edexcel

AS
and A Level
English Language

EXEMPLAR RESPONSES

AS level Paper 1, Section A – Language and Context

ALWAYS LEARNING

PEARSON

Contents

About this exemplar pack

This pack has been produced to support English Language teachers delivering the new GCE English Language specification (first assessment summer 2016).

The pack contains exemplar student responses to GCE AS level English Language Paper 1, Section A – Language and Context. It shows real student responses to the question taken from the sample assessment materials, which are presented with the students' own grammar and spelling.

The Language and Context question addresses 3 Assessment Objectives: AO1, AO3 and AO4.

Students must:	
AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression
AO2	Demonstrate critical understanding of concepts and issues relevant to language use
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning
AO4	Explore connections across texts, informed by linguistic concepts and methods
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways *Note: This Assessment Objective must be targeted with at least one of AO2, AO3 or AO4, either in the same task or in two or more linked tasks.*

Following each question you will find the mark scheme for the level that the student has achieved, with accompanying examiner comments on how the marks have been awarded, and any ways in which the response might have been improved.

Question for AS level Paper 1, Section A

1   Texts A–C are all forms of birthday greetings drawn from different contexts.

Analyse and compare how contextual factors affect language choices in these texts.

You should refer to any relevant language frameworks and levels to support your answer and consider:

- mode
- field
- function
- audience.

For Texts A-C, please see pages 23-25 of the Sample Assessment Materials.

Mark scheme for AS level Paper 1, Section A

		AO1 = bullet point 1	AO3 = bullet point 2
Level	Mark	Descriptor (AO1, AO3)	
	0	No rewardable material	
Level 1	1–3	**Recalls information** • Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses. • Lists simple information about context.	
Level 2	4–6	**Broad understanding** • Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses. • Describes contextual factors and language features. Application is undeveloped.	
Level 3	7–9	**Clear understanding** • Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. • Explains clear contextual factors and language features. Begins to link these to construction of meaning.	
Level 4	10–12	**Consistent application** • Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions. • Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.	
Level 5	13–15	**Discriminating application** • Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. • Evaluates contextual factors and language features. Able to discriminate when making links to construction of meaning.	

Level	Mark	Descriptor (AO4)
	0	No rewardable material
Level 1	1–2	**General and descriptive** • Makes no connections between the data.
Level 2	3–4	**Broad understanding** • Notices obvious similarities and differences. Recalls basic theories and concepts.
Level 3	5–6	**Clear understanding** • Explains a range of connections across data. Mostly supports with relevant theories, concepts and methods.
Level 4	7–8	**Consistent application** • Displays a consistent awareness of connections across data. Supports with carefully selected theories, concepts and methods.
Level 5	9–10	**Discriminating application** • Analyses connections across data using an integrated approach. Critically applies theories, concepts and methods to data.

EXEMPLAR A

There are many contextual factors that affect language choices in these texts. The main reason for the contrasting contextual factors is the fact that the texts have different modes. Texts A and B are electronic and this influences their contextual factors a great deal. Text A's main function is to sell because it is their birthday. This means that persuasive language is used on the website. It uses a rhyming function, "Happy birthday to you squashed tomatoes and stew." The language is like this to grab the reader's attention. The website in text A also uses a first person plural pronoun "we're having a sale." This is there in order to make the costumer feel included and therefore more likely to by their product. There are many graphilogical features in the text also designed to appeal to the costumer. There is no subject specific lexis as the website is trying to appeal to a wide audience so doesn't want to rule anyone out. The mode of the website also means that a lot of information is able to be shown.

Text B like text a is also electronic. The mode is a text message between two adult brothers so the tone is bound to be colliquial and friendly, "cheers." As the two participants are brothers it is clear they have a close realtionship this is shown in their context bound language such as, "didn't even acknowledge yours (again)." It is mainly minor sentences in the text messages as the function of a text message is to get a message across quickly and effectively. The tone is humorous and friendly as it is clear the brothers feel comfortable with each other. The first sentence is exclamative "have a great day!!!" This gives the text a 'human voice' which can usually be found in text messages.

