



Oxford Cambridge and RSA

A Level English Language and Literature (EMC)

H474/01 Exploring non-fiction and spoken texts Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour

You must have:

- The OCR 12-page Answer Booklet

INSTRUCTIONS

- Use black ink.
- Complete the boxes on the front of the Answer Booklet.
- Answer **all** the questions.
- Write your answers to each question on the Answer Booklet.
- Write the number of each question you have answered in the margin.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **32**.
- The marks for each question are shown in brackets [].
- This document consists of **8** pages.

Read the **two** text extracts and **answer the question**.

Text A from the anthology is a transcript of the BBC TV commentary at the Sochi Winter Olympics in February 2014. The two male commentators are watching the final of the men's halfpipe snowboarding event.

Text B is an extract from an article on the BBC's website. It is also about the Sochi Winter Olympics in February 2014.

- 1 Carefully read the **two** texts and compare the ways in which the speakers in **Text A** and the writer in **Text B** present the event.

In your answer you should analyse the impact that the different contexts have on language use, including for example, mode, purpose and audience.

[32]

Specimen

Text A

- ED LEIGH: The eyes of the world are on this man. The king of snowboarding. His throne is under threat. Shaun White gets the 'yeah Shaun' from Bud Keene, the man who stood by his side over the last eight years through every Olympic cycle.
- TIM WARWOOD: Sit back and watch this.
- ED LEIGH: Can Shaun White handle the pressure? Huge backside air. Bit of a sketch there. Front side 1080. That was ... oh, he's gone down!
- TIM WARWOOD: Oh, it was good, it was really high. It wasn't as good. He wanted the double there. He sat down on that.
- ED LEIGH: But he's gone for the Double McTwist. He's landed that one as well – enormous backside rodeo.
- TIM WARWOOD: Oh how did he land that?
- ED LEIGH: That's against the laws of physics.
- TIM WARWOOD: He had no business landing that.
- ED LEIGH: He had no business. Now the replay... the replay is key. This is by no means clear cut.
- TIM WARWOOD: I think the judges... well the judges don't get a chance here now. They don't get the luxury of having the replays that we've just seen.
- ED LEIGH: Now Shaun is claiming this. I think he deserves to claim the fact he survived the run, but I don't think that was a clear. This is not a clear cut decision by any means.
- TIM WARWOOD: I think that was Shaun's attempt at swaying the judges' decision there.
- ED LEIGH: He actually looked into the judges' booth as well.
- TIM WARWOOD: Right.
- ED LEIGH: This is it. This is it the third hit. How badly does he sit down here?
- TIM WARWOOD: Well, he gets the grab.
- ED LEIGH: His bum was on the snow there.
- TIM WARWOOD: Ooh, I don't know.
- ED LEIGH: The strength required in his legs to pick that up.
- TIM WARWOOD: It's undeniable how talented this boy is but.
- ED LEIGH: I tell you what – this was more like magic than snowboarding. How he got away with this I have no idea.
- TIM WARWOOD: Alley-oop.

- ED LEIGH: Interestingly, there's a lot of boot grabs in there. And that.
- TIM WARWOOD: Well it wasn't a clean landing that. It's not...
- ED LEIGH: He's yanking his fist away from the snow.
- TIM WARWOOD: It's not enough. It's not enough in my opinion. Let's wait for the scores.
- ED LEIGH: 90.25. Shaun White has missed out on a medal. Not just a gold medal, he has missed out on a medal. In bronze medal position Taku Hiraoka. In silver medal position Ayumu Hirano, the 15 year old Japanese rider. But with the gold medal Louri Podladtchikov.

Specimen

Text B

United States snowboarder Shaun White failed to secure a historic third consecutive Winter Olympic halfpipe gold, finishing fourth in Sochi.

Japanese duo Ayumu Hirano, 15, and Taku Hiraoka, 18, took silver and bronze.

