# PEARSON
## Edexcel

# A Level English Language

Summer 2019 Exemplars

Paper 1: Language Variation (9EN0/01)

| | **Page** |
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# Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to A level English Literature Paper 1: Language Variation (9EN0/01).

- The responses in this pack were taken from the Summer 2019 summer examination series. The questions papers and mark schemes can be found on the Pearson website here.

- In this pack, you will find a sample of responses; examiner commentaries and marks.

- If you have any enquiries regarding these materials or have any other questions about the course, please contact our subject advisor team on 03330 164120 or via here.

# Exemplar Scripts – Section A – Question 1

**SECTION A: Individual Variation**

**Read Texts A and B on pages 4–5 of the source booklet before answering Question 1
in the space provided.**

1   Analyse and compare how the writers in Text A and Text B use language to convey
the personal and social identity of their interviewees.

*You should refer to any relevant language frameworks and levels, as well as social,
cultural and other contextual factors.*

(30)

Both texts A and B are multimodal publications
and therefore have a wide respected audience
with many addressees. However, text B is a
semi-scripted text and text B has a higher
level of spontaneity due to the nature of an
interview - in terms of discourse - with an interrog-
ative structure. Both produces in cohesion
meeting in semantic fields of strength
apart from obstacles. Across both texts, examples
being Active verbs 'pushed', 'shared', 'broken' (A)
and abstract nans 'independent', 'survived'
and idioms 'live a life'. Thus linking to
subversion of Tannens difference model in
1990 - both speakers subverting gender roles
and instead agreeing with Camerons
more modern theory of discursiveness
that gender roles are linked to numerous
variables.

In terms of mode, both texts
are spoken to written form and are

available due to advancements in technology and higher need produces needs to converge with their audience. However, in terms of occupation text A and text B present themselves differently. Text A speaker RJ Mitte presents himself as an unorthodox actor, who feels priviledged to be in his occupation. For example in the noun phrase 'inner strength' and henceforth presents himself as strong and determined. It could be argued that he wishes to present himself this way to continue to overcome 'bullies' and promote ideas of acceptance of disabilities - allowing him to converge and accomodate (a theory propounded by Giles) to a larger audience. RJ Mitte is clearly well known due to 'frequent use' of exophoric references and presupposition. This is depicted by verb phrases 'cooked up in a lab' that show fans a more indepth side to the drug relations of his character.
        Conversely, text B speaker Malala Yousafzai has all information given about her to inform to the masses of her courage, strength and adaptati-

as in politics due to the subversion of her own faith – and disagreement within her reign. For example the repeated assonance of the verb phrase again 'assassination attempt' in juxtaposition with her achievements now, particularly the modifier 'younger ever' (Nobel Peace Prize winner.) She presents her self as greatful and ~~gentle~~ motivated ~~particularly t~~ evident through anaphora. 'I have this right to speak, I have this right to learn', linking to current ideas of feminism and subverting ideas from bell hooks (a theorist who doesn't capitilise ~~pronan~~ to subvert generic ideas of conformity that gender 'is performed' – as there is evidence here that movements in equality have been made; also then, in terms of syntax, the use of the cardinal determiner '60 million girls', she is presented as pioneering. Although text A is also promoting a charitable aspect of opinion – the two producers differ as they have had much different upbringing.

Therefore, in terms of field, despite unfortunate aspects such as the animalistic 'preyed² on' (text A) showing

RJ's struggle growing up, he was also in light of priviladges such as the common noun acronym 'TV' whereas Malala was 'pitied' (abstract noun) However, both producers show high levels of instrumental power - not just through their position globally as somebody famous but also through media acting as an influential stance. Both speakers show themselves to be opportunist and make the most of the multiple addresses in the public function by providing advice through different pragmatics. For example, text A in the idiomatic phrase 'you grow, you learn, you suffer' (also anaphoric) to present himself up as wise - despite being a negative phrase. In contrast text B's through interrogative discourse 'what can other kids do?' and through the mitigated imperative 'think that their voices are powerful' as response. Therefore, both texts RJ and Malala are similar due to their wording for change.

In terms of phonology, speakers and texts do differ. For example, text A

in terms of grammar and syntax - both speakers use contractions, typical of the spoken mode for ease of articulation - however in terms of class, they present themselves as a lower socio-economic status through this. For example, contracted forms of the negation (across both texts) 'can't' in terms of phonology /kɑːnt/ instead of /kænɒt/ in the uncontracted form. Despite being from different regions, this is interesting to note as it shows a sense of ~~youth confident becoming~~ estuary english and sociolect integrating through generations; also linking to Aitchinsons 'crumbling castle' theory that a language that once was beautiful and deteriorated.

In terms of age, RJ and Malala present themselves differently. For example, text A's speaker presents himself as older, through the cardinal determiner "~~to~~ amalgamated form '22-year-old' but also through wisdom phrases, through dynamic verbs 'grow' abstract nouns 'understand' and 'accept' all having semantic field connotations of experience. In cohesion, text B

also presents iself as experienced - due to the high density learning she's had to withstand. But furthermore to age is too young and this is demonstrated through modifies 'youngest' and again cardinal determiner '18'. - and her wisdom and experience similarly demonstrated through aspiration in the passive voice and conditional clause 'If we want the future to be better' - the use of the first person plural pronoun 'we' linking to a theory propounded by fairclough of a close proximity and synthetic personalisation used to converge and persuade (typically used in advertisements) therefore showing herself to be initiative also and a leader, the imperative 'we need to start working on it right now' exampling this.

