

AS and A Level English Language



EXEMPLAR RESPONSES

AS level Paper 1, Section B – Language and Identity

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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 B – Language and Identity. 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 Identity question addresses 3 Assessment Objectives: AO1, AO2 and AO3.

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 <i>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.</i>

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 B

2 Analyse how the company 'method' presents itself in Text D.

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

- mode
- field
- function
- audience.

For Text D, please see pages 26-27 of the [Sample Assessment Materials](#).

Mark scheme for AS level Paper 1, Section B

		AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3
Level	Mark	Descriptor (AO1, AO2, AO3)		
	0	No rewardable material		
Level 1	1–5	Recalls information <ul style="list-style-type: none"> • Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses. • Uses a highly-descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data. • Lists simple information about context. 		
Level 2	6–10	Broad understanding <ul style="list-style-type: none"> • Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses. • Has broad understanding of basic concepts and issues. Applies some of this understanding to the data. • Describes contextual factors and language features. Application is undeveloped. 		
Level 3	11–15	Clear understanding <ul style="list-style-type: none"> • Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. • Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way. • Explains clear contextual factors and language features. Begins to link these to construction of meaning. 		
Level 4	16–20	Consistent application <ul style="list-style-type: none"> • 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. • Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data. • Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning. 		
Level 5	21–25	Discriminating application <ul style="list-style-type: none"> • Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. • Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way. • Evaluates contextual factors and language features. Discriminates when making links to construction of meaning. 		

EXEMPLAR A

The mode of this text is written and uses a relaxed tone, created through the use of elision, such as 'it's'. The writer also uses the first person plural pronoun, 'we' to include the audience. The text presents itself in a rather friendly, positive way through the use of friendly words such as 'hello.' In addition to this, the tenor becomes quite relaxed through the use of collective words that are repeated such as 'we're method' which makes the company sound really relaxed and friendly.

The function is to convince people how good their product is. The function is carried out through the idiolect of the writer(s). One aspect of the idiolect is to use lots of subject specific lexis in the semantic field of cleaning. Words such as 'dissolves' and 'non-toxic' show that the writer has a lot of exaggerated language as well as part of the idiolect. For example 'they can smell the rainbows' which is a simile that functions as a persuasive technique. However, one large problem with this is that this writing does not probably have an idiolect. This is because the text sounds like an advertisement, which would probably have been decided on by a meeting, therefore there is a 3rd party. One thinks of idiolect in this text, but it should be referred to as dialect because it is the language choice of a group. The text shows language of the occupation of advertisement and cleaning. Some words rhyme in the text, such as 'hurt on dirt' which is trait of the dialect of that occupation.

Throughout the text religious language is used to give the text moral integrity, for example 'fight the good fight' and passionate believers. These words give the sense that this product has a moral high ground over other products, which also links to the use of subject specific lexis based on the subject of using environmentally friendly products.

The language used in the text creates a neutral gender identity. The product stereotypically targets females, therefore words such as 'spa' and 'rainbow' are used. However, due to modern gender equality, the writer is very careful to appeal to the male gender, by using words such as 'fight' and 'hurt on dirt'. The text also uses Non-standard English colloquial lexis such as 'icky' which suggests as well that the writer is trying to connect with the audience.

Exemplar A: Marker's Comments

The student engages in some interesting discussion regarding the audience and function of the text. Identifying the personal and friendly persona established by the use of elision and the greeting 'hello' the student expands by exploring the lexis used to create an idiolect for method. The student recognises that as a conversational tone is present it creates a distinctive voice and style of the company which is used to persuade.

After a promising start their analysis becomes unclear and misguided as they explore the idea that the company has produced a dialect of a group. Attributing the rhyme 'hurt on dirt' as a feature of dialect demonstrates a lack of understanding and is not awardable. The student would have gained marks for identifying the rhyme as a phonological feature commonly used in adverts. Describing the scientific terms such as 'dissolves' and 'non-toxic' as exaggerated language also suggests a lack of understanding of how the scientific field aims to illustrate the features of the product that would attract the audience. They begin to regain their analysis towards the end when they make references to a third party and the identity of 'method' being constructed by advertisers showing a broad understanding of concepts and issues.