White, 27, who withdrew from the slopestyle event last week, crashed in the opening round of the final before scoring 90.25 in the second.

The 13-time Winter X Games champion joined fellow snowboarders in complaining about the condition of the Sochi halfpipe course ahead of the final – claiming it was “far from perfect”.

However, after an impressive qualifying display on Tuesday morning – in which he scored a stunning 95.75 - he told BBC Radio 5 Live that the halfpipe was riding “much smoother”.

And following the loss of his title, he vowed to return in 2018 to reclaim his Olympic crown.

“It’s tough – I really wanted to win tonight but it wasn’t my night and I just couldn’t land what I needed,” said White on BBC 5 Live.

“I’m going to go and see my family and try to do whatever people do in this situation.

There was a bit of expectation and pressure but I do that to myself anyway. I just need to go away and think about what happened.

The last thing I want to think and speak about at the moment is the next Olympics as this has just happened, but I would love to go to another.

It was an honour to be here and part of it and I would love to be there [in 2018] – but as for now, that is a long way off.”

White had tipped Switzerland’s Podladtchikov as a major contender for the Sochi Olympic title and was proved right.

The world champion snowboarder, who represented Russia at the 2006 Games before switching to Switzerland for the 2010 Vancouver Olympics, held off the challenge of Japan’s rising stars Hirano – who became the youngest Olympic medallist on snow – and Hiraoka.

“I feel like I’m fainting, I haven’t eaten much, I really can’t believe it,” said Podladtchikov, who is known on the snowboarding tour as ‘I-Pod’.

“Everything came together exactly the way I planned it five minutes before and it’s weird because it never usually works out. In this one it really felt like there was no fighting (to pull off tricks) at all, it felt like it was all meant to be.

And I was in the position where I was throwing down my hardest tricks with ease. There are no words for that.”

Hirano and Hiraoka became Japan's first snowboard Olympic medallists and are set to be contenders for major honours for many years to come.

Britain's Dom Harington, 29, and Ben Kilner, 25, failed to qualify. Kilner finished 16th in his heat after a score of 43.50 and Harington, who fell on both of his runs, came 20th in his section with a score of 37.25.

Ireland's Seamus O'Connor scored 71.50 in his heat to move into the semi-finals, although he then registered efforts of 54.00 and 43.00 and missed out on the final.

Specimen

Specimen

Specimen

Copyright Information:

Adapted from: Hope, N. (11 February 2014). BBC. Sochi 2014: Shaun White loses halfpipe title to Podladtchikov. Available: <http://www.bbc.co.uk/sport/0/winter-olympics/26057167>.

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...day June 20XX – Morning/Afternoon

A Level English Language and Literature (EMC)

H474/01 Exploring non-fiction and spoken texts

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 32

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this component. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to Scoris and mark the [insert number] practice responses (“scripts”) and the [insert number] standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Scoris 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, by email or via the Scoris messaging system.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option.
8. Award NR (No Response)
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: award 0 marks - for an attempt that earns no credit (including copying out the question).
9. The Scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the Scoris messaging system or e-mail.
10. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support. Your report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
11. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer.
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

12. Annotations

Annotation	Meaning

Subject-specific marking instructions

Candidates answer Question 1. Assessment objectives AO1, AO2, AO3 and AO4 are assessed in this question.

The question-specific notes on the task provide an indication of what candidates are likely to cover in terms of AOs 1, 2, 3 and 4. The level descriptors are organised with the dominant assessment objective first; for this question, AO4 followed by AO1, AO3 and AO2. The notes are neither prescriptive nor exhaustive: candidates should be rewarded for any relevant response which appropriately addresses the Assessment Objectives.

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 **Instructions for Examiners**.

