

A LEVEL

Indicative Candidate Answers

ENGLISH LANGUAGE

H470

For first teaching in 2015

Indicative candidate answers for A Level Sample Assessment Materials Paper/Component 2 H470/02

Version 1



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Introduction

At the time of publication, exemplar answers from the work of students were not available so OCR has worked with senior examiners and centres to create these candidate style indicative answers.

OCR would like to acknowledge the support of teachers and students from those centres in preparing these answers. All the answers for this paper are from candidates who were A2 students studying for the 'Legacy' specifications. No special preparation was done by the students and teachers, although in some cases the students did look over the specimen paper to familiarise themselves with the format.

These indicative answers should be read in conjunction with sample assessment materials and mark schemes (and Examiner's Reports once they become available) on the OCR website <http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/>. This content has been selected to illustrate how questions might be answered, and it is important to note that approaches to question setting and marking will remain consistent. The indicative candidate answers are intended to principally to indicate work which can approach the questions in a variety of ways. These indicative answers should in no way be regarded as model answers and also in no way should it be presumed that these are the only way to answer a question successfully.

OCR is open to a wide variety of approaches, and answers will be considered on their merits. It should be remembered that the standard used in marking these indicative candidate answers has not gone through the usual rigorous procedures and checks applied to live material.

The mark scheme that was used to grade these examples is part of the A level specimen materials for Component 2 which can be found at <http://www.ocr.org.uk/Images/171414-unit-h470-2-dimensions-of-linguistic-variation-sample-assessment-materials.pdf> and the mark scheme itself starts on Page 17.



Child Language Acquisition – candidate responses

Candidate A A Level Paper 2, Section A

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 both 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]

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

Text A can be found in the specimen materials at <http://www.ocr.org.uk/Images/171414-unit-h470-2-dimensions-of-linguistic-variation-sample-assessment-materials.pdf>

In this text we can see the two children playing co-operatively. They are playing a pretending game, using Halliday's imaginative function of language.¹ "It's a fair" showing the child Emily to be capable of imaginative thought and to be the leader of the play because she is the oldest.² Her power is also shown by how she has the longest utterances and controls the path the games takes by being the one using imperatives "hold my hand" and interrogatives "What book do you want?"³ This is likely to be mostly due to her age but possibly because she has been in school for about a year and therefore has experience with other children in social situations.⁴

Firstly, and most obviously, we see Ethan struggling with phonology and pronunciation. He has trouble with the interrogative "Why?" finding the "w" sound difficult to make. This is because it requires more advanced breath control than he has. He also struggles with the noun "ice-cream", specifically the "cream" part. This is because of the consonant cluster "cr" being another sound difficult to make.⁵ Despite his struggles, he generally makes himself understood, perhaps not so well when he tries to say "back to my school" but this once again is because of his trouble with consonant clusters.

Grammatically both children are relatively sound in their understanding, particularly Emily. She shows herself to be able to confidently communicate with other children as shown by her co-operative behaviour "don't worry I'll go back". This is a feature that gender theorists noticed in female children playing, they tend to co-operate while boys for the most part will compete.⁶ Emily says "Your school are doing a sale" seemingly using the wrong version of the verb 'to be'. It should technically be "Your school is doing a sale" but her versions make sense and it is a virtuous error because it sees the school as a collective of people.⁷ Another feature of grammar that Emily portrays is her use of contractions and negatives.⁸ It was Bellugi that theorised that children learn negatives in three stages, first of all putting "no" or "not" at the beginning or end of a sentence, then by moving the negative to the inside of a sentence and finally correctly learn to use auxiliaries with the negative.⁹ Bruner's theory on contraction blends with this, arguing that children will often learn to use the contraction of a word first. This is shown in Ethan's speech as well as he says "it's home". Emily has many examples of using contractions, "d'you", "lets" and "you're" are good examples. She uses all of them

¹ Clear link drawn between theory and practice.

² Consideration of power.

³ Links to useful examples from the data.

⁴ Sustained reference to the practice in the data.

⁵ Good linguistic and conceptual knowledge applied to the data. References the process of phonological acquisition and the influence behind it.

⁶ Data linked to gender/acquisition concepts clearly.

⁷ Explores the example clearly and suggests possible reasons for the virtuous error (if indeed it is one).

⁸ A promising area to focus on.

