

A LEVEL

Exemplar Candidate Work

ENGLISH LANGUAGE

H470

For first teaching in 2015

H470/02 Summer 2019 examination series

Version 1

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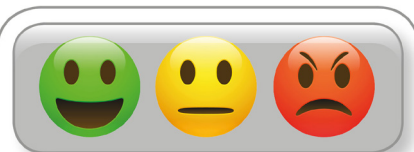
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Introduction

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 – Child language acquisition

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

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

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

Use your knowledge of theories and concepts of child language acquisition to support your answer. [20]

SECTION B – Language in the media

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

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

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

SECTION C – Language change

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

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

- 3 By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 18th and 20th centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed. [36]

Section 2 – Exemplar Candidate Work and Examiners' Commentary

Exemplar 1

Question Part

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|----|--|
| 1. | <p>In terms of phonology both children are highly accurate overall however. Beth does make two phonological errors. Beth pronounces 'tractor' as 'thwactor' and is therefore using a consonant cluster reduction ^{substitution} as she is replacing the difficult 'tr' which is a consonant cluster with the easier approximant sound 'w'. The 'tr' consonant cluster requires more physical motor coordination to produce and so Beth reduces the consonant cluster down to a substitutes the easy consonant cluster with the easier 'w' sound. This is common of children in the telegraphic and post telegraphic stage, as they are still learning how to produce certain sounds. Beth also mispronounces 'bath' as 'b/ae/th', however this phonological error may just represent a northern and dialect from Beth. Beth has used a consonant cluster reduction here as she is replacing the correct 'a:/ ' sound with 'ae/' which is an easier single unit of sound. It is interesting though that she is still able to pronounce the 'th' fricative at the end of the word, as fricatives are often the hardest sounds for children to acquire and hence are acquired last at around 48 months.</p> |
|----|--|

Question Part

As Beth is only 41 months, her ability to produce this sound is advanced for her age. Tom gives very minimal responses however in the one utterance he does make, he makes no phonological errors.

In terms of grammar, Beth has a high level of grammatical accuracy. Beth is able to use inflectional morphology throughout the transcript. Beth successfully adds the bound morpheme '-ing' onto the free morpheme 'drive' in order to create the present tense. Beth's tense awareness is further demonstrated when she adds the bound morpheme '-ed' onto the free morpheme 'land' in order to create the past tense dynamic verb 'landed'.

Beth's tense awareness is mostly accurate however she does use the past tense

dynamic verb 'banged' in her utterance 'shall we banged another one'.

Beth should have not used inflectional morphology and instead just said 'bang'.

Furthermore, Beth is in stage 3 of Bellugi's pronoun use as she is able to use the personal

pronouns 'I' and 'me' in the correct position within a sentence, according to whether they are the object or subject element. For example, Beth

* personal possessive pronoun

Question Part

For example, Beth successfully places 'I' in the subject position in 'I can do whatever' and places 'my' in the correct object position. Beth is also aware that there are different pronouns for different people as she frequently uses the direct address 'you' and the inclusive pronoun 'we' in 'shall we banged...'. ~~For~~ This puts Beth in the post-telegraphic verbal stage as she is able to form longer utterances which are mainly grammatically correct. Beth is also in stage 3 of Bellugi's Question Stages as she is able to use the formulaic 'wh' question structure e.g. 'which way(?) which direction'. This ability may have been aided by Beth attending a nursery school. Beth is also able to use contractions e.g. 'car's' and 'don't'. This shows Beth has a good grammatical understanding and is aware of contractions in order to aid ease and speed of communication. Tom exerts his social power as the older sibling with his imperative utterance 'drive it out!'. This utterance has both a regulatory and imaginative function of language, according to Halliday. Beth's grammatical accuracy places her securely in the post-telegraphic stage. This stage usually occurs from 36 months onwards, therefore Beth at 4!

Question Part

months is where you would expect her to be.

Beth's language is centered around concrete nouns e.g. 'car', 'road', '[bath]', 'hamburger'. This pattern of concrete nouns supports Nelson's findings that 60% of a child's first words are nouns - often concrete nouns because children learn by experiencing tangible things in their social environment. Furthermore, Beth is able to use what Aitchison describes as network building as she makes the association between a car and its associated activity of 'driving down the road'. She is also able to make the association of the sounds of a tractor as 'bang [ing]'. This puts Beth in the post telegraphic stage as she is not only able to use hyponyms like '[tractor]', she is also demonstrating an understanding of the pragmatics associated with this concrete noun. Beth's language mainly has an imaginative function as she ~~talks~~ demonstrates object permanence (Piaget) when talking about the not present 'hamburger' and 'bath'.

Beth's mother acts her LASS (Bruner) as she asks open interrogative questions in order to elicit a response from Beth e.g. 'which direction do you think you go?'. In this utterance, her mother

Question Part

also uses Bruner's scaffolding by providing Beth with the lexis required for her response, by saying 'you don't know'. This allows Beth to respond despite not knowing the answer and aids her in learning about the pragmatics of conversation.

2

The multimodal nature of this online article allows readers to shape their engagement with it. For example, the 3 well-recognised social media icons are accompanied by the imperative minor sentence 'CLICK TO FOLLOW'. This is one of the only imperative sentences in the whole article, however it does not come across as a face threatening act as it has now (Brown & Levinson) as it has now become a generic convention for online articles to be shared. Furthermore the number '186' is pragmatically understood by most readers as being the number of people who have already shared this article. Perhaps the large number may persuade readers to also share the article so that they belong to a shared group. Furthermore, the article finishes with a bullet-pointed list ~~which~~ offering 'More about', 'Chefs', 'Cookery' etc.

All of the bullet points offer readers the opportunity to further their reading by also reading previous articles by the Independent. This final ploy to get the readers to explore more of the 'Independent' articles is because pragmatically the Independent are a business who earn money from people engaging and reading their articles. ~~First~~ Alternatively, it could be to help achieve the primary purpose of the article which is to inform the readership. Pragmatically, the audience will be wide as an affordance of technology is that these online articles can now have mass audiences. However, this does mean that journalists now have to cater for varying levels of ~~the~~ education and interest. Therefore, the multimodality which allows readers to ~~shape their engagement~~ further their reading and understanding on this topic may suit the more educated readers or readers who have a prior interest in cooking. ~~Furthermore~~ As this article is in the lifestyle section many of the readers may indeed have a prior interest in cooking etc.

Throughout the article there is a negative representation of gender and the writers do little to challenge ~~the~~ the

Question Part

patriarchal gender stereotypes, perhaps this because the writers themselves are male: 'Tom Peck and Sunjay Kakar'. The article begins with a ~~reference~~ exophoric reference to the quote "A woman's place is in the kitchen," which immediately sets the ~~focus~~ gender focus of the article. The next paragraph begins is fronted with the coordinating conjunction 'but', which gives the text an argument style discourse and initially implies that the article is going to dispel this stereotype. To some extent the article does dispel this stereotype as it explains how ~~as~~ 'only one woman' has one ~~at~~ MasterChef. However, this rumour is not dispelled in order to give a positive representation of women in line with the feminism movement that was on the rise in 2010. This article ~~seems~~ to have a bias against women ~~who~~ with a semantic field of ~~subservience~~ ~~of women~~ the fragility of women. This semantic field implies women are scared of 'sharp forks' and 'spiky tongues' and ~~the~~ ~~implies~~ that they can't handle 'pressure'. Furthermore the bias against women is further demonstrated through the interrogative sentence "So why can't the ladies stand the heat?". This

Question Part

interrogative sentence focuses on a lack of ability from women with the negative contraction 'can't'. Furthermore, it refers to women as 'ladies', which is somewhat of a marked term and nowadays considered less PC than women. However, perhaps this would not have been deemed as discriminatory or offensive by the majority of readers in 2010 because political correctness was in its infancy. For some forward-thinking feminist readers, the negative and weak portrayal of women would have been irritating and hence caused a distant tenor between the producer and receiver. However, this negative portrayal of women is contrasted with a positive representation of men, which would have built a close tenor between male readers.

The positive representation of men is also shown by the image, which comes under visuals in the semiotic system. The image provides text-image cohesion as it features 3 male chefs, presumably the 3 finalists 'finalists'. The photograph displays the social power (Wagner) that these men have as a result of their gender. Furthermore, in the headline their is immediately a positive representation of men as it features the superlative noun

Question Part

phrase 'best chefs'. If Moreover, there is a frequent reference to male proper nouns e.g. 'Lloyd Grossman', 'Dhrur Baker', 'Greg Wallace and John Torode'. Not only does this appeal to the generic conventions of an article by increasing the facticity of the text, it also ~~so~~ gives a positive representation of men. A total of 7 male proper nouns are present, and where they are present, they give a positive male representation by describing me as a 'champion' for example. However, only 3 female proper nouns are present and when talking about 'Stacie Stewart', the writer focuses on her 'elimination'. This could fulfil the text's covert purpose of persuading readers that men are superior.

There is mainly high frequency lexis throughout, creating an informal register, which allows the primary informative purpose to be achieved for the vast audience. A lexical field is ~~p~~ of food is present which suits the ~~f~~ subject matter of chefs and the fact it is in the lifestyle section.

