



**GCE**

**English Language**

**H470/01: Exploring language**

Advanced GCE

**Mark Scheme for June 2019**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no
	Positive Recognition
	Assessment Objective 1
	Assessment Objective 2
	Assessment Objective 3
	Assessment Objective 4
	Assessment Objective 5
	Attempted or insecure
	Analysis
	Detailed
	Vague
	Irrelevant
	Link made to another text
	Incorrect

## INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the texts which candidates have studied
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instruction for Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

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These are the **Assessment Objectives** for the English Language specification as a whole.

<b>AO1</b>	Apply appropriate methods of language analysis, using associated terminology and coherent written expression.
<b>AO2</b>	Demonstrate critical understanding of concepts and issues relevant to language use.
<b>AO3</b>	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.
<b>AO4</b>	Explore connections across texts, informed by linguistic concepts and methods.
<b>AO5</b>	Demonstrate expertise and creativity in the use of English to communicate in different ways.

### WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the units and assessment objectives of the scheme of assessment is shown in the following table:

Component	% of A level					
	AO1	AO2	AO3	AO4	AO5	Total
Exploring language H470/01	11%	6%	11%	6%	6%	40%
Dimensions of linguistic variation H470/02	11%	11%	12%	6%	0%	40%
Independent language research H470/03	5%	5%	5%	0%	5%	20%
	27%	22%	28%	12%	11%	100%

## USING THE MARK SCHEME

Study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question Papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme. Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected. In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of levels for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

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**PAPER-SPECIFIC INSTRUCTIONS: H470/01 Exploring language**

Candidates answer all the questions on the paper. The paper addresses all of the assessment objectives:

Assessment Objectives AO1 and AO3 are addressed in question 1.

Assessment Objectives AO2 and AO5 are addressed in question 2.

Assessment Objectives AO1, AO3 and AO4 are addressed in question 3.

In each question, the assessment objectives are given equal weighting.

THE INDICATIVE CONTENT FOR EACH TASK provides an indication of what candidates are likely to cover. The notes are neither prescriptive nor exhaustive: candidates should be rewarded for any relevant response which appropriately addresses the Assessment Objectives.

THE LEVEL DESCRIPTORS FOR EACH QUESTION FOLLOW THE INDICATIVE CONTENT.

**SUBJECT-SPECIFIC INSTRUCTIONS: ENGLISH LANGUAGE**

- Each level descriptor covers the relevant assessment objectives.
- Where the assessment objectives appear in separate columns, marks should be allocated for each assessment objective independently of one another. There is no requirement for responses to be allocated marks from within the same level across each assessment objective.
- An answer does not have to meet all the requirements of a level descriptor before being placed in that level. The extent to which it meets all of the requirements of a level descriptor will determine its placement within that level.
- The extent to which the statements within the level have been achieved should be the only criteria used when deciding the mark within a level.
- Indicative content *indicates* possible points candidates might make, but this is not an exhaustive account. Any valid response should be rewarded.

**Indicative Content** – *Please note: indicative content indicates possible points candidates might make, but this is not an exhaustive account. Any valid response should be rewarded.*