⁹ Learned knowledge that may have been better applied to the data.

correctly apart from "d'you" which is a contraction of "do you" when it should be the past tense of the verb "do" – "did".¹⁰ Besides this, Emily's grasp of contractions shows that children do the bulk of their linguistic learning by imitating their parents and carers.¹¹

Stage theory is something that is widely known and accepted as a theory of child language acquisition. It does however, have its flaws, namely that it assumes that children all learn at exactly the same rate and they stop learning or learn one thing at a time. It also doesn't account for environmental factors. Despite this, if loosely applied, it can help identify a child's development.¹² For example, it is clear that for the most part Ethan is at the two word stage because of his use of two word utterances used to express himself or describe an agent and an action. "It's home" or "ice-cream", though this must of course be taken with a grain of salt. Although it seems that Ethan is at the two word stage, he exhibits an utterance that suggests he is entering into the telegraphic stage "back my school" is a traditionally telegraphic stage as it misses out a function word, the verb "to".¹³ Missing function words are what describe the telegraphic stage and show Ethan to be exhibiting these traits. Emily is much more advanced, being at the post-telegraphic stage as she confidently uses prepositions "in you go", pronouns "your school are..." and using synonymy in everyday language "... and fetch them" as opposed to "...and get them".¹⁴

It is noteworthy that although Emily is only 5 years old, she seems to be exhibiting features of child-directed speech to the younger child. This supports the social interactionist theory of child language development proposed by Bruner.¹⁵ Bruner says that children learn language through their interactions with others and by having conversations scaffolded by adults. This is perhaps why Emily speaks in such a way, because she thinks that this is how you talk to those younger than you. One of the features of child directed speech she exhibits is imperatives "hold my hand (.) hold my hand" which is likely to have been said to her by a parent or carer, the role she is seemingly playing in this game. She also uses open questions which encourage a child to speak more "what book do you want", as well as tag questions which teach and encourage turn-taking, "d'you have a good day at school?" It is hard to tell if Emily is actually exhibiting features of child-directed speech or if she is just copying how adults talk to her.¹⁶ Nonetheless, this data is interesting and raises many questions about the theories of children's speech.

In summation, the data both supports and challenges several theories and ideas about children's language development. Both Ethan's non-conforming to stage theory and Emily's tentative use of child directed speech raise questions about the thoroughness of these theories and how applicable they are to a range of children.¹⁷ Ethan and Emily will both be able to continue to develop their speech, reading and writing skills throughout their lives and will only continue to learn as they progress in school and age.

¹⁰ Links contracted forms clearly to the data for both children.

¹¹ Is there enough evidence for such a strong assertion?

¹² Learned knowledge not linked to data.

¹³ Secure consideration of grammatical stage that weighs up the data in a tentative manner.

¹⁴ Sound point on Emily's stage linked to the data. May have benefitted from being linked to discussion of negation earlier on.

¹⁵ Perceptive link between the data and concepts showing secure understanding.

¹⁶ Wide ranging consideration of the evidence for CDS in Emily's speech and a potential reason for its use.

¹⁷ In a conclusion that gains little extra credit, this section does suggest an ability to use conceptual models tentatively when exploring real data.

Principal Examiner's Comments and marks:

This is a strong response which covers a good range of features from the data and is securely rooted in a consideration of stages and concepts.

AO1: The response makes reference to a wide range of terminology and is consistently, barring one lapse, accurate. The level of analysis is at times developed but perhaps not focused enough for full marks. 9/10

AO2: Assured references to stages are made when considering grammar and there is a sense of the response weighing up the usefulness of these stages which suggests exploration. There is a secure understanding of contexts and how to apply them to the data. 9/10

Total: 18/20

Candidate B A Level Paper 2, Section A

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 both 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]

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

Text A shows the interaction between two children, Ethan and Emily, with an age gap of 3 years and 5 months between them. Stage theory would help to indicate a gap in development of language acquisition and should be evidenced through differences in sentence length and complexity between both speakers.¹

It is unknown whether this interaction is taking place in a classroom environment or at their home – the former would suggest supervision under an authority figure whereas the latter environment holds connotations of safety, resulting in more relaxed language choices and perhaps deviation from Standard English.²

We cannot directly suggest whether both children are brother or sister, or whether they are friends – the age difference between them both appears to validate the former option. In Text A both are involved in a 'game about school'; as a traditionally fun activity this may indicate experimentation with language.³ Considering Ethan's age, his language choices may be limited by his developing motor skills – he may be physically unable to produce certain sounds and so may display more non-standard language choices.⁴