Question Part

3.

Text C is an extract from ~~A~~ a book which has a primary purpose to inform. D has a similar genre and informative ~~purpose~~ purpose. The audience of C would have been more ~~private~~ private than B as in 1770, writing and reading was still an activity reserved for the elite and highest class individuals. However, D would have a much wider readership as by 1946, reading and writing were no longer exclusive activities, but rather a standard expectation due to the ~~as~~ high literacy levels in England, which was aided by the 1870 Education Act. However, both texts are thematically linked on the niche subject of 'beekeeping' and therefore neither text will have a ~~vast~~ ~~as~~ mass audience.

A noticeable difference between C and D is the use of the long s in C. This orthographical feature was a generic convention of the time and represented printing trying to emulate hand writing. However there is inconsistency in the usage of the long s in C as it is not used in 'molesting' but is used in 'molesting' 'molested'. The inconsistency is present because this text was published ~~early~~ in 1770, which is early in the process of standardisation which began in around 1750. Around this time there was

Question Part

a proliferation of dictionaries, e.g. Johnson's dictionary in 1755 and Latham's grammar book in 1762, which attempted to codify the English language. During this standardisation process, the long s fell out of use as there was no ~~no~~ need to have to graphemes for one phoneme. By the publication of Text D in 1946, ~~there were~~ the long s had become obsolete and is therefore not present in D. By the publication of text D the genre of book writing was no longer in its infancy and ~~the~~ the written word was now frequently printed and mass produced meaning it no longer tried to emulate hand writing like it did in A.C. However, the ~~include~~ both texts feature a title, hence suggesting that this has permeated our language as a generic convention of book writing. The title in B C is a central and says 'Of 'Of Enemies to bees' as is the title 'Enemies of Hive-bees' in D. It is interesting to note the use of 'bees' in C compared to the use of the compound 'Hive-bees' in D. This ~~could~~ could suggest that with greater nature exploration, we have found more varieties of bees, thus meaning the term 'bees' has undergone semantic broadening to now describe all

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entire species of animal, ~~as opposed to just one type of bee~~. Now In D, the hyponym 'Hive ^{bees}' is used because we have more ^{breeds} ~~species~~ within the species 'bees' which is the hypernym. This highlights ~~in terms of grammar~~ how scientific discoveries have been a driver of change in the English language.

In terms of grammar, there is some non-standard grammar in the listed compound-complex sentence beginning 'The first ~~are~~ are weak...'. Instead of using semi-colons to separate items within an extended list, the writer uses both a colon and semi-colon. For example, '... confusion in it &: the second endeavour...'

; and the mischief...'. This grammar is non-standard and deviant because the English language had not yet been fully codified. Furthermore, there was not widespread literacy in C as it was prior to the 1870 Education Act, therefore writing was reserved for elite; high-class men. As there were less people using the English language, there was less need for a standard and so these ~~unaccustomed~~ deviant forms often arose. However in D the grammar is ~~much~~ much more standard and contains subordinate clauses e.g. 'or are supposed to be' in a way that does not make the sentences convoluted or obfuscate meaning. This is likely to be because English was the official language of education and so standard for

communication were taught.

In C there is a lot of French and Latinate lexis e.g. 'proprietor', 'carefully', 'confusion'. French and Latinate lexis were considered to be prestigious, as in 1770 they were the languages of the law and government. Furthermore, they were considered fashionable and so using this lexis would have appealed to the high class readers. Pragmatically, in 1770 someone who has the

means to keep bees is likely to be a wealthy high-class individual and therefore many of the readers will be high-class, educated men. Therefore, using this fashionable lexis will appeal to their face needs and reinforce the imply a level of importance of this book. Text D reveals its importance in a different way. The importance of the informative book in D is shown through the hyperbolic lexis * for example the ~~static~~ dynamic verb 'devouring' and the pre-modification in 'great nuisance', 'neglected' and 'quickly destroyed' * to describe the potential consequences of caused by these enemies.

This hyperbolic imagery-provoking lexis informs the reader of how important their role is as a bee-keeper. Furthermore, the inclusion of this dramatic lexis could demonstrate how the function of the English language has changed to now become a literary language. During the period of text C, English was mainly just a means of writing down important

information and documents. However, the purpose of the English language has evolved to become a language of literature, poetry and story-telling. This history has permeated our language and caused some of the

hyperbolic lexical choices in D.

~~A deviant orthography feature in C is the spelling of 'whither'.~~

There is an archaic lexeme present in C, which is 'whither'. In the context, this lexeme seems to mean 'where'. This term seems to have fallen out of use, as is the case with the dynamic, ongoing nature of language change. There is also a deviant spelling of in D, this being 'specialized'. Perhaps this is an Americanism which was popular in society at the time. This could therefore signify how travel and migration have been a major driver of change in our English language. Description Jean Aitchison's, ~~may be~~ metaphor of the 'infectious disease' could describe ~~some~~ some prescriptivist responses to this deviant spelling, as we have 'caught' this change due to greater mixing with American English speakers. Alternatively, the deviant spelling could just be a feature of the writer's idiolect, which he has also written.

An interesting male gender assumption is made in D, with the male possessive personal pronoun 'his' in 'his job'. This ~~sugg~~ hints at the patriarchal society in D. Further to this in C, the writer says

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| 3 | | "hire boys" when talking about a labourer job of rehousing the nests. Both texts hint at a patriarchal social ideology and a to lack of motivation to move to a gender neutral pronoun. Good example of diachronic change. |
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Examiner commentary

Question 1

20 marks

The response makes assured reference to wide range of language features with well selected examples and focused analysis.

It is enhanced by consistently accurate use of a wide range of terminology in a secure academic register. There is assured reference to stages of development with effective exploration of well selected examples. Discerning/perceptive links to theories/concepts are made with assured understanding of the relationship between theory/practice.

This response starts well on phonology and doesn't try to do too much. It remains accurate and logical in its discussion and avoids the pitfall of implying (or even stating) a causal link between phonology and grammatical stage. A further strength of this response is the consistency with which it moves back and forth between AO1 and AO2 suggesting an integrated understanding of how theory is relevant to the data.

Question 2

22 marks

There is critical engagement in analysis of text's patterns of language use. The response shows discerning exploration of a wide range of contextual factors/language features is evident alongside discussion of how they are associated with construction of meaning.

This response is not as strong as the Q1 response in terms of consistency or precision, but that is often the case when moving from acquisition to the other questions. It begins well by considering mode and reception in some depth but, arguably, this extends for a little longer than it should. Throughout the rest of the response, there is a sense of engaging with trends across the data and it draws together examples in a way which suggests a conceptualised understanding of the data which is supported by accurate, albeit sometimes not completely apt, theories.

Question 3

33 marks

The response applies a wide range of appropriate methods in an assured and systematic way using a secure academic register and includes discerning points about contextual factors of production/reception. The response demonstrates selective and methodical application of confident knowledge/concepts.

This is a well-structured if imperfect response which covers a range of relevant features from the texts and draws consistent links back and forth between them. The use of concepts is clear, relevant and logical. Opening, as this response does, with discussion of long 's' can often cause an examiner's heart to sink but this response deals well with a potential explanation for what is identified as an inconsistency in use. As such, it deals with it well. The discussion of structural semantics later on in the response is also well done and, overall, this response shows a clear, systematic and knowledgeable approach to exploring the data and responding to the question. Some assertions about context and some uses of concepts are debatable but presented logically and convincingly.

Exemplar 2

Question Part

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| 1 | | <p>Text A is a conversation between Beth and Tom and their mother in a car journey. Due to the fact that the children are playing, there is evidence to suggest that the the children, specifically Beth, uses Michael Halliday's imaginative function of language. This is evident through her utterances "no it's not water (1.0) it's a hamburger", and "it's a barn". Both of these utterances suggest that Beth is in the post-telegraphic stage of language development due to the fact that she correctly uses every word class in standard adult-like syntax. It is hard to explicitly test identify whether or not Tom is in the post-telegraphic stage as well due to his lack of input into the conversation, although the imperative sentence "drive it out" exhibits signs that he too is post-telegraphic.</p> <p>It can be noted that Beth most of Beth's utterances include concrete nouns such as "car", "leg", "water" and "hamburger". This is typical of children at Beth's age who are learning language from things around them, and this can therefore be seen to support Katherine Nelson's findings about how 60% of children's utterances consist of concrete nouns. It can also be said that the use of concrete nouns such as in "it's a hamburger" reinforces how Beth has</p> |
|---|--|---|

Question Part

acquired the knowledge to label objects and things despite the fact that it is an imaginary object, which therefore supports Jean Aitchison's Network Building theory.

It could be argued that Bern overextends the meaning of certain words such as with "it banged off my leg" and "we banged another one". This could be seen as evidence of Rescorla's overextension theory and this is typical of young children of Bern's age who don't use synonymy in ~~ever~~ their language. Bern is still widening her vocabulary and learning the boundaries of words (Jean Aitchison Network building theory of packaging), hence why she uses the dynamic verb "banged" more broadly than an adult would.