Question	Guidance	Marks	Text features
1	<p><b>Text A is an extract taken from the article entitled ‘Top Ten Vegan Myths’ from the Veganuary website, a new charity encouraging people to try veganism for the month of January. The article was written in January 2018.</b></p> <p><b>Giving careful consideration to the context of the text:</b></p> <p><b>(a) identify and analyse uses of lexis in this text</b>  <b>(b) identify and analyse the way sentences are constructed in this text.</b></p> <p><i>Possibilities are provided below for guidance but any valid response should be rewarded.</i></p> <p>General contextual points (AO3): Context, for this text, can be understood in different ways. There is the context of the text’s genre: a blog article on a charity website. This should be a topic that the majority of candidates will be able to engage with due to the topicality of veganism. Young people are becoming increasingly aware through social media sites such as Instagram of the need to have a healthy, balanced diet whilst also reducing harm to the environment and to wildlife. More able candidates will be able to probe the charity status of the website and whether such an initiative as ‘Veganuary’ is tokenistic or a positive and substantial move forward in re-evaluating human diet. Candidates may be able to link to wider contextual understanding if they have seen very popular ecologically-focussed television programmes such as Blue Planet II.</p> <p>In this particular blog article, the writer is aiming to</p>	20	<p>In each of the bullet points below, AO1 is covered at the start of the point and AO3 at the end.</p> <p><b>(a) identify and analyse uses of lexis in this text. Possible features could be:</b></p> <ul style="list-style-type: none"> <li>• use of puns (e.g. ‘bite-sized answers’) with some students able to unpick approaches to conceptual metaphor theory with the writer intentionally using such a metaphor to link to the food-related subject of the text</li> <li>• mixed register: some low frequency French/Latinate lexis such as ‘misconceptions’ and ‘rather rare occurrence’ juxtaposed with an informal register including diminutives (‘veggies’) and interjections (‘Hurrah!’) which link to the multimodality of the text and the purpose to influence rather than persuade</li> <li>• precise lexical field of vegan food choices with low frequency foreign terms such as ‘edamame’ and ‘pinto’ lends itself typically to a more globally-influenced young, middle class audience</li> <li>• time adverbials (e.g. ‘although now you’re vegan’) presupposes the idea that the reader will be convinced to change their diet by the time they finish reading the article</li> <li>• exophoric references to ‘Castaway’ with assumed cultural knowledge of film and status of Tom Hanks as an actor; the use of the possessive determiner in ‘our standard’ suggests endorsement of the character’s actions</li> </ul> <p><b>(b) identify and analyse the way sentences are</b></p>

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	<p>combat the myths associated with veganism. Key bullet points are addressed in the extract including concerns around protein intake and a hypothetical return to simpler times with a nod towards the many vegan-friendly food sources on a desert island. The article ends with an exophoric reference to the film 'Castaway' which the majority of students would have seen/would know the premise of. Even if they have not seen the film, the context clarifies the website's 'standard'.</p>		<p><b>constructed in this text.</b>  <b>Possible aspects could be:</b></p> <ul style="list-style-type: none"> <li>• verb mood/function: the use of interrogatives (e.g. But where do you get your protein?) followed by declaratives mimics the Q&amp;A style of a more informal spoken register fulfilling its purpose to myth-bust; mitigated imperatives with a soft adverbial ('simply be aware') as advice from the reader as well as embedded imperative as hyperlinks ('click for recipe') link to user-friendliness as multimodal text</li> <li>• contrasting of sentence types with a mixture of complex sentences beginning with subordinate clauses to build the non-vegan agenda (e.g. 'Despite the fact') before challenging the content with a main clause in some cases followed by a minor sentence ('Odd really') which acts as an aside to the reader and conveys humour</li> <li>• syndetic listing to suggest wide-ranging choice of food sources ('or quinoa like in the photo...or a stir-fry') combatting myth of a reduced diet if vegan</li> <li>• initial position/fronted conjunctions suggest informality and a disregard for 'traditional' prescriptive rules for standard grammar as veganism is marketed as 'a new way of thinking'</li> </ul>
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There are a total of 20 marks available for **Question 1**.

10 marks can be awarded for part **(a)** and 10 marks for part **(b)**. There is one mark per level for each AO. This table should be used twice – firstly to mark part **(a)** and allocate a mark out of 10, and then again to mark part **(b)** and allocate a mark out of 10. Parts **(a)** and **(b)** focus on different language levels, and therefore each part could achieve different language levels. Each part should be marked completely separately – there is no need to look for consistency in allocating marks if the responses demonstrate different levels of competency.