Text C's mode is a transcript. This means that the text was originally spoken which means it has many characteristics of spoken language as it was originally spoken spontaneously. The text is an adjacency pair between Karen Lumley and the Prime Minister. There was a formal setting of the House of Commons. This is mirrored in the language used which is also formal. Unlike any of the other texts their is subject specific lexis in text C "1.6 million already trained." The prime minister uses a first person plural pronoun "we". This shows how the Prime minister is attempting to converge with the rest of the people in the house of commons.

Exemplar A: Marker's Comments

This is a well-structured response which comments on each text relating to contextual factors and making some relevant links to function and mode. The student demonstrates clear understanding but overall the answer is brief and underdeveloped.

The student identifies the key features of different modes such as direct address and rhyme in advertisements, colloquial phrases within texts and the formal nature of political speeches. They are also aware of the relationship between participants identifying the close relationship between brothers and persuading the audience within the advertisement. They miss the opportunity to discuss the fluency of Text C's planned speech and instead make general comments on spoken language being spontaneous. Their analysis of pronouns in Text C is good when discussing the inclusivity and function to converge with the audience and shows the potential within this response. However, this is the only reference to a theory which is why a mark of 5 has been awarded for AO4.

The student applies correct terminology and shows clear understanding making it a solid level 3 response. However, it is basic analysis and there are more features to comment on which could provide a more in depth answer. With further exploration and application of theories this response could have been awarded more marks.

Mark: 9/15 + 5/10 = 14/25

AO1 and AO3

Level 3	7–9	**Clear understanding** • Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. • Explains clear contextual factors and language features. Begins to link these to construction of meaning.

AO4

Level 3	5–6	**Clear understanding** • Explains a range of connections across data. Mostly supports with relevant theories, concepts and methods.

EXEMPLAR B

When looking at each of the texts, they each have an individual mode influencing their language use. Text A is a website and there is electronic language and so will contain a fusion of spoken and written language. For example, the writing is typed words on a screen, however there are many spoken influences, such as the use of colloquial phrases 'Get your skates on!' and direct address, 'Hello all you laid-back…' with an XXXXX tone.

Text B is a text and therefore is electronic language again showing the influence of spoken elements such as the overuse of exclamation marks in the exclamative sentence 'Happy birthday…day!!!', which represents a rising volume and excited tone, coming across as someone shouting. Whereas text C, is a transcript of spoken language used within parliament and so contains some shortened words 'hon. Friend' showing the use of more concise language for a fast pace when talking. However, the text itself is written down, and the speech represented appears to not be spontaneous like a conversation, but instead planned, leading to it containing no non-fluency features or elliptical elements.

Each of the texts share the same field and revolve around the subject of birthdays and anniversaries, which we consider to be a happy and exciting time. Due to this, both texts A and B use exclamative sentence structures to convey this attitude; "5th birthday do!"

However, text A's feild is an anniversary of an online furniture retailer and so uses the extended metaphor of birthdays instead of just referring to anniversaries and sales to make the website more fun. Also, by using this metaphor of birthday, the reader will associate this with presents and buying new things and so encourage them to buy from the website. Due to its retail feild, the text also features lexis from the semantic field of shopping such as 'sale' and 'bargain'.

Text B is a text between 2 brothers about one's birthday. Due to this, the language is friendly and relaxed with little phatic talk due to the existence of an already intimate relationship. Furthermore, due to both messengers being men, its easy to notice the lack of politeness theories and social pleasantries such as kisses, greetings, salutations and emoticons, which are more commonly used by females, due to a more tentative nature.

Text C's field is on a birthday and anniversary; however, its transfer is between members of the house of commons and so the language is professional, using standard-english, complex sentence structures with clauses linked by coordinating clauses, 'and', and little use of contraction, seen where the PM instead says; 'I do not think . . .' This portrays the professional tone used within politics.

Each of the texts have individual functions. For example; Text A has an underlying persuasive function to encourage people to buy from the website. Due to this, the text uses imperative sentence structures such as "Get your skates on," in order to almost command the audience to buy something. Also

the text uses rhyme; "Happy Birthday to you …" which will be memorable for the reader, and relatable as most of the public would have heard it. Whereas text B is purely social in its purpose or transferring social pleasantries and birthday wishes.

