

OCR

Oxford Cambridge and RSA

A Level English Language H470/01 Exploring language Sample Resource Booklet

Date – Morning/Afternoon

Version 1.2

Time allowed: 2 hours 30 minutes

You must have:

- The Question Paper
- The OCR 12-page Answer Booklet

INSTRUCTIONS

- The materials in this Resource Booklet are for use with the questions in **Section A** and **Section C** of the Question Paper.

INFORMATION

- This document consists of **8** pages. Any blank pages are indicated.

The material in this Resource Booklet relates to the questions in the Question Paper.

Contents	Pages
Section A – Language under the microscope	
Text A: Guardian article	3
Section C – Comparing and contrasting texts	
Text B: Friday Night with Johnathan Ross	4–5
Text C: Nerd do Well	6

Section A – Language under the microscope

Text A

Text A is an extract from a column in the *Guardian* online newspaper written by Charlie Brooker. He writes a humorous opinion piece every week on a subject of his choice. The article was published on 20 December 2010.

The screenshot shows the top navigation bar of the Guardian website. It features a dark blue background with white text and icons. On the left, there are links for 'sign in' (with a person icon), 'subscribe' (with a person icon), and 'search' (with a magnifying glass icon). On the right, there are links for 'jobs', 'soulmates', 'more' (with a dropdown arrow), and 'edition: UK' (with a dropdown arrow). The Guardian logo is prominently displayed in the center-right. Below the logo, there is a horizontal navigation bar with links for 'UK', 'world', 'sport', 'football', 'comment', 'culture', 'economy', 'life', 'fashion', 'environment', 'tech', 'money', and 'travel'. A 'home' link is also present. A 'comment is free' banner is visible below the navigation bar.

How to cut tuition fees

Charlie Brooker



We should teach only the useful stuff: scavenging, strangling and how to operate a water cannon

Monday 20 December 2010 00.05 GMT

You can't put a price on a good education. Except, actually, you can - and it turns out that price is just over £9,000 a year.

Unsurprisingly many students are furious at the hike in tuition fees; but apart from shouting about it or trying to smash the Treasury to bits with sticks, what practical steps can we take to make education more affordable?

Nine thousand pounds a year sounds like a lot - but actually, it's shitloads. Yet it turns out that if you divide shitloads by 52, it comes out at around £173 a week, which sounds more achievable. Especially if your course only lasts seven days. So let's only provide week-long courses.

Obviously, to compress a three-year course into one week, the field of study will have to be streamlined a bit. Whittled down. Reduced to a series of bullet points. But in many cases, that's an advantage.

Take history. There's already far too much of it. In fact, mankind is generating a "past mountain", which grows 24 hours in size every single day. No one can be expected to keep all of that in their head. There simply isn't room. Even award-winning historians will be lost for words if you unexpectedly leap out in front of them and demand they list everything that happened on, say, 6 July 1919, before the special quiz music ends, especially if they thought they were alone in the house.

So instead of studying the whole of human history, why not focus on a concentrated period, such as the most exciting five minutes of the second world war? That way you just get the fun bits with the machine guns and everything, and there's none of that boring exploration of the "consequences" or the "causes" or "how we can stop it happening again". The philosopher George Santayana famously remarked that those who forget history are condemned to repeat it. But if you *have* forgotten history, you won't know you're repeating it - so it won't matter. And you won't have heard of George Santayana, either. Which is just as well, because, to be honest, he sounds like a bit of a smart arse.

Section C – Comparing and contrasting texts

Text B

Text B is a transcription taken from the chat show *Friday Night with Jonathan Ross*, broadcast on BBC One in September 2007. Simon Pegg is an actor, writer and comedian and Jonathan Ross is the chat show host and comedian. It is a part of an eight minute segment in the show, which at the time had a wide audience of around seven million viewers.

Ross: you're very are you **genuinely** nerdy or is it something that you've acquired over the years d'you think

Pegg: I'm I'm geeky not nerdy

Ross: is there what's the difference

Pegg: I think I was having this discussion the other day with with Jessica Stevenson who I did Spaced with and she

Ross: who is a brilliant comic actress

Pegg: amazing comic actress incredibly talented (1) err she was we were talkin' about the differences between geeks and nerds and I think err (1) a geek is like an enth an enthusiast someone (.) you're

Ross: // oh yeah

Pegg: a geek and ha - have admitted it so you're a big comic book fan you know your stuff whereas a nerd is someone who's a little bit more sort of you know just the spekky idiot

Ross: socially inept

Pegg: socially inept

Ross: socially inept is a nicer way of saying spekky idiot

Pegg: yeah

[laughter from audience] (2)