Level	AO1 and AO3	Mark
5	<ul style="list-style-type: none"> <li>Candidates clearly identify patterns of language use in precise relation to the linguistic level specified in the task and can closely analyse incisively chosen evidence, with application of appropriate terminology; the writing is in a secure academic register. (AO1)</li> <li>With a precise hold on the language feature specified in the task, candidates perceptively evaluate the possible effect of contextual factors on the way language is produced in this text and is received and understood by its audience. (AO3)</li> </ul>	9–10
4	<ul style="list-style-type: none"> <li>Candidates can single out and analyse relevant examples of language use related to the linguistic level specified in the task, with application of appropriate terminology and coherent written expression. (AO1)</li> <li>Focusing on the language feature specified in the task, candidates can convincingly weigh up some possible effects of contextual factors on the way language is produced in this text and the way it is received and understood by its audience. (AO3)</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>Candidates make some clear points about language use which relate to the specified language level and are supported with relevant evidence; use of terminology is mostly appropriate, although likely to be less densely packed than the level above and written expression is clear but likely not to be economical. (AO1)</li> <li>Having a reasonable sense of the language feature specified, candidates come to some clear conclusions about the possible effect of contextual factors on the way language is produced in this text and is received by its audience. (AO3)</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>Candidates attempt to make their writing relevant to the feature and language level specified in the task, pulling out the occasional piece of evidence and using terminology which is partially appropriate; written expression has some errors but the meaning is nonetheless apparent. (AO1)</li> <li>Having some sense of the language feature specified, candidates come to some fairly loose conclusions about the possible effect of contextual factors on the way language is produced in this text and is received by its audience. (AO3)</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>Candidates make some link to the specified feature and language level and some terms are used appropriately; evidence, if any, is likely to be barely relevant or only loosely defined (not actually quoted, for example) and writing may at times obscure meaning. (AO1)</li> <li>Conclusions about the possible effect of contextual factors on the way language is produced and is received by the audience will be somewhat indistinct. There may be a vague sense of the text's purpose. (AO3)</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	0

**Indicative Content** – *Please note:* indicative content *indicates* possible points candidates might make, but this is not an exhaustive account. **Any valid response should be rewarded.**

Question	Guidance	Marks	Text features
<p style="text-align: center;"><b>2</b></p>	<p><b><i>‘The era of prescriptivism is dying.’</i></b></p> <p>Write a blog article for a website belonging to a recognised language expert which critically responds to this statement. You need to engage a reasonably well-educated audience with an interest in language change.</p> <p><b>AO5</b></p> <p>Candidates have to balance the mixed register of a blog article including informal address terms, colloquialisms, taboo lexis, and a manipulation of Standard English e.g. minor sentences/fronted conjunctions so as to convey humour/a distinct personal voice with the formality of academic arguments.</p> <p>Candidates need to critique the statement but there could be recognition of the other side of the argument. An effective blog article will be personal but will outline arguments with astute students possibly referring back to Text A as a potential exemplar of structure.</p> <p>In order to demonstrate flair and creativity for this AO, candidates could think of using an overarching metaphor linked to the topical language issue. An example could be a conceptual metaphor of war/disease or alternatively a sense of freedom from imprisonment.</p>	<p style="text-align: center;"><b>24</b></p>	<p><b>AO2</b></p> <p>The task can be approached from either perspective, although to adopt a position which simply agrees with the statement in the task is not likely to be engaging <i>critically</i> (as per the question) with the concept of prescriptivism and its effects on language.</p> <p>In order to sufficiently demonstrate knowledge and understanding for this topical language issue, candidates must show an understanding of the differences between prescriptivism and descriptivism; this should be the central debate within the response. Candidates should also consider the influence of language change drawing on suitable content learned from the syllabus with potential links to technology.</p>

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		<p><b>Below are some areas that could be covered:</b></p> <ul style="list-style-type: none"><li>• A focus on how the reference function of dictionaries has changed over the past 40 years; further exploration could delve into the irony of urbandictionary.com espousing a descriptivist agenda (including words considered 'not suitable' for more well-known dictionaries such as the OED) but is inherently prescriptivist through being a dictionary</li><li>• Political correctness and the freedom of speech argument e.g. the decision to enforce not using certain words because of their offensive historical connotations vs. freedom of speech</li><li>• Opinions on spoken varieties – how far do people still judge others on the way that they speak? How does RP still hold power and influence?</li><li>• Influence of technology – the irony of textspeak and non-standard forms of English as outlined by David Crystal being used on social media and then criticised by grammar pedants</li><li>• Influence of schools – how do certain schools banning certain words have an influence on the power ascribed to that word? If aware, could explore how teachers are required to speak in Standard English as one of the eight teaching standards</li></ul>
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There are a total of 24 marks available for **Question 2**.

