wearing your shortest skirts!

Evidently, emoticons are the new tattoos, new words ^{have replaced} ~~are the~~ ~~new~~ nose piercings and new expressions have taken over from crazy hairstyles. The era of sticking to the old rules of language is coming to an end, so it's time to embrace the changing winds and get stuck in with this new, modern language. The technological generation has called for a significant rebellion against the rigid traditions of language, and I say that we all need to need to hang up our linguistic snobbery and get 'down with the kids'. Let's ^{all} break out our disco pants from the eighties and get 'twerking'!

3

As text B is a ~~broadcast~~ transcript from a television show about the police broadcast on BBC one, the text has a mass audience of varying intellects given the BBC's wide reach. Being a television show, the text likely has a purpose to entertain however, the documentary forms requires it to also be informative. Contrastingly, text C has a more niche audience of individuals interested in joining the police force. Therefore, the leaflet is purely informative as the NPIA has a responsibility to provide resources to inform applicants about joining the police.

A significant difference between the two texts is their contrasting discourse structure. Text B within text B, there are patterns of non-fluency features, such as the filler 'er', the hedge 'like' and the false start 'my my my pet hates'. This is likely due to the spontaneous nature of the speech and the BBC's responsibility to convey authentic and real life situations in their documentaries. Equally, the adjacency pairs between the officer and offender, for example 'what's your name sir?' 'I'm Grant', convey the police officer as the

Question Part

most powerful participant in the interaction. This is necessary given the documentary's content on police officers, as the BBC likely want to reinforce the authority of the role of a police officer. The overlap and interruptions, for example '// today alright // // no no // ' further demonstrates the transcript's authentic spontaneity ~~as the BBC~~ by ~~demonstrating~~ ^{emotive} illustrating the real 'response' from the offender. This is heavily contrasted by text C ~~also~~, as the leaflet form requires the text to be highly organised and planned, unlike the spontaneity of text B. Headings and sub-headings like 'Competencies' and 'Resilience' make the leaflet easy to navigate. This is essential in ~~reinforcing~~ conveying the process of applying to the police as ~~is~~ simple and straightforward, as well as allowing ~~for~~ a reader to quickly locate the information they may be looking for. Equally, the use of elliptical and simple sentences under each subheading, for example 'Builds a good ... is served' ~~quickly~~ seeks to quickly and efficiently inform readers about the competencies required without providing large bodies of text that may discourage readers. ~~Addi- Addi~~ Arguably, this simplistic and shortened discourse, alongside the colourful images, may seek to appeal to a younger audience interested in starting a career in the police, as the ^{and easy to navigate information} images ~~and~~ reduced text may make them more likely to read the leaflet. Therefore, this heavily contrasts text B, as the audience of text B expect the authenticity and spontaneity conveyed in the less controlled discourse of the transcript.

Furthermore, given that the texts have very ^{very contrasting} different audiences, the language used reflects this ~~vari~~ difference. Text B employs a more informal register, with patterns of elision, such as 'gotcha' and 'wanna', alongside clipped ~~word~~ lexis for example

Question Part

'gent's'. ~~Recent features are also present, such as:~~ Non-standard forms, like omitting the auxiliary verb from the phrase 'I just been sat' further emphasise this informal register, with the cumulative effect of these techniques being to appeal to the mass audience. The wide reach of the BBC means that viewers will be of varying intellects, thus the less formal register seeks to converge (Giles) to at the common language of all viewers and avoid alienation of any audience members. Additionally, this informality makes the documentary appear more relatable and authentic.

Comparatively, text C is much more formal, using polysyllabic lexis like 'examination' and 'satisfactory' and a lexical field of application including 'assessment' and 'interview'. This is likely because text C has a niche audience of those interested in the police force, and therefore the more formal register assumes readers already have a degree of understanding regarding the application process. Interestingly, the patterns of abstract nouns like 'dignity', 'relationship' and 'respect' perhaps seek to appeal to a more female audience. This is also suggested by the focus on female officers in the images and could be as a result of the increased need for female representation in the police force. As a result, the formality contrasts text B, as the niche audience of text C does not require the informality needed to engage with the mass audience of ~~the~~ the transcript.

Whilst both texts do share a purpose to inform, as text B is a television programme, it also holds a purpose to entertain viewers as well. Text B's use of jargon such as 'penalty' and 'offence', as well as proper nouns like 'Map Local Match Straight Score' and the initials 'MOT', seek to inform viewers about the work of a police officer. This

Question Part

is significant to the purpose of a documentary and the BBC's need to provide factual information in its documentary shows. However, the text also holds a purpose to entertain, as conveyed in the comic colloquialisms like 'double whammy' and idioms such as 'get right up his nose'. The balance between information and entertainment is necessary to make a documentary successful and engaging, as well as appealing to viewers who are perhaps uninterested in learning about the role of the police. Contrastingly, text C focuses on its informative purpose, as illustrated by the text's declarative mood. The use of imperatives, for example 'First complete and return the application form' seek to ~~not~~ inform and instruct readers ~~exactly~~ exactly how to apply to the police force. Equally deontic modal auxiliary verbs, such as 'you will be...' and the use of the first person pronoun and direct address 'you', illustrate the steps of the application, whilst seeking to encourage and persuade readers to pursue a police career via the creation of synthetic personalisation (Fairclough). Furthermore, the patterns of dynamic verbs, like 'adapts', 'takes' and 'responds' informs readers about the hands on and active nature of the job, perhaps to demonstrate to those considering applying for the role that a degree of assertiveness and ability to react quickly is required. By informing readers not only how to apply but also what is required to be a successful officer, the leaflet perhaps seeks to limit applicants to those who are more suited to the active role. Consequently, this contrasts with text B, as although both texts do hold an informative purpose, text B ~~requires~~ ^{is required} to be entertaining to attract a mass audience, ^{comparatively} whereas text C the NPJA has an informative and advisory role regarding applications to the police, meaning text C focuses more heavily on its informative purpose.

Examiner commentary

Question 1

Part a) 9 marks Part b) 9 marks

The candidate opens both sections of the question by correctly labelling a relevant feature and by providing short exemplification which is embedded into the sentence. In Part A, this is immediately followed by a clear contextual justification that is related to the audience and purpose, as well as drawing on their own contextual knowledge. Often, this level of insight or perception will set a Level 5 candidate above a Level 4 candidate on this question. Patterns are clearly established, such as through the discussion of lexical fields, and they are exemplified with relevant discussion of context. There is some more specific labelling of features, such as where common nouns are identified, but it is important that candidates are specific when labelling features throughout. This response was not given full marks because it was not felt that the contextual discussion was consistently perceptive – the discussion around proper nouns was somewhat vague for example. In Part B, the candidate refers to lexical features such as pronouns and adverbs which is not credited because the question explicitly refers to sentences i.e. grammatical features.