Phonology in Text A shows significant variation between both children – having progressed beyond the post-telegraphic stage, Emily shows less difficulty with her prosody than Ethan, who displays substitution ('ais/kin/' for 'ice cream') and deletion ('kæz/ ma /bul/' for 'back my school'). Considering his age at 2 years, it is likely that Ethan's prosody is limited not by his contextual knowledge but by his developing motor skills⁵ – he may simply be unable to pronounce certain syllables. Emily, in contrast, displays greater mastery and use of phonological devices than Ethan – though again it is likely that this is due to her having three further years to acquire and use language.⁶

The discourse between both children appears to indicate dominance on Emily's part – she is the one setting the agenda guiding the conversation with interrogatives ('you have a good day at school' and imperatives ('come with me'). Emily's continued repetition may be a method to keep Ethan's attention and ensure he understands her – her expansion of questions she asks indicates clarification and even accommodation, possibly to make conversation more inclusive for a younger listener.⁷ Ethan does display an understanding of conversational convention, evidenced by his lack of interruptions and his own use of interrogatives to expand on Emily's questions – hallmarks of a thoughtful, if not limited listener and adherence to Grice's Maxim of Manner, showing pragmatic understanding of the conventions of discourse.⁸

¹ Shows awareness of stages and link to practice but isn't applying it to the data.

² Attempts to 'guess' the context but again this is left unlinked to the actual data.

³ Relevance of play in acquisition. Rather broad.

⁴ Knowledge of productive vocabulary.

⁵ Links productive vocabulary to phonological patterns.

⁶ Links practice to conceptual understanding.

⁷ Refers to relevant language features and draws connections to power and to interactionism (albeit implicitly)

⁸ Links the data to pragmatics and discourse structure.

Both children's grammatical choices show influence from their own stages of development - Emily shows a greater number of compound and complex utterance structures, in line with post telegraphic development. Ethan on the other hand shows shorter utterance lengths and greater frequency of utterance fragments and simple utterances⁹ ('it's home') which would tend to be considered non-standard English – avoiding deficit analysis, Ethan is not likely to be in the education system¹⁰ and so may lack pragmatic knowledge on the idea of a 'standard' variant of English. Emily instead shows elements of Standard English in her speech, even with non-standard lexical choices such as contractions ('it's a fair') repeated throughout – rather than deliberately flouting a 'standard' they may instead be idiolectal choices, suggesting the beginning of a 'personal voice' in Emily's expression, only possible through extended language acquisition.¹¹

Lexically, Ethan shows repetition of nouns ('home') in his utterances – it may be their more tactile nature means they are the first words he learns to use.¹² His choice of low-frequency nouns ('ice-cream') may indicate limited lexical and semantic knowledge – in the transcript however he displays further progress in his use of language, in particular with use of Halliday's instrumental function ('hold hand') which may be part of the child's egocentrism at this stage of development.¹³ Emily shows possible idiolectal or dialectal influence in her use of contractions ('d'you'), again indicating greater experimentation with her use of language and greater acquisition of language for her age.¹⁴ Language acquisition on Ethan's part may indicate behaviourist principles with his repetition of Emily's noun ('ice cream') and the later utterance ('back my school'). The extent to which he mimics Emily's lexical choices is a means of furthering his own language development is unknown.¹⁵

In conclusion, child language development shows variation between Emily and Ethan, no doubt influenced by the former's older age and entry into formal education, equipping her with a greater understanding of the English language than Ethan and greater ability to construct more complex utterances. Ethan, however, does display an emergent understanding of conversational convention, obeying Grice's Maxim of Manner in his interaction with Emily – even with limited lexical and semantic knowledge, he is 3 years younger than Emily and has yet to further develop motor functions and mastery of prosody – rather than a stunted development his language development is simply at an earlier stage than Emily, who is developing increasing confidence and mastery of language.¹⁶

⁹ Begins to explore grammatical stage and draws some links to the data.

¹⁰ Significance of environmental factors (interactionism).

¹¹ Attempts to explore varying influences on language acquisition but the example isn't non-standard as suggested.

¹² Links lexis to the significance of environment – chance to refer to Nelson's work not taken.

¹³ Links function and example to cognitivism. Left undeveloped but suggests a good understanding.

¹⁴ Same attempt as A11 and arguably more successful in spite of its general nature.

¹⁵ Relevant example showing understanding of behaviourism which is tentatively considered.

¹⁶ Quite a nice summative comment but doesn't add to the response as it's not exploring the data.

Principal Examiner's comments and marks:

This is a sound response which covers the data reasonably well and shows some knowledge of concepts and stages. It perhaps spends too long speculating about context and potential influences without focusing on the data.