Despite the two text producers being of different age, gender, region and arguably religion and perception of the world, ~~both~~ both speakers have positive intentions and strongly ~~will~~ wish to converge with their audience to promote their public beliefs.

When cross examing the two – it is evident. for example the similarity between speech acts and conformity to Grices approbation maxims. For example; the first pen 'I stood my ground' (text A) and 'I can be the voice'– when reviewing the first person singular pronoun 'I' we can see the parallelism in self belief and motivation to be a better person so that everyone can benefit – and due to their instrumental power, ~~can do this.~~ can achieve that to an extent.

Unlike between the texts, text A is likely to conform to a theory profounded by Lewin - Gatekeeping as editors are allowed to pick and choose what we see. However, despite this, we still get a strong sense of character; and although RJ subverts positive face need by distancing himself through face threatening acts 'that's all they hear' denishing his enemies – you still grow to like him due to his ~~brutal~~ honesty – just like Malala.

**SECTION A: Individual Variation**

**Read Texts A and B on pages 4–5 of the source booklet before answering Question 1 in the space provided.**

1  Analyse and compare how the writers in Text A and Text B use language to convey the personal and social identity of their interviewees.

*You should refer to any relevant language frameworks and levels, as well as social, cultural and other contextual factors.*

(30)

Looking at both of the written interviews, both characters/interviewees are portrayed as being opressed individuals. However for example RJ Mitte discusses how he was a victim of bullying. With the author using the modified noun phrase <vicious bullies> coupled with the verb phrase Predicator <preyed on> in order to imitate this. The adjective <vicious> implying the attackers lack of remorse and manner of which he was assaulted in, later explained in the piece through the declaritive sentences such as <pushed and shoved> and <had my hand broken>. The author using the noun <bullies> due to the stigma being attatched with the word and how this labels someone who is intent on making someone else feel pain, further illustrated in the piece, Bullies are opressive people as mentioned noun therefore it is necessary the author must use this, rather than nouns such as <peers> or <classmates> as this would have less of an impact on his audience, who are likely to have experienced similar problems in their life. Therefore this descreases the social distance potentially between RJ Mitte and his audiences, despite them, not, suffering from cerebal palsy like himself.

With Malala Yousafzai, she comes from Pakistan, an area that the interviewer describes as being a country that opresses women. Shown in the declaritive <pitied her parents - she wasn't a boy.>

. The verb <pitied> ~~important~~ pragmatically implies that due to her gender, something that is out of her control, she will not succeed in life. ~~She~~ Yousafi then goes on to use the verb <fortunate> when she discusses her current status. Being <18 and I'm still not married> the modal auxiliary verb <still> followed by the negative <not> implying
not
that this is ˄the norm in her country, indicating this is out of the girls'
hand
~~the~~ and is not their decision to make. This shows that although Yousafi
shown
has achieved ˄ through the proper noun <Nobel Peace Prize> if ~~she~~ had not rose to prominence, she would ~~be~~ oppressed like the other
be
girls in her country. Showing the contrast between the two figures.

Both interviewees are portrayed by the interviewers as symbols for representation. Despite being an outcast, AJ Mitte says in the first line of the interview, <Growing up, I didn't see anyone like
on TV
me.> The adverbial <growing up> implies that throughout his childhood there was no representation of ~~of~~ <anyone> like himself. The noun/pronoun <me> implies that if there was a figure in popular culture in place then this would satisfy his need to
to the audience
feel represented and empowered. He then brings up the character
a film his audience is likely
to know due to the category
<Forest Gump> portrayed in the film of the same name, ~~as~~ being film and
individual with disabilities (mental) however Mitte uses the verb
TV
<closest> implying that they are not the same. Towards the conclusion, Mitte's interviewer states in the declarative that she is not worried about being typecast>. The adjective <typecast> implying being used as the same figure ~~of~~ in a piece of film/tv the predicator <not worried> implies that Mitte had no fear of

this area is proven to represent those who are like him and suffer the hardships that he has faced across his life. This is an example of Grice's Maxim's theory of Quality. Mitte gives an honest account of himself and portrays himself as true to the audience.

The interviewee in Text B is a symbol for representation also. Shown in the proper noun (Nobel Peace Prize Winner) this gives the audience the perspective that Yousafzai is in a strong position of empowerment. Something that goes against the gender theory that states that men are those that command power, which is a direct contradiction to that of Pakistan that is described by Yousafzai as a country where it is common for girls and women to be oppressed, again describing her (fortune?) of not being married with kids at 18. It's also important to look at the interrogatives the interviewer is using. (What gave you the courage to speak up for girls?) the verb main phrase (speak up) and the noun (girls) implying that Yousafzai is a representative on behalf of that demographic of people, (most?) of which this is likely to be the audience of this piece. With the function being to inform them of her journey and inspire them to stand up to those who are against them.