Question 2

24 marks

The response opens with an original and relevant title which is engaging and supported with an opening paragraph that begins to outline the candidate's argument. The theme of rebellion is continued into the next paragraph, with examples of rebellious traits that a reader might be familiar with in order to encourage readers. This is engaging but quickly moves on to draw parallels between these items and linguistic features, drawing the reader back to the main argument. This was felt to demonstrate expert construction. The blog form is referenced by referring to frequent readers, and an acknowledgement that these are rarely one off pieces. Linguistic examples are cited, such as 'twerk' and their relevance made clear to the reader. David Crystal is cited, which reinforces the argument being made by the candidate and demonstrates their specific knowledge, but they also build on this by discussing blend words. The candidate acknowledges the other side of the argument in their next paragraph, and seamlessly blends humour with specific integrated linguistic points, always supporting with evidence. They go on to incorporate the views of Aitchison, as well as discussing semantic change, suggesting a breadth of relevant knowledge. The response ends with a sense of cohesion, referring back to the items of rebellion familiar to a readership. Overall, the response was felt to be sustained and cohesive, engaging critically with the language issue while having a clear sense of voice and flair within their presentation.

Question 3

36 marks

The opening paragraph of this response makes some comparisons on a contextual basis, but it could have been used more economically to begin a detailed analysis of the two texts. The second paragraph uses a topic sentence to set up a feature of comparison between the two texts before focusing on one text. The candidate accurately labels the overarching group of non-fluency features before labelling more specifically each example cited. This is excellent practice and the contextual point made encompassed each element of this pattern, showing an awareness of the BBC as a producer. The candidate builds on this by incorporating adjacency pairs into their discussion and brings the concept of power into their analysis. There is dense use of relevant terminology and embedded supporting quotations. A methodical comparison is made which enables the candidate to move onto Text C, again using a density of precisely labelled examples which make more perceptive comments about context related to the producer and receiver. They also use tentative language such as 'arguably' to signpost alternative interpretations for language use. The paragraph concludes by reinforcing the comparison made. The remainder of the response follows this framework, which demonstrates that it is assured and systematic and ensures that the response is consistently meeting each of the assessment objectives. There is precise labelling and the discussion of patterns. Contextual points are at times discerning because of the perceptive way that the relationship between the producer and receiver is explored and there is a consideration of alternative interpretations. Comparison is consistent throughout and there are a range of concepts, such as power, accommodation and synthetic personalisation are considered.

Exemplar 3

1.		
		<p>a) The multi-modal extract is encouraging veganism and explains how you get your protein. There is a lexical field of foods 'veggie' foods created through the use of the concrete nouns "peas", "spinach", "brown rice", "broccoli", "edamame", "peanut butter" and "tofu" which portray to the reader the numerous alternatives of foods to eat when becoming a vegetarian and therefore the misconception that meat is the only source of protein is utterly not true. The writer also uses adjectival pre-modification like "whole wheat pasta", "plant-based foods", "black-eyed" and "brown rice" to provide specific details about the individual foods leaving no ambiguity for the reader of the types of foods ^{they need to eat}. The writer addresses the reader using the second person pronoun "you" and the second person possessive pronoun "your" to create an inclusive feel to the extract and to make the reader and to lower the register, to make veganism more casual and normal and less of a big deal. The writer also uses the first person possessive plural pronoun, "we" throughout the</p>

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		<p>text to make the vegetarians feel united like a community and to feel less in the minority. The writer reinforces the informal register through using colloquial language like "veggers", the present continuous verb "scratching" and including the proper noun "Tow Hanks" when describing how to be on a desert island; these all create a lighthearted mood in the text and make veganism seem less intimidating, friendly and less less serious. Lastly the text uses epistemic modality like "can" and "may" to make the charity feel less forceful in encouraging the readers to convincing convincing veganism and to allow the reader to decide for themselves rather than feel obliged.</p>
1	b	<p>The text uses a variation of syntax, including the use of simple sentences like "This is simply not true", "odd really" and "Huhuh, very vegan indeed." These all create a conversational mood and also pulling draw the reader's attention to the charity's opinion on the misconceptions or about the unusual questions vegans get asked. The text uses a variation of sentence functions like the</p>

Question Part

		exclamative "... you're doing it!"
		to emphasize the ease of converting
		into a vegetarian and the use
		of interrogatives as subtiles like
		"But where do you get your protein?"
		and "But what if you were stranded
		on a desert island?". These two interrogatives
		address common questions The first
		interrogative answers a very common
		misconception about how vegetarians
		consume protein and makes the charity
		feel proactive and thought provoking
		informative about their this modern,
		eco-friendly way of eating. Whilst
		the second an interrogative is used for
		a hyperbolic effect, this question
		being so extreme and ridiculous forces
		makes the reader understand that people
		need to be more open-minded and that
		the likelihood of being confronted in
		a situation where there is is getting hold
		of vegan foods is very "rare" and that
		they don't need to worry about the possible
		scenarios that could occur. Lastly the
		charity use parentheses on a number
		of occasions, a feature of spoken language,
		for example (brazils, peanuts...) to
		provide the extra precise information

Question Part

		about 'individual food types' like "nuts".
		Or on another instance the text uses
		(click for recipe) to provide the reader
		with further reading to do using the
		hyperlink if they wanted to find the
		quinoa recipe.
	2.	"The era of prescriptivism is dying"
		"Technology has allowed people to write the way they speak"
		Gone are the days where people looked ^{look} regiously at Samuel Johnson's dictionary (1755) or Robert Lowth's grammar book (1746). Those Those days have disappeared. Vanished off ^{off} the face on the earth. Nowadays people don't care whether one ^{one} speaks standard English (the 'posh' version) or if someone is utterly colloquial (informal).
		Thanks to technology language is forever changing. No really! As John McWhorter, an English professor, would say "technology has allowed people to write the way they speak". Is this true? Well, yes. The youth culture evidence this daily.
		Next time you find yourselves walking

Question Part

down the streets and in front of you ~~there~~ is a small group of teenagers. Stop and listen. What will you hear? Abbreviations like "cos", vowel omission like "pls" and of course acronyms like "LOLO".

All of these shortenings (shortened forms of the words) creep into teenagers' language more than parents swear in road rage.

Believe it or not only 15% of this pretenuous country actually use standard English. As little as that? Yes and only 30% of people speak RP (~~the~~ Received pronunciation). And this little digit probably ^{only} includes the Queen plus Oxbridge candidates.

One has to feel sympathy towards prescriptivists ~~these~~ (people that make rules about grammar). Why? Why should one feel pity towards those that ~~scrutinize~~ scrutinize language daily? Well, these academics are having to acknowledge the fast evaporation of codification and standardization faster than scientists are seeing sea levels rise. Marring language only include standard forms and employ multiple tedious rules simply won't ~~get~~ get in society anymore.

Question Part

One must feel sorry for them ~~as~~ they witness the ~~very~~ infectious disease that is informalisation. The plague-like process that destroys language, by eroding away at standard forms like "there are not" and leaving nothing^{behind} but contractions like "ain't" or "aren't".

Should everyone advocate Aitchison's ~~the~~ perspective on language? A linguist that believes language is like a crumbling castle'. That it needs to be ~~preserved~~ preserved.

Saved by society. Or do the young generation need to be applauded for creating the ability to code-switch (switch from two different dialects).

Spread informalisation. Cough. Sneeze. Vomit. Spread it like the plague. Make language vague!

