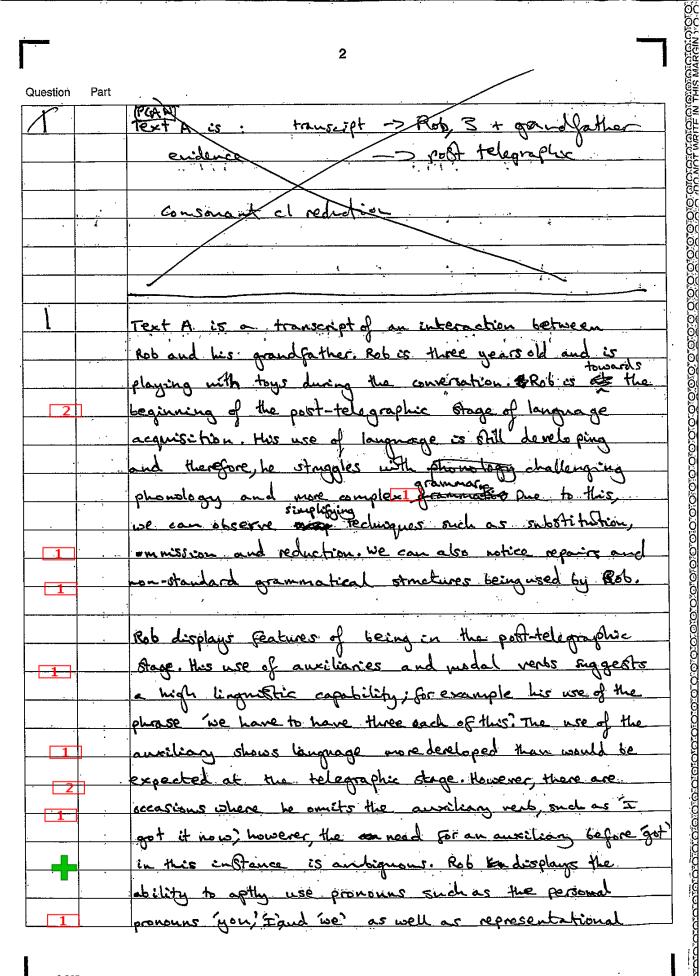# Candidate Marks Report

Series : 6 2018

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 :	Assessment Code : H470
Candidate No :	Component Code : 02
Candidate Name :	

Total Marks : **80 / 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:	H470/02
Paper Total:	80 / 80

Question	Total / Max Mark
1AO1	10 / 10
1AO2	10 / 10
2AO2	12 / 12
2AO3	12 / 12
3AO1	12 / 12
3AO3	12 / 12
3AO4	12 / 12

Question   Part

1

(PLAN)
Text A is :   transcript → Rob, 3 + grandfather
evidence   → post telegraphic

Consonant cl reduction

1

Text A is a transcript of an interaction between Rob and his grandfather. Rob is three years old and is playing with toys during the conversation. Rob is *towards* the beginning of the post-telegraphic stage of language acquisition. His use of language is still developing and therefore, he struggles with ~~phonology~~ challenging phonology and more complex [1] ~~grammatical~~ *grammar*. Due to this, we can observe *simplifying* ~~many~~ techniques such as substitution, omission and reduction. We can also notice repairs and non-standard grammatical structures being used by Rob.

Rob displays features of being in the post-telegraphic stage. His use of auxiliaries and modal verbs suggests a high linguistic capability; for example his use of the phrase 'we have to have three each of this'. The use of the auxiliary shows language more developed than would be expected at the telegraphic stage. However, there are occasions where he omits the auxiliary verb, such as 'I got it now'; however, the ~~can~~ need for an auxiliary before 'got' in this instance is ambiguous. Rob ~~to~~ displays the ability to aptly use pronouns such as the personal pronouns 'you', 'I' and 'we' as well as representational

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pronouns such as 'this'. According to ~~the~~ cognitive linguists such as Piaget and Clark, this only develops once the child understands the concept behind the lexis.

Rob's phonological development is that expected of his age, 3, and of the post-telegraphic stage, ~~grammatically~~. Rob does not struggle in the pronunciation of ^some complex structures such as 'caught' or 'three each'. However, he still ~~struggles~~ with some pronunciations of difficult ~~that~~ polysyllabic & words. The main example of this is 'balloons' which he pronounces '/buːns/' on all occasions in the transcript. This is an example of clipping, whereby he omits the phoneme in the middle of the word; in this case 'll' to form an easier word to pronounce. Similarly, Rob uses consonant cluster reduction as a technique to pronounce a word he cannot pronounce ~~s~~ standardly. For example when trying to say 'snap', Rob says '/sæp/' where he has reduced the consonant cluster from /sn/ to /s/, reducing it to avoid the phonologically difficult to produce sound at the beginning of the word.

There is evidence that Rob makes errors, however, on the occasion of a grammatical tense conjugation error, he corrects himself much like an adult speaker would, in the form of a repair. He says 'here we all going (.) go' where he emphasises his correction. While nativist linguists namely Chomsky, would claim that this is similar to a virtuous error and proof of an innate language acquisition device, I argue that this is evidence of

Question	Part	

simply a mistake in tense choice, which he mends. This is more likely to be a case of the overextension of grammatical trends due to the previous utterance containing a gerund; 'are coming'. This would make the mistake of using the present participle at the end of the next utterance aswell.