Text C's purpose is to … (candidate ran out of time)

Exemplar B: Marker's Comments

This is a confident, well-structured response which comments on each text relating to contextual factors making interesting links to function and audience. The student demonstrates strong understanding and is consistent in their application.

They identify the key features of different modes such as direct address and colloquial phrases in advertisements, informality within texts and planned nature of political speeches. They are also aware of the grammatical structures, clauses and complex sentences which feature heavily in political language.

The student's analysis applies correct terminology and demonstrates an understanding of how the features link to the construction of meaning. This is illustrated when discussing the extended metaphor of birthdays linked to buying new purchases persuading the audience to participate in the sale. They further explore the relationship between participants by identifying how the lack of pleasantries and greetings in Text B suggests an intimate relationship. They briefly mention theories here relating to gender but there is a lack of theoretical analysis throughout the response which limits the response to level 3 for A04. Discussions regarding rhetoric, power and convergence linking to the use of direct address and inclusive pronouns, in Text A and C, would have allowed for more marks to be achieved in A04.

This response is well structured, with consistent application achieving level 4 for AO1/AO3. With further exploration and development with theories this response could have achieved a level 4 in both assessment objectives.

Mark: 11/15 + 6/10 = 17/25

AO1 and AO3

Level 4	10–12	**Consistent application** • Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions. • Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.

AO4

Level 3	5–6	**Clear understanding** • Explains a range of connections across data. Mostly supports with relevant theories, concepts and methods.

EXEMPLAR C

Each of the texts have different features due to their different functions and contexts. Text A is an advertisement and is therefore going to have different functions than text B and C. Ergo, Text A's function is to persuade and to pragmatically sell and gain profit, of which would not be appropriate in text B's contextual situation. Both texts A and B are the electronic mode and text C is in the spoken mode. The fields of the texts change depending on the function and the audience. Henceforth the lexis in text A is field specific to furniture stores /advertising ('bedroom', 'bathroom') as the audience is furniture shoppers and therefore the function of the text is to persuade these shoppers to buy. This is also achieved using pragmatics as the company is trying to advertise their products for sale using the reduced prices in cohesion with their '5th birthday do.' Text B has a personal, private – yet interactive – context and therefore the lexis will be dictated by these factors. It has a pragmatic function that aims to give an apology yet it's base function is to say happy birthday. The informality of the text is due to it's ephemeral nature and the fact that it is message oriented (quick response as opposed to it being planned and revised.) Text C has a very much public audience and due to David Cameron's position (uses positional power) the formality is high and there is definitely a base function that revolves around appealing positively to his audience, specifically also to protecting both his positive and negative face depending on public opinion.

The audience of text A is furniture buyers of a wide age range and therefore lexical choices have been made in order to appeal to them. The greeting at the beginning of text A's discourse 'hello all you laid back loafers.' creates a closer tenor and also appeals to the audience as it appears friendly. This closer tenor creates closer footing and as a result is more persuasive to the customer. Giles accommodation theory is relevant here as the language has been converged in a way in which is thought to appeal to potential buyers. Text A is in the electronic mode however, there are overlaps with the spoken mode as the phonologically manipulated 'Happy Birthday to you, squashed tomatoes and stew' has speech connotations due to it being an exhortation and an exclamative. Therefore, the context has shaped this text using language as everything has been designed <u>for</u> the audience. E.g. the lack of paragraphed writing attracts the reader.

Consequently, text B is in a different contextual situation and therefore differs from the other texts. Text B is in the electronic mode and there appears to be a close tenor as one participant writes 'bro'. This presents an informal situation and has a private audience as opposed to text A's wide audience. There is a plethora of minor and simple sentences used in text B and this adheres to Grice's maxim of quantity as enough information is given to be understood. There is also a deictic understanding present of which again suggests a closer tenor due to the text being context dependent. The use of prosodic stress with the '!!!!' is also important as it creates a dynamic and more of a spoken tone. This is consequently a crossover with the spoken mode. Text C is also of a close tenor due to Cameron's need to appeal not only to Karen Lumley but also to his wider audience.