3. Both texts ~~surround~~ surround the topics of policing, although Text B is a spoken discourse of a police officer in action, whereas Text C is a guide of how to become a police constable.

Text B uses police jargon throughout

Question Part

		like the concrete nouns "offences", "penalty" as well as the driving car field-specific lexis like the concrete nouns "licence", "seatbelt", "points" and the by acronym "MOT" and ^{the} proper noun "Map Local Match straight source". All of these assert the Officer's instrumental power and create a formality within the conversation. Where as Text C uses low frequency lexis surrounding applications like the nouns "ability tests", "interactive roleplay", "candidates", "interview" and "exercises" to make the guide specific to the process required to become a police constable and to make the reader aware the process requires a lot of stages and is rather long.
		Text B uses uses a more informal register evidenced through the use of phatic communication like "yeah" and "gotcha", vocative language like "bruv", but colloquialisms like "double whammy" and through the officers 'laughing'. Therefore This could be due to the fact as the transcript is part of a TV series as therefore it has to be engaging and accessible for the BBC watchers as opposed

Question Part

to being really serious and formal. Where as ~~there~~ a much more formal register is used in Text C evidenced through the structured discourse using subtext like "personal responsibility" and "Team working" to make the process seem serious and that a lot is required to become a police constable.

It's evident the officer ~~is~~ is dominant in the discourse in Text B evidenced in his starting of question and answer adjacency pairs like "what's your name sir?" and "you don't want to go to...?". ~~As~~ In addition he uses many declaratives like "obviously you can't use your mobile phone..." and "...just to let you know the vehicle's...". This control of topic management is expected due to the officer's instrumental power and due to the conversation being an occupational discourse.

Where as Text C interacts with its audience using imperatives like "First complete and return..." and using declaratives like ~~type~~ "...you will be invited to the next stage". This is

Question Part

		to be instructional in the guide and to inform its applicants what happens at each stage. The text uses deontic modality throughout like "you will...", "you will receive plenty...", "...some will hold an extra..." and "you will find details..." to also provide certainty to its applicants about if they will be invited to the next stage or if they will have another interview. This modality also makes the guide seem honest, official and definite making it seem more reliable to its applicants and to ensure what they are advising is true.
		In contrast Text B uses epistemic modality like "I can see what..." and "but texting might..." and "I can offer you..." to create which creates a less forceful tone from the officer. It also shows the nature of police that they officers is suggestive not ^{and} don't make immediate assumptions about crimes. and The officer also uses this modality to provide the offender with some possibilities of for how he can deal with his offense.

Question Part

Text C informs its applicants in a detailed way about the skills that ~~are~~ are required to become a police officer. The guide does this by using adjectival pre-modification like

"good decisions" and adverbial pre-modification like "works effectively" and "responds logically" to be as helpful and specific as possible with how the applicants should problem-solve or team work. It also uses numerous ~~adverb~~ descriptive adjectives like "confident", "calm", "reliable" and "accurate" to create a semantic field of reliability to portray to the applicants the ~~best~~ ~~of the~~ characteristics of ~~the employees~~ that are required of their employees.

Where as Text B ~~interacts~~ ~~as~~ ~~speaks~~ ~~of~~ ~~person~~ interacts with his offender in a more hesitant ~~way~~ way evidenced through the use of hesitation fillers like "er" used twice and micropauses.

This is most likely due to the spoken discourse being spontaneous and therefore the officer has to think before he speaks, it also could suggest he is nervous being filmed and feels a little bit uncomfortable

Examiner commentary

Question 1

Part a) 9 marks Part b) 9 marks

This candidate identifies patterns precisely, utilising exact descriptions within broader categories, such as concrete nouns within a lexical field. They also provide a number of examples which are embedded into the response. This demonstrates a clear understanding of the pattern being described. The candidate discusses the contextual significance of each of the linguistic points made. These are convincing but they lack the perception that would be required for full marks, which may have been achieved through a more detailed exploration of the relationship between the producer and the receiver and the specific relevance of veganism at this time. The discussion of patterns, together with the density of examples does secure a top level mark for AO1.

Question 2

20 marks

This response begins with two titles which are indicative of the candidate's understanding of both the blog form and the angle they propose to take on the question, although they do not suggest flair. The first paragraph pegs prescriptivism back to two key texts and while the suggestion that people more recently looked at Johnson or Louth's documents does not appear entirely feasible, there is nevertheless an understanding of their relevance to the discussion. The candidate also uses parenthesis to gloss specialist terms, which is helpful as the audience is defined as being reasonably well educated, rather than language experts. The response goes on to use technology as a way of responding to the question stimulus. Across the next three paragraphs they demonstrate a good knowledge and understanding through using examples, such as abbreviations, and exemplifying them, as well as citing McWhorter in an appropriate way. Skill is shown in writing through the use of rhetorical questions, minor sentences and statistics. The alternative view point is acknowledged where the candidate discusses codification and standardisation and they use Aitchison to support this discussion. Overall, a critical angle is taken, although it lacks the density of relevant examples for Level 6. There is skill shown through the deployment of linguistic features, although these do not show flair.

Question 3

32 marks

The opening paragraph is comparative but does not add anything in terms of marks to the response as a whole. In the second paragraph the candidate uses precise terminology to consider patterns, for example, concrete nouns within the wider field of police jargon. The concept of power is briefly considered when discussing the impact of this jargon. There is a lexical comparison drawn between Text B and C, with contextual discussion after exemplification. In the third paragraph, the contextual discussion improves, as the candidate uses tentative language to weigh up contextual factors and there is a more precise discussion of the relationship between producer and receiver. Across the response as a whole, there is a systematic approach to the discussion of language, which is precisely labelled. While patterns are identified, the impact of these patterns as a whole are not incisively analysed which prevents the response being given top marks for AO1. Context is discerning in places, such as when modality is discussed, although it is not consistent enough for top marks for AO3. Power is discussed on several occasions in a way which is deemed sound but there is not enough breadth for Level 6 in AO4. Similarly, connections are consistently made between the texts but they are not illuminating, keeping the response in Level 5 for this AO.

Exemplar 4

Text A, as a blog on veganism, serves a main purpose to inform hence the use of 'health section' (which is a hyperlink, an expected feature of a blog) that the reader audience likely wants and expects. Although, there are elements of entertainment with the initiating sentence being a pun 'Bite-sized answers', which the readership may find humorous. As a blog the writer, when producing, will not only want to educate their audience - but also engage them (so it doesn't seem solely instructional and dull).

The writer also would want to reach a broad audience, so the high frequency words 'big', 'sensible' and 'excellent' doesn't isolate anybody. There's also a plethora of colloquial language; 'the most common misconception out there', 'veggies' and 'hunch' which on the one hand adds an entertaining element (not wholly informative) but is most like more, again, to avoid excluding any social classes. Further, the dialogue phrases (albeit it being a written text) 'Also, check out' and the authorial 'very vegan' giving a rhythmic feel, also appeal to a mass audience. This imitation of speech widens the

readership
 Email one, engages a wide audience, and entertains all at once.