Bern displays many signs that she is in the post-telegraphic stage of language through her use of complete utterances and all of the word classes e.g. "Tom do you want to eat the hamburger". This shows how Bern understands how to form questions as she correctly uses the "do" auxiliary and puts the main verb into an infinitive "eat". The use of a vocative with "Tom" also reinforces how she has grasped conversational skills and how to engage other interlocutors. This skill comes from social interactions like this

Question Part

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| | | <p>which support Jerome Bruner's theory as conversations like this, are what help children learn to use language.</p> |
| | | <p>Beth also demonstrates how she is able to correctly use all word classes in most circumstances such as the contracted verb 'to be' with "it's landed" and the indefinite article "a hamburger" and the contracted modal auxiliary "I'm all". This supports Roger Brown's study into grammatical acquisition of language which suggests that children in their third year of development will have acquired the usage of the contracted verb 'to be' and other word classes. Due to Tom's lack of input into the conversation it is hard to tell whether he is at the same stage, but he is able to correctly use the imperative verb "Drive".</p> |
| | | <p>In terms of phonological development, Beth is pretty sound, in her but there is one piece of evidence of a phonological process. Beth exhibits signs of gliding with "t/w/actor" as she has replaced the "r" consonant for a "w". This is typical of children at Beth's age who struggle with consonant clusters such as 'tr' and so simplify it for themselves. The mother does in fact show signs of child directed speech by re-ess scaffolding Beth's utterance with "your tractor" which test</p> |

Question Part

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| | | <p> subtly indicates to Beth how to more fully pronounce the word and thus fulfills one of the mother's purposes in the conversation which is to aid her children in ten their language development by interacting with them (Jerome Bruner). There is another example of a phonological process with "b/æ/n" but this could be evidence of Beth's dialect which she will most likely have picked up from her mother, which could therefore suggest that a level of imitation of adult language is at play (B.F Skinner behaviourist theory). </p> |
| 2 | | |
| 2 | | <p> Text B is a multimodal article from a fairly impartial but less arguably slightly left of centre newspaper, The Independent. The article comes from a 'lifestyle section' which is a typical convention of online websites which have a navigation bar to locate different areas of the website. The topic of the text is gender and specifically female chefs, and the article addresses some of the arguments for why there are so few professional female chefs, particularly on shows like Masterchef. It can therefore be argued that a somewhat gender bias in the media is being addressed in the article, such as with "judges have their selection on the plate of food in front of them, not the sex of </p> |

Question Part

the person who cooked it."

The multi-modality of the text is evident through the use of an image which denotes the three ~~the~~ male finalists in Masterchef. They are all ~~re~~ represented as professional due to their chef attire/outfit along with the kitchen environment in the background. The fact that the image is at the top of the article foregrounds the issue being discussed, which is whether or not the cooking industry and the media industry such as with shows like Masterchef are still biased against women. The multimodality of the text is ~~still~~ also reinforced through the inclusion of social media links to 'facebook' and 'Twitter', - anchored by the imperative sentence "click to follow". This helps to support David Gauntlett's theory about Web 2.0 and how it has enabled audiences of media texts to engage more with the media by sharing their opinions and views which is now largely possible via the social media links.

In the first paragraph the writer addresses some stereotypical and deeply held ideologies about gender such as through the quoted declarative sentences "A woman's place is in the kitchen" and "A woman's place is in the home". These deeply held ideologies and

Question Part

stereotypical beliefs are somewhat challenged in the rest of the text as the writer goes on to discuss how either sex is just as capable in the kitchen, but it just so happens to be men that are ~~to~~ generally outperform the women in masterchef.

The headline of the article e.g. "Do men really make the best chefs?" is a rhetorical question, and is indicative of the genre of article which is an ~~op ed~~ rhetoric is highly conventional of opinion pieces which aim to persuade the audience for a particular point of view. Therefore it can be argued that this article carries a level of influential power (warning). The adverbial intensifier "Really" carries with it connotations that the writer doesn't necessarily believe men are better than women which thus raises the concern in the audience's mind that there is a level of gender bias in the media.

Mid-way through the article, the writer is seen to positively represent one of the few female winners of masterchef with the superlative adjective 'successful' to represent Thomalina Miers as a female winner who has gone on to achieve great things after having won the show. It can be argued that Miers is supporting the show and explaining how it is "surely

Question Part

down to the individual whether they are talented in the kitchen". This represents her as someone who is supporting the show and ~~acting as~~ connotes how she doesn't believe a gender bias is at play in terms of judging the competition.

Throughout the article there is evidence of idiomatic and sardonic language, such as with "sharp fangs and spiky tongues", "final limp in the custard" and "stand the heat?".

This adds the cohesion of the text and makes reading the text more entertaining and invites a lighter tone to the article. This is a common feature of op eds, which while aim to express an opinion, still aim to entertain the audience in some way by using colloquial and chunky language. In this text we are unaware of the writer of the article but they are still more than likely aiming to represent themselves as someone who doesn't take the topic too seriously and simply addressing a potential-gender issue in the media.

The writer does in fact represent the competition as a hard and difficult contest through the use of ~~subtle~~ subtle figurative language such as with "battled it out", "lifted the trophy" and ~~"pressure of the"~~ "spiky tongues". This does connote that the contest

Question Part

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|---|--|---|
| | | is very challenging and further suggests that and raises the possibility that it maybe, women simply aren't cut out for such a hard competition. |
| 3 | | <p>In both Text C and D there is a common topic of Bees and the certain insects and insects animals that pose a threat to their existence. There is therefore a lexical field of nature and insects evident in both texts which aims to inform the reader about caring for Bees; which fits with the expository nature of the texts as both ^{are} being informative and marginally educational.</p> <p>In text C there is a lexical field of insects and birds such as "slugs", "snails", "spiders", "sparrows" and "swallows". This makes the text very cohesive as this field of lexis is evident throughout the whole extract. Similarly in Text D there is also a lexical field of insects and small animals such as "wasps", "bees", "moths" and "insects" which also makes text D very textually cohesive. However, in Text D there are several neologisms such as "sulphur" and "nuclei" which come from the lexical field of Science and are probably from labrate or green origin. These words lexemes are subject specific and the have</p> |

Question Part

come around from new Scientific discoveries etc. which supports Michael Halliday's Functional theory about how language changes comes from new discoveries. Even though it can be said that both texts ~~have~~ ~~are~~ would have a well-educated audience. Text C has Scientific lexemes and thus would suggest that Text D is written for an even more educated audience. ~~and~~ There subject specific terms do also fit with the informative and expository nature of the text.

In both texts there is evidence of collocations. In Text C, it can be argued that "great havoc" and "dreadful havoc" is a collocation which both carry very negative connotations and reinforce the devastating impact that animals like the 'field mouse' can cause on Bees. Similarly in Text D it can be argued that "great nuisance" is a collocation which aims to signify a similar level of devastation to that expressed in Text C with "dreadful havoc". "dreadful havoc" is however, more archaic and has ~~not~~ fallen out of use in Text D which indicates how language has changed between the two texts.

In Text C the sentences are generally complex sentences such as "THE proprietor having

Question Part

provided for his bees [...] seen to prey upon them". This links to the formal and informative nature of the text as it has an academic and formal register which requires multi-clause sentences. Likewise in Text D, similarly long multi-clause complex sentences are being utilised such as with "There are two species [...] they are more". This again, links to the formal academic register of the text and can be linked to the wider context around the time the text was written. In both the 18th and 20th centuries, society was largely formal and heavily dependent on social class structures which lead to more formal language use. In today's society ~~a~~ deformatisation has taken place which has lead to language being less complex and formal.

In Text C, there is evidence of archaic syntax from the very beginning of the text with "of enemies to bees" in the chapter title. This contrasts to the chapter title in Text D with "Enemies of Bee-Hives" which ~~a~~ demonstrates how the placement of prepositions like "to" and "of" has changed. This is possibly because of the introduction of Samuel Johnson's dictionary in 1755 which was after ~~the~~ Text C was published, hence the use of archaic and unstandardised syntax, ~~which~~

Question Part

| | | |
|--|--|---|
| | | Robert Lowth's books on grammar were published in the 18 th century which also lead to more standardised syntax, which is evident in Text D with "Enemies of three-bee" |
| | | Another area of intrigue with Text C is the use of roman numerals in the chapter name with "CHAP. VIII.". This both demonstrates the influence of the romance languages such as Latin etc. on the English language, which although are still in use today, are far less common. The shortening of "CHAP" also signifies how clippings (John Algeo's word classifications) existed in older forms of the English language, and are not simply a feature of more modern English language. |
| | | In Both both texts, the language is split into paragraphs which fit with the informative natures of the text. Text C however, has gaps between the paragraphs compared to Text D which has paragraphs signified by indentations into the lines. However the use of paragraphs helps to formally structure the text and thus reinforces the academic and formal register of both texts. |
| | | In Text C the use of the long -s is common throughout with "Annoys" |

| | | |
|---|--|---|
| 3 | | <p>"mouſe" and "ſmelling". This is evidenced of archaic morphology which is not evident in Text D as the long -s fell out of use after the standardisation of the English language and this was because the long -s was too seen to be too similar to that of the normal -s and made reading too confusing and complicated. Another example of archaic morphology is the capitalisation of "THE" at the beginning of the chapter in Text C. In contrast, standardised capitalisation is utilised in Text D as capital letters are only found at the start of sentences such as "waſps are ..." and at the start of proper nouns such as with "British Isles".</p> |
|---|--|---|

| | | |
|--|--|--|
| | | <p>In both texts the language is largely declarative and there are very few examples of figurative language etc. This along with the declarative mood of both texts such as with "The field mouſe is an enemy" in Text C and "very minor nuisance" in Text D fits with the informative purpose of the texts and the academic registers which both texts have. This</p> |
|--|--|--|

Examiner commentary

Question 1

20 marks

The response makes assured reference to a wide range of language features with well selected examples and focused analysis.