The discourse structure is yet another aspect of the texts that relies on function and is definitely determined by it and the wider context. Text A – graphologically as well as in terms of discourse structure – is set out like a webpage due to it being in the electronic mode, yet also the noun 'sale' is stated clearly in order to address the function and to closen the tenor as people may feel more inclined to buy if the prices are cheaper (pragmatic function). There is less writing towards the bottom of the discourse structure as to not overwhelm the customer and this again is to ensure the customer is persuaded to buy the products advertised. In terms of text B it is similar to text A in that long, complex sentences are not used. Text B does not use complex sentences due to it being a quick form of communication similar to how most people won't read paragraphs on furniture websites. There is an element of protection regarding the positive face as the second writer states that they are 'feeling guilty' of which may have been implemented in order to subtly apologise and protect the recipients positive face in regard to them not appearing to have said 'Happy Birthday', this could also be evident in the longer sentence types than those of his brother. The context of this text is therefore a reason for colloquial language use such as 'cheers' and frequent use of the second person possessive (and personal) pronouns 'yours' and 'you' in order to put the focus onto the recipient in order to avoid awkwardness and guilt on the writers part (protecting his own negative face). Text C is structured the way it is due to it being interactional as Cameron is responding to Karen Lumley. He addresses the question posed yet beforehand chooses to be quite personal in terms of his interaction to create a closer tenor. His permanent aim of gaining support/changing public opinion is shown towards the end of the discourse structure by his change from the first person personal pronoun 'I' to the more collective first person personal pronoun 'we' (pragmatic unifying device.)

Lexically, in text A, the nickname 'loafers' is a device used to create a feeling of closeness (tenor), directly connecting the customers to the 'loafer' company. 'Get your skates on' is an imperative implying the sale is only for a short term and therefore supports the function of persuading people to buy. Grice's maxims of quantity and quality are important in this context as they ensure enough information is given through the language in order for the audience to understand. Therefore, the store telephone numbers give extra information and is used to increase how accessible the company/business is, consequently increasing the attractiveness and carrying out the function of the text A and B is that both texts use exclamatives the imperative 'get your skates on' is similar to the declarative 'Happy birthday bro have a great day!!!!' and almost increases the tenor by a slight increased enthusiasm.

Influential power is used in text C to have a direct impact on the audience and language use furthers this said impact. Cameron speaks in a very appreciative tone in response to the gift received on behalf of Redditch, with the premodified 'very kind gift' suggesting gratitude, he makes a conscious effort to appeal to his audience using the intensifying adverb 'absolutely' to show agreement and again, increase support (function) this use of the superlative 'most' in the simple sentence 'That is one of the most important things we can do to provide a strong and secure future for our country' allows for him to appeal directly as he creates an air of importance surrounding the future of 'our' country.

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Exemplar C: Marker's Comments

This student produces a comprehensive response and comments on all contextual factors making direct and interesting comparisons between texts. Dual functions are identified within the texts such as Text B's apologetic birthday greeting which is used to explore the addresser/addressee relationship with reference to audience and footing.

Accurate use of terminology is employed making references to a range of language levels appropriate to mode, function or audience such as, colloquial language, pronouns, elevated lexis and complex sentences. They explore the function and audience in the texts making acute observations on participants and discriminating between the texts when discussing the close tenor and footing to persuade in Text A, deictic understanding between brothers in Text B and the distant footing between participants in Text C.

The student references several theories within their analysis such as Giles Accommodation Theory, Grice's Maxims, Goffman's Footing and Positive Face. The most successful analysis is of Text C's use of power within David Cameron's speech. The candidate acknowledges the audience of the text is public and that the role of a politician invites criticism showing a need to maintain a positive face when speaking publicly. This is supported with accurate use of terminology - superlatives, inclusive and unifying pronouns and pre-modification. This demonstrates an understanding of the function of the text to garner support and gain power. This critical application of theory and the detail displayed here was a Level 5 response.

The response is well structured and progresses through each contextual factor and text systematically, addressing them equally. The level of detail, variety of features discussed and depth of analysis regarding function and audience ensures a high level mark.

Mark: 14/15 + 9/10 = 23/25

AO1 and AO3

Level 5	13–15	**Discriminating application** • Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. • Evaluates contextual factors and language features. Able to discriminate when making links to construction of meaning.

AO4

Level 5	9–10	**Discriminating application** • Analyses connections across data using an integrated approach. Critically applies theories, concepts and methods to data.