Similarly, Rob displays assimilation in his phonology. This is seen through his ~~pronunc~~ pronunciation of 'three' as /fiː/. While on its own this appears to be substitution, where he has replaced a harder to pronounce phoneme with a softer and therefore easier one, this is actually assimilation with 'four'. We have seen earlier that Rob can aptly pronounce the number 'three' as he does earlier, therefore he is struggling with the words 'three' and 'four' in the same utterance and therefore ~~replacing~~ pronouncing the start of 'three' as if it were the start of 'four' as /fiː/.

Rob uses grammatically, lexically and phonologically advanced language, placing him in the post-telegraphic stage of child language acquisition. His ~~the~~ language enables him to negate, using 'no' and express his wants through regulatory language, according to Halliday. Rob still displays features of children's language, such as his use of addition to make dog 'doggie'. However, his development allows for a complex discourse including the continous present tense and the use of auxiliary verbs.

Question	Part	
2		PLAN → Power + tech → synth p → Fairclough / Wareing
2		
2.		Text B is an extract of an online article from the BBC website's advice and information on web usage section. Produced in 2012, this article was; and still is; open for the general public to view. The article shows how the writer builds power in order to influence the audience to follow the advice given. This is done in many ways through their linguistic techniques.
		The article has a bar which says who it was written by and the date. Here, however, they have put 'WebWise Team' instead of the name of the writer. This is a form of metonymy as the whole unit; the whole team has been used instead. This is done to increase the power status of the producer in the eyes of the receiver. In turn, that is important in order for them to listen to their advice. The writer then refers to a collective group 'we'. The use similarly of the 1st person plural personal pronoun when giving a definition gives the body (the team) more instrumental power. This is because it assigns them expert power, according to Wareing, this is when someone has power derived from their superior knowledge on a topic. In this case, the writer has superior knowledge as they are able to define a term, 'spyware' is the name we give'. Their labelling power elevates their apparent expert power.

Question	Part	

This expert power establishes them as a reliable source for advice and information. The writer needs to have sufficient influential power to persuade the audience to follow the advice. Therefore, they make use of synthetic personalisation. This is Norman Fairclough's theory of how mass-produced discourse builds a relationship between the producer and reciever even though there may be thousands of recievers. This is achieved through the use of personal and emotive lexis; namely the use of the 2nd person personal pronoun 'you' and the possessive pronoun 'your'. This creates the relationship and therefore assigns the writer more power to influence the audience.

Once this relationship is formed, the writer has the power to advise the audience, and the discourse is clearly an asymmetrical power interaction; where the writer is in control as they have information wanted by the audience which they could withhold. The giving of advice in the form of a list creates the expected discourse structure of a recipe or instructions. The use of the discourse markers 'firstly' and 'secondly' form an imperative and non-optional tone. This tone is further developed through the use of epistemic and deontic modal auxiliary verbs such as 'you have to' and 'you should'. These are more serious verbs which pragmatically imply modality.

The writer uses grammatical sentence structure to prove their point and to acheive their aim of influencing the audience to alter their online behaviour. One of

Question	Part	

these techniques is the use of pre-modification of many nouns and adjectives. The modification of 'information' with 'confidential' makes the situation be percieved as more serious with worse consequences due to the connotations of 'confidential'. Similarly the modification of 'spyware' with the adjective 'malicious' perjorates the scenario. The use of the adjective 'malicious' also acts as personification as only living beings can be malicious. On the opposite side of their argument, they use pre-modification such as 'without really slowing down' and 'generally do' in order to positively influence the audience.

Another way the writer uses sentence structure to influence is through their use of simple, and short sentences. The use of the ~~basic simple~~ structure of the sentences 'Firstly, don't unwittingly install it.' and 'Secondly, you can install an anti-spyware tool.' enable the writer to present these ~~solutions~~ so as simplistic. Although those are not simple sentences, they contain a subordinate clause of the discourse marker in each instance, they are short and uncomplicated making the effect similar to a short simple sentence. Therefore, making the contents of it more appealing.

In conclusion, the text makes use of many techniques in order to influence the audience to follow it's advice. The need to establish power before asserting it leads to the use of synthetic personalisation and imperatives. The text is also about technology and as such makes reference to field-specific concepts, however, the defining of such

Question	Part	
2		jargon further establishes the power of the producer.
2		The use of headers enables a logical format typical
3		of an online article and presents all of the aforementioned
		techniques as thoroughly considered and the advice as
		viable.