It is enhanced by consistently accurate use of a wide range of terminology in secure academic register. There is assured reference to stages of development with effective exploration of well selected examples.

With the exception of the conflation of accent and dialect towards the end, this response is precise, accurate and relevant in terms of both the data and theory. There is suitably tentative language in considering the ways in which theory is applicable to the data and this itself suggests that the response is based on a sound understanding of both. The discussion of synonymy and phonology is very strong and marks this response out as stronger and more precise than lower attaining responses would be.

Question 2

24 marks

The response shows assured knowledge and understanding of language concepts and issues. There is critical engagement in analysis of text's patterns of language use. The response shows discerning exploration of a wide range of contextual factors/

language features is evident alongside discussion of how they are associated with construction of meaning. There is perceptive evaluation of how contextual features inherent in the text contribute to and are associated with construction of meaning.

This response opens with an accurate but slightly over-long discussion of context. The point at which it refers to the “lifestyle section” was an opportunity to begin exploring patterns of language and tone indicative of that specific genre. In spite of this opening, the response goes on to cogently draw together multiple patterns and explore them conceptually and contextually. There is a strong sense throughout that the response is considering the text as a whole and in its constituent parts but it never lapses into simply looking at single language examples. Rather, it links language to discourse and then to tone or reception. This is the real strength of this response and suggests a clear grasp of essay writing, as specific to English Language, and of the data.

Question 3

36 marks

The response applies a wide range of appropriate methods in an assured and systematic way using a secure academic register.

The response deftly establishes and explores patterns of language use and analyses evidence incisively. The response includes discerning points about contextual factors of production/reception. The response demonstrates perceptive evaluation of the effect of context on different uses of language and an ability to suggest alternatives. The response demonstrates selective and methodical application of confident knowledge/concepts. The response compares with illuminating connections and links to language development.

As with previous responses from this candidate, the structure of the response is strong and allows for consistently creditworthy discussion of both texts in a controlled manner. Early in the response, the discussion of shared lexical fields is sound, if a little mundane, but develops into a sound point about neologisms and the reasons for their creation conceptually and contextually. Across the response, there is consideration of both patterns and specific examples which are clearly exemplified and explained and which further demonstrate a strong grasp of the data and of the topic of language change. Theory-wise, there is a relatively light touch from this response but it conceptualises the data clearly and makes sound and interesting use of theory, suggesting a well-developed understanding.

Exemplar 3

Question Part

| | | |
|---|--|---|
| 3 | | <p>Text C and D both share a similarity in the topic/theme of Bees. However, the texts were published in two different times therefore we'd expect to find some differences in how the texts are written/produced. Text C was published in 1770 which is considered the 18th century (modern English) whereas text D was produced^{published} in 1946 which is considered the 20th century (late modern English). Both texts are book extracts however text D has a distinctive label of an 'informative' book extract which may account for some of the differences found within the texts.</p> <p>In terms of lexis, text C features many clear semantic fields. One being, the personification and negatively connotated description of other insect/pest types in reference to and as the "enemies" of bees. Verbs such as "annoy", "destroy", "molesting" and "rob" are all used to describe the personified actions of e.g. slugs, snails and field mice. The text has been written in a descriptive manner with an explanation of events which almost mimics a war between humans whom are fighting for land. In this particular case, bees being provided with plenty of "pasture" by their "proprietor" is just a basic description of the sort. These concrete nouns fit into a lexical field of late 18th century language which</p> |
|---|--|---|

Question Part

could include verbs such as "endeavour" and "mischief". These terms all fit the schema based the time of which the text was produced. In terms of syntax, the use and ordering of these types of words may have been due to the time of production also. During the 18th century Latinate vocabulary would've been adopted by the upper 'path' class as much of the language had been derived from French origins. This may also link to the audience of the text as it would perhaps be a lot more narrower as the Education act from 1870 would've yet to be put into place. This is suggestive of the fact that this text being produced during a time whereby not everyone, especially those from lower classes, were not entitled ^{to} have access to an education therefore it would be very unlikely that they're able to read therefore the direct audience of such text may have been the more fortunate and perhaps elite as they had more access and spoke in this way.

Text D shares similarities with text C in that it has a clear semantic field revolving around Latinate vocabulary also, "nuisance", "inquiries", "larvae" and "excreta" are all evidence of this. However, in this text, the dominance of such word types is much less in comparison to the dominance of them found in text C. This could be argued because text

Question Part

D's author isn't necessarily trying to use those terms for effect or ~~because~~ ^{to fit} a theme, but perhaps because these are the proper nouns or verbal description of things that s/he is printing out. Therefore, it could be argued that these terms are simply a part of their idiolect however is used less due to a shift in semantics felt as history continued to move forward and language continued to naturally change. Although the standard of the English used within this text could be coined as the same as in text C to some extent, it is clear that the formality of it is a lot more laidback however does not qualify for the label of 'informal'.

In terms of grammar, text C used a declarative utterance mood throughout its considerably shorter text. The simple sentence "These are of three sorts" as well as the compound sentence "Spiders seem hardly to deserve being ..., because their webs are too weak..." both show a clear declarative mood in terms of utterance. This would be effective in the sense that a clear understanding of the topic 'of Enemies to bees' which also fits the schema of a book, especially during this time. It would almost be expected for those whom are writing books to be experts in the fields of what they're writing. This exerts personal

Question Part

power amongst the text reviewers whom may be reading simply to get a deeper insight into the topic. This same rule applies within text D, however, the text producer also includes compound sentences as well as complex-compound sentences and this could arguably be the ~~case~~ ^{case} due to spoken language being mimicked with many multi-clausal sentences including sarcastic and to some degree idiosyncratic and personalised remarks e.g. "It is usual to add ... the larger creatures that are, or are supposed to be, injurious to bees". This may be done due to the piece being informative therefore the purpose of the text would be to inform however it can only be done if the reader is engaged. In terms of pronouns, the producer of text C tends to shy away from them mostly ... using only third person "his" and "he" whenever referring to the subjects of the texts, being the bees themselves and other insects. In contrast, text D holds a more personalised account by including the first person pronoun "I" as well as third person pronoun "it", "they" and even "his" too. This could be due to the producer of text D ~~having~~ ^{using} a much more detached approach to the idea of "enemies of the bees". It mimics

Question Part

much less of a spoken language in comparison to text C and so will automatically lack the storytelling-like aspect/feel to the text.

In terms of Orthography, text C features non-standard capitalisation of the discourse marker "the" with the entire word being capitalised, this is a feature of the time in which the text was produced and may be done due to the inadequate standardisation of the English language and how it was often presented, at the time. With it being the first word/part of the text, a connotation of grave importance may have been placed on the word therefore it was capitalised. The text also features the 'long s' which is expected as the text was produced before the obsolescence of it by 1800. There is no sign of non-standard spelling but this may be due to the Johnson dictionary being produced 15 years prior in 1755, suggesting there would have been a crack down on idiosyncratic formations of text and a wider understanding/deeper knowledge of the different types of words and their meanings amongst the masses. A lot of the sentences are either simple or multi-clausal due to punctuation not really having much emphasis placed

Question Part

on it and not deemed so too important there
one text resembled spoken language. Text
D however, features a more standardised
way of writing as the education act
would've been embarked upon in 1870
making the audience of the text a much
broader one as most would be able to
access the text and also the Oxford dictionary
any would have been produced just over
60 years prior therefore a lot of words
and their meanings would've been
understood. Emphasis would've also been
placed on punctuation, creating more
precise sentences and a wider range of
sentence types used. The standardisation
of English would've occurred by now due
to factors such as industrialisation and
economisation and like Aitchison's theory,
it would show the 'crumbling castle'
theory in that language cannot always be
preserved and would have gone through
changes so David Crystal might've argued.