AO1: The response makes accurate and, at times, developed reference to relevant language levels and terminology is similarly accurate for the most part. Exemplification is sound but the discussion of examples is not sufficient to place the response in band 4. 6/10

AO2: Conceptual knowledge is generally accurate but is, at times, implicit. This allows the response to make valid and relevant links between concepts and language use. 6/10

Total: 12

Language in the media – candidate responses

Candidate C A Level Paper 2, Section B

N.B. Candidate C is an answer written by a teacher and is an attempt to explore possible approaches in a response. It shouldn't be regarded as a model answer in the sense that it precludes other approaches

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]

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

Text B can be found in the specimen materials at <http://www.ocr.org.uk/Images/171414-unit-h470-2-dimensions-of-linguistic-variation-sample-assessment-materials.pdf>

Text B was featured in the technology section of the Mail on Sunday (MoS) and thus the audience are likely to have an interest in, and knowledge of, technology prior to reading. This allows Waugh to use a number of terms from the lexical field of technology. Terms such as "Wi-Fi" and "app" are from this field but are so widely known as to not alienate a more general audience who the article may be also target through other techniques. One example of a more specific term is the use of the proper noun "Nest" which is a technology company and its use may suggest the implied audience demand more specific information related to the technology world. Other company names are also used to the same effect and serve to represent the producer as knowledgeable thus connoting the prestige and giving him power of knowledge and ideas which he uses to, possibly, persuade the audience to agree with his assessment of 'smart' technology.

Having said that, the primary purpose of this piece is to entertain and this can be seen through the use of humour and figurative language throughout the text. The opening paragraph provides a hyperbolic discursal hook as the producer refers to buzzwords by saying he "plunges... into a black mood". The conceptual metaphor of plunging connotes the depth and severity of his "black mood" which is given further hyperbolic strength by the use of the negatively loaded adjective "black". This is obviously hyperbolic and amuses the audience which serves the entertaining purpose of the text. This also builds a rapport with the audience and fulfils the secondary purpose of persuading.

Later on in the text, Waugh continues this humorous tone by suggesting that Californians are comfortable with using "this sort of garbage". Whilst the metaphor may itself be dead, it still creates a clear representation of Californians and puts Waugh, and presumably his implied audience, on the opposite side of that binary opposition.

A further technique used to create humour and meet the needs of genre audience and purpose is Waugh's tendency to use parenthetical asides to offer a, usually cutting, remark. One such example is his discussion of footballers loving the one gaudy 'smart' technology which includes the adverb "naturally". This positions Waugh's view as the dominant ideological view of his readership, albeit in a sarcastic and humorous manner.

To return to Waugh's opening, there is a dated, even archaic, representation of maleness and, indeed, the majority of representations in this text are in some way old-fashioned. This may seem at odds with a technology piece however, the MoS will likely have a middle-aged and middle class target audience who may think fondly of the days when a man's study had "a gun drawer" for a "service revolver". This represents an idealised view of maleness as linked to the military and to military service and, in spite of its obviously humorous tone, still plays into that dominant ideology linked to maleness. This is further supported by Waugh's representation of marriage in the same section when he says he would have a gun drawer "had [his] wife allowed [him]". This subtly represents women as home-makers by suggesting they are in charge of decoration in the home which is an incredibly old-fashioned representation and may further target the audience of the text by suggesting a more traditional world view.

There is a similarly traditional and potentially derogatory, representation of Britons in the text. Waugh avoids alienating his audience because of the obvious humorous tone set by the article's opening. He describes the driving force behind the use of these devices as "the heroic laziness of Britons". This noun phrase casts being lazy as a positive trait which is perhaps counter-intuitive but does maintain a relatively informal relationship with the audience.

As is the convention of this genre, Waugh uses a number of techniques to synthetically personalise the text which could, on the face of it, seem persuasive but is more focused on creating an artificial conversational tone. This begins with the image of the producer himself and is further supported with the use of inclusive first person pronouns and second person pronouns. This is seen in the standfirst when he writes "What on Earth...you ask". In this instance the pronoun functions as a vocative and creates a sort of pseudo-interactivity which is also supported by the idiomatic phrase "What on Earth".

The humorous tone also builds this rapport and is supported by the informal lexis and neologised terms seen across the piece. "Light-switch-esque simplicity" which, whilst relatively formal in its use of a latinate suffix, is by virtue of its coinage, relatively informal and makes clear to the audience how simple these devices will be. Other informal lexis such as "gizmos" and the pre-modification in "a bit fiddly" also build this rapport and serve the entertaining purpose.