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

Awarding Marks

- (i) There is one question worth 32 marks.
- (ii) Award a single overall mark out of 32, following this procedure:
- refer to the question-specific Guidance for descriptions of Higher and Lower response and indicative content
 - using 'best fit', make a holistic judgement to locate the answer in the appropriate level descriptor
 - place the answer precisely within the level and determine the appropriate mark out of 32 considering the relevant AOs
 - bear in mind the weighting of the AOs, and place the answer within the level and award the appropriate mark out of 32
 - there should be clear evidence of candidates' response to AO4, AO1, AO3 and AO2. If a candidate does not address one of the assessment objectives they cannot achieve all of the marks in the given level.

Mark positively. Use the lowest mark in the level only if the answer is borderline / doubtful.

Use the full range of marks, particularly at the top and bottom ends of the mark range.

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

AO1	Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.
AO2	Analyse ways in which meanings are shaped in texts.
AO3	Demonstrate understanding of the significance and influence of contexts in which texts are produced and received.
AO4	Explore connections across texts informed by linguistic and literary concepts and methods.
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.

WEIGHTING OF ASSESSMENT OBJECTIVES

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

Component	% of A Level					
	AO1	AO2	AO3	AO4	AO5	Total
Exploring non-fiction and spoken texts (01)	4%	3%	4%	5%	0%	16%
The language of poetry and plays (02)	9%	12%	8.5%	2.5%	0%	32%
Reading as a writer, writing as a reader (03)	9%	11%	5%	0%	7%	32%
Independent study: analysing and producing texts (04)	3%	4%	2.5%	4.5%	6%	20%
Total:	25%	30%	20%	12%	13%	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.

The weightings for the assessment objectives are:

AO4 5.0%

AO1 4.0%

AO3 4.0%

AO2 3.0%

Total 16%

The dominant assessment objective is AO4 Explore connections across texts informed by linguistic and literary concepts and methods.

Answers will also be assessed for AO1, AO3 and AO2.

Answers should explore connections across the texts, considering similarities and differences, informed by linguistic concepts and methods (AO4). They should develop a coherent argument, using relevant concepts and methods from linguistic and literary study and associated terminology (AO1). Answers should be developed with reference to contextual factors (AO3) and explore the ways speakers and writers shape meanings (AO2). The criteria below are organised to reflect the order of the dominant assessment objectives.

A response that does not address any one of the four assessment objectives targeted cannot achieve all of the marks in the given level.

Level 6: 32–27 marks	
AO4	Excellent and detailed exploration of connections across texts informed by linguistic and literary concepts and methods.
AO1	Excellent application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Consistently coherent and fluent written expression and apt and consistent use of terminology relevant to the task and texts.
AO3	Perceptive understanding of the significance and influence of the contexts in which texts are produced and received.
AO2	Excellent, fully developed and detailed critical analysis of ways in which meanings are shaped in texts.

Level 5: 26–22 marks	
AO4	Clearly developed exploration of connections across texts informed by linguistic and literary concepts and methods.
AO1	Secure application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Consistently clear written expression and appropriate use of terminology relevant to the task and texts.
AO3	Clear and relevant understanding of the significance and influence of the contexts in which texts are produced and received.
AO2	Clear and well developed critical analysis of ways in which meanings are shaped in texts.

Level 4: 21–17 marks	
AO4	Competent exploration of connections across texts informed by linguistic and literary concepts and methods.
AO1	Competent application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Generally clear written expression and mainly appropriate use of terminology relevant to the task and texts.
AO3	Some understanding of the significance and influence of the contexts in which texts are produced and received.
AO2	Competent analysis of ways in which meanings are shaped in texts.

Level 3: 16–12 marks	
AO4	Some attempt to explore connections across texts informed by linguistic and literary concepts and methods.
AO1	Some application of relevant concepts and methods selected appropriately from integrated linguistic and literary study. Generally clear written expression with occasional inconsistencies and some appropriate use of terminology relevant to the task and texts.
AO3	Some awareness of the significance and influence of the contexts in which texts are produced and received.
AO2	Some analysis of ways in which meanings are shaped in texts.