Decide on a mark for AO2 out of 12, and then a separate mark for AO5 out of 12. Add the two marks together to reach a total out of 24 marks. It is possible that candidates may achieve different levels for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO2	Mark	AO5	Mark
6	<ul style="list-style-type: none"> <li>In their piece of writing, candidates show an assured knowledge and understanding of the specified concept and issue and its relevance to language use.</li> <li>Candidates engage critically with the specified concept and issue.</li> </ul>	11–12	<ul style="list-style-type: none"> <li>An expertly-constructed text showing, perhaps surprising, originality in making the piece appropriate to the form specified in the task.</li> <li>The use of appropriately chosen linguistic features shows flair and the writing precisely suits the audience defined in the task.</li> </ul>	11–12
5	<ul style="list-style-type: none"> <li>In their piece of writing, candidates show a good knowledge and understanding of the specified concept and issue and its relevance to language use.</li> <li>In their piece, candidates show that they can take a critical angle on the specified concept and issue.</li> </ul>	9–10	<ul style="list-style-type: none"> <li>A well-constructed text, which is appropriate to the form specified in the task.</li> <li>The use of appropriately chosen linguistic features shows skill and their writing suits the audience defined in the task.</li> </ul>	9–10
4	<ul style="list-style-type: none"> <li>In their piece of writing, candidates show an essentially sound level of knowledge and understanding of the specified concept and issue and its relevance to language use.</li> <li>Candidates show that they have some ability to think and write critically about the concept/issue.</li> </ul>	7–8	<ul style="list-style-type: none"> <li>A deliberately constructed text, which contains most of the main elements of the form specified in the task.</li> <li>There is clear use of appropriate linguistic features and the writing has been modulated to take account of the audience defined in the task.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>Their knowledge and understanding of the chosen language concept or issue is mostly accurate, although is likely to lack the depth needed to be convincing.</li> <li>In their piece of writing, candidates have addressed the specified concept/issue, although not critically.</li> </ul>	5–6	<ul style="list-style-type: none"> <li>A text which is attempting to match the task's purpose and which is at least recognisable as an example of the form specified in the task.</li> <li>There are some appropriate language features employed and some attempts have been made to take account of the audience defined in the task.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>Candidates' knowledge and understanding of the concept/issue is likely to have inaccuracies or be muddled.</li> <li>The language concept/issue is present in the piece although somewhat indistinct or confused.</li> </ul>	3–4	<ul style="list-style-type: none"> <li>A text which has some sense of the form specified in the task, but which leaves out key elements.</li> <li>There are some attempts to use appropriate language features, although probably not employing a register which suits the audience defined in the task.</li> </ul>	3–4

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<b>Level</b>	<b>AO2</b>	<b>Mark</b>	<b>AO5</b>	<b>Mark</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Candidates do not appear to understand the concept or issue but it is possible to see one or two points relating to it.</li> <li>• The language concept or issue will be just barely detectable in the piece.</li> </ul>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Candidates produce writing which has little sense of the specified task, although there may be one or two superficial features of the form specified in the task.</li> <li>• One or two appropriate language features may be present; the audience is not understood or addressed.</li> </ul>	<b>1–2</b>
<b>0</b>	<ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>• No response or no response worthy of any credit.</li> </ul>	<b>0</b>

**Indicative Content** – *Please note: indicative content indicates possible points candidates might make, but this is not an exhaustive account. Any valid response should be rewarded.*

Question	Guidance	Mark	Text features			
3	<p><b>Using appropriate linguistic concepts and methods, analyse the ways in which language is used in these two texts. In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>explore connections and variations between the texts</b></li> <li>• <b>consider how contextual factors contribute to the construction of meaning.</b></li> </ul> <p><b>AO3</b></p> <p>Clear contrast in terms of mode between the two texts both centred round the profession of policing. Text B is an extract from a transcript of conversation from the BBC</p>	36	<i>Phonetics, phonology and prosodics</i>			
			<b>Text B</b>		<b>Text C</b>	
			<ul style="list-style-type: none"> <li>• Accent features including substitution of /h/ fricative with /y/ approximant indicative of South Wales accent (<i>y'ere</i> for <i>here</i>)</li> <li>• Elision of 'and' to 'n' which is typical of the informalities of the regional accent</li> <li>• 'h' dropping is present from the police officer when he states '<i>ow</i> for <i>how</i></li> <li>• Emphatic stress is used by the narrator when he states '<i>wait for it</i>' to build up tension/anticipation for the audience</li> </ul>	<ul style="list-style-type: none"> <li>• Standard English is used throughout with no attempt at phonetic spellings.</li> </ul>		

