

Candidate Marks Report

Series : 6 2019

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

Centre No :	64395	Assessment Code :	H470
Candidate No :		Component Code :	01
Candidate Name :	M		

Total Marks : 72 / 80

In the table below 'Total Mark' records the mark scored by this candidate.
'Max Mark' records the Maximum Mark available for the question.

Paper:	H470/01	
Paper	72 / 80	
Total:		
Question	Total / Max	Mark / Mark
1a	8 / 10	
1b	10 / 10	
2 AO2	11 / 12	
2 AO5	11 / 12	
3 AO1	11 / 12	
3 AO3	11 / 12	
3 AO4	10 / 12	

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Section A

1a. Pronouns are used interestingly in the article about Veganism. It begins by using the

1 collective first person plural pronoun 'we' which automatically gives a sense of group
3 identity and belonging which would entice the receivers to be a part of their group. The receivers would be from a wide range of individuals, from people who were interested to go vegan for health reasons, environmental reasons, moral reasons or just individuals who wanted to understand the growing trend in more depth. The second person pronoun 'you' is
1 used as a form of direct address in the presumptive phrase 'now you're vegan', which makes the assumption that the receiver has been persuaded to turn vegan already from simply
3 reading the beginning of the online article. This would make the reader feel that it was very possible to be vegan themselves as the producer has implied that it is a very simple
AN transition process.

1 The hyphenated adjective 'bite-sized' in the title of the article initiates the lexical field of food that is used throughout. This adjective gives connotations that the answers to the 'most common vegan myths' will be short and sharp and to the point while also using
3 metaphorical language to represent the produce aspect of veganism. Examples of this lexical
1 field is the proper nouns such as 'kale', 'lentils' and 'cashews' which allows an element of

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specificity to instruct the receiver exactly how to be vegan by including the details of the

3 main sources of nutrition on a vegan diet.

The article uses colloquial language and has an element of sarcasm, especially near the end of the text. The producer begins many sentences with the coordinating

1 conjunctions 'and' and 'but' which are non-standard spoken features which give a more free-flowing nature to the article, allowing it to be more of an enjoyable conversation,

3 rather than another vegan rant. This is the stereotype that the producer has deliberately avoided so not to be offputting to readers to allow veganism to seem more accessible and

AN less exclusive. The sarcastic tone at the end of the article 'it really is the only sensible

1 response you can give' is used to accentuate how it feels to be a vegan and to be constantly

3 asked questions by non-vegans.

1b. Interrogatives are used in the article which creates a non-linear discourse structure.

1 The interrogatives such as 'but where do you get your protein?' and 'but what if you were stranded on a desert island?' are used as sub-headings to section the article in a more reader friendly way so that the receiver can read the part that they are most interested in. It

3 also represents the sorts of questions that vegans are stereotypically asked on a day to day basis and as they interrupt the flow of the text, they also suggest how such questions might

AN frustrate vegans. The subjunctive is used 'if you're really stuck' in a sarcastic tone to suggest

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3 how new vegans might respond to the question in a humorous way. The exclamation 'you
1 won't even notice you're doing it!' is deliberately used to encourage non-vegans and to
3 reassure them that it isn't as difficult as so many have made it out to be.

1 Minor sentences are used such as 'odd really' to suggest the absurdity of the types
of questions that vegans are asked. When vegans are asked questions they are the ones
3 who are made to feel as though what they are doing is weird or wrong, whereas, by using
this minor sentence, the producer is actually turning the power of the situation around by
suggesting that asking this type of question is actually what is wrong. Ellipsis is used such as
1 'try to include some in all of your meals...' which suggests that it is actually quite obvious
3 and not that difficult to include protein in your diet as a vegan.

Asyndetic listing of types of foods throughout the article represents the vast quantity
v of choice that a vegan have. The typical stereotype is that someone who is vegan can only
eat salad leaves and nothing else. This tackles the stereotype head on by deliberately
mentioning all the different types of food that a vegan can eat. This makes being a vegan
something that is more obtainable to someone who is thinking about trying it. Other
examples of this is the parenthesis '(the superstars are kale, broccoli, seaweed, peas and
1 spinach)' which gives even more detail into the food group of 'green vegetables' to give the
producer an idea of what is the most healthy food that they can eat as a vegan which

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suggests that the producer is not just promoting a more environmentally friendly lifestyle,

But also a lifestyle that is beneficial for personal health.

Section B:

5 'Have the tides changed?'

5 Fellow language lovers,

5 I overheard an interesting conversation last week between two individuals in a library. They were debating the hot topic of how our language has evolved so much in recent years and **5** that, and I quote, 'the era of prescriptivism is dying.' Initially, I agreed with this statement. I remember when Facebook was developed many years ago (sadly for me, some of you will have been too young to even remember this ancient time), everyone was so excited about this new form of communication – otherwise known as Web 2.0, the interaction with technology that has now become the 'norm' in our daily lives. Technological advances have allowed so many different modes of communication at our fingertips, which has made the **2** line between written and spoken mode so blurry that we now find ourselves saying 'LOL' or 'WTF' out loud. This is a clear sign that so-called language rules and the idea of a 'correct'

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way of writing and talking is now fading out. But how much of an influence has technology

5 really had on the diminishing of the so-called Prescriptivist era?