Both interviewees are portrayed as being strong minded individuals despite falling victim to something they cannot control at birth. With Mitte suffering from cerebral palsy and Yousafzai' being a woman in an area of whom they are oppressed. Mitte discusses the idea of growing up with a marine grandfather) the pre modifier (Marine) in the modifier noun phrase implying his exposure to an autocratic style of leadership which was pivotal in his childhood illustrating to the audience that he was the figure that installed resilience in Mitte's childhood. Further

being evidenced when Mitte says that he could not use negatives such as <can't> or <no> which pragmatically implies that he cannot let his disability take control of his mental wellbeing. Leaving the audience with an emotional and awe inspired connection in the process, following the informative declaratives.

With Yousafzai, she considers herself as <lucky> and <fortunate> which, in a sense, regards her achievements as a means to come across as a humble individual to her audience. An example of positive politeness, these verbs [~~some~~] mitigate her success as a means to be liked and appreciated by her audience.

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✱ Despite this being in reference to the TV show, this is something that Mitte has experienced before

**Script 3**

### SECTION A: Individual Variation

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(30)

Both texts aim to change the perceptions of the reader about the sensitive topics: disabilities (Text A) and education rights in Pakistan (Text B.) The speakers RJ Mitte and Yousafzai appear influential through the use of sentence types, in particular passive. In text A, passive sentences include the doer/subject: "...preyed on by vicious bullies" "cooked up in a lab by his former on-screen father." The impact of this, is that those reading this article become aware of ~~the~~ ~~word~~ the details of his disability. Describing how he has been treated in the past and how his father may have influenced his career. This makes RJ Mitte influential, as the reader looks up to him for being able to live with his condition and be an actor. Similarly this occurs in text B to achieve the same goal. Yousafzai also uses passive sentences

16

to present her journey of becoming an influential speaker for education. "... controlled by others" and "... this right by their families." The speaker uses the doer/object in her passive sentences to highlight factors that have aided or hindered her success in speaking up for ~~the~~ women in Pakistan, such as 'others' and 'family.' Both speakers are not ~~is~~ giving information which is untrue which means the 'maxim of quality' proposed by Grice has been followed, because ~~xxxxxx~~ the doers ~~xxxxxx~~ are not omitted, so readers are ~~xxxx~~ provided with accurate sources.

~~xxxxxx~~ The speaker in text A, displays his ~~xxxx~~ strength through the semantic field of his disability, which makes the audience feel sympathy. Specific lexis: "struggle" "suffer" "broken" ~~xxx xxx xxx~~ demonstrate how MJ Miltie feels, however "grow" "learn" and "strength" ~~xxx~~ are more positive, which balances his emotion, and proves that he is strong by getting

through tough times and remaining positive. This also occurs in text B, "fear" "attacked" "controlled" where Yousafzai experienced no education rights or free will. However the modified noun phrases "strong army" and "special girl" imply that she is just an ordinary girl who can help change the way people are treated in her Pakistani village. The speakers have adopted aspects of the 'negative ~~positive~~ face' strategy whereby they use language, to achieve their own desires and goals. In this case the speakers from text A and B use specific lexis, positive and negative, to present their strength, which allows them to succeed in making the audience feel sympathy.

The use of pronouns are present in both texts, but are used to address different audiences. In text B, the second person pronoun usage "You grow" "you accept these" and "you have to look past that" refers to himself and his own condition, but

uses this technique to include the audience, so they understand this could perhaps relate to ~~the~~ ~~~~ 'negative politeness' in which MJ Mille uses a less direct ~~possessive~~ pronoun to talk about ~~so~~ his disability, which is sensitive to him. In other words, using 'you' makes ~~the~~ his issue ~~more~~ shared rather than him being alone. However, in text B, Yousafzai ~~~~ uses the second person pronoun to address other suffers of those in her Pakistani village: "your life is very much controlled" "when you don't get an education" (where even the 'many girls' are refered to later on.) This makes the speaker seem considerate and thoughtful of the other women who are facing the same educational rights as she did. The form and function of Yousafzai's pronoun use is less pragmatic than in text A, as she is relating to those back in Pakistan as a whole, rather than just herself. To add to this, something that occurs in text B, but

doesn't in text A, is Yousafzai's ~~exclusive~~ first plural pronoun 'we' ~~as~~ as the interview is ending: "we need to start" and "we should believe in ourselves." This enhances her personna of being an inspiration, as she presents herself as being a leader, because she is stating that everyone is in it together to ~~solve~~ solve education inequalities.

Subject compliments are a feature recognised in text B to reinforce Yousafzai's innocent lifestyle: "I'm 18" "I'm still not married" "It's very important." The feature ties the subject and the noun together, for example, 'it' (being the issue of education) and 'important' (being what she thinks about it.) They are effective ~~to~~ to simply tell the reader again that a young woman should not have to feel grateful that she isn't married and can lead an independent life.