The inclusion of 'Google' reflects the fact the readers are mainly modern-day individuals and assumes the fact they would know what 'Google' is. It also assumes knowledge with the vocative term 'Tom Hanks' which is used to give the reader a sense of relatability in that they're planning to be 'just like him'. Again this adds to the secondary entertainment element of punning humour.

Despite the mass audience this would reach, the use of the first person pronoun 'you' addresses the ^{reader} individually, as though they are ~~directly being personally~~ being directly addressed. Shortly after, the use of the third person pronoun 'we' gives a sense of ~~community~~ unity and belonging, in that vegans are a community.

The semantic field of vegetables and plants 'kale', 'pinto' and 'nuts' are not only what the reader would want to know about, but are what they would have some knowledge on already - so this jargon reflects the purpose and the fact they had sought out this text on the internet wanting information regarding this.

Albeit the ~~as earlier~~ more discussed use of informal, colloquial language - there's still ~~some~~^a formal tone created with ~~verbs~~ adjectives such as 'abundance' used in a positive voice. This adds authority in that the producer is knowledgeable

and well educated. The reader would want this reassurance of knowledge, to know they aren't reading false information.

1

b

Sentences in text A are mainly compound, grammatically complete sentences which in reflects the fact it is a written ~~and spoken~~^{piece} piece; 'simply be aware of what... include ~~some~~ in all your meals'. This also creates a formal tone, in that the writer is educated and can write in standard English. However there's also interjections of simple sentences 'Ohh really' which imitates spoken language, illustrating the text's multi-modality. This also adds to the boundary entertainment purpose. There's also a great use of coordinating conjunctions 'but' as discourse markers - again imitating speech. This makes the reader feel as though it's conversational, and the

fact it's at the start of the text immediately it establishes a relationship. It also uses the formal tone that the rhyming compound, grammatically complete sentences create - again addressing a broad audience readership.

There's an abundance of interrogatives, 'but what if you were stranded on a desert island?' There are mainly used in bullet point form as titles, which ~~is~~ is a typical feature of a blog. It also makes the reader feel as though their questions are being answered, and this text is ~~providing~~ ^{providing} sound information.

The final ~~sentences~~ paragraph is a single declarative sentence 'it really is the only sensible response you can give', making use of the adjective 'only' to express how there's no other logical option, ^{perceived by} and 'the ~~best~~ ^{best} diet' epistemic 'can', which ~~uses together~~ these two words together to glorify veganism, showing it is the best dietary rule. As a charity for 'veganism' ~~may~~ the producer will have a passion for veganism, ~~merely want to glorify it~~ ^{merely want to glorify it}. Also, the fact that this is such a simple sentence, makes the text seem as though all of this mass information provided ~~has~~ comes down to one, short declarative (that veganism is the 'only sensible response').

3

Text B as ^{being} from a documentary 'Carnivore 999' is ~~spoken~~ ^{spoken} therefore micropauses '(1)' and filled 'er' are present. However, it may not wholly be spontaneous on the narrator's part as he would have ~~been~~ scripted what to say as a voice over. Therefore those non-fluency features are simply resultant to the fact it is spoken. However text C is written, so would have been edited to form the grammatically complete (mainly) compound sentences, 'if successful, you will be invited to the... process'. This creates a formal tone reflecting the

serious topic being applying to become a police constable. Although, similarly, however, there are discourse qualities with the ~~parallelism~~ parallelism 'you will be invited... you will find details' which, with a main purpose to inform, creates an instructional tone. It also makes the reader feel personally spoken to - also present with features of synthetic personalisation through the direct address 'you' using the first person pronoun. This imposes liability ~~on~~ on the applicants 'you will' - which with the deictic modal verb 'will' doesn't attempt to appeal to a negative face ~~at all~~. This reflects, again, the serious topic as well as informing.

There are elements of entertainment in text B, which is what a narrator is mainly there to do; 'wait for it wait for it' builds suspense and renews the upcoming event. Also the narrator's colloquial language 'getcha' appeals to a mass audience not excluding anybody. It also fulfils the entertainment as secondary purpose as it is a documentary. Text C however shows no element of entertainment, as the majority of sentences are declaratives; 'full responsibility',

'complete and return' due to the fact this is wholly informative. The readership have sought out this warrant and only want it on an educational basis. As being informative there are a plethora of subheadings 'Problem solving', 'Team working' which ~~are~~ are typical features of a warrant. It also highlights key areas, so the reader can go directly to the areas they want to read about the most.

Disimilar to text C, text B ~~is~~ shows accent and dialect as 'ahead of you' is pronounced 'ahoad yere' by the officer - as he is Welsh so will obtain those phonological qualities of the Welsh accent. When the officer addressed the offender he uses the vocative 'sir' despite his earlier

mention of how much he dislikes 'people driving on their mobile phone'. Thereby despite his annoyance, he still maintains a ~~respectful intention~~ respectful intention. This could be due to the fact he is a police officer, but also because he is being recorded so has a reputation to uphold. The writer of text C also knows that the National Policing Improvement Agency also have a reputation to uphold so forms grammatically complete sentences; 'An appointment is also subject to satisfactory reference checks...' which albeit 'appointment' and 'satisfactory' not being low level words - it still is a formal use of language. It could be argued ^{type} ~~that~~ that it is typical that this is not of a low level word, because those applying to be a 'police constable' should surely be intellectual. Therefore it would be likely to expect that more uneducated would be linguistically ~~degraded~~. However, a high ~~is~~ ^{is} ~~concurrent~~ low level word may be deemed ~~innocent~~ ^{innocent} and

Moreover, both texts use interrogatives; text C with 'What are we looking for in a police officer?' and text B with 'you don't want to go to court over the matter'. However, text B uses exhortatives to exemplify that the officer is the powerful participant in terms of discourse.

Text C additionally uses them to reflect the fact it is ~~an~~ informative thereby any possible questions the readership has are being answered. This is evident as ~~might be asked~~ they are always followed by declaratives 'these are the key competences' which appear to be answers to the reader's questions.

Text C knows that not all ^{applicants} ~~readers~~ will be successful, so there ^{are} ~~is~~ elements of possibility, 'if successful', which is then followed by the deontic modal verb 'will' to show certainty. This provides

directing to the reader, but the use of the verb 'if' as a passive voice illustrates to the reader that they may not succeed. These devices are also used in a rather reassuring manner 'You will receive plenty of information' so that the reader doesn't worry about ~~not~~ how to prepare. Text B however shows less elements of possibility with the double 'three points will be placed on your website'. This could, similarly to text C, be used to create an informative and instructional tone. The police officer is providing the offender with certain information, and not appealing to his negative face by ~~using~~ using the double in a threat declarative sentence, as a statement.

2

'The era of prescriptivism is dying'.

The English language is, like literacy, changing!

Today the word ENDED. Although it's currently 10:49 a.m. in the workplace, so I could be wrong. If you survived, a big pat on the back to you. What language do you speak? How about your comrades? ~~comrades~~ Is there any spoken language left? Do you speak a standardised English? If the answer to the latter question is yes, don't worry as futurists have already predicted that you'll be speaking a whole new form of the English language in no time. Author David Mitchell clearly has got his ideas of what will happen 'after the fall' in his book about a 'post-apocalyptic' language (be sure to read it, him!)