As it was written by the Principal Examiner as a model answer there are no Principal Examiner marks and comments for this essay

Candidate D A Level Paper 2, Section B

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]

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

Text B shows patterns of evidence as to how it conforms to the genre conventions of an editorial-style article in a magazine. Looking at discourse, the headline is clear in "The Home of the Future" in sub-heading and the author 'Rob Waugh' who is indicated in the beginning of the text. It follows a column structure, typical of a newspaper; and with regards to orthographical features is in serif typeface and has a drop cap opening in "Every year".¹ The piece is written in the first person which is clearly indicated through the repeated use of the personal pronoun "I" and the possessive pronoun "My". As the piece is an editorial these are to be expected as they make the personal voice of the producer apparent.²

The producer gives power and prestige to himself through his use of personal anecdotes in "My wife..." and "My desk doesn't even have..."³ These imply that the producer expects the audience to care about his life, though they are typically used for humorous⁴ effect so their use is likely for more than just vanity.

Humour is employed frequently not only through anecdotes but also through hyperbole in "a smart bomb" and "a sofa that says 'you've gained 5lbs you pig!'"⁵ The producer is aware of his British audience as he uses self-deprecating humour in "heroic laziness of Britons" as well as frequently calling the British "sane" as well as stating "Californians spout this garbage effortlessly". The producer hones in on his target demographic even more as adults through his joke of "Ambient devices will probably be seen in divorce papers"⁶ humour which may have its context lost on a younger audience.

As a text written with the intention of including a clear personal voice, there are some patterns in how the text addresses the representation of men and the middle and working classes.⁷ To start, he uses the formal vocative "gentlemen with too much disposable income." This suggests that not only do men have more money than women but also they are immature in their spending habits.⁸ Alternatively, it could link to how the text is published in a technology section of a magazine and that an interest in "Gizmos" is typically considered to be a masculine hobby. The cultural references to "footballers" and "Craig David" are further evidence of a male demographic as it is typically males who take an interest in sport⁹ and who would know who Craig David is.

The text is clearly aimed at working/middle classes as aside from that being the typical demographic of The Daily Mail, the semantic field of normality is referenced with regards to "sane" and "ordinary people"¹⁰ while referring to "Californians" spouting "garbage" unlike the real people referenced in the rest of the text, who the writer is implicitly referring to as both the audience and himself.¹¹

¹ Clearly identifies genre conventions and links to a range of language features. AO3b2.

² Links language use to genre. AO3b2

³ Power linked to language. AO2b1

⁴ AO2b1 Implied audience/producer linked to language/

⁵ Identifies and exemplifies a pattern. AO2b2

⁶ Detailed links between language features and real audience. AO3b1

⁷ Representations. AO2b1

⁸ Understanding of how language links to the representation AO2b1

⁹ Explores context of production and reception AO3b1 and b2

¹⁰ Considers audience and CofP linked to language. AO3b1 and b2

¹¹ Representation of implied audience and producer. AO2b1

The author expects his audience to be specialised to a degree which shows in his frequent use of language from the semantic field of technology like "Wi-Fi", "app" and "CD. He also uses the more specific field of technology companies like "Google, Zonoff" and "Ambient devices" as well as the event "consumer electronics show" something a non-specialist reader is likely to be unfamiliar with.¹² As this text is written in the technology section, it is something a reader would have to flick through the magazine for and the audience would only do so if they already had an interest in technology.¹³

¹² Identifies patterns AO2b2 and explores the implied audience in relation to that pattern. AO2b1

¹³ Considers context of production. AO3b1

Principal Examiner's comments and marks:

This is a good response which focuses clearly on both concepts and contexts. It covers the data well and exemplifies clearly when analysing the relevance of concepts to patterns of language use.

AO2: This response shows a good level of knowledge and understanding of representations of producer, receiver, implied audience and power. The level of knowledge and understanding shown would suggest band 5. It is perhaps less successful in using these concepts to explore patterns of language use and the comments made would suggest band 4 "comment on some language features" rather than band 5. Overall, the response deserves to sit in lower band 5 due to the knowledge and understanding shown. 9/12

AO3: There is some detailed consideration of audience and how the language of the text is used to target their needs but a less solid focus on purpose. Context of reception is also considered. There is consideration of genre conventions and context of production and this is linked to a number of language features across the response. Overall, this response responds in detail to a range of contextual factors and links that discussion to construction of meaning but is clear and relevant in considering contextual factors inherent in the text. Again, this is a response which deserves to sit in lower band 5. 9/12

18/24

Language change – candidate responses

Candidate E A Level Paper 2, Section C

Read Texts B and C 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 21st centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.