**SECTION A: Individual Variation**

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    (30)

The mode of text A is a written article, whereas
the mode of text B is also written but an online
interview. This means that text A is more formal, for
example when Mitte is described as being "matter-of-factly."
(Saying something)
This sets him up to the reader as being straight to
the point and intelligent. Because text B is a published
interview the interviewee can ~~have~~ pick quotes that
make the interviewee seem a certain way, which in
text B's case is often courageous and brave, for
example "I have this right to go to school" which ~~the~~
reader will ~~know in her count~~ is brave because where
she comes from girls aren't meant to go to school.
It was the reason Malala was shot and the fact
She still speaks out after that makes her seem
very courageous and brave.
            The field of text A is disability and what it's
like living with one. Because of this Mitte sets himself
up as part of a group, for example phrases such as
"anyone like me" and the interviewer establishes Mitte

21

as part of this group by asking "As an actor with a disability..." will find it harder to get work This is done to create a close rapport with disabled readers as they will be able to relate to Mitte's struggle, as well as gaining sympathy from the non-disabled readers. This is mainly done so the interviewer can present Mitte as a strong person, who doesn't let his disability become an issue, quoting RJ as calling it an "asset" and saying "it gives you more understanding." The writer acts as a middle-man and uses quotes to portray a positive message about coping with a disability. Because of this field the writer uses lexis such as "neurological condition" and "cerebral palsy" which share the same semantic field of disability. "Neurological condition" also seems quite severe due to its technicality, making it seem even more of a feat to not let it that Mitte doesn't let it affect him. The field of text B is education, especially more specifically getting a means of education to places and people the don't have it currently. Because of this the writer doesn't include anything about her life now, apart from that she is "lucky", instead focusing on the other girls and places where they need education This makes Malala seem caring as she isn't thinking about herself she is thinking about those less fortunate than her and how to

help them. This is also done through lexis such as "future" and "right now" which show change is needed because at the moment things aren't good enough. This is also done through the repeated use of sentence openers "we want" "we should" and "we need" being used one after the other. This creates a rythm almost, setting out what needs to be done and how it can be achieved. The writer also includes lots of lexis with the semantic field of war e.g. "Assassination" "Taliban" "Attacked" and "army". This creates a sense that Malala is fighting for education and encourages readers to join that fight.

The function of text A is to inform, entertain and spread the message that people with disabilities are the same as everyone else. One way the latter point is achieved is by describing Mitte as having a "camera-ready smile, sharp suit and dark swoop of glossy hair." This would sound very similar to a lot of actors regularly seen on TV, and shows the reader RJ is just like everyone else. There are other, more pop-culture references such as "cooked up in a lab" relating to the highly popular TV show "Breaking Bad, which Mitte starred in, and "Forrest Gump" quoting "Run, Forrest, Run!" which is about a man with an over-exaggerated disability that is played for laughs. These are references the audience would get, establishing a close rapport and showing Mitte is just

like everyone else. The function of text B is to educate and rally support for a cause. Because of this Malala is made to seem brave and powerful e.g " I can be the voice of 60 million..." So that people will get behind her.

In conclusion, in text A Mike is portrayed as someone who is disabled but also just like everybody else, to spread the message that a disability isn't a liability. In text B Malala is portrayed as brave and courageous to make her a figure head for the education movement.

**SECTION A: Individual Variation**

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(30)

Both Text A and Text B are written pieces of text however Text A is a newspaper and Text B is published online for the National geographic website which means that they will have two different audiences with the Guardian newspaper being target at middle class British Citizens and the National Geographic website having a more global audience. Both pieces of Text are interviews in which RJ Mitte and Malala Yousafzai talk about their personal experiences and inform their audience about their Struggles and Succusses, with Mitte talking about his ~~eg~~ Cerebal palsy and yousafzai about education.

Text A is written more like an unstructured interview compared to Text B ~~whi~~ as it is written more like a conversation between the two people whereas Text B is more structured as each paragraph has a Sub-heading which announaces the question being asked to the

interviewee. This makes Text B seem more formal then Text A does as the interviewee / interviewer relationship is ~~less~~ more constricted as ~~the~~ Yousafzai has not built up such a rapport like Mitte and his interviewer ~~has~~. This could be because of cultural differences with ~~In both Texts~~ Americans being stereotyped as more open and 'chatty' then other individuals.

In both Texts Mitte and Yousafzai mention their background and experience's growing up, with both mentioning their families, in text A 'marine grandfather... never allowed to back down' and in Text B 'My parents were always there' which shows that they both had supportive familys which will have helped to shape them both into strong independent individuals. Mitte also uses 'black' humor when describing his struggles in finding someone to relate to in television and how his mother used to use this representation to encourage him 'Run, Forrest, Run!' This shows how even though there was no media representation really for those with Cerebal palsy he has became one himself in the well-known T.v Series Breaking Bad and is now inspiration for

others with the same disability. by trying to encourage individuals to not think that cerebal pulsy as a disadvantage but a possitive unique trait. 'Seen as a liability ..... as an asset.'

Both Text A and Text B show how Mitte and Yousafzai have overcome mulitpie obsticals in their lifes with Mitte being bullied due to his cerebal palsy 'pushed, shoved, had my hand broken' due to the stereotype of being weak and yousafzai 'took on the taliban as an 11 year old' and 'survived an assassination attempt' shows reliance and determination as she continued to 'speak out for girls rights to go to School' and 'co-funded the Malala fund' to support girls in pakistani who have not been given the rights and support needed.

Although Mitte and yousafzai have come from two different backgrands, both of them have become role models for individuals all around the world showing that it is possible to overcome restraints and stereotypes placed on individuals by society. With Text A showing how even thargh

he has a disability he is not less important and capable than anybody else. And yousafzai in Text B shows that even living in an oppressive country she has stood up for what she believes in and has become a strong independent young women that girls look up to and aspire to be like.