'LANGUAGES ARE SELF-REGULATING SYSTEMS'

~~Language is a self-regulating system~~ is something you'll

Question Part

hear descriptions, like Troggill, screaming @ those at the back of the room. It is undeniable, though, that a world so greatly exposed to technology and culture is going to need language modifications!

Of course, the 'revolutionary' Kardashians - with their immensely influencing reality TV show 'Keeping Up with the Kardashians' - have certainly added the figurative use of 'like' and 'literally' to our everyday, literal language. Their use of abbreviation 'omg' alongside the ^{ever so} powerful 'ext-talk' has influenced a generation of shortening words ~~and~~ to a less non-standard form. Presumptively ~~it would be even~~

I know that prescriptivists are bursting at the seams with anger towards those like the Kardashians... OH NO, THEY'RE COMPLETELY RUINING ~~AS~~ THIS BEAUTIFUL LANGUAGE. But it is inevitable that a ^{fully} standardised English will never happen. From those ^{cockney} ~~stomach~~ ^{steps} ~~steps~~ 'wha'ever' to Yorkshire's 'tut' (as in, inum I'm going out ~~steps~~) the mixing of dialects is going to lead to some unexpected language ~~betting~~ mixture!

Let's talk ~~at~~ 'ext-talk'... despite the fact the emotion '*innocent face*' won't succeed in a not-guilty plea in the courtroom, phone apps still ~~adopt~~ ~~admit~~ use it. ~~extremely~~ In fact, the laughing face 'emoji' was ~~added~~ ~~added~~ in given word of the year in the Oxford dictionary 2018! The ~~usage~~ ^{being} of 'LOL' added to the dictionary ~~despite~~ the fact a dictionary's role is ~~to~~ not to say whether a

Question Part

		word is good or bad, but just to ^{acknowledge that} recognise it is used enough in print to be recognised). Therefore, nobody really cares about a prescriptivist view anymore - let's be honest.
		The little core for this 'prescriptivist era' can even be dated back to William Shakespeare's use of the abbreviations 'receiv'd' and 'produc'd' - which isn't too dissimilar to text-talk. It's evident that language is always changing, with the printing press expelling the use of the long 's' ('ſ') mid-nineteenth century. Language change has always been happening - and it's inevitable!
		The fact that the current dictionary and ^{book} dict 'L.O.L.' shows that even the most standardised form ^{book} of English, isn't really standardised. Samuel Johnson in 1755 made attempts of a 'pure' English, yet nobody is doing this anymore - ^{because} because NOBODY CARES. It is not in fact a question as to whether this era is over, it is a fact. Whether prescriptives like it or not, language is a living, ^{pulse} breathing man that will never stop!

Examiner commentary

Question 1

Part a) 7 marks Part b) 6 marks

The opening paragraph of 1a sets out the purpose and audience of the text, and although specific points from the text are referenced, it does not show analysis in any depth. The following paragraph aims to be more specific in its discussion of lexical features, but the labelling remains imprecise. While candidates can use terms such as 'high frequency lexis' and 'colloquial language', examiners would expect to see more specific labelling of exemplified points, such as 'the adjective sensible'. There are some more developed contextual points, such as the discussion of how the imitation of speech lessens the formal tone, but this is not consistent. It also lacks specificity when relating to the producer and receiver. Question 1b begins with a somewhat vague sentence relating to compound sentences which is not fully explored. The minor sentence 'odd really' is mislabelled as a simple sentence. Question 1a is rewarded at the bottom of Level 4 for the breadth of discussion and some singling out, although it is not awarded higher because there is not convincing weighing up of context. Question 1b is awarded at the top of Level 3 because there are three clear, relevant points about sentences accompanied by clear contextual comments. Further development of these points would allow a mark to be awarded in Level 4.

Question 2

18 marks

The response opens in a relevant blog style with an engaging title and rhetorical questions used to engage an audience. These questions are relevant to the focus of the question and suggest that the candidate is beginning to take a critical angle. David Mitchell is signposted, although this could be developed further, as could the reference to Trudgill. There is also an opportunity to offer more glossing, as the audience is defined as having an 'interest' in language change, rather than being experts, so terms such as 'descriptivist' should be glossed. There is exemplification when discussing the Kardashians, and this discussion is further integrated into the response when the Prescriptivist view on them is considered. Text talk and Shakespeare are also considered towards the end of the response. Overall there is clearly a breadth of knowledge, although this would benefit from greater depth and exemplification at times but a critical angle is maintained. The response is well constructed and uses some effective features, but would benefit from more glossing and use of sophisticated features such as extended metaphor.

Question 3

30 marks

A strength of this response is the way in which it begins straight away with some analysis of linguistic features, albeit that these do not demonstrate most detailed of analysis. However, there is accurate labelling of spoken language with exemplification and some perceptive comments around the narrator's role. A comparison is drawn with Text C based on modality, but the incorrect labelling of the compound sentence is not credited. The detailed discussion of the parallelism, which considers the impact of both 'you' and 'will' is more effective and shows more detailed consideration of relevant context. As the response progresses it maintains its comparative approach, making helpful connections between the texts which offer suggestions as to why language varies between them. This is a real strength of this response. There are brief references to concepts, such as face, although the response would benefit from more relevant references. Patterns are identified and exemplified, such as where the candidate discusses elements of entertainment and these are systematically analysed, although a more consistent application of specific terminology would be beneficial.

Exemplar 5

Question Part

1	a)	<p>Text A is an article taken from the Veganuary website which may have an audience of vegans and non-vegans. Its main purpose is to try and persuade non-vegans to try out other sources of protein rather than meat. Also, its other purpose is to educate people from a perspective of a vegan in order to give the audience an insight.</p> <p>The article begins with the title 'most common vegan myth' and this superlative is used for an exaggeration to prove to the reader that everyone is quick to make assumptions about vegans. By using the noun 'myths' pragmatically suggests that people do not know the truth about this alternative lifestyle and they have been left in the dark, therefore the writer is going to shed light onto the subject. Text A also includes interrogative sub as but where in from the writer then repeats the same superlative 'most common misconception' to outline again that people are getting the idea of protein consumption all wrong. Text A then goes on to explain how you don't have to consume meat for enough protein as it's 'simply not true'. By using the adverb 'simply' it suggests that there isn't a difficult explanation explanation, therefore</p>
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Question Part

the reader feels at ease.

Text A starts out with the epistemic modal auxiliary verb 'may' to suggest a possibility in the fact there's protein in meat. However, the writer then uses deontic modal verbs such as 'will' when ^{explaining} ~~describing~~ the 'discover the delights of cashew and hazelnut' to show the reader that there's other sources of protein that are much healthier than meat, and this verb suggests certainty. By adding in the 'discover the delights' suggests to the reader that being vegan is fun and adventurous whilst also satisfying what you need such as protein. The writer also compares vegans to 'cows, pigs, sheep and chickens' as this listing creates humour to make the article more enjoyable for the reader. To engage the reader, the third person pronoun 'we' is used in order to create a relationship with the audience for a better impact.