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3		PLAN

19th century | Similarities? / Direct comp | 21ˢᵗ century
• Treaty | | • online article
• a clinic | | • modern collocations
• CFL | Native | ↳ metaphorical lang
• Complex Phrases | "the indians" | • Morphological Deriv
  Sentences | "Native Americans" | ↳ broadening
  | | ↳ neologisms
  | | ↳ abbreviations
Plain language | | ↳ conversion
  | | ↳ back formation
  | | ↳ initialisms
• Complex complex/compound | | • Simple sentences
  sentences

Text D and text E

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3 [4]

Text C and text D are both written-mode texts about the relationship between the United States of America and those who we now refer to as Native Americans. However, text C is from the 19th century, while text D is from the 21ˢᵗ century. We can therefore observe how its language has developed in the time between the two dates of production. However, the genres of the two texts must also be considered in their analysis. This is because while **[3] [+]** text C is an official, government document, text D is an online article posted on a US website. This means **[1]** that their registers are contrasting; while text C is very formal, text D is relatively informal.

[1] Text C uses many low-frequency lexical terms. This is due to two fundamental reasons. The first is that **[3]** it is a text from two centuries ago, and therefore, different

language will have been used which has since changed through semantic shift and popular use as well as social changes. The second is that it is a highly formal text, at government level. What is written in such a formal text is not necessarily what was commonly spoken at the time; earlier, in the 15th century and before, Latin was used to write with in formal settings such as government documents, however it was not commonly spoken. Text C uses archaic lexis such as 'hereto' and 'therewith' as well as 'herein'. Over time, these words have been replaced leaving them unused and archaic. In contrast, text D makes use of neologisms which were not coined at the time of text C. Neologisms such as 'Twitter' and 'video' only arose during the technological revolution as they refer to things which did not exist. As well as these neologisms, many words underwent morphological derivation whereby they change meaning and form; For example the word 'screenwriting' is a compound word made up of screen and writing. The verbs 'shared' and 'liked' underwent broadening, a semantic shift, whereby they took on new meanings. They were then narrowed and applied more specifically to social media.

The use of low frequency lexis in text C also illustrates the social changes which have occurred between the 19th and 21st centuries. This is due to political correctness. Text C uses the term 'the Indians' whereas text D uses 'Native Americans'. This is due to what is generally accepted as politically correct. Terms are constantly

Question	Part	

changing and Sapor-Worph would agree that this in turn influences our society and the way we think. As such, the use of the term 'native Americans' will perhaps minimise the discrimination against them in the society; while the use of 'Indians' distinguishes them as not "Americans."

The grammatical differences between the two texts can be said to show the informalisation and personalisation of written english. Although prescriptivists such as Johnson and Swift would argue that it "corrupts" our language, I would agree with David Crystal and the descriptivist view that it "makes our language more creative" and in turn powerful. These grammatical differences illustrate the creative linguistic difference between the times aptly. Text C uses complex and compound sentences. The two last paragraphs are constituted of only one sentence each. The use of such complex grammatical structures is itself almost archaic. These very ~~so~~ elaborate structures use the conditional 'if' along with the modal obligatory verb 'shall' in the subjunctive mood. This is also very infrequent in modern english. In contrast, text D uses a variety of sentence types. It uses the incomplete grammatical sentence 'And they won.' as a paragraph on its own. This allows the writer of D to be more creative and to vary their structures as desired. The use of 'And they won.' as a paragraph in itself stands out and draws the focus of the audience to the ~~s~~ line.

~~Another significant difference between text C and text D is~~ ~~that~~ ~~the amount of detail and specifity of the two texts. Text C goes into extreme detail, listing all of the names and all premises.~~

Text C uses formal expressions which are low frequency and associated with faith or moral obligation. One such example is 'From this day forward'. ~~It is compa~~ In comparison, text D uses metaphorical language such as 'a taste of justice'. This difference between the linguistic style of the 19th and 21st centuries links back to the concept of creativity. The idea that we have adapted language to enable us to be more creative is supported by the differences in these two texts.

~~In conclusion~~

We must however, note that the formality of text C compared to the informal and personal nature of text D due to their purposes, challenges the certainty of any claim we make regarding language change. The purpose of text C is legal upkeep while the purpose of text D is to inform and be read. This means that if we were to find an example of a modern-day treaty, low frequency lexis is likely to appear. Nevertheless, the difference in grammatical variation and the use of neologisms versus archaic lexis is an indisputable difference between the two texts. ~~There~~ language change is evident between the two texts.

Off Page Comments

Item Name	Comment
1AO1	The response makes assured reference to wide range of language features with well selected examples and focused analysis. It is enhanced by consistently accurate use of wide range of terminology in secure academic register. There is assured reference to stages of development with effective exploration of well selected examples. Discerning/perceptive links to theories/concepts are made with assured understanding of the relationship between theory/practice.
3AO1	The response applies a wide range of appropriate methods in an assured way using a secure academic register. The response establishes and explores patterns of language use and analyses evidence incisively. The response includes discerning points about contextual factors of production/reception. The response demonstrates perceptive conclusions about the effect of context on different uses of language and ability to suggest alternatives. The response demonstrates selective and methodical application of confident knowledge/concepts. The response compares with illuminating connections.
2AO2	The response shows assured knowledge and understanding of language concepts and issues. There is critical engagement in analysis of text's patterns of language use. Discerning exploration of a wide range of contextual factors/language features is evident alongside discussion of how they are associated with construction of meaning. There is perceptive evaluation of how contextual features inherent in the text contribute to and are associated with construction of meaning.