# Exemplar Scripts Commentaries – Section A – Question 1

| Script number | Examiner commentary and mark |
|---|---|
| | **Question 1** |
| **Script 1** | An effective response, well written and expressed with consistent use of terminology and understanding of concepts and methods. The candidate demonstrates knowledge when analysing connections across the data and discussing the complexities of Text A and B's experiences of discrimination. The candidate's strength is in the comparison between both Text A and Text B recognising their struggles against societies perceptions of their gender/disability. They use discriminate examples from the text and compare connections across both data sets effectively discussing gender, instrumental power and identifying that they are both using their platform to create change and inspire others.<br><br>It scores low Level 5 as there were some minor errors with terminology and misjudged analysis of accent. Comments regarding the use of contractions reflecting lower socio-economic status demonstrated misunderstanding and would have been better linked to informality and creating a conversational tone as opposed to the 'crumbling castle 'theory.<br><br>**Level 5: 26 marks** |
| **Script 2** | An effective response, well written and expressed with good use of terminology and understanding of concepts and methods. The candidate demonstrates knowledge when analysing connections across the data and discussing the complexities the interviewees experiences of discrimination and oppression. The candidate engages in interesting discussion regarding how the interviewees are both symbols of representation and have been discriminated against for things that are out of their control.<br><br>They comment on a range of features including predicators and adverbials and apply gender theory relevantly to Malala recognising her empowerment within her role. They use discriminate examples from the text and compare connections across both data sets effectively explaining the impact of word choices on the audience such as using 'bullies' instead of peers to emphasise the targeted aggression towards Mitte.<br><br>**Level 4: 23 marks** |

| Script number | Examiner commentary and mark |
|---|---|
| **Script 3** | A controlled response selecting clear examples to analyse and compare across both texts. The script meets all criteria for Level 3, using accurate terminology and demonstrating clear understanding engaging in analysis of the contextual factors and how the interviewees presents identity.<br><br>The script achieves in Level 3 due to perceptive comments regarding pragmatics and how the texts convey unity and strength against adversity. They also select strong features such as modified noun phrases and passive sentences although they miss opportunities to develop their analysis with the latter. Relationship with audience is also addressed citing synthetic personalisation although their analysis of pronouns is overly long.<br><br>This could have been reduced allowing time for further analysis of other features. Theoretical analysis is applied relevantly but briefly. This response would benefit from a greater range of features and lacks the discriminate approach for Level 4.<br><br>**Level 3: 18 marks** |
| **Script 4** | This is a low level 3 response using clear examples to support discussion on identity. They identify clear connections across the data such as the interviewees functions to spread a message and develop a close rapport with audiences, gaining sympathy by relating to their struggles.<br><br>The response is logically structured with a clear focus on identity and links features to contextual factors such as the use of semantic fields to convey the fight for education. There is limited analysis of more complex features and theoretical application which weakens the response.<br><br>They address each text equally and show clear understanding of function and audience but lack the complexity of higher performing candidates who explore the pragmatics within the texts.<br><br>**Level 3: 14 marks** |
| **Script 5** | This script shows a basic general understanding of the text. The candidate identifies connections across the data such as supportive families, overcoming obstacles as well as an understanding of the functions to encourage others and convey positive representations of disability.<br><br>However, there is no terminology featured within the response nor a direct reference to contextual factors demonstrating little understanding of the complexities within the data resulting in discussion which is limited and undeveloped.<br><br>**Level 2: 7 marks** |

# Exemplar Scripts – Section B – Question 2

**Script 6**

Read Texts C and D on pages 7–8 of the source booklet before answering Question 2 in the space provided.

2   Texts C and D offer advice on improving health and wellbeing. Analyse and compare the ways that both texts demonstrate how this type of language has changed over time.

*You should refer to any relevant language frameworks and levels, as well as social, cultural and other contextual factors.*

(30)

Text D uses a range of features to relate to the function, of which foods are best to eat depending on your mood. Relative clauses give the main focus of the sentence key detail, which, is expected when the extract needs to give reasons for why a certain food is best for a mood: .. "which is one of the richest sources.." where this relates to salmon, and "that can help you feel calm.." which relates to serotonin. In text C, a relative clause .. "which by nature are..." is used, however this is different to text D as it doesn't provide objective knowledge about food. Since the 1500's, research into food and health has improved significant-ly, which is because of the vast

advancement of technology. This explains why more relative clauses are found in text D, as the writer is able to demonstrate more information about salmon and serotonin.

The specific lexis displays the knowledge and ideas about food in the 1500's and 2010's. In text C lexis such as: "nature" "banished" and "cheer" implies that maintaining a healthy mind is an abstract idea, whereby nature will determine how happy someone is. Whereas in text D: "blood vessels" "depression" and "concentration" relates to specific ~~consequences~~ consequences of a poor health, which text C doesn't mention. Perhaps this outlines the changing societal expectations of health, as now mental health issues are recognised better and treated more seriously. whereas in the 1500's, health was only important in terms of staying alive, due to the amount of disease spreading.

Interchangeable letters are expected from the older text, such as <i> and <y> in "wyne" and "tyme." Other features associated with this time period are final <e> graphemes in "sleepe" and double consonants "bee." In comparison to the modern text, graphemes and spelling has a standardised system, using set rules for written language. This has been displayed in text C because written documents were still a new idea and people didn't know how to represent sound the same so everyone could access it. Factors such as dialect could've impacted spelling, however by this time, language was beginning to freeze as English was seen as important and popular so everyone wanted to read.