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<p>television documentary series, <i>Countryside 999</i>, where the beginning of the text focuses on the police officer providing direct responses to the camera before detaining a man for driving whilst on his mobile phone and the ensuing conversation. There are certain sections of the transcript which are direct to camera (where indicated) which is in response to prompts from the broadcaster and are more planned than the police-offender interaction. Text B is largely a spoken text with a large number of informal constructions from the narrator, police officer and offender. Text C is a multimodal text, an extract from a leaflet on the process of becoming a police officer for prospective applicants. The discourse structure changes from a more generic focus on the first page to more specific 'policing competencies' on the second page under respective subheadings. The purposes of both texts are different with Text C aiming to inform and advise applicants on the process of becoming a police officer with a secondary purpose to influence/subtly persuade compared with the purpose of entertaining in Text</p>			
		<i>Lexis and semantics</i>	
		<b>Text B</b>	<b>Text C</b>
		<ul style="list-style-type: none"> <li>• Non-standard dialect features are used particularly by the police officer with the use of the quotative 'like' in '<i>I just been sat up there like</i>' demonstrating a degree of convergence with the offender/sense of familiarity with the dialect of the area</li> <li>• Narrator uses informal colloquialisms for effect '<i>get right up his nose</i>' and '<i>gotcha</i>' so as to reduce the social distance between the producers of the programme and the police officer featured/audience</li> <li>• Use of clipping '<i>gent</i>' and metonym '<i>thumb</i>' to purposefully distance the offender from the crime by elevating his status and concentrating on the body part completing the action rather than the individual</li> <li>• Use of qualifier '<i>little chat</i>' to reinforce positive approach of detaining</li> </ul>	<ul style="list-style-type: none"> <li>• Legalese register with use of French-Latinate lexis '<i>invited for a medical examination</i>', a form of power within discourse (Fairclough)</li> <li>• Legalese register contrasted with a more informal, colloquial register with second person pronouns and contractions '<i>you don't need to worry about these</i>' used to reassure the applicant about the procedure and offer positive guidance</li> <li>• Use of collocate noun phrases under specified competencies which will already be perceived as familiar to the applicant e.g. '<i>problem solving</i>', '<i>effective communication</i>'</li> <li>• A mixture of deontic and epistemic modal verbs: '<i>you will be assessed</i>' compared with '<i>you can talk to the force</i>' which impacts the degree of influential power exercised over the applicant</li> </ul>

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<p>B. These differing purposes allow for very different audiences with Text B aiming to attract a large number of general BBC viewers and Text C more precisely focused on appealing to prospective police officer candidates.</p> <p><b>AO4</b></p> <p>Although Text B is largely spoken, there are elements of more planned speech through the narrator's discourse which structures the extract throughout. Interestingly, the narrator's variety is informal and has many elements of non-standard English partnered with more standard English to provide contextual legal information for the viewer. Candidates can comment on how this discourse structure is crafted to match the documentary nature of the programme with segments to camera compared with the more spontaneous interaction between police officer and offender. This links to the purpose of the text which is to entertain and therefore a narrative of conflict is built between different participants which culminates in a resolution.</p>	<i>Grammar and syntax</i>	
	<b>Text B</b>	<b>Text C</b>
	<ul style="list-style-type: none"> <li>• Use of compound sentence forms by narrator to indicate more planned speech '<i>Geraint's on seatbelt patrol again but...</i>'</li> <li>• Incomplete minor sentences used by the police officer to camera '<i>blue van up ahead y'ere n' the gent's</i>' due to the pressures on the police officer pursuing the offender, liaising with colleagues and speaking to the camera</li> <li>• More incomplete forms are used by the police officer at the beginning of the interaction with the offender presumably because of the unfamiliarity with the interlocutor but the police officer's speech becomes more standard as the register becomes more legalese-oriented</li> </ul>	<ul style="list-style-type: none"> <li>• Passive voice constructions are used indicative of a legal register '<i>Appointment is subject to...</i>' to provide precise procedural information</li> <li>• Conditional complex sentences are used at the beginning of the text 'If your application is not successful...' to focus attention on the applicant rather than the force</li> <li>• Ellipted sentences are used in the 'Competencies' section with all sections under each subheading <i>beginning with present tense verbs e.g. 'communicates all needs' 'remains calm and confident'</i></li> </ul>
	<i>Discourse</i>	
<b>Text B</b>	<b>Text C</b>	
<ul style="list-style-type: none"> <li>• Narrator structures discourse throughout extract providing additional contextual information in relation to location '<i>back in Brecon</i>' and the law '<i>no valid MOT could mean the van is not roadworthy</i>'. These more factual signposts are complemented by opinion '<i>Grant's not having a good day</i>' to induce humour</li> <li>• Adjacency pairs are followed between the offender and the police officer with the latter framing the conversation through interrogatives '<i>what's your name sir?</i>'</li> <li>• Precise discourse markers are used by police officer '<i>in relation to the mobile phone</i>' to contextualise consequences from specific actions</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse markers are used throughout the first page favouring a chronological focus initially '<i>first</i>', '<i>the next stage</i>' before structuring the text according to advice/guidance e.g. '<i>typically</i>', '<i>note</i>'</li> <li>• Informal interrogative frames the 'Competencies' section with a change in register from the more precise formal one used on the first page with inclusive pronoun: '<i>What are we looking for in a police officer?</i>'</li> <li>• Anaphoric and cataphoric references are used throughout the text as clear signposting features '<i>you don't need to worry about <u>these</u></i>' and '<i><u>These</u> are the key competencies we are looking for</i>'</li> </ul>	