Ross: but but I always thought you had nerdish **qualities** if we wanna pursue this line ah (1) err for example I hope this doesn't embarrass you but I warned Keira Knightly about you before the show

Pegg: yeah

Ross: I bumped into her in the and I said you wanna watch out because

Pegg: // [unclear utterance]

Ross: he's one of those guys who's slightly obsessed about Star Wars

Pegg: right and she was

Ross: // and as you know Keira was err (.) what was Keira in Star Wars

Pegg: she was one of Padme's handmaidens (.) I **think** I dunno I

Ross: // yeah not not not a lot of people would have got that even Keira has forgotten what she played

Pegg: // but I don't even **like** but listen

Ross: in Star Wars you know she was one of Padme's handmaidens

Pegg: I wasn't even a fan of the Phan[?]om Menace but I do know tha[?] that's that's that's a terrible thing I think

Ross: you you do the err the sound effects from err various Star Wars characters I believe

Pegg: don't try and lure me into some nerd trap

[laughter from audience] (3)

Ross: it's hardly quicksand Pegg

[laughter from audience] (3)

you can get ou[?] again quickly

TRANSCRIPTION KEY

(.)	micropause
(1/2/3)	pause in seconds
//	overlapping speech
bold text	stress/increased volume
?	glottal stop used instead of 't' sound

Section C – Comparing and contrasting texts

Text C

i

Text C is an extract from Simon Pegg's autobiography *Nerd Do Well – A small boy's journey to becoming a big kid*. He is reflecting on how he first became interested in the Hollywood blockbuster films, *Star Wars*. This item has been removed due to third party copyright restrictions.

S Pegg, '*Nerd Do Well – A small boy's journey to becoming a big kid*', pp122-123, Arrow, 2011.

A copy of the extract is available through the inside look on Amazon or through Google Books: <https://www.amazon.co.uk/Nerd-Do-Well-Simon-Pegg/dp/0099551551>

<https://books.google.co.uk/books?id=fj0boKk5keoC&printsec=frontcover&dq=simon+pegg+nerd+do+well&hl=en&sa=X&ved=0ahUKEwjwn8HfpZLoAhX1QEEAHa2bCUUQ6AEIKDAA#v=onepage&q=crowd-pleasing%20theatrics&f=false>

pp122-123: The extract opens with 'Despite the crowd-pleasing theatrics' and finishes at 'it was in many ways my childhood muse.'

For other examples of this type of question please see our past papers, available through our website and Interchange. Alternatively, see our ExamBuilder platform for the full list of relevant mock questions.

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Adapted from: Brooker, C. (20 December 2010). The Guardian. *How to cut tuition fees*. Reproduced with permission © The Guardian 2020. Available: <http://www.theguardian.com/commentisfree/2010/dec/20/charlie-brooker-how-cut-tuition-fees>. Last accessed 6 May 2014.

Transcript of an interview between Jonathan Ross and Simon Pegg from: *Friday Night with Jonathan Ross*. 2007. TV Chat Show. Off the Kerb Productions. BBC1. London. Air Date: 7 September 2007. Reproduced with permission from Hot Sauce TV Ltd.

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A Level English Language

H470/01 Exploring language

Sample Question Paper

Date – Morning/Afternoon

Time allowed: 2 hours 30 minutes



You must have:

- The OCR 12-page Answer Booklet
- The Resource Booklet



INSTRUCTIONS

- Use black ink.
- Complete the boxes on the front of the Answer Booklet.
- Answer **all** the questions.
- Write your answer to each question on the Answer Booklet.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do not write in the bar codes.
- Write the number of each question you have answered in the margin.

INFORMATION

- The total number of marks for this paper is **80**.
- The marks for each question are shown in brackets [].
- This document consists of **4** pages. Any blank pages are indicated.

Answer **all** the questions in this paper.

Section A – Language under the microscope

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

Read **Text A** in your **Resource Booklet** and answer the following questions.

1 Giving careful consideration to the context of the text:

(a) identify and analyse uses of lexis in this text

[10]

(b) identify and analyse the way sentences are constructed in this text.

[10]

Section B – Writing about a topical language issue

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

2 *'Technology is spoiling the English language.'*

Taking the above statement into account, write a short editorial for a student newspaper expressing your views about how language has been affected by technology. It should be no more than 500 words long.

[24]

Section C – Comparing and contrasting texts

You are advised to spend about 1 hour and 5 minutes on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes writing your response.

Read **Texts B** and **C** in your **Resource Booklet** and answer the following question.

3 Using appropriate linguistic concepts and methods, analyse the ways in which language is used in these two texts. In your answer you should:

- explore connections and variations between the texts
- consider how contextual factors contribute to the construction of meaning.

[36]

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