This response comments on some relevant features and focuses on presentation of self but the accuracy in their application is not consistent which is why this achieves a top level 2 mark.

Mark: 10/25

Level 2	6–10	Broad understanding <ul style="list-style-type: none">• Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses.• Has broad understanding of basic concepts and issues. Applies some of this understanding to the data.• Describes contextual factors and language features. Application is undeveloped.
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EXEMPLAR B

The form of the text is written language used on a bathroom cleaner. This would have been clearly planned in order to make the product seem appealing, either by an individual or by a group of people, planning and revising it. We don't know the person/people behind the text as it is being presented by a company.

There is a very relaxed and informal nature to the text most specifically with the use of elision, "we're, it's" and then further creating this tone through the use of colloquial lexis "a small passionate bunch," is again trying to create the amicable relationship between author and audience.

It has a friendly and informal tenor while completing its purpose of enticing and persuading the reader to buy a bottle of the cleaner. The company use direct pronouns to aim the text to the reader "you hold the power to join us". This is also convergence of language as it brings the reader in and creates a relaxed and personal address. The text is also about the need to do something about the disintegrating environment, so it is a persuasive text.

We can see from the use of lexis from the semantic field of cleaning, "spray, wipe,...elbow grease", "non-toxic" and "biodegradable" reinforces the idea that this company is absolutely a cleaning company. A lot of the language in the text is written like spoken language. The further supports the idea that through the product the company is trying to have a conversation with the customer. Take the opening sentence, "Hello, we're method."

The text doesn't use a standard form of grammar. There are no capital letters when beginning a sentence and when some punctuation is used, it is used in a non-standard form, "we're a small, passionate bunch with big ambitions." This could show either a lack of knowledge for standard forms, showing a low social class but could be done purposefully to show individuality from competitors and an informal way to address a customer.

Exemplar B: Marker's Comments

The student explores the production of the text establishing the writers as a group of people selecting language to present an identity of the company. Although they demonstrate understanding of how the text creates a relationship with audience their analysis is brief and does not discuss how the identity of the company is developed to persuade and unite the audience.

They do link points to the contextual factors identifying how the field of cleaning reinforces the purpose of the product and how the non-standard features make the product individual and unique from competitors. However, they make some misguided links to low social class showing a lack of understanding of more complex functions. This response shows clear understanding and comments on some interesting features but it lacks the detail and complexity to reach the higher bands, achieving low level 3.

Mark: 11/25

Level 3	11–15	Clear understanding <ul style="list-style-type: none">• Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear.• Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way.• Explains clear contextual factors and language features. Begins to link these to construction of meaning.
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EXEMPLAR C

The mode of the text is written language, taken from a bottle of cleaning product, and this means, that the writer of the text uses quite sophisticated language such as 'independent scientists' which presents the writer in an elegant way.

The field of the text is cleaning, this means the writer presents themselves as very knowledgeable as they use subject specific lexis from the semantic field of cleaning. It uses more scientific terms such as 'biodegradable' and 'non-toxic' to show that the writer has a lot of knowledge. The writer also uses powerful, positive lexis, such as 'we believe..', which presents the writer in a passionate, and caring way.

The audience is an important factor which helps the writer to present themselves. The text uses a friendly tenor and converges with the audience in an effort to become closer to them. This is achieved mainly through the use of direct pronouns for example, "in your hand, you hold the power to join us.." engaging with the audience effectively. However the writer also uses imperatives to tell the audience what to do with their product, which would raise their footing, such as 'join us..' to present the writer as a dominant person. This is part of Goffman's theory of footing. The text tries to persuade the reader to buy the product. This means they use different techniques, one of which being rhetorical questions, "the bathroom is where...tiles be the same?"