[36]

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.

Texts B and C can be found in the specimen materials at <http://www.ocr.org.uk/Images/171414-unit-h470-2-dimensions-of-linguistic-variation-sample-assessment-materials.pdf>

Both Text C and Text D are published in right wing newspapers, but while Text D was typed and published as its own article, Text C was likely to have been hand written to one of the editors of 'The Spectator', to appeal for his help.¹ This gives both Text C and D the purpose of informing readers of the newspaper of their experiences in raising young women, but also to persuade. However, Text C is more of a plea for help, and as this is published in a famous newspaper, to anyone aside from the 'sir' this is addressed to, to help. Whereas Text D is more of a sociologically persuasive text for both male and female readers to open their eyes to "the profoundly unequal world" Figes sees herself living in, giving the piece a dual purpose of a 'propaganda' piece.²

The use of lexis in describing women varies completely from text to text.³ There is a semantic field of animalistic behaviour in Text C, with "unform'd a creature", "as Nature left her"⁴ and then is described as being worthless in her "disposal". The changes from 1711 to 2014 are in the empowering of women,⁵ which is especially shown in the repetition of 'fulfilment', strong modal verbs such as "should" and the declarative phrase "they are the ones that should be doing the choosing".⁶ The shift from unable animals to strong, able women shows how the stereotypes and the representations of women have changed.⁷ Still nearly 100 years since women got the vote, "pernicious stereotypes" still need to be changed and women need to be given a chance, whether this is literally in Text C or in everyday life in Text D.

However, a similarity of the two texts is their use of lexis to persuade their audience.⁸ Text C starts the letter in the same way as Text D, with the first person pronoun "I". This immediately puts the reader in a sympathetic position⁹ to the writer and emphasises their own opinions from the start. Text C also uses mitigation in "Could you help me" with the soft, conditional modal verb "could" and uses direct address (Fairclough) to emotionally appeal to the "Sir". This lowers the author's personal power as they are looking for pity to help the child.¹⁰ This is completely different to Text D where Figes increases her personal power through the often political device of anaphora "I am the mother... I see how hard it is... I

¹ Clearly draws comparison between contexts of production.

² This opening considers CofP well and draws clear links between the two texts.

³ Identifies a pattern and a point of comparison.

⁴ Clear examples.

⁵ Suggests social factors behind change.

⁶ Precise linguistic knowledge.

⁷ Concept left unexplored but used to draw a clear link between the texts.

⁸ Links the texts and CofP to a language level.

⁹ CofR linked to language.

¹⁰ Explores the example and draws links to context and concepts.

¹¹ Detailed comment based on precisely chosen linguistic feature which is then linked to context and representations of implied producer.

see how girls.... and I see how so many..." This increases her persuasiveness by, as a woman herself, empowering herself in order to be a symbol for the "young women" to look up to, rather than the socialised images they have of themselves.¹¹

Whilst Text D talks about more taboo topics freely, such as "sex", both texts use a formal register.¹² The complex use of syntax in Text C in the sentence "Could you help me" to "a Perfect Stranger to both" with extra clauses such as "at present" and the high order lexis of "dumb Eloquence of Motion" which is now archaic,¹³ raises the formality of the text. Similarly, Figes use of "prevailing ethos" also adopts a formal register that would suit her genre of an article,¹⁴ however, unlike Text C, subverts the conventions of an emotional appeal for equality. This challenges Crystal's theory of informalisation as his theory suggests that as the article is online and has been typed, that the language in Text D should be more informal than Text C. However it appears to be a better example of Aitchenson's prestige theory as the language is still formal and polite, even when talking openly about inequality, and even swearing ("bitch bully").¹⁵ This may be due to the audience of Text D, being middle to upper class conservative adults who choose to read the Telegraph because of its professional reputation, much like the Spectator in 1711.¹⁶

From a discourse perspective, the use of paragraphs in both texts is particularly different.¹⁷ Text D uses a long paragraph and then concludes with a much shorter paragraph that uses one very long complex sentence and the sole purpose is to flatter the reader. However, whilst Text C also starts "Girls know they..." is there for effect. The 'minor' point, if maybe actually the most important, emphasises the use of structure and serves to graphologically highlight one of the few numerical factual pieces of research "exam results", that shows that girls succeed more than boys. This serves as one of Aitchenson's functional change theories as the shorter paragraphs are clearer and are more structured topically than Text C¹⁸ (personal experience, sex, school, emotions and parenting compared to a description of the young child to a flattered appeal) and are therefore far easier to understand and read than Text C. This could be due to the development of compulsory education in the 1880s and the development of spelling and grammar checks in the 1990s which would have improved the communication of information clearly and would have promoted a linguistic genre convention of the way articles are written.¹⁹