Level 2: 11–7 marks	
AO4	Limited attempt to make connections across texts informed by linguistic and literary concepts and methods.
AO1	Limited attempt to apply relevant concepts and methods from integrated linguistic and literary study appropriately. Some inconsistent written expression and limited use of terminology relevant to the task and texts.
AO3	Limited awareness of the significance and influence of the context in which texts are produced and received.
AO2	Limited analysis of ways in which meanings are shaped in texts.

Level 1: 6–1 marks	
AO4	Very little attempt to make connections across texts informed by linguistic and literary concepts and methods.
AO1	Very little attempt to apply relevant concepts and methods from integrated linguistic and literary study appropriately. Inconsistent written expression and little use of terminology relevant to the task and texts.
AO3	Very little awareness of the significance and influence of the contexts in which texts are produced and received.
AO2	Very little analysis of ways in which meanings are shaped in texts.

0 marks: no response or response not worthy of credit.

Question	Response	Marks	Guidance
1	<p>Text A from the anthology is a transcript of the BBC TV commentary at the Sochi Winter Olympics in February 2014. The two male commentators are watching the final of the men’s halfpipe snowboarding event.</p> <p>Text B is an extract from an article on the BBC’s website. It is also about the Sochi Winter Olympics in February 2014.</p> <p>Carefully read the two texts and compare the ways in which the speakers in Text A and the writer in Text B present the event.</p> <p>In your answer you should analyse the impact that the different contexts have on language use, including for example, mode, purpose and audience.</p> <p>A higher level response (levels 4 to 6) will:</p> <p>AO4 Make explicit comparisons between texts, aware of both similarities (e.g. both texts involving professional reporters for BBC audience) and differences.</p> <p>AO1 Use vocabulary and terminology appropriately, referring to a range of language levels, including grammar and discourse, e.g. interrogative, imperative, ellipsis, subordinate clauses, distribution of turns, terms of address, deixis. Express ideas fluently and coherently, with a wide vocabulary.</p>	32	<p>The indicative content shows an integrated approach to the four assessment objectives. AO4, AO1, AO3 and AO2.</p> <p>Phonology: e.g. non-verbal sounds in spoken commentary, <i>oh, Ooh, Alley-oop</i> – spontaneous reaction, not occurring in written article. Also tone of voice, stress and emphasis can be heard, but not read.</p> <p>Lexis: e.g. subject-specific lexis, <i>backside air, front side 1080, Double McTwist, backside rodeo</i>, in spoken commentary as watcher/listener sees it happen. Whereas in the written report, <i>halfpipe, slopestyle</i> only, because reader can’t see and the moves are not so important in retrospective account. Colloquial lexis in spoken commentary, <i>bit of a sketch, gets the grab, his bum, yanking his fist</i>. Whereas colloquialisms only in quoted spoken words of White in written article, <i>it’s tough</i>. The writer’s language is more planned, formal style overall.</p> <p>Semantics: e.g. figurative language / journalese / clichés in both written and spoken because common BBC reporters’ language, <i>eyes of the world, throne’s under threat, stood by his side, more like magic vs. claimed victory, major contender, held off challenge, rising stars</i>. Hyperbole in both, but more excitement in live broadcast, <i>against the laws of physics, he had no business..., more like magic than snowboarding v. this is history, stunning</i>.</p>