Throughout text A, a lexical field of health and food is used, 'Green vegetables', 'protein', 'veggies' to carry on the idea that protein can be found in healthier sources than meat. ~~The~~ Text A uses colloquial language such as 'veggies' in order to add

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humour to relate to the reader. The writer also ^{uses} pre-modification such as 'excellent sources' to show that being a vegan is great.

- 1 b) Text A uses interrogative sentences such as 'But where do you get your protein?' and 'But what if you were stranded on a desert island?' as these rhetorical questions help to get the reader thinking and to give an insight on what the article is about. They also could've been used to add humour to make the article seem more fun. The writer also uses bold declaratives such as 'This is simply not true' and 'It really is the only sensible response you can give' as they are stating simple facts to the reader in order to persuade them to become vegan. These simple sentences are used to create an impact and to separate the ideas used in longer, complex sentences beforehand.

Question Part

2

Goodbye Prescriptivism, and Welcome Descriptivism!

Are the days of thinking technology has ruined our language gone forever? Have they completely vanished? Or are they just dying out but lingering around like a bad smell? ~~that's the question~~

Well, today we will be getting into the nitty gritty of this debate to see if prescriptivism has gone and if descriptivism is here to stay...

Have you not got a clue what prescriptivism is? Let me tell you. The lead supporter of the prescriptivist party is the good, old John Humphries, who is a theorist that believed ~~that~~ our language had decayed due to the use of technology. Would you agree? Let's dive in deeper before you answer that. Humphries made that bold statement due to the excessive use of abbreviations (lol sorry wht?) and these awful ~~emo~~ emojis we use ^{every single} ~~every single~~ Day. ^{emoji} (insert angry face ~~emo~~) But what is so bad about these, you may ask? John Humphries said (in his very prescriptivist tone) that our language is no longer standardised because we do not use it properly anymore. To have a proper

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standardised language, every thing must be spelt correctly with the right ~~punctuation~~ punctuation, especially with capital letters. Imagine a world without it... Oh wait, we're living in it. He argued that due to technology, people and in particular the younger generation, are getting used to including abbreviations such as 'omg' and 'FYI' into their ^{every day} ~~vocabulary~~ vocabulary. It's awful. It's getting out of hand. But FYI (for your information, just in case you didn't get that) there's nothing we can do about it. Prescriptivism is dying out and everyone is turning into emotionally incapable emoji-using robots as the disease of descriptivism is taking over!

But is this really a bad thing?

Now, I'd like to introduce another language guru named David Crystal. This theorist ~~is~~ ~~believed~~ ~~in~~ a descriptivist who believed that language is always changing and people have adapted their use of language to fit around technology. So long story short, he completely goes against John Humphreys theory. Aww. Anyway, back to what I was saying. Crystal argues that the younger generation is in fact very smart to be

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able to abbreviate words and still know how to spell the original word. Clever, right? Also, he explains that texting can actually improve literacy skills of the younger generation as they're constantly reading and writing. Interesting. Crystal then revealed the most shocking part of all, ~~that~~ to prepare yourselves. 80% of abbreviations were found to be used by adults, not children... (insert shocked face emoji 10x). The ~~shock~~ cheek of it!

I'm sure we've all seen our parents use random emoji to text you that dinner is ready 'hi luv (heart emoji) (chicken emoji) in (oven emoji). It's unbearable to see but we've all seen it. This is because, no matter how young or old ~~you~~ ^{you} are, technology is fun and we've all got to deal with it. ~~My~~ Sorry Humphries.

But is the era of prescriptivism really dying out? Is it too out-dated and old to keep up with? Another theorist came up with the crumbling castle theory. Sounds strange, I know but let me explain. She believed that the English Language was once like a beautiful, well-built castle, but over-time our language has gotten worse and decayed over the years—resulting in a

Question Part

crambling cattle. This well supports John Humphries idea that we have ruined our language by using technology as we no longer use it in the same way as before. But is this really our fault? Have times just changed?

I'll leave you to decide...

- 3 **B** Both texts include the topic of police officers, but text B is a transcript from a BBC documentary following a police officers day, whereas text C is a leaflet to guide people in how to join the police force. Text B's audience may differ from text C's as it's purpose is to entertain, therefore the audience may be people ~~that~~ who like crime. Whereas text C's audience is more specialised and targetted towards a specific group of people who are interested in joining the police.

As text B has been written in a spoken mode, the narrator uses the idiom 'right up his nose' which is fairly informal to pragmatically suggest to the reader that this particular thing annoys the police officer. The use of

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the idiom can be to add humour in order to entertain the audience. This text also includes contractions such as 'don't', 'y're' and 'can't' as this is a common feature of a spoken text as it shows that they are speaking fast and therefore are shortening their sentences by contracting words.

~~However~~, Similarly, in text C, they also use the contraction 'don't' which shows that even though this is a written text, it has features of spoken language to make the reader feel more at ease. Text C also uses direct address 'you' and 'your' to engage with the reader to make them feel as if the writer is talking directly to them.

However, the text also uses the third person pronoun 'we' to suggest they are a group, which is typical of a written text as they make the reader feel apart of the team. Whereas in text B, the first person pronoun 'I' is repeated throughout as they're giving personal opinions such as 'I don't like speeding...' which makes the text more personal and entertaining for the audience.

Text B includes the non-fluency features 'er' and 'my my my' as this filler shows he is trying to gain time in order to think

Question Part

about what to say next. The repetition of 'my my my' suggests a stutter in the speech as he isn't fully concentrating on what he's saying. These are both common features of spoken language. Text C doesn't include any filler due to the written mode. It is in, instead it uses repetition of 'it successful' to suggest possibility to the reader that this is what could happen if you succeed. Therefore, this can empower the reader to do better and try harder.

Text C includes the imperative 'First complete and return the application form' as it is giving the reader an instruction, which is typical of a written text. This text also includes many declaratives such as 'The next stage will involve assessment tests...' and 'Some forces will appoint every candidate...' which suggests to the reader the process of how it will happen and also gives them an insight. Text B also uses declaratives, 'obviously you can't use your mobile phone...' to state the facts and show authority. However, text B is more informal by using the adverb 'obviously' as it shows slight sarcasm or humour. Text B also has shorter length utterances.

Question Part

such as 'it could be a double whammy' as this colloquial language is used to humour the audience. The text also uses the adjacency pairs 'What's your name sir?' 'Grant' as this is a question and answer format that's very typical of spoken language. Text C doesn't have adjacency pairs, however it does include the rhetorical question 'What are we looking for?' in a police officer's to show the reader what they need from you. Text C then includes subtitles such as 'Effective communication' and 'Resilience' to lead on from this interrogative to show that these are the key aspects of what they're looking for. Also, this is common for a written mode text as they allow the reader to access the information quicker.