Pragmatically, the political stances of both texts have not changed that consistently over time. Today, both the Spectator and The Telegraph are right wing newspapers although whilst in 1771 the Spectator appears to be more general with the inclusion of a letter presumably written by a member of the general public. It is about an "orphaned" young Country Kinswoman" and it is now a more specifically political paper that would not normally discuss the hardships facing young women and certainly not want to educate them in "recitative Dancing", "the Language of Looks and Glances" and "dumb Eloquence of Motion". Whereas The Telegraph would still include columnist, opinion articles written by both men and women, in both political and sociological issues.²⁰ The language used in Text C has changed considerably. However due to the political climate of both of these newspapers, the lack of change in their attitudes and formal register may support Aitchenson's crumbling castle attitude to language change in both papers and articles appear to want to keep the formality²¹ and the opinions the same, even if Text D is empowering women it still doesn't see women as independent, but to be "raised" by their parents, as they might still be irresponsible for seeing themselves as they possibly should.

¹² Pattern identified across the texts.

¹³ Precise linguistic reasoning for how formality is shown.

¹⁴ Links language to genre rather vaguely.

¹⁵ Weighs up the relevance of particular theoretical models in relation to the data.

¹⁶ Uses context to suggest a reason for challenging the above models.

¹⁷ Identifies a pattern to link across the data.

¹⁸ Concept used to attempt to explain change.

¹⁹ Links contextual factors to variation perhaps rather broadly.

²⁰ Links context to change.

²¹ Uses concept to suggest reasons for certain genre conventions remaining static. This might have been a more rewarding point if focused more clearly on contexts.

Principal Examiner's Comments and marks:

This response is methodical, accurate and draws clear links to concepts and contexts. Context is dealt with well and in a suitably interpretative manner in places. Patterns are identified and exemplified with relevant quotations from the texts.

AO1: The response applies a range of linguistic methods appropriately and, at times, with assurance. Patterns of language are clearly identified and analysed with well-chosen evidence. The patterns are not fully explored in the depth required for the top band but, in meeting the first criterion for the top band, deserves to be in lower band 6. 11/12

AO3: The consideration of context is strong and helpful and makes clear points about how these factors may be linked to language change. It is not evaluative or discerning enough for top band but meets both band 5 criteria. 10/12

AO4: The response considers conceptual links between the texts in

a methodical manner and draws clear comparisons between the language use of both texts. It does engage with processes of change and this is shown by the comparisons drawn. 10/12

Total: 31/36

Candidate F A Level Paper 2, Section C

Read Texts B and C 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 21st centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.

[36]

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.

Text C appears to be in the style of an advice letter, sent to a magazine in the early 1700s. It could be suggested that this magazine's audience is the well-educated upper class members of society, as at this point of time, education was not a necessity for all members of the public.¹

The text is written with incredible formality,² with the writer using the polite opening "sir". The formal tone is continued throughout Text C, as the writer uses the modal verb "could" as a politeness feature. However, despite much of this text being somewhat standard to the modern age, there are many irregular features present. The majority of the writer pronouns are correct – they use the third person pronoun "she" to address the young girl yet use "it" in the phrase "you can't imagine how inform'd a creature it is". This could be due to the fact the English Language wasn't standardised until a much later time,³ or because Dr Johnson's definitive dictionary isn't published until 1755.

Another feature that seems irregular to the modern eye here is the capitalisation of nouns.⁴ The writer of Text C does capitalise all nouns (for example "creature", "eyes", "improvement" remain un-capitalised) yet capitalises "Care", "Hands", "Nature" etc. This could be explained by the level of importance to stress that the writer wishes to place upon the words. For example some linguists believe that capitalised common nouns became a stylistic feature in dated texts because the writers would capitalise the most important words in the sentence.⁵ Here, the writer emphasises "Graces of speech" and "Eloquence of Motion", perhaps because these are the two things that they believe this country kinswoman should absolutely learn to do. Of course, in our modern society, walking with grace ("as if we moved to musick") is not regarded as particularly important, but in an upper class 18th Century society, the situation was quite different. It is made clear here that it is paramount that a young lady must present herself in a certain way. In fact the writer admits to feeling "ashamed" that this girl is not improving.⁶

Another idiosyncratic feature of Text C is the use of the apostrophe. This writer uses an apostrophe in place of an "e" in words that end "ed" (a common stylistic feature from this period) "inform'd", "finish'd", "bestow'd".⁷ Conversely, they write many verbs without an apostrophe – "mentioned", "moved", "inform'd". When contrasting this with Text D, the piece seems incredibly irregular compared to our modern day standard English.⁸

¹ Suggests audience and links to context.