Question Part

| | | |
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| 2 | | <p>Text B is an online article which feature multimodality. It would be suggested that the target audience of this this text is broad so many have access to the internet. It could be argued that the purpose of this text is to perhaps discuss to inform so well as to entertain.</p> <p>In terms of lexis, this text has a clear and distinct lexical field around the idea of gender with concrete noun terms such as "ladies", "women", "the lady" and even the pronoun "she" fits into the group. This lexical field is clearly centred specifically around the gender or sex of females. This is because the nature/ discussion of the text is the idea of females not being dominant enough in the world of food in terms of authority and secondly the lack thereof of winning female chefs on the BBC show 'masterchef'.</p> <p>In terms of modal use, there isn't much so it is an opinion piece but one in which doesn't hold any real opinion. The article is based off of the quotes of others suggesting the independent as an institution is not pushing their own views onto their readers but rather is setting the tone for a striking and in some cases necessary/</p> |
|---|--|--|

Question Part

well needed debate. The independent in terms of political stance and 'wing' could be considered quite neutral and the fact is coined in the name of independence. The text does however include opinions such as "stand the best" and metaphorical language e.g. "Spiky tongues" to perhaps try to in some cases, sarcastically, cause some controversy in the thoughts of masses. This could easily be considered a influential technique used through personal and status power.

In terms of grammar, the main purpose of the text is to answer the clear interrogative of whether or not men make the best chefs. The included quotes all feature declarative sentence moods which could be expected as they represent the thoughts and opinions of individuals who have decided to come forward due to e.g. personal experience. This text featured in the lifestyle section of the newspaper's online presence, it will very likely resonate with some of its readers. The text producer also uses declarative sentence moods throughout the text but of which could easily be mistaken

Question Part

for an interrogative if no punctuation were to be used e.g. "Certainly anyone who saw the semi-final would be hard pressed not to agree." In terms of pronoun use, there is a heavy use of third person pronouns e.g. "their" from the text producer themselves as they're referring to others throughout the entire piece, which fits the schema whilst those speaking on behalf of themselves during quotes, use the first person pronoun "I". Quotes may have also been included for effect and for influential reasons as the personal experience of someone else cannot be questioned.

In terms of multimodality, a large and blatant image of those from the show or conversation (masterchef) is included. This may have been done to ensure the text receiver sees evidence of the the 'men' being spoken about. The title is also in bold and significantly larger font which catches the eye of the reader also. Ways of sharing the text using app symbols which is likely in the form of a link is also included to influence further trail of the article and at the end of the article, statistics are summarised and made bold perhaps also for effect.

Question Part

| | | |
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| 1 | | <p>This transcript features a conversation between Beth, ages 3 and five months, who seems to be within the pre-telegraphic stage in terms of language acquisition and Tom, 4 years and two months, whose stage cannot be predicted due to the lack of utterances during this transcript. Their mother is also present and acts as the language acquisition support system and shows some features of child directed speech.</p> <p>In terms of lexis, Beth uses both verbs and concrete nouns whilst Tom uses just one verb throughout the entire transcript. Nelson states that 60% of a child's language is made up by concrete nouns. Beth uses for example "tractor", "bath", "hamburger", "road" etc. which adheres to the theory of Nelson. This could also be expanded and linked to Aichenson's theory that children develop and understand language through actively labelling things and attaching meaning to them. She creates a lexical field of these concrete nouns but also one of verbs. E.g. "driving", "landed" and "eat" (There are others too) this shows further development in terms of her language acquisition as well.</p> |
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Question Part

places her further in terms of development stages. In contrast, it is harder to place her brother into a category due to his lack of speech. This may not be because he cannot speak but according to Coates and her theories of Gender, females are a lot more collaborative hence why Beth may be more engaged in the conversation. However, Tom does use a verb phrase of "drive it out" and does so accurately. This is suggestive of the fact that he too may be further along in his development stage but this cannot be the only evidence used to determine this.

In terms of grammar, Beth uses both declarative and interrogative utterance modes which also suggests a deeper understanding of the English language. This assumption is then further proven by the fact that she does so in a grammatically correct fashion. Beth also uses present continuous tenses "my car's driving down the road" suggesting she may have an understanding of tense. She also shows imaginative language using pivots for imaginative play, changing the nature of her imaginative game stating "no it's not water (1:0) it's a hamburger". Tom's single

| | | |
|---|--|--|
| 1 | | <p>utterance besides his backchanneling utterance of "yeah" was the imperative "drive it out" which could be considered a direct command but not one of authoritative nature. Beth also includes a heavy use of the personal pronoun singular (first) "I" when referring to herself and the second personal pronoun singular pronoun "You" when engaging with her mother and brother. "I don't know" and "What she said to you... Tom do you...". Beth also uses the pronoun "my" and "your". This could link to Brown and Levinson's theory of face whereby she is using positive face to try and make her mother and brother feel valued within the conversation. Beth shows she is an active learner as Piaget would suggest due to the knowledge of "Object permanence" through imaginative play.</p> <p>In terms of Phonology, Beth is able to contract the auxiliary verb "it is" to it's suggesting far development of the oral muscles required during speech. She does however show difficulty in the pronunciation of the words "tractor" and "bath". Here she uses phoneme substitution, substituting the plosive "r" for a plosive "w" sound to create "twactor". It shows here that she may find difficulty in forming consonant clusters.</p> |
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Examiner commentary

Question 1

19 marks

The response makes assured reference to a wide range of language features with well selected examples and focused analysis. It is enhanced by consistently accurate use of a wide range of terminology in a secure academic register. There is assured reference to stages of development with effective exploration of well selected examples.

This response covers the data well and shows strong understanding of the language use of the two interlocutors. It is precise, accurate and relevant throughout in its engagement with the data. There are consistent links drawn to relevant theory which shows understanding of how the theory and data link; however, there are times where this becomes less secure/detailed and that, along with the unconvincing attempt to apply Brown and Levinson, is a reason for this response to have fallen just below full marks for AO2.

Question 2

17marks

The response makes informed comment on text's patterns of language use and shows sound knowledge and understanding of relevant language concepts and issues. There is a sound attempt to respond to a range of contextual factors/language features and how they are associated with construction of meaning. Clear, relevant response on impact of contextual features and how they contribute to construction of meaning is made.

This is the weak point of this script, as shown by the marks awarded. This is by no means a poor response and still shows a strength in picking out relevant language features which is in keeping with other responses in this script; however, the response struggles to engage meaningfully with contextual factors and, as a result, never manages to analyse and explore the text in the way demanded by this section of the paper. It is a good example of the importance of allowing data-led assertions about contextual factors to inform discussion of language-use and concepts.

Question 3

29 marks

The response applies a range of methods in a systematic way using coherent written expression, exploring patterns of language use and analysing evidence in some depth. The response includes strong/helpful points about contextual factors of production/reception and demonstrates methodical and sound application of good knowledge/concepts.

The response compares with helpful connections and some links to change.

This is a lengthy response which covers a range of levels across both texts and analyses patterns well. At times, it becomes a little list-like and discursive but is, overall, a strong analytical and comparative consideration of both texts. There is, as with Q2 for this script, a slightly weaker focus on context but the response still engages well with the broad contexts of both texts in its discussion of change. The response also 'runs out of steam' towards the end and the final page features few creditworthy points. The lack of consistency could be viewed as a marker of the difference between top level and Level five on this question. Obviously, it is not the only factor but is often a notable discriminator.

Exemplar 4

Question Part

| | | |
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| A | 1 | |
| | | <p> But As the two children Beth and Tom are playing in the back of the car ^{and taking} with their mother the most prominent purpose of the mum chatting with the children is to interact. As Beth is over 36 months old she is ext presumably in the post telegraphic stage and so she most likely will have a strong grasp on speaking in clear sentences and will use auxiliaries and determiners somewhat correctly in her reference conversation. Tom being four and two months to is past the p well into and perhaps past the post telegraphic stage. As they two both children would not f have st started attending pre-school they will probably st both started to learn social cues and know how to have a conversation with one another It However it is important to recognise that ^{phonological development} stages are not concrete and depend on the child. Halliday's imaginative function is being demonstrate as they are playing with each other. and learn This could relate to theorist vygotsky as play can be considered 'integral to the development of a child' as it bridges the gap of and it help to bridge the gap of what is not learnt to what is. </p> <p> In regards to grammar in conversation Beth mixes out determiner the 'Bash splash it's all in water' As Beth is in the post telegraphic </p> |

Question Part

| | | |
|---|---|--|
| | | |
| A | 1 | <p>it would be expected that determiners are is starting to be used however. as she was currently playing in the her^{car} full concept not all of her full attention was on her sentence formation. However contradictory to her not using 'the' determiner she can clearly contract in her speech with auxillary 'it's' being used to describe her things in the water. A pattern can be noticed when she uses the same auxillary 'it's' when talking about the noun hamburger 'it's a hamburger.' Beth also is able to pluralise the noun car to car's from her being able to do these features in her speech it is clear she is is well into the post telegraphic stage. Also Beth being able to link car to a sound can relate to Aitchison's stage 3 stages of where labelling is used by Beth as she can link a sound to the car water she similarly does this with Her having the clear confidence to do this is most likely due to her age labelling being the 1st of the stages and due to her age she has most likely has been labelling objects for a while.</p> |
| | | <p>^{"I"} Pronoun 1st person pronoun being used by Beth 'I can do whatever' 'I want to do' shows that Beth is very expressive of herself. In the 3 stages of pronoun uses Beth is seen to be at the end last stage as she can clearly put pronoun into</p> |

Question Part

Sentence structures that are cohesive and make sense. Beth's repetitive 1st person pronoun use ~~s usage~~ use also relates to Halliday's function of personal as Beth can clearly express her own thoughts and ideas which could be a way of communicating back to her mother.