Text B includes elision of words such as 'gotcha' and 'wanna' as this type of colloquial language is common of a spoken text due to the informality. It also includes interruptions and back-channeling 'yeah' which will not be seen in Text C as it is a spoken language feature commonly used in conversations. In text C, the writer includes a semantic field of working as a team, 'good understanding',

Question Part

		'relationship' and 'community' to suggest
		to the reader that there are important
		qualities that they need to learn in order
		to work together

Examiner commentary

Question 1

Part a) 7 marks Part b) 5 marks

The opening paragraph does not add anything to the overall response and would have been better focusing on language straightaway. The second paragraph begins with a quotation and precise terminology is used when describing a superlative, although it is not clear that the candidate knows exactly which word from within the quotation is the superlative and so this should have been stressed in the same way as they have done when describing the effects of 'the noun 'myths''. There is some more developed discussion of context when considering 'myths'. Question 1 a) consistently signposts a range of lexical features and exemplifies, although at times the labelling lacks some precision, such as 'a lexical field of health and food'. There is some singling out of points, such as after the discussion of deontic modality that is enough to award this response in the bottom of Level 4. In Question 1 b), the candidate accurately labels and exemplifies interrogatives but the contextual analysis is vague. The discussion around declaratives is clearer, and so the response was awarded in the bottom of Level 3. For the top of Level 3, the response would need a valid contextual comment for interrogatives and a further clear exemplified point about sentences, with a clear contextual comment.

Question 2

19 marks

The response begins with an eye catching and relevant title and rhetorical questions are used to engage the reader in a relevant way. The second paragraph begins to offer an explanation of what prescriptivism is and cites John Humphries to help illustrate their argument. The candidate also uses parenthesis for exemplification and minor sentences for emphasis. Alternative viewpoints are offered through the discussion of David Crystal's views, which are broad and consider a number of elements. Humour is maintained to engage, particularly when discussing adults' use of emojis. Although the candidate does not name check Jean Aitchison, they are credited for their knowledge of the crumbling castle theory and for placing in context alongside Humphries' theory. This response fell into the bottom of Level 5 for AO2 as there was deemed to be good knowledge and understanding of prescriptivism and descriptivism and relevant theorists, but there was not the clearly critical angle taken by the candidate that would have secured it at the top of the level. It did reach the top of Level 5 for AO5, as it was deemed to consistently show skill in engaging the audience and was well constructed as a whole.

Question 3

24 marks

The opening paragraph does not add much to the overall response, as although it is comparative, it makes general points about audience and purpose rather than considering specific language features. The candidate goes on to consider Text B, beginning with the use of idiom which is correctly labelled and exemplified, as well as making a valid point as to its use in this context. They move on to discuss contractions, which is a separate point, rather than building on the point made about idioms, although 'y'ere' is incorrectly included (this is an accent feature) and the contextual point made is more basic. There is an attempt to compare to Text C on the basis of the contraction but the comparative point made is simplistic. 'We' is also mislabelled in the next part of the response, meaning that only the contextual point can be credited. The response continues with the pattern of identifying techniques, commenting on their contextual relevance and aiming to find a point of comparison with the other text. There is enough breadth of coverage of linguistic points to constitute a range of methods and therefore this response is given the bottom of Level 5 for AO1. Discussion of patterns would have seen it awarded at the top of the level. Contextual discussion is valid but not developed, so AO3 is awarded at the top of Level 4. There are some connections with some language variation (although at times the candidate does make more simplistic comparisons, such as around adjacency pairs where they state that the other text doesn't have them) so the response is awarded at the bottom of Level 4. Discussion of concepts would have allowed this to be awarded at the top of Level 4.

Exemplar 6

Question Part

3		<p>Looking at both texts, we can see that they have both have similarities and differences. Text B is taken from <i>Countryside 999</i>, a documentary television broadcast on BBC One in 2013. As it is a television documentary, it has the purpose to both entertain and inform whereas Text C is an extract taken from a leaflet 'Your guide to becoming a police constable' meaning its only purpose is to inform.</p>
		<p>The obvious difference between both texts is one is in written mode (Text C) and one is in spoken mode (Text B). From here we can identify which text is going to include levels of spontaneity. This can be seen in Text B from the non-fluency features such as fillers like 'er' and repetition such as 'my my my'. Text C on the other hand is both written and edited meaning that there are no errors present as there has been careful planning put into it.</p>
		<p>Another contrast between the two texts is the difference in register. Text B contains a more informal register possibly because it has the purpose to entertain meaning it has to appeal to a specific audience. This informality is easily identifiable through what the narrator is saying such as the slang word 'gotcha' and the informal phrase 'double whammy' which are used to try and appeal to a more laid back audience. With Text C being produced by a public body, it must take on a formal register as there has to be professionalism. Although at times, this text borders on both formal and informal when the reader is being directly addressed. This can be seen from</p>

Question Part

phrases such as "You don't need to worry about these" and "we will write and tell you why" which in my opinion come across as quite reassuring to the reader and less authoritative.

Text C contains the imperative 'First complete and return the application form' which means that this text also has the purpose to instruct. This is then followed by the declarative statement 'Your application will be assessed against the entrance requirements and scored'. This declarative statement is ~~quite~~ effective in both ~~reassuring~~ informing and reassuring the reader. Contained in this declarative statement is the first person pronoun 'you'. This example of direct address is effective in making the reader believe that this is written to them as an individual rather than as a collective. ~~Also~~ Also present is the collective pronoun 'we' which is used by the text producer to again give a more personal feel to the text and ~~also~~ gives a more sense of togetherness in the NPJA. The features I have identified above have all been ~~emboldened~~ because they are key features used by the text producer to ~~try~~ try and persuade the reader to ~~apply~~ apply to become a police ~~constable~~ constable, hence making the text stand out more.

Evident in ~~both~~ both Text B and C is the lexical field of policing such as 'officer' 'patrol' 'pulls over' 'constable' and the lexical field of law such as 'court' 'fixed penalty' 'license'. What is noticeable throughout both texts is the lack of 'low frequency lexis'. I expected this to be present particularly in Text C but its absence means that they are appealing to a wider audience and not using jargon to appeal to only those who have an interest in

Question Part

in becoming a police constable but also appeals who those who may not have had an interest prior to the reading the leaflet.

The role of the narrator in Text B is important in making ~~adding~~ the programme more entertaining but also makes it more understandable for those who may not understand what is happening at a particular stage of the broadcast. The narrator repeats the phrase "wait for it" with a micropause in between to build tension and create excitement for the audience. Similarly, ~~Then~~ the narrator says "but texting might not be the blue van man's only problem" which ~~helps to~~ helps to build suspense and requires the viewer to think. This is done quite frequently throughout the text like the ~~mean~~ informal metaphor "but there are other offences that get right up his nose" and ~~the~~ "Frank's not having a good day" which both have intended meanings behind them but leave the audience wondering.

Text C is filmed in Wales which is why we see pronunciations such as 'y'ere' instead of 'here' and 'ow' instead of 'how' which drives us to believe that the 'h' sound is a struggle for Welsh people or they just choose not to pronounce it.

The multimodality present in Text C such as the graphics used ~~and~~ the key headings ~~are~~ emboldened is effective in making the leaflet look more professional and appealing to the reader. Specifically the picture of the police ~~officers~~ ^{constables} smiling is another way of enticing the reader to become a police constable as

Question Part

it portrays a happy environment

In both texts we can see adjacency pairs present such as 'What are we looking for in a police officer? These are the key competencies we are looking for,' and the less formal 'you don't want to go to court over the matter? Okay I'll go and collect my tablet folder' in Text B. In the 'Competencies' section in Text C, we see the use of listing used which is effective for the reader and easier for them in identifying which competencies they have.