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	<p>Text C includes visual, spoken and written modes. Language features indicative of a spoken register are present reducing formality and reassuring reader which contrast with a legal register and more structured, multi-clausal sentences to indicate more prescriptive requirements. Candidates must be aware that the mode is multimodal and given the nature of the text's genre, a leaflet, it is expected to have a condensed yet informative register in order to advise as its purpose.</p>			
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There are a total of 36 marks available for **Question 3**.

Decide on a mark for AO1 out of 12, and then a separate mark for AO3 out of 12, and a separate mark for AO4 out of 12. Add the three marks together to reach a total out of 36 marks. It is possible that candidates may achieve different levels for each AO: allocate the mark according to the level of competency demonstrated for each AO individually.

Level	AO1	Mark	AO3	Mark	AO4	Mark
<b>6</b>	<ul style="list-style-type: none"> <li>Candidates apply a range of appropriate methods in an assured and systematic way, using appropriate terminology and writing in a secure academic register.</li> <li>They deftly establish and explore patterns of language use and can closely analyse incisively chosen evidence.</li> </ul>	<b>11–12</b>	<ul style="list-style-type: none"> <li>Candidates make discerning points about the possible effect of contextual factors on particular features of language, both in terms of production and reception.</li> <li>They perceptively evaluate their points, suggesting alternatives for how context might account for variations in language use.</li> </ul>	<b>11–12</b>	<ul style="list-style-type: none"> <li>Candidates selectively and methodically apply confident knowledge of appropriate linguistic concepts across both texts.</li> <li>Candidates compare particular linguistic features in the two texts, making illuminating connections between them which clearly establish some of the varied ways that language is used.</li> </ul>	<b>11–12</b>
<b>5</b>	<ul style="list-style-type: none"> <li>Candidates apply a range of appropriate methods to the texts in a systematic way, using appropriate terminology and coherent written expression.</li> <li>They establish patterns of language use and can analyse well-chosen evidence in some depth.</li> </ul>	<b>9–10</b>	<ul style="list-style-type: none"> <li>Candidates make strong and helpful points about relevant contextual factors, showing how context might affect language use, both in terms of production and reception.</li> <li>They show that they can weigh up how contextual factors might account for variations in language use.</li> </ul>	<b>9–10</b>	<ul style="list-style-type: none"> <li>Candidates methodically apply sound knowledge of appropriate linguistic concepts across both texts.</li> <li>Candidates compare linguistic features in the two texts, making helpful connections between them which show some of the ways that language varies.</li> </ul>	<b>9–10</b>