The mother uses an interrogative minor sentence 'what' when talking to Beth. This may have been ~~a way~~ This can be ~~con~~considered as a child directed speech feature as the use of questioning is a questioning response to Beth is to get her to expand on her answers. This can also be noted with the mother's directed speech 2nd person pronoun 'you' 'Where do you go' to create a clear connection between the two of them as 'you' is directed at Beth to get a reply. Relating to Vygotsky's interaction from a parent is important for the development of a child.

In regards to phonology plosive B is used confidently and repetitively by Beth 'Bang, Bang and banged' which indicates her strong confidence in producing plosives one of the easier sounds to produce. An example of the f's phenomenon is seen when Beth aims to say 'tractor' but says 'twactor' where she replaces the 'r' with 'w' which the r may be hard to pronounce as her voice is not yet completely developed. However when she says 'my tractor'

Question Part

declarative

and the mother repeats 'your tractor' as a form of reassurance conversation. Beth does not disagree.

Beth clearly understands ^{and how it should be said} the what the thing being said but does not yet have the ability to produce the 'r'.

C

large change

As text C is published in 1770 and text D 1946 it can be expected that the language ~~contrast with~~ ^{each} used is quite different. Both of the texts discuss bees and looking after them and they are both ~~informative~~ share the same purpose which is to inform. For text C the audience due to only ~~limited~~ educated being able to read at this time the audience is mostly ~~de~~ for men and those who ~~know how to~~ have been taught how to read. While text D ~~can't~~ before is more likely for those who have an interest in bees but there could be a secondary audience of people wanting to know more on bees but not having any previous knowledge.

In regards to lexis ~~the~~ ^{the} Latinate language has been used by the text producer in text C 'proprietor, disturbances, endeavour.' This ^{could be} is ~~is~~ reflective of the historical times, but the use of Latine reflected power and wealth and was formally the only language used for documents ^{an example of formal} and in churches ^{register}. The use of Latinate language in the text could be considered an example of convergence of the text reader as ~~express~~ ^{express} overt prestige language is used to come across as intelligent ~~and~~ which would ~~would~~ be appreciated by the well educated audience in 1770. There is also the long S being used which was also favourable ~~of~~ ^{of} the ~~of~~ many and expressed power and wealth. However in

Question Part

this text it is only used for some of the 'disturbances' the S at the start is long and the S at the end is short this ~~ex~~ show that the text producer had the ability to play about with the ^{layout} ~~structure~~ of words as standardisation ~~was yet to be c~~ had not yet been conformed to by everyone.

In text D more anglo saxon language is used by the text producer 'few, but, some' There is also more colloquial language 'no doubt' this choice in language could be to come across as ~~in~~ non inclusive to new readers as they would be able to understand the text. The language of modern English ~~&~~ also does not use as much latinate language but is still considered ~~p~~ can be considered formal. The colloquial language may also be to have a more ~~&~~ mixed register to accomodate to a perhaps ^{mixed} audience. In regard to grammar text c has a ~~more com~~ ^{mixed} audience. ~~or long sentence st long multiclausal sentences before~~ ~~to~~ this could be due to the informative purpose of the text multiclausal sentences may mean more information that is given given to the text reader. However it may also be reflective of the writing style of 1770. A declarative tone is used throughout ~~&~~ with modal verb 'should next be as careful to guard them.' The declarative tone with the use of modal verb 'should' is a way of passively persuading the reader to act on what is said without threatening the face of the audience.

Question Part

Proper nouns 'Sparrow, Bees, Swallows' while being recognised by the audience who would have knowledge on the birds that are a danger to the bees, it also ~~shows~~ indicates the knowledge the use of pronouns also indicates the knowledge that the text producer has on the subject.

B

MEDIA

Text B is an online article for the left wing independant newspaper ~~on about~~ discussing if men are ~~shown~~ too dominant on cooking show masterchef. The purpose of the text is to entertain but also inform an audience of an issue. The audience ~~is r ar~~ is presumably readers of the ~~int~~ fans of the show and cooking and a secondary audience of independant newspapers.

The opening title sentence written in bold is ~~is so~~ presumably to be eye catching to the reader to draw there attention to the article. The multimodal image underneath also gives the audience knowledge on what the text will be addressing. Intensifier ~~really~~ is used as ~~interrogative sentence~~ ^{to engage the reader} as a form of synthetic personalisation as ~~it is~~ ^{interrogation} clearly addressed to the audience ~~is direct~~.

The article also has a mixed sentence structure minor sentence 'the pressure of the clock?' similar to the interrogative used as the title it questions the reader to make their decision on a point. This also makes the text reader feel included in the text and that there ~~point~~ ^{view} is important an example of synthetic personalisation. ~~The text producer can also be considered to be exerting personal influential power as the B being.~~ The mixed sentence structure of the ~~an~~ online article also ~~shows~~

ensures that the text reader doesn't lose interest while still informing them of what is needed.

the audience of information in the ~~text~~ more ~~elaborate~~ multicausal sentences.

~~Interrogative~~ Interrogative title sentence 'engadges' the reader from the moment they start reading.

Noun phrases 'sharp forks' and 'spiky tongues' adds an entertainment element to the text as the description of cookery is intensified. The word play can also add to the comedic element of the text fulfilling the entertainment purpose of the text. Pre-modifier 'generous' in front of colloquial word 'dollop' in sentence 'generous dollop of Y chromosome' ~~creates~~ shows the audience that the text producer is making light on a more serious topic of sexism in the media. Considering the power behind discourse the journalism aim is to write an article on topics but they would avoid coming across as too opinionated to the audience, which they do here by creating a joke out of two many men on a cooking on the show. The 'dollop' while ~~is~~ ~~are~~ relating to the context of the article food it also relaxes the register of the text. Considering graphology using numbers '1 woman' '11 restaurants' clearly highlights the ~~discrimination against women~~ sexism issue on the show arguably more than if the text producer had spelt one and eleven.

A lexical field of food is created 'tasting, dollop, ~~chef~~ chocolate.

Examiner commentary

Question 1

16 marks

The response makes accurate reference to a range of language features with appropriate examples and developed analysis. There is accurate use of a range of terminology, which enhances the response, with coherent written expression. There are consistently accurate references to stages of development with appropriate exploration of selected examples, showing awareness of the complexity of acquisition. It consistently connects variety of theories/concepts with secure understanding of the relationship between theory/practice.

This response is the strongest from this script and consistently draws links back and forth between relevant theory and the data. It doesn't manage the density of point associated with top level and nor does it have the same level of precision but there is accuracy and relevance throughout which allow it to be placed into band 4. Depth and precision in the analysis and discussion of the data could potentially have lifted this response and it could be a good activity for borderline A/A* students to attempt to rework this response into a top level answer.

Question 2

14 marks

The response shows largely accurate knowledge and understanding of language concepts and issues and there is accurate comment on some of the text's language use. Clear, relevant response on impact of contextual features and how they contribute to construction of meaning is made.

This is very much a response of two halves. The first half is vague and imprecise in considering both language and contexts; the second is precise and exemplifies well while attempting to analyse. As such, this is a difficult script to mark but its inconsistencies prevent it truly engaging with patterns and showing the range associated with upper levels of the mark scheme. This is probably a case of a candidate running out of steam.

Question 3

25 marks

The response explores patterns of language use and includes some valid points about contextual factors of production/reception.

The response demonstrates sound conclusions about the effect of context on different uses of language and demonstrates accurate application of mostly appropriate knowledge/concepts. The response makes some useful comparisons connections.

This is another response from this script that is more complicated to award. There are a number of strengths to this response: it is comparative throughout; it engages with patterns rather than single examples; it considers context repeatedly. In spite of those strengths, it doesn't have the range of points expected from a higher attaining response and doesn't manage depth when considering contexts and concepts.

Exemplar 5

Question Part

| | | |
|---|--|---|
| 1 | | <p>in Text A, Beth is aged three and five months, meaning she is in the telegraphic stage. Tom is aged four and two months, meaning that he is in the post-telegraphic stage. Beth uses the possessive pronoun "my" to identify that the "car" belongs to her. She also "makes sound of a car" as a form of paralinguistic features to add meaning to her sentence. In addition, this can also be classified as Halliday's imaginative function of language in which Beth is creating her own world from imagination. Furthermore, the entire sentence of "my car's driving down the road" represents that Beth has been building networks and identifying connections between words such as the ^{dynamic} verb "driving" and the concrete nouns of "car" and "road". Pauses are a common feature of Beth's dialogue which represent that she thinks faster than she is able to talk which is a potential indication of receptive vocabulary. Tom is at the age of a child who is expected to be at the telegraphic stage, however, his speech characteristics suggest otherwise.</p> <p>Firstly, his his sentence structure is only made up of extremely simple phrases. Either that or it is "indistinct". However he does include Halliday's regulatory function of language in which he says "drive it out" as a command.</p> |
|---|--|---|

Question Part

He also inadvertently backchannels Beth ~~in~~ in a negative manner when he "yawns". That one simple sentence is Tom's only evidence of speech which suggests he has a receptive vocabulary. Beth knows how to use prepositions such as "under" in order to express locations of nouns. There are some signs representing her productive vocabulary and coherent articulation such as her ability to pronounce the diphthongal 'ou' in "your". Also, there is a suggestion that she is not actually articulate enough due to virtuous errors being made. An example of this would be substitution of the "r" in "tractor" so that it is pronounced as "twactor". This is recasted by the mother as a demonstration of Chomsky's Language Acquisitional Device so that Beth learns to pronounce "tractor" properly. This also links to Moscovitz' theory which states that social pre-conditioning is required for a child to learn language. § The mother acts out semantic expansion (Cazden).