In text D, the advice to maintain health was to drink alcohol. "clear spirits" and "wine" are the examples to show this, then using adverbials to show manner and time. "... being

steeped and soaked in water" "when the body is ~~is~~ refreshed" and "washed down with good and wholesome wine." The extract gives extra layers of detail on ~~how~~ wine can be beneficial, which is important for the reader to know. However the adverbials are more important in text D: "if you order salmon" "in coldwater fish" and "helps your body process and lower..." as they give the readers objective facts about different types of food. This links back to the advancements in technology, giving modern texts the ability to use more specific detail in adverbials however it could suggest that those most affluent in 1500's society would have access to books and alcohol. so the extract has a target audience of the upper class who have reason to read about mind and health.

Text C includes ~~syntax~~ archaic syntax structures "doth it stirre up" and

"did that precise and sterne..." which
is not present in the modern text.
In the 1800s text, it proves that
the ~~predicator (the action in the~~
~~sentence) generally came before the~~, which
~~now that~~ language has changed
~~over time, the subject comes first~~;
the auxiliary verb 'did' (also in the
form 'does') comes before the subject-
pronoun: 'doth it' which poses it
like a question. This archaic structure
could suggest uncertainty in terms
of health and well being, however
variances in subject and predicator
positioning was common amongst all
topics in English. In text D,
sentences are standardised to omitt
confusion, where word order is
important in understanding. "Eat
folate-rich foods" "turn to lowfat
milk" "need a happiness boost?" The sentence
imperatives and interrogatives
moods are varied in text D to relate
to the function, as the writer is in
a position to give information about
the food directly. This is influential
power where the writer is of higher

status than the reader, as they are more knowledgable in terms of health, whereas in text C, the writer ~~has~~ ~~the reader~~ and reader both have omitted knowledge so direct imperatives cannot be used.

The reference the the Bible 'Eccle.31' in text C relates to ~~how~~ ~~the~~ ~~as~~ how the people in the 1500's viewed God as importance in everyday life. The use of 'Zeno' the Greek philosopher also adds to the different values to ~~the~~ today. The word would have been borrowed from the Greek language as Greek was used for poetry and methodology. Similarly in text D with latin, 'homocysteine' and 'serotonin' are scientific words which were used from latin. This is because English did not have enough ~~as~~ words to represent all the new inventions, like medicine. This ~~still~~ is still present today which shows how ~~long~~ some aspects of language have not changed.

**SECTION B: Variation over Time**

**Read Texts C and D on pages 7–8 of the source booklet before answering Question 2 in the space provided.**

2 Texts C and D offer advice on improving health and wellbeing. Analyse and compare the ways that both texts demonstrate how this type of language has changed over time.

*You should refer to any relevant language frameworks and levels, as well as social, cultural and other contextual factors.*

(30)

Text C and D were written around 450 years apart and focus on healthy lifestyle advice. Text C is from the Early Modern Stage of the English language while Text D is from Present Day English. Although both Texts offer advice on a healthy lifestyle they offer different approaches and solutions.

In Text C, the start of the extract focuses on "what "What maketh good digestion." Although this question about digestion may be included in Modern Day English texts about healthy lifestyle the solutions may not. "Sleepe, exercise and wyne" are the solutions given and while "sleepe and exercise" may still be used, "wyne" (wine) will not be anymore. This is a results of changing attitudes towards drinking alcohol. In Text D, the solutions given are "Spinach Salad," a Salmon Burger" and "Low Fat Milk". This change is described by Romaine as an external factor which has changed language. This is a change to society itself rather than to the language. However, the focus on "goods "digestion" and the rule of three which is used in both Texts are

examples of Tony Bex's generic labels- features which are found in a specific genre i.e healthy lifestyle writing.

Another external factor which has changed the language of lifestyle writing is the development of technology and sciences. Text D uses the proper noun common nouns "omega-3", "Vitamin D" and "folate" to help explain what it's solutions are giving your body. These exophoric are not found in Text C, instead Who's Solutions instead give you "cleare Spirites" and "myrth of the minde". The technological advancement of society has led to a more specific and precise knowledge of what the body is missing in certain situations. These noun phrases from Text C, clearly show that this precision was not yet available for the Text producer.

The final way the external factor that has effected the language of lifestyle writing is Secularisation of society. In 1576, society was god-fearing and religious, which meant that religion was often used to explain solutions or to give them more legitimacy. This is shewn in Text C by "Eccle. 31.", a reference to a verse in the Bible. Although it may not be well known now, the verse was well then known enough in 1576 to be used as an exophoric reference without explanation. This was even before the publication of the King James I Bible in 1611, a widely available Bible, translated to English. This shows how religious

Society was kept and also hints at a higher class audience, as
most
they unlike Common people, would have read the Bible. However,
in Text D there is no reference to religion. Where Text D
Says it is "best to stick with Fish" for the "omega-3" an
Early Modern English Text may have made reference to fish being
a holy meal on a Friday, based on Texts I have studied.

The processes of language change that were a result of a direct
change to the English language are called internal factors by
Romaine. One internal factor is the orthographic changes to
Texts. Text C includes repeated use of y/i interchange in
the proper noun "Wyne", safgerana premodifying, attributive
adjective "Synvere" and the preposition "wyth" through. to
It also includes an additional -e grapheme on the dynamic
verb "copye", premodifying attributive adjective "ordinarye"
and the proper noun "meates". These are representative of
the orthography of Early Modern English Texts as it was
written before Robert Lowth's introduction to English grammar to
BYOYS
one years up or known from Dr Samuel Johnson's 30000+
word dictionary in 1776 1055. These were two key factors
in the Standardisation of an the English language written in
the 1760's and 1755 respectively.