² Identifies pattern of language and links to other well-chosen language features.

³ Links pronoun use to a potential conceptual area, albeit rather broadly.

⁴ Orthography which is then well exemplified.

⁵ Attempts to explain feature through reference to change in stylistic conventions.

⁶ Links from clear examples show an understanding of how contextual factors affect language.

⁷ Identifies and exemplifies a relevant orthographical feature.

⁸ First attempt at comparison.

Having said that, Text D (an online article discussing the difficulties of self-expression for modern day women) has its own evident irregular features. Figes begins sentences with conjunctions "And I see how...", "Because it is...", (a process frowned upon) as well as short elliptical sentences "Take sex."⁹

In general, Text D is far more informal in terms of lexis than the 18th century text The Telegraph article discusses 'taboo' subjects such as sex, as well as using modern day colloquial swear words and insults "bitch" and "slag". This can be applied to David Crystal's theory on the informalisation of the English Language.¹⁰ Words such as "sexy" would never have been published in 1711's Spectator, yet due to the technological advances in the 21st Century, language such as this seems quite normal nowadays.¹¹

Another clear difference between texts C and D is the sentence types. While both texts comprise of declarative sentences, the length of the sentences in Text C are much longer¹² – in fact the whole of the final paragraph in Text C comprises of just one sentence. Despite it being split up with colons (:), a semi-colon (;), it is clearly much longer than those present in Text D. This could be due to the modern day 'plain English' campaign,¹³ recommending no more than 15 words per sentence, making modern texts much easier to understand.

Nevertheless, linking to understanding, Text C is written remarkably well. It is important to note that the writer would not have had access to a 'spell-checker', unlike the writer for Text D, in fact it is unlikely that they would have had a dictionary – yet they spell complex words such as "exceeding", "acquir'd", and "Eloquence" correctly. Interestingly, one of the only spelling irregularities concerns the word "Musick". One could argue that this has simply been spelt phonetically but it is perhaps more probable that this is simply a standard convention of the time,¹⁴ as the rest of the text is spelt without error.

Finally I feel it is important to note lexis in Text C that is nowadays regarded as archaic or, indeed, obsolete. The girl is described as a "kinswoman",¹⁵ a word that is completely obsolete nowadays. Females in Text D are addressed simply as "girls" or "women", suggesting that the amount of words in our language might have declined over time.¹⁶ As well as this, "eloquence" is now regarded as a very old-fashioned word.¹⁷

To conclude, there are evident differences between the text from 1711 and the text from 2014. There have been clear developments and advances in our language, as well as a loss of 18th century lexis.¹⁸

⁹ Describes relevant language features and makes implicit link to prescriptive ideas.

¹⁰ Process of language change linked to language in the data and used as the basis of a comparison.

¹¹ Broadly considers audience response.

¹² Considers two aspect of grammar to both compare and contrast. Structure would be more rewarding than length though.

¹³ Valid point about the influence of context on change.

¹⁴ Vaguely links orthography to the context of production.

¹⁵ Identifies and exemplifies archaic lexis.

¹⁶ Non sequitur?

¹⁷ Considers audience response to formality but vaguely.

¹⁸ Broad reference to lexical change.

Principal Examiner's Comments and marks:

The response identifies relevant features and begins to identify patterns across the data which are linked to concepts and contexts but these links are left under-developed. Comparison of the texts doesn't drive the response.

AO1: The response applies some methods in a sound way but analysis is lacking in the depth required of band 5. There are a good number of points made and the beginnings of identifying patterns.
8/12

AO3: The response makes valid points about the influence of context on language use but leaves these under-developed and unexplored. When attempting to link contexts to language change, there are some sound conclusions drawn but without a sense of weighing up potential influences in the way a band 5 answer would.
8/12

AO4: The response shows knowledge and some understanding of standardisation, informalisation and lexical change as well as an implicit awareness of prescriptivism. These concepts are used to draw links between the texts which do show how some language features have varied over time. This response, however, is not methodical in its approach to comparison and, as with the other AOs, needs to develop points in greater detail to move up the mark scheme.
8/12

Total: 24/36



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