

Examiners' report

AS LEVEL

ENGLISH LANGUAGE

**OCR Level 3 Advanced Subsidiary GCE
in English Language**

H070

For first teaching in 2015

H070/01 Summer 2025 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate responses is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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Paper 1 series overview

H070/01 is one of two examination units for the AS Level examination for GCE English Language. This unit requires candidates to apply their knowledge of linguistic terms, context and theory to unseen texts, firstly as a single text analysis, and then a comparison. To do well on this paper, candidates need to be comfortable applying their knowledge and understanding to unseen texts.

The paper was accessible and appropriate for the range of candidates' abilities and the majority of candidates were able to access the texts without any significant difficulties. Scripts submitted were given marks from the bottom of Level 2 right up to the top of Level 6.

Candidates appeared to use their time effectively on this paper; there was little evidence of candidates running out of time. Many responses provided evidence of effective time management, suggesting that candidates are using their time to carefully analyse the texts and plan their response rather than simply writing, which generally leads to more developed responses.

Question 1 was focused on analysing a single text while Question 2 was focused on comparing two different texts. Most candidates focused on what the question demanded.

There was increasing variation this series in the extent to which candidates used terminology accurately. Some candidates were precisely able to label the linguistic feature they were analysing whereas others were far more general, or did not attempt to label at all. It is important that candidates are as specific as possible when attributing linguistic features to the quotations they are discussing.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- used terminology accurately - made perceptive links to context - analysed patterns within texts - considered a range of examples from within the text - gave equal weighting to both texts in Question 2.	- labelled features incorrectly or imprecisely - made general points not explicitly linked to linguistic evidence - offered over-generalised conclusions about audience and purpose - offered simplistic judgements about context - did not support responses with examples from the text.

Question 1

You should spend a **maximum of 35 minutes** on this section.

Spend **10 minutes** reading and preparing your answer and about **25 minutes** writing your answer.

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

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

Candidates generally understood the purpose of this text, although some were confused about the intended audience. An appreciation of the context of this text was a clear differentiator for candidates; those that were familiar with this type of writing were able to make more nuanced and insightful contextual comments when considering the linguistic features in the writing.

Candidates who achieved more highly on this paper had a clear focus on the two Assessment Objectives. They selected a range of examples from across the text and across the language levels. They were discerning in their selection of quotations, ensuring anything selected could be accurately and precisely labelled, and the quotation could be analysed, considering both the producer and the receiver. Those who were able to discuss patterns clearly described how these features worked together to create an overarching effect. Less successful responses often overstated learned knowledge and made generalised comments about the effects of a particular feature. Some candidates wrote at length about concepts and theory, which is not rewarded in this question.

In terms of how candidates structured their responses, many focused on each language level in turn. More successful responses were able to link language levels and explain how one feature had been reinforced by another, for example, as opposed to simply considering each language method in isolation. Many candidates discussed semantic and lexical fields, often linking such features effectively to context. Where this is done successfully, candidates also label the component parts of the semantic or lexical field and consider the impact of the field as a whole. Less successful candidates use these as 'catch all' terms with often tenuous overarching labels. Centres must make sure that candidates don't assume they are discussing patterns simply by using this label.

Similarly, some candidates were over reliant on 'high frequency' and 'low frequency' lexis which little analysis of how this affected the text. Less successful candidates identified linguistic features but provided no exemplification.

Misconception



The use of theorists and concepts is not rewarded and should not be included in Question 1.

Exemplar 1

		The author uses lexis to illustrate
		how students may feel. A pattern of
		alliterative abstract phrases, including abstract
		nouns, such as "fabulous fun", "silly sorrows"
		and "force the fun" is found throughout the
		text. This may be an emphasis on the way
		well-meaning words of encouragement make
		students feel forced and pressured to have
		an amazing time in college.

This is an example of precise labelling. The candidate identifies which language level they are exploring, precisely and accurately labels and gives three examples from the text. They use tentative language to suggest what the impact of the whole pattern is, rather than just the individual quotations. While there is opportunity for plenty more detail in the analysis, this does represent an effective way of approaching this question.

Question 2

You should spend a **maximum of 55 minutes** on this section.

Spend **10 minutes** reading and preparing your answer and about **45 minutes** writing your answer.

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

2 Using appropriate linguistic concepts and methods, analyse the ways in which language is used in these two texts. In your answer you should:

- explore connections and variations between the texts
- consider how contextual factors contribute to the construction of meaning.

[36]

Both texts considered the tennis player Emma Raducanu. These were accessible texts, with most candidates able to understand the differences between the two in terms of mode, but also audience, purpose and perspective.

Successful candidates were able to compare and contrast how Raducanu was represented and considered the respective mode, text producer and audience in order to illuminate their linguistic analysis with insightful contextual comments, which included the time the texts were produced and their geographical location.

Candidates were able to consider a range of language levels, although there was a tendency for some candidates to write about lexis and semantics at the expense of the other language levels; more successful candidates often demonstrated this status by writing effectively about grammar. Where candidates write about sentences, they must make sure that they do not use the term 'short sentences' and should instead consider its type or function.

Many candidates wrote about patterns, with the most successful able to exemplify across the text and analyse the intended purpose and impact of such patterns, whereas less successful candidates would simply describe a pattern and provide little or no analysis or exemplification.

Candidates were generally able to discuss the spoken language features present in Text B, although many did struggle to effectively exemplify the points they were making. Centres should make sure that candidates don't simply list a number of features they can identify and then only exemplify one or two. They should also make sure that they fully consider why these features are significant contextually. Moreover, when comparing, candidates must find more developed comparisons than simply 'Text C doesn't have this because it is written', or words to that effect.

Many responses did grapple with concepts or theory with varying degrees of success. Where this was most successful, the candidate was selective with the theory or concept they discussed and used this to illuminate their discussion of a linguistic feature in relation to context. Many candidates simply listed Grice's Maxims with an assessment of the extent to which the text met each of them, which did not enhance the overall response.

Exemplar 2

		Perhaps the most glaring difference between the texts is the fact that Text B is optimistic of Raducanu's performance, and Text C brings a less enthusiastic opinion on her abilities. This is shown through the repeated use of the pronoun "she" in text A, such as the declarative "she's young she's new she's fresh". This depicts how the public's hopes have been pinned on her and how they support her. This is further emphasised through the use of adjectives such as "fearless" and "extraordinary", which portray the favourable view of her abilities.
		In contrast, Text C uses verbs such as "failed" and "retired", with a connotation of not meeting the threshold for success to highlight John McEnroe's doubt in Raducanu's skill. This is may be ^{due} to the times the texts were written/presented - Text B is at the start of Raducanu's career, in 2021, when the world was shocked at the new talent. In contrast, Text C was written a year later, where time had been at allowed doubt and thought-out analysis to creep in.

The candidate deftly compares the texts here, using tentative language in the opening topic sentence to set up their discussion. The paragraph is dense in terms of labelling, which moves across language levels, and the candidate builds on their points with further examples. When exploring context, they clearly consider both the producer and the receiver and they make insightful points.

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