The grammar of Text C is also an example of an an
internal factor of language change. There is repeated use of
multi-clausal sentences throughout Text C, with main

clauses including " he began to chaunge his copye" and "Tonnen dom it stirre vp & mare Syncere lively and deare Spirites" and subordinate clauses ᵗʰ live " And of this" and " And yet when he was a litle whittled wyth wyne". However, unlike most Early Modern English Texts I have studied there is the use of simple sentences such as " What maketh good digestion" and "VV maketh a man merie." However, their inconsistent use suggests that despite knowing how to use simple sentences sometimes, the use of compound and complex sentences would not be mastered until more standardisation as a result of Lowth's introduction to grammar in the 1760's.

The final internal factor of language change in Text C is random capitalisation. The abstract noun 'Spirit' is not capitalised in Present Day English but in Text C is capitalised- "Spirite". This is also apparent in the use of 'what' as it is capitalised and uses two 'V's' rather than a W - VVhat. This Random Capitalisation of the proper nouns "Pulse" and is also used towards the end of Text C. As well as this, following a full stop some words are not capitalised like in Present Day English, for example " as pleasant merry companye" and "did their precise and sterne natured Zeno." These features are commonly found in Early Modern English Texts I have studied and are a result of Text C being written pre-standardisation, particularly before

Lowths introduction to grammar.

Overall, Texts C and D both focus on lifestyle writing. However, ~~But~~ internal factors like Lowths introduction to grammar and Dr Samuel Johnsons dictionary along with external factors like technological advancement and secularisation means both use very different linguistic features to achieve ~~gain~~ this Text C is mostly aimed at the upper classes while Text D is written for a wider audience, um of any class.

**Script 8**

## SECTION B: Variation over Time

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(30)

Through the field of both texts subject to healthy eating, obvious similarities can be drawn. The purpose of the texts are to inform and advise the audience on how to achieve a healthy diet and mind. This is indicated through the varied use of verbs in text A C such as 'stirre', 'sleepe' and 'exercise' which reinforces what you should be doing but is also encouraging the audience to do so. In text D a frequent use of imperatives are displayed such as 'stop the coffee' which is ~~forcing the t~~ making the reader feel inclined to do what they say as the ~~t~~ article is stating the benefits.

The purpose of ~~text~~ why text D was written could be due to the increasing levels of obesity and therefore ~~is~~ the article is trying to combat this issue. Due to the references to negative feelings such as 'sad', 'anxious', 'depression' the benefits

are advertised as highly beneficial and also makes the reader feel engaged and inclined to follow the advice as they are ᵒʳ ʰᵃᵛᵉ, most likely ꜰᵉˡᵗ ~~feeling~~ those type of emotions. This could link to the increase of awareness of mental health and the discovery of these issues which has only recently been addressed which is proven through the recent date of the article, 2017.

Text C presents a variety of ˢᵉⁿᵗᵉⁿᶜᵉ ~~structure~~ lengths including simple and compound sentences however the text is displayed in one paragraph, unlike text D which has been seperated and has a subheading for each paragraph. This could be due to standardisation not being taken place yet at when the extract was published in 1576. The event of standardisation didn't start to take place until the 18th century, ᵒˢˢ ᵃⁿᵈ when the dictionary was published. This could be the reason as to why the 'u' and 'v' are interchangeable in text C, shown through 'stirre up's as there wasn't a standard and set form of lexis.

Due to the mode of the extract of text D being in the form of an online article we can identify that language has changed due to ~~the~~ technology. An online article rather than a physical

copy is most likely to be read more in the modern day to due to the high popular use of tahe technology which is probably the reasoning behind the choice of publishment.

The use of rhetorical questions in text D implies the on intention to engage the reader fully. Examples such as 'need a happiness boost?' draw the reader in, especially as the question is directed to them and is a personal question. Engaging the reader is reinforced through the use of direct address in 'you' and 'your'. This could support th' the synthetic personalisation theory by Fairclough that suggests that the use of second person pronouns such as 'your' makes the reader feel as if the speaker or or writer is specifically talking to them and no one else. On the other hand text C speaks about another individual following the rules and advice and therefore isn't as engaging.

Through the loss of capitalisation of verbs and proffesions signalled by text C's use in 'pille' and 'Zeno' & it is, identified that language has changed over time. In the modern day and show through text D's lack of these features we can recognise that standardisation has evolved lexis choices. However in today's language

the use of contractions are used frequently instead.
Shown in text D examples include 'can't' and 'it's'
which signify how language is often shortened to
make a piece of text is easier to read. This could
relate to the introduction of technology between the
dates of when the texts were written as text type
and how we communicated over mobile phones and computers
has influenced our language. We often use a variety of
ways to make text shorter and easier to read including
the use of slang, acronyms and slang. Because of this
more informal lexis choices such as the contraction
'can't' are used in the modern day.