Overall, both texts have used features specific to their purpose and have effectively utilised these features to appeal the readers/audiences needs. There is a contrast between both texts in professionalism and this has been clearly identified through detailed analysis of both texts.

2

The Placebo Effect.

Prescriptivism. Is it a thing of the past yet or is it slowly becoming one? Should there be a prescribed way for how we speak a language? My answer is no.

It's 2019. Technological developments are on the rise. ~~Communication~~ Communication is totally different to what it was. With the click of a button we can communicate with someone. This type of communication hasn't just made life easier but it has allowed us to become more creative with how we use language. Theorist David Crystal has said ~~That~~ 'Technology

Question Part

allows us to have fun with language and open hundreds of doors of creativity'. Since the invention of texting, common phrases such as "talk to you later" have been ~~replaced~~ replaced with abbreviation alternatives such as 'TTYL'. You may ask ~~question~~ - "Is this effective or lazy?". My answer would be "effective". It ~~is~~ is effective in saving time. If you can abbreviate a phrase and it is easily understood by the text receiver then why should that be a problem? Who has the authority to ~~to~~ tell us how we should speak a language? We're no longer in the times of Nazi Germany, where the people were brainwashed by propaganda and were told to speak a certain way. Okay, in some countries this may still be the case but it is a minority.

To quote theorist Erin McKean ~~the~~ "keep making new words". If the word can be spelled and pronounced and has a meaning behind it, then there should be no reason why ~~to~~ it shouldn't be a word. Language change is a good thing as it keeps us on our toes and requires us to think and be creative. I'll use Oxford Dictionary as an example. Their 2017 'word of the year' was the crying laughing emoji. Due to the rise of technology, this is in fact a 'word' and personally, I see no problem with it. Every part of the emoji such as the tears or the smile have meaning behind it hence allowing people to use it in communication.

~~If~~ If anything, I advise you text receivers to become more creative with your use of language and never let anyone tell you to speak a certain way of the language

Question Part

		because you are in a position of freedom to have fun with language. The question I leave you with is "Were people really given a prescribed language or were they made to think that it was like the Placebo Effect?"
		'veganism'
1.	(a)	Text A contains the lexical field of 'food' also seen from words such as 'broccoli' 'meat' 'cashews' 'almonds' 'pistachios'. This is common to this type of extract as it is taken from a website called 'Veganuary' which encourages people to try veganism for a month. It also contains the lexical field of 'health and well being' seen from lexis such as 'protein' 'rich' 'diet' 'health section'. Present in this text is the collective pronoun 'we' which is effective in making the reader to believe that the charity work together as a team. Also present is the first person pronoun 'you' which is effective in appealing making the reader feel like they're being directly addressed which increases the chances of them possibly signing up for the charity. We can see the use of alliteration in 'Very Vegan' which is catchy and easily also remembered by the reader. Also present is a the metaphorical phrase 'scratching the surface'. The title contains the compound word "bite-sized" which is effective in creating a link with the topic at hand through the use of this pun. Low frequency lexis such as 'hurrah' is used perhaps for humour.
	(b)	The verb mood in this text is both informative and declarative and its main purpose is to encourage people to try veganism for the month of January 2018. The text takes the simple question/answer format and its questions require to think

Question Part

Which is effective in engaging them more with the text. Declarative statements such as ~~'This is simply not true'~~ 'This is simply not true' and 'we go to the source' are both effective in putting their point across to the reader and presenting these statements as facts which is fairly typical of the information section of a website. ~~When~~ We can see the use of listing present when they are listing sources of protein. This use of listing is effective in informing the reader that they have a large variety of options to choose from. Present is the complex ~~Other~~ sentence. "There may be protein in meat, but that doesn't mean that it doesn't exist anywhere else. This is then followed by the multi-clausal sentence "In fact, vegans simply do what cows, pigs, sheep and chickens do; we go to the source." Here, we can ~~see~~ see a pattern of detailed, informative sentences. Both questions take the "But..." format which leads us to believe that these are common queries from people who are not vegans and may not understand what it entails. As this is taken from a website, the presence of hyperlinks is unsurprising. These are specifically underlined and when once clicked will ~~go to~~ go to that specific page. Humour is present in the text through the well known quote "I'm planning on being just like Tom Hanks in Castaway, with only a volleyball for a friend and a wild shock of rock star hair." This can be described as assumption of knowledge/shared knowledge as they are hoping the reader understands the reference.

Examiner commentary

Question 1

Part a) 6 marks Part b) 5 marks

The response to Part A begins by immediately considering lexical features, although the labelling of the 'lexical field of food/veganism' is somewhat vague and would have benefitted from identifying the exemplified words as 'nouns'. This is similar for the following point on health and wellbeing. Moreover, neither of these points discuss contextual relevance in any detail, although the identification, exemplification and contextual discussion of the point around pronouns is clearer. Overall, there were deemed to be at least three of these clear points and so the response was awarded at the top of Level 3. Part B was awarded at the bottom of Level 3 because there were only two examples of exemplification which were relevant to the question focus on sentences and had their contextual relevance discussed. Hyperlinks and humour were not credited as they did not meet the specific requirements of the question.

Question 2

14 marks

The candidate uses a title to engage the audience, but its relevance is unclear, even when they refer to it again at the end of the piece. They use minor sentences and rhetorical questions to engage the audience but do not gloss prescriptivism. Technology is discussed and David Crystal is cited, but the argument is not explicitly brought back to a discussion around prescriptivism. Erin McKean is quoted but her ideas are not placed in a wider context and the discussion of the 2017 word of the year, although not irrelevant, seems somewhat arbitrary in this context. The response was awarded at the bottom of Level 4 for AO2, as the writing was deemed to show some ability to write critically, although it lacked depth and breadth of discussion. It was also awarded at the bottom of Level 4 for AO5 as there were some aspects of modulation shown through the deliberate clear use of some linguistic features to engage an audience.

Question 3

23 marks

The opening paragraph of this response makes some very basic comparisons around audience and purpose but does not add anything further to the response as a whole. The second paragraph sets up a comparison between texts based on mode and labels and exemplifies relevant examples, but lacks specific contextual comment. The subsequent paragraph follows a similar pattern as it discusses register but does consider contextual relevance more specifically, relating this to the audience and purpose of the respective texts. Comparison is not consistent throughout, as the paragraph exploring Text C, beginning with the use of imperative shows, however, there are valid discussions about context within this paragraph. Overall, this response was deemed to use some appropriate methods in a sound way, but covered a larger number of points lacking depth, which meant that it could be awarded at the top of Level 4 for AO1. It was also awarded at the top of Level 4 for AO3 because although many contextual comments were more basic, there were some valid comments and sound conclusions. The response was awarded the bottom of Level 4 for AO4 as there were connections made which compared language use. Discussion of concepts would have seen the top of the level given.

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