Question	Response	Marks	Guidance
1	<p>AO3 Understand the significance of a range of contextual factors, e.g. impact of on-the-spot account vs. retrospective; collaborative text vs. monologue.</p> <p>AO2 Explore the ways the speakers and writer use language to achieve their purposes for their respective audiences, e.g. interaction between commentators and with audience vs. more detached tone of article, the focus on US competitor, need to convey excitement of event, assumption of knowledge of sport.</p> <p>A lower level response (levels 1 to 3) will:</p> <p>AO4 Make general comparisons between spoken and written language, e.g. spontaneous vs. planned; informal vs. formal.</p> <p>AO1 Use some appropriate terminology, mainly at level of word choice, e.g. slang, jargon, repetition.</p>		<p>Grammatical features may include:</p> <p>Sentences: Spoken transcript uses a variety of sentence types apart from declaratives, as it is more interactive with present audience and co-presenters – imperative (<i>sit back and watch this</i>), interrogative (<i>Can Shaun White handle this?</i>) Rhetorical question (<i>How did he land that?</i>) Exclamations (<i>Oh he's gone down!</i>), if not structurally exclamatives, (e.g. <i>how talented this boy is</i>). Written article all declaratives, as it is providing information, with no interaction with reading audience.</p> <p>Many simple sentences in spoken transcript e.g. <i>His bum was on the snow there</i>; none in article, even for emphasis. Some elliptical / minor / unfinished sentences in spoken transcript e.g. <i>huge backside air... bit of a sketch there</i> but not many, as professional, public mode. Article only once uses ellipsis, even in quoted speech: <i>And following the loss of his title, he vowed to return</i>. Occasional repetition in spoken commentary e.g. <i>Now the replay ... the replay is key</i>. Though spontaneous, they are experienced public speakers.</p> <p>Compounding / co-ordinating conjunctions: and, but (or) are common in spoken language, so often occur in transcript and in quoted speech in article, but not in writer's more planned language. Complex sentences more common in written article with subordinate clauses, often relative clauses and parenthetical, e.g. <i>White, 27, who withdrew from the slopestyle event last week, crashed</i>. Occasional subordination in spoken language, e.g. <i>I think he deserves to claim the fact he survived the run</i>.</p>

Question	Response	Marks	Guidance
1	<p>AO3 Recognise and make some use of an understanding of the differences between spoken and written mode and how that affects the language used to report on a sporting event for BBC.</p> <p>AO2 Examine some ways this affects the language use in each text, e.g. two speakers vs. one writer; excitement in one vs. report after result; both using jargon from sport.</p>		<p>Nouns and pronouns: Pronoun subjects often 1st person in spoken transcript, but only 3rd person <i>he</i>, in written article, as writer remains ‘invisible’ unlike personal touch of commentators. Nouns not pre-modified (by adjectives etc.) in spoken commentary, except rarely <i>a clear-cut decision</i>. Complex noun phrases with pre-modification in written article e.g. <i>a historic third consecutive Winter Olympic halfpipe gold</i>. Time needed to plan. News journalism needs to pack much information into brief space.</p> <p>Adverbs: Adverbials as hedges / fillers e.g. <i>really, actually just</i> vs. only in quoted speech: <i>really, just, a bit of</i>, but none from writer – more formal register not using features of spontaneous spoken language. Adverbs to initiate spoken utterance e.g. <i>interestingly</i> vs. written article <i>however</i> and occasional fronted adverbial <i>after an impressive... following the loss of...</i></p> <p>Discourse: Length (longer) and distribution of turns (initiating and concluding turn) show relative status of commentators. Article opens with summary of main point of story from point of view of Shaun White; ends with summary of actual medal winners suggesting lesser emphasis. Terms of address: full name vs. first name vs. surname of competitors suggest ‘<i>Shaun</i>’ is known on more intimate / equal terms than others. Discourse markers indicate change of topic, start of new turn in spoken language e.g. <i>well, now, right</i>. Deixis referring to outside situation is possible in spoken language, as context is apparent, e.g. <i>it, here, now, there, that, he</i>. In the written article, use of this only occurs to refer back to previous clause naming person.</p>

Appendix 1

Assessment Objective weightings are given as percentages.

Assessment Objectives Grid

Question	AO1%	AO2%	AO3%	AO4%	AO5%	Total%
1	4	3	4	5	0	16%
Totals	4%	3%	4%	5%	0%	16%

Specimen

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