The audience of text C could be recognised to be
aimed at anyone but perhaps more males as they
were more likely to be educated and therefore have the
ability to read. However text D clearly outlines that
the article is aimed at women due it being published
on the women's day website. Due to this the language
is mainly specific to one gender, shown through
stereotypical advice. This includes the mention of
· 'ice cream in the back of the freezer' which is
usually seen as a comfort food for women. Not only
does this discourage males to read the article it
also shows the change of education for females.
Due to the lack of education in the past for females.

texts were usually aimed at men due to them having the ability to read unlike the women. Therefore the article being aimed at females shows that a the change in educated as well as a movement towards female rights.

**Script 9**

**SECTION B: Variation over Time**

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(30)

Text C is an extract which was published in the 16th century. It has been extracted from a book and It audience would be people who are intrested in maintaing a healthy mind and body. On the other hand text D is a extract which was published in 2017. It was on a websi-te on the internet and similarly to text C is a text about food and healthy life styles.

Lexically we can infure that text C is an old text due to the word choices and the way the discourse is written. Through out the text most of the words have the addition of the 'e' grapheme. "Sleepe, wyne, merie and otherwyse", this is called the terminal e and this was created when Cauxton created the first printing press in 1472, this was created because the employee would get paid for how many words they typed So they started to add a 'e' at the end of most words, this was later forgoten when

technology was first released in the 20th century therefore not needing employees to type out the texts. In addition we can also infure that this is a 16th century text due to the amount of archaic words, "Lupines, crabbed, Eccle" these words are no longer in use in todays society dialect due to the fact that many words have been Standarlised, this shows that Samuels johnsons first dictionary which was released in 1755 played a big part in English language. In comparison text D has sterioty-pical characbristics of a 21st century t'ext, this is due to the word choices that the writer has used. For example all words have been Standarlised and evolved, "serotonin, homocysteine levels", in addition it also possesses some main charactoristics which are rhetorical questions though out the text, "cant concentrait, Trouble keeping your eyes open?", this helps engage with the writers which is a main target for any writer.

        It is clearly highlighted though structure that text C is a old text, this is because it is not planned and it is just thrown on the page, back in that era presentation did not play too much of a big role as writer did not attempt to attract their audience, in addition there is also a semantic feild of food, liquids

and body parts. "meates, bone, spirits" once again these are typicall features of an 16th Century text. On the other hand text D is perfectally structured with subtitles giving information about what each paragraph is going to talk about, this alone shows how language has evolved over time.

Grammatically text C has very limited grammar and punchuation, all the sentences are added together by the connective 'and', the only punchuation in the text are full stops and commers, this is common for a text of this date as grammar typically started to come into use alot more when secondary schools became compulsury in the early 19th Century. In comparison text D is shown to have evolved and has a wide majority of punchuation though out the whole discourse. " ? , - , . , . " this again shows how language has evolved and how it is used now a days in diffrent ways.

Over all, i believe that language has made a massive change from the early English to now. It has evolued, gained and lost techniques to be where it is.

# Exemplar Scripts Commentaries – Section B – Question 2

| Script number | Examiner commentary and mark |
|---|---|
| | **Question 2** |
| **Script 6** | An effective response which uses discriminating examples from the text to apply a detailed analysis of language change over the time. The candidate goes into detail regarding the lexical and grammatical features demonstrating the different functions of each text. They effectively compare similarities within the text exploring reasons for the features discussed for example linking the increase of relative clauses in Text D to the advancements in nutritional to provide scientific knowledge about food.

The response is balanced with equal focus of both sets of data and is not overloaded with historical information which can digress from linguistic analysis focused on the functions and audience.  For AO3 the candidate demonstrates an understanding of societal changes on lexical variation when discussing the abstract ideas of food in Text C and the progression in health education in Text when describing the consequences of certain foods on mental health.  Their analysis covers a range of features, good use of terminology and discriminate language choices.

There are some missed opportunities for critical application which allows for a mark within Level 4.

**Level 4: 22 marks** |
| **Script 7** | This is a comprehensive response which shows some clear understanding and some clear relevant application. It scores mid-Level 3 as it demonstrates knowledge of historical features and compares relevant lexical, semantic and grammatical features across both texts.

They do identify connections across texts which demonstrate changes in society regarding religion, travel and writing to persuade supporting their points with examples from the text.

**Level 3: 18 marks** |

| Script number | Examiner commentary and mark |
|---|---|
| **Script 8** | This response meets all the descriptors for Level 2 and achieves in lower Level 3. The candidate applied relevant methods of language analysis commenting on lexis and orthography in both texts. |
| | They show understanding of historical factors on language use referencing standardisation and changes within nutrition. They have an awareness of function identifying the use of rhetorical questions and synthetic personalisation to engage the reader. |
| | They miss some opportunities to develop their points with greater complexity such as exploring the stereotypical comfort foods to relate to the reader.  Terminology is utilised and the candidate shows clear understanding and does identify connections across text. |
| | A greater range of features with developed analysis would allow for more marks. |
| | **Level 3: 14 marks** |
| **Script 9** | A limited response which demonstrates some understanding of the historical factors which impacted on orthography such as standardisation and the printing press. |
| | They attempt comparison between the texts with some general comments on sematic fields and rhetorical questions. Further features identified relate to punctuation and there is limited exploration beyond historical factors to focus on functions audience and changes within society. |
| | Overall, this response demonstrates general understanding and requires an analysis of greater range of features to produce a more developed response. |
| | **Level 2: 7 marks** |