Furthermore, the international phonetic alphabet is present to indicate Beth's inability to pronounce words such as 'both' ("b/æ/θ"). This is evidence of low articulation. However, she does manage to pronounce the interdental 'θ' sound accurately. She also has mastered pronunciation of other sounds such as the

Question Part

glottal 'g' and the alveolar 'a'. This proves that her place and manner of articulation is somewhat strange. After the mother is splashed, she places emphatic stress on the fact that she is "wet". Her rise in intonation is entailed by Beth's statement "it's a hamburger". This is a supporting piece of evidence of Gutfender's theory in which he states children do not understand intonation. Lastly, her attempt at comparing water to a "hamburger" shows that she is not fluent with network building as of now.

2

The purpose of Text B is to inform readers about whether or not women are capable of being better chefs than men. The audience of the text would be people who take an interest in food and cookery. Seeing as the article is in the 'lifestyle' section of the Independent: a broadsheet paper, its audience would notably have some sophistication at the minimum. The form of the extract is undoubtedly in an article.

The headline of the text is in a much larger font than the text itself, which would

Question Part

catch the eye of the reader right away. It takes up lots of space at the top of the page so in terms of graphology, its position means that it would be the first thing people see. The headline is followed by a tagline stating that "Last night's MasterChef Finalist like so many before it, was an all-male affair". This subordinate clause brings ~~to~~ a significant amount of attention to the sexist tone of the extract. Furthermore, the typographical variation of the tagline being much smaller than the headline may be the author's deliberate attempt to subconsciously provide the idea that "women" (tagline, small font) are subordinate to "men" (headline, large and bold font). There is also a rhetorical question to further question the issue: "So is the competition just too hot for women?" This interrogative sentence provokes thought from the reader and engages the audience.

There is a large visual semiotic under the headline of the three male finalists of MasterChef next to each other. This highlights the importance of the question: "Do men really make the best chefs?". There are also hyperlinks to direct the reader to the author's Facebook, Twitter and E-mail accounts. This is as a result of David Crystal's technological affordance principle in which people have

Question Part

more ways to express their opinions to the world (e.g. social media) thanks to technological advancements. There are contextual quotes in the piece such as "A woman's place is in the kitchen", said "Aeschylus in 467 BC". The author wants to portray how this sexist mentality has been maintained in the minds of men up until present day. The author describes the MasterChef competition as "somewhat alien to the fairer sex" in which inequality and oppression is still evident. This argument links to Norman Fairclough's unequal power encounters theory which in this context would mean that women are less powerful than men in the kitchen.

Overall, the piece has a formal tone to it, however there is an element of downward convergence. The author incorporates light humour into the text in order to poke fun at the satirical issue of sexism. The author states that "all three [male] competitors" shared one "crucial ingredient", which was a "dollop of Y chromosome". The satire used here lowers the seriousness of the text and therefore undermines its credibility. In addition, the lexis "dollop" is part of the jargon used in kitchens. This is an example of downward convergence and informality because not everyone would understand its meaning. Statistics also

Question Part

serve a significant purpose in the text in which they keep the reader intrigued. The author mentions that "only one woman" won Master-Chef since 2005. The modifier of "only" brings emphasis to the ^{societ} thought of why that is. The abstract noun "MasterChef" is a representation of the compounding of words. This is a result of new neologisms which is what David Crystal spoke about.

The neologism "restaurant" is also included which is evidence of blending words together to form another. Modifiers are a common feature in the text in which they help to describe nouns to excite the reader. An example of this would be "spiky tongues" which provides visual imagery. Lastly, foregrounding is used to convey statistics suggesting that sexism is evident in the kitchen. It states that "11 restaurants in the UK with Michelin stars have female head chefs." "11 restaurants" is written in bold and has been moved to the beginning of the sentence to highlight the shockingly low number. This 11 is out of "140 restaurants" which shocks the ~~rest~~ reader much more. There is also a lexical field of food in which it consists of the concrete nouns "saffron", "lobster" and "ice-cream" to ultimately engage the audience.

Question Part

| | | |
|---|--|---|
| 3 | | <p>Text C is from the late 1700's, its main difference when compared to text D is that the 's' spelling differs between 's' and 'ſ'.</p> <p>Text C does contain a high amount of low frequency lexis. This is evidently seen through words such as the concrete noun "proprietor". In addition, "proprietor" is evidence of archaic language. Lexical choices such as this which were common in the 18th century have now become completely obsolete. Another example of this would be the adjective "dun".</p> <p>Text D was published in the ^{mid-}20th century and so the vocabulary used in it is is more prominently used in today's day and age. Text D also contains low frequency lexis, however these lexical choices are to do with the specific jargon of the text. Some examples of this would be the concrete nouns "excreta", "cocoon" and "larva". The noun "excreta" is a loanword which has been borrowed from the Latinate vocabulary and so its etymology consists of foreign origin.</p> <p>Text D also talks about using a "sulphur candle". This is a new neologism which has been coined due to scientific advancements made in the last century. The descriptivist David Crystal would state that this is due to technological affordance. The name for the the chemical</p> |
|---|--|---|

Question Part

of "sulphur" originated from the Norse vocabulary so this is also a form of borrowing. A similarity between the texts would be the word "mischief" (Text C) being maintained with the same usage / definition in Text D, just under 200 years later. Both texts consist of semantic fields of danger. Text C includes lexical choices such as "hamock" and "torpid", which is another ~~obsolete~~ and therefore archaic word. Text C contains ^{certain} words which have changed ~~since~~ ^{since} then. For example, the plural concrete noun of the bird type "Swallows" is used. However, widening has occurred and now the noun "Swallows" has more meanings, such as to swallow something. In addition, conversion has caused a change of word class in which it is now also a verb. The verb 'desert' has also been widened ^{and converted} to include the noun 'desert'. "Mouse" has been widened to also mean computer mouse which is again an example of David Crystal's technological affordance principle.

These changes in language are completely random and so can not be predicted. This links to Paul Postal's theory in which he states that language changes are as unpredictable as fashion. Text C also includes the compounding of words such as 'cane' and 'fully' making

Question Part

| | | |
|--|--|---|
| | | <p>"carefully". "Harmless" is another example of this. The noun "endeavour" is an example of borrowing from the French vocabulary and has been cemented into received pronunciation, the language used in Text D. The verb "unleashing" is used which is a clear example of pejoration because its current meaning is quite different to the one suggested in Text C. It is also an example of narrowing as the its current meaning is the only one. Text D is much more formal than Text C and includes a lot more low frequency lexis. However, its codification has been influenced by the United States version of the English language in which there are a lot of 'z's rather than 's' sounds. This is evident in the lexis "specialised" which today is spelled 'specialised'. Punctuation is also different in which "---" is used but it is not around today. This can also therefore be somewhat described as archaic.</p> |
|--|--|---|

Examiner commentary

Question 1

14 marks

The response makes consistently accurate reference to a range of language features, with appropriate examples and developed analyses.

The response connects the elements of the participants' language usage with a variety of concepts/ theories in a way that suggests secure understanding of the relationship between theory and practice.

This is a response of two halves. The opening could easily lead a marker towards the top of Level 4 and the end, to the level below. On balance this has been credited in the lower end of Level 4 to adequately reward its range of terminology and links to theory. The links are consistent in the first part of the response but accuracy and density of creditworthy points drifts towards the end. While an examiner always looks to reward positively for what a candidate has done, a holistic approach must take into account the latter part of the response as well.

Question 2

14 marks

The response shows sound knowledge and understanding of relevant language concepts and issues. There is accurate comment on some of the text's language use. There is some attempt to respond to a range of contextual factors/language features and how they are associated with construction of meaning. General comments on how contextual features contribute to the construction of meaning are made.

A common issue across the cohort this summer has been the imbalance between AO3 and other AOs. This response demonstrates that clearly with contextual comments rarely going beyond stating the purpose or mode repeatedly, if at all. There is sound focus on language but not patterns across the text until the final page of the response the analysis and explanation of these patterns lacks the depth associated with the next level up.

Question 3

21 marks

The response applies some appropriate methods in a sound way using mostly competent expression. The response engages with language use with inconsistent depth and supported points. The response includes some valid points about contextual factors of production/reception.