Language can be represented as the waves of the ocean, no one wave is the same, they are

5 ever-moving and ever-changing. With this in mind, I am reminded that although there was a
2 time when many people tried to enforce a 'correct' way to speak and write, there have

always been Descriptivists amongst us who have been able to understand language as a

2 fluid entity. Samuel Johnson in the 18th Century tried to standardise the English Language by
developing the Johnson's dictionary, soon to find (well, after many, many years – poor guy)
that the language cannot be Standardised. This makes me question that there really ever

2 was a Prescriptivist era at all.

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As the ocean dances to its own tumultuous rhythm, the boats move with it. Standardisation

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is almost 'an idea in the mind rather than reality' (as Milroy and Milroy stated) as,

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ultimately, rules change as language evolves. What was 'correct' in the 1800's is completely
different to what is 'correct' now. We still have a dictionary. New words are added every

2 month to attempt to keep it up-to-date (if there even is such a thing with language).

Education systems enforce the use of Standard English onto students, 'make sure you don't
use bad grammar' and 'it is important to know how to spell correctly' are not uncommonly

5 heard within the 4 walls of education. I don't know about you but this definitely sounds like

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a Prescriptivist view to me. Whether this is a bad or a good thing, well, that's up to you to decide. But one thing is for sure, as times change, language changes with it. It is ever-
5 growing, ever-moving, ever-changing, and the best thing we can do, is just let it evolve and to evolve with it.

Yours,

The Biased Blogger

5

Email me if you want any more information about this interesting topic –

5

thebiasedblogger@gmail.com & remember that I upload a new blog every Wednesday evening :)

Section C:

Text B is a transcript from a television program that documents the wide variety of situations that the forces have to handle in the quiet countryside. Although this extract involves a transactional interaction between a policeman and the offender, the main purpose of the documentary is to entertain. The use of a narrator helps to give a light-
3 hearted tone to a very serious matter. The narrator says 'Grant's not having a good day.'

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The use of the vocative and litotes is humorous and allows anyone watching the program to

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see the situation in a less serious light. The paralinguistic feature of the police officer

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laughing at the offender's panic '(laughs)' also suggests a less serious tone, even though the matter of texting while driving is quite a serious offence. Alternatively, this could also

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suggest that as the police are involved in such similar accounts each day, the danger aspect

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has weakened in their minds. Text C, however, has a purpose to inform. The leaflet is

LNK

specifically for those who are applying to be in the police force, therefore, it aims to be as

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informative and useful as possible. This is evident through the non-linear discourse structure with the use of hyperlinks, such as 'www.policecouldyou.co.uk' to access further

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information and the subheadings representing the specific qualities of character that the job

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requires, such as the the adjective 'resilience.' This suggests that you must be a very specific

type of person to be able to fulfill the roll and may be used as a tactic to dissuade any

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individuals from applying who are not right for the job.

The variation in text B is evident as the police officer has a Welsh accent. However,

there are no dialect features of Welsh represented in the text as the officer may recognise

that he needs to be understood by the wide audience across the UK watching the program,

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however, it may also be because Welsh has it's own language, therefore, when speaking

English, he separates the two languages so that there is little overlap. Examples of his accent

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in the transcript include 'a 500 pound' where the indefinite article is used with the singular

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instead of the plural and he ommits the auxiliary 'have' in the phrase 'I just been sat up

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there.' The police officer also shows hesitancy when talking to the camera with the use of

1 the filler 'er' which shows that he is not used to being filmed and get's nervous as it is a

3 foreign situation for him. In text C, under the subheadings, there is an evaluation of each of

the qualities. Each sentence begins with a mental verb such as 'remains calm' or

1 understands other people's.' The lack of subject makes it impersonal so that each quality

3 can be applied to any individual. The conditional is used various times, such as 'if successful'

1 and 'if your application is not successful' which shows that the leaflet tackles all of the

3 possible outcomes that the readers may encounter. This shows the leaflet is covering all

grounds so that applicants are sure about what to do next. It also suggests that becoming a

3 police officer is not an easy thing to do, therefore, the possibility of failure is very high and is

3 represented to the applicant as an implicit pre-warning.

Both text B and text B include the use of instrumental power (Fairclough) as the role

LNK

of a police officer is to enforce the law, to ensure that no one is breaking it and to punish

4 anyone who has. Text B shows that the officer not only has the political power through the

enforcing of the law but also the personal power in the situation due to the status of his

4 occupation within society (Wareing). However, as his power is established in the situation

simply due to his job role, he does not feel the need to express it within his language. The

1 officer hedges by saying 'just to let you know' which is an example of negative politeness

4 (Brown and Levinson) as he is mitigating what he is about to say to the offender which

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makes it seem less harsh and almost more apologetic. In text C, the formality of the leaflet

LNK represents the instrumental power that the police force have. The use of the second person

1 pronoun followed by a modal verb such as 'you will' accentuates the role of the police

officer indirectly as the phrase 'you will' suggests that there is no element of choice in the

3 matter, similar to the enforcing of the law that the job entails.

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Off Page Comments

Item Name	Comment
1b	B considers patterns more explicitly than A.
2 AO5	Engages critically with the concept and shows flair.
3 AO4	Applies a range of appropriate methods in an assured way. Soe discerning contextual points with helpful connections between texts and sound knowledge of concepts.