As the text is from a company this prompts the idea that the text was written by a committee of people, working to produce the most persuasive writing possible. This is confirmed by the use of pronouns such as "us" and "we". This also helps to present the company in a friendly way who are all encouraging possible buyers to commit to using their product, and by doing so, they join the Method community.

Exemplar C: Marker's Comments

The student begins their response by identifying features related to the mode and field making general comments on how the writer is presented as scientific, knowledgeable and passionate. This demonstrates clear knowledge of how field can establish persona which would be awarded at level 3. To gain higher marks the student could expand this further by discussing how the field targets the audience and establishes the company's agenda.

The response progresses with good analysis of the relationship with the audience, commenting on a variety of relevant features such as imperatives, pronouns and rhetorical questions used to persuade. Their analysis of these features along with theories of convergence and footing provide a more developed answer than exemplar B which is why it scores higher. Their comments on theories demonstrate understanding of concepts, however their discussion is brief.

The student develops their analysis of audience further by identifying how the company uses pronouns to encourage buyers to commit and recognise the text is establishing a community within their target market. This demonstrates clear understanding of how the contextual factors link to the construction of meaning.

This response is awarded a mark in level 3 as they comment on relevant terms accurately and demonstrate clear knowledge. They engage in good analysis of the relationship with the audience but their overall response is brief and lacks the discriminating application required for the higher bands.

Mark: 12/15

Level 3	11–15	Clear understanding <ul style="list-style-type: none">• Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear.• Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way.• Explains clear contextual factors and language features. Begins to link these to construction of meaning.
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EXEMPLAR D

The text is by a company presenting themselves in a light-hearted, yet concerned about the environment manner. The written text resembles spoken language with use of informal language in order to converge with the audience and create an informal tenor, for example, 'hello, we're method'.

The target audience is both male and female so therefore they use lexis which is relevant to men and women. For example, 'spa' and 'rainbows' appeal to women, whilst 'power' and 'fight' appeal to men. The use of hyperbolic, yet transactional language allows an informative, yet informal tenor to be established. The use of possessive pronouns, 'your', lowers the formality as well as the use of colloquial language, 'icky' person to converge with the audience.

It is evidently describing a product and this is apparent through the subject-specific lexis used and its function is to persuade the intended audience to buy the product. The company use lexis from the field of cleaning to show their identity as a cleaning company. For example, 'spray' and 'wipe'. The company also uses lexis from the field of caring about the environment, 'biodegradable' and 'non-toxic'. This attracts attention of people who like to be environmentally friendly. No unusual dialect can be seen, however a persona of a fairly relaxed, yet accurate nature is developed.

An informal tenor is also created through the use of elision. For example, 'we're' and 'it's'. Informal tenor was also created through the use of the personal pronoun 'we'. This makes the text more personal and makes the reader feels as if they are part of a group which are passionate about the environment, whilst also being passionate about the quality of the product.

The function of the text is to persuade the reader to buy the product. One way the company do this is by using direct address, such as, 'in your hand you hold'. This creates a friendly identity, therefore making the reader more likely to buy the product. The text attracts the readers' attention through the use of non-lexical interjection, for example, 'psst'. The text also uses slogans to attract attention, for example, 'find another use for your elbow grease.' These techniques of attracting the target audience's attention all persuade the reader to buy the product, which is the purpose of the text. The text includes lexis which shows the company has confidence in the product 'spray, wipe, stand back and admire' is an example of this. This lexis makes the company look reliable and therefore the reader will have more confidence in the product, persuading the reader to buy their product.

The inclusion of imperatives, 'find another', evokes an element of power and assertion and the use of listing allows the reader to feel sufficiently informed. Modal expressions allow the company to project a warm, personal nature, as opposed to an impersonal company. The use of symbols in the text appears easy to read and less informal as opposed to using terminology and formal language that would have a diverging effect. The various reading and discourse markers allow the reader to be guided.

Despite the presumed