The response demonstrates loose grasp of knowledge/concepts and attempts to apply it. The response makes general connections and attempts to compare but with partial success.

This response makes a number of valid points and draws valid links to the contexts of the two texts. Comparisons are present but aren't as clearly formed and there are theories in evidence but not always presented with reference to the actual data. This response tends towards a list-like structure and, in doing so, misses out on the depth of analysis which could easily have lifted it higher in the mark scheme. This is a good example of a knowledgeable candidate struggling to maintain a focus on the analytical requirements of the task.

Exemplar 6

Question Part

| | |
|---|--|
| C | <p>The two texts are written as guides on how to manage a bee farm. Text C uses a wide range of descriptive lexis which in turn, raises the formality of the text. Text D is written by Text D uses lexis which does not raise the formality of the text all too much. Text C is written during the 18th Century, and text D is written in the 20th Century, as a result, both texts can be classified as modern English.</p> <p>Text C is written during an era where 'A dictionary alphabeticall', published by Dr Samuel Johnson, had been released and brought with it the the standard form ^{of} the English language. The dictionary was published in 1755, 15 years prior to text C being published. The formality and register of the text can be seen as quite formal, as it uses low frequency lexis and such as, "torpid" and "endeavour". The use of such the lexis may be an indication of the text producer's background and education, as it was highly regarded as prestigious to have a valid education at the time.</p> <p>Text D uses contains a high frequency of specialist lexis and terminology, as can be seen with the use of nouns such as 'queen-right colonies' and 'excrete'. The use of such words such lexis in the the lexical field of 'nature' may be an attempt by the text producer to upstage prestige, as it may also acknowledge or 'show off' the text producer's education in this</p> |
|---|--|

Question Part

field to the audience of the text. The two texts also suffer in regards to the ~~low~~ level of formality they both hold due to their register and syntax.

Text C ^{bears} ~~carries~~ a small amount of informality in the phrase "eat up their honey". ~~The phrase~~ The use of the word "up" lowers the formality of the text for a reason, as it does not allow the text to be ~~open~~ broadcast to a general audience given the abundance of specialist lexis used. Text D lowers ~~the~~ ^{its} formality through the use of the first-person ^{personal} pronoun 'I'. The use of this first-person personal pronoun lowers the formality and may indicate how the standard of informational books has changed; as ~~the~~ text C does not address the text receiver at all, however, the personal pronoun 'I' used by the text producer in text D lessens the social distance between the text producer and receiver.

The two texts also contain instances of lexis deriving from languages aside from English. Text C contains lexis such as 'remedy' and 'knolled'. ^{This} ~~these~~ such lexis derives from Latin, which is expected due to the text being written and published shortly after Johnson's dictionary had standardised the English language and brought with it codification of the language as well. Additionally, the phonetic symbol of 'J' is being used very frequently in text C, ~~from~~ this shows how the text is still using classical forms and has not ~~to~~ come to the standardised end.

Question Part

codified forms brought by Johnson in 1755.

Text D uses similar latinate forms, as can be seen through the use of the noun 'excreta'. The use of ~~a~~ lexis in the latinate form may ^{both} show who the target audience of the text is, in this case well-educated beekeepers, but also shows the audience of the text. Producers' 'prestigious' education, as the standard form for modern English was the norm at this time. This can be seen later in the text as the producer continuously uses the first person pronouns 'I' and 'my', this is an indication of the standard form of English during the 20th century.

Text C can also be seen as an example of a scientific document being written in English rather than Latin, following the formation of the 'Royal Society' in 1665, and the publication of *Opticks* by Sir Isaac Newton in 1705, which was the first scientific document to be written in English rather than Latin.

B

Text B is taken from an article from The Independent's website regarding the cookery show, *Masterchef*. The target audience of this piece appears to be both male and female viewers, however it is likely that the majority of readers will be women, despite the target demographic. The purpose of the article is very likely an informative article, as ~~as both~~ the headline of the article is posed as a ~~statement~~ question. The article can likely also

Question Part

have a secondary purpose, that being to persuade the text receiver ~~that~~ that men are not the primary 'best chefs'.

The article is taken from a fairly neutral political standpoint, that being 'The Independent', as a result the level of ~~the~~ lexis in the field of politics and any sort of bias ~~is~~ is nowhere to be seen. The article uses lexis in the lexical field of cookery as a form of humour. This is evident in the phrase "a generous dallap of Y chromosome". The use of humour allows the article to lessen the distance between the text producer and the text receiver, whilst also retaining the message, ~~existing~~ and purpose of the article, with it being to show ~~a~~ the majority/potential bias of the show to the audience.

The text also uses a fairly informal register to relay the message of the piece. Lexis such as 'lump in the custard' and 'spiky tongues' can indicate that the audience of the article are likely young to middle-aged viewers of 'Masterchef'. The use of such phrases and lexis can be seen as a rhetorical device, as the phrase 'lump in the custard' was regressed by ~~the~~ the ~~center~~ argument which concluded the initial query of 'do men really make the best chefs'. This fulfilled the initial purpose of the text as it informed the target audience of the lack of potential bias in the show.

Question Part

Another rhetorical device used in the article would be the statistics used to conclude the article. These statistics can also be referred to as Aristotle's 'logos' as it is used to both inform the ~~the~~ text receiver of the facts and figures behind the show, 'Masterchef', but it also persuades the text receiver ~~of the~~ that the show may indeed favour men. The sentences also use the determiner 'only' as an additional rhetorical device as it ~~emphasises~~ emphasises the minuscule figures of "11" female head chefs out of a possible '140'.

A Text A shows two children conversing with one another whilst their mother is driving. Beth is aged at around three years (41 months) and should be in the telegraphic phase of her language ^{acquisition} ~~acquisition~~, however she is speaking at a much more advanced level, this most likely due to her mother and her use of scaffolding, as can be seen in instances such as when she asks "which direction do you think you go". This use of scaffolding co-incides with Noam Chomsky's theory of innateness in language acquisition. He theorises that all children are born with a language acquisition device (LAD) and children acquire their language from their surroundings and develop it into their speech, as can be seen through Beth and her mother.

Beth can also be seen using cluster reductions in her speech. This can be seen as she replaces the /t/ sound in her speech with a /w/ sound. This

Question Part

is expected in the telegraphic phase of language development. Tom, on the other hand, although he is older than Beth, he appears to have problems with his language acquisition. Tom's 'indistinct' utterance is evidence of this, however he appears to have no problems with pronouncing alveolar sounds such as /d/ or /t/ unlike his sister, this can be seen in his only proper ~~utterance~~ eligible utterance where he ~~says~~^{tells} Beth to 'do it out'. Tom appears to remain on the telegraphic stage, despite having passed the age of said stage. It is likely that Tom is experiencing Brown's theory where he is able to understand these concepts and issues, but cannot utilise the correct lexis in order to discuss them.

With Beth being on the telegraphic phase, it is common that 60% of utterances by children at this stage have a naming function, 20% have a regulating function, and the other 20% is random. The final, random, 20% can be seen here as Beth randomly claims water as a 'hamburger'. This can also be seen as one of Halliday's 7 functions of child language. Beth's 'hamburger' exclamation can be seen as an imaginative function, as it appears to be a joke to her mother which only Beth finds humorous.

Moments of overgeneralisation can also be seen in Beth's speech, as she is overgeneralising an irregular verb in the form of 'bang', whereas she ~~is~~ is referring to it as 'banged'. This is an example of Brown's theory of generalisation in child language acquisition.

Examiner commentary

Question 1

7 marks

The response makes some reference to relevant language features with appropriate examples and relevant comments. Some reference to stages of development is made, with some comment on examples. The response connects theories/concepts with language usage in a way that has some validity.

This response struggles to apply valid terminology to the examples it selects but the examples are worthy of some credit under AO1. There are several inaccuracies but it struggles, in the main, to focus on the language use of the child interlocutors. Instead, it follows a heavily concepts-led route which, whilst showing knowledge, is not clearly linked to the data and, as a result, limits the quality of the response.

Question 2

12 marks

The response shows largely accurate knowledge and understanding of language concepts and issues but lacks depth/development.

There are general comments on the text's language use. There is some attempt to respond to a range of contextual factors/language features and how they are associated with construction of meaning.

There is some focus on language and context with some links drawn between the two but the response manages neither the range nor depth under either AO to warrant moving higher in the mark scheme. Conceptually, there is little offered beyond the reference to "logos" towards the end.

Question 3

18 marks

The response attempts to apply methods with some success using straightforward although sometimes inaccurate expression.

The response is uneven with scattered points some of which are supported with evidence and some of which have validity. It includes a few successful points about contextual factors of production/reception but demonstrates assertive/simplistic conclusions about the effect of context on different uses of language. The response demonstrates loose grasp of knowledge/concepts and attempts to apply it. The response makes general connections and attempts to compare but with partial success.

There are points in this response which border on good in terms of engaging with the two texts' language use and there is clear knowledge on show; however, there is little that is analytical and the discursive and long-winded approach are limiting factors in the responses ability to be credited higher up the mark scheme. For example, the reference to Dr Johnson is relevant but doesn't lead in to a point which is linked to it clearly.

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