<b>Level</b>	<b>AO1</b>	<b>Mark</b>	<b>AO3</b>	<b>Mark</b>	<b>AO4</b>	<b>Mark</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Candidates apply some appropriate methods in a sound way, using mostly appropriate terminology and coherent if uneconomical writing.</li> <li>• Analysis is characterised by either a fairly limited number of well-developed points, with relevant evidence, or a larger number of valid supported points that lack depth.</li> </ul>	<b>7–8</b>	<ul style="list-style-type: none"> <li>• Candidates make some valid points about context, showing how contextual factors can affect language production and reception.</li> <li>• They come to some sound conclusions about how contextual factors could cause variations in language.</li> </ul>	<b>7–8</b>	<ul style="list-style-type: none"> <li>• Candidates apply accurate knowledge of linguistic concepts to language features in a way that is mostly appropriate, across both texts.</li> <li>• They make some comparisons of linguistic features in the two texts, making some connections between them which show ways in which language use varies.</li> </ul>	<b>7–8</b>
<b>3</b>	<ul style="list-style-type: none"> <li>• Candidates attempt to apply linguistic methods with some success, and terminology is at times appropriate; written expression contains some errors.</li> <li>• Analysis is uneven and is characterised by either scattered points that are supported with evidence or points which may have validity but are unsupported.</li> </ul>	<b>5–6</b>	<ul style="list-style-type: none"> <li>• Candidates make a few successful attempts at showing how basic contextual factors affect the way language is produced and received.</li> <li>• Conclusions drawn tend to be assertive and simplistic rather than weighed in the balance and are sometimes unconvincing; there may be an elementary sense of how context affects language variation.</li> </ul>	<b>5–6</b>	<ul style="list-style-type: none"> <li>• Candidates have a loose grasp of linguistic concepts and attempt to apply them to both texts, although sometimes unconvincingly.</li> <li>• They will make more general connections and will attempt to compare particular features but with only partial success.</li> </ul>	<b>5–6</b>

Level	AO1	Mark	AO3	Mark	AO4	Mark
2	<ul style="list-style-type: none"> <li>Candidates make a vague attempt to apply linguistic methods to the texts and some terms are used, with occasional appropriateness; writing is likely to contain errors which sometimes obscures meaning.</li> <li>One or two simple points are made, with little or tenuous evidence; assertive rather than analytical.</li> </ul>	3–4	<ul style="list-style-type: none"> <li>Candidates can comment on context, although this is unlikely to show proper grasp of production and reception and so is of very limited use.</li> <li>Evaluation of points is not happening in this level because there is no real exploration of language, but there may be one or two generalisations made about the effects of context on the language.</li> </ul>	3–4	<ul style="list-style-type: none"> <li>Where linguistic concepts are in evidence for each text, understanding is shallow and knowledge of them is likely to be muddled.</li> <li>Some loose connections between the texts are established in one or two places in the answer. These connections are likely to be simple matching and contrasting of features with very little demonstration of how language varies.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>Candidates struggle to apply the linguistic methods; terminology, if present, is inappropriate and accuracy of written expression is very limited.</li> <li>There may be the odd point made but there is no analysis with evidence.</li> </ul>	1–2	<ul style="list-style-type: none"> <li>One or at the most two references are made to the context with no link to language production or reception.</li> <li>Little or no attempt to draw conclusions about the effect of context on different uses of language.</li> </ul>	1–2	<ul style="list-style-type: none"> <li>Any knowledge of linguistic concepts is likely to be mostly inaccurate with perhaps a very vague sense of understanding both texts being present.</li> <li>The notion of comparison is essentially lost in this level. There may be one or two connections here and there but these do not help with notions of the varieties of language use.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>No response or no response worthy of any credit.</li> </ul>	0

H470/01

Mark Scheme

June 2019

**APPENDIX 1**

Assessment Objective weightings are given as percentages.

**Assessment Objectives Grid**

<b>Question</b>	<b>AO1%</b>	<b>AO2%</b>	<b>AO3%</b>	<b>AO4%</b>	<b>AO5%</b>	<b>Total%</b>
<b>1</b>	5	0	5	0	0	<b>10</b>
<b>2</b>	0	6	0	0	6	<b>12</b>
<b>3</b>	6	0	6	6	0	<b>18</b>
<b>Totals</b>	<b>11%</b>	<b>6%</b>	<b>11%</b>	<b>6%</b>	<b>6%</b>	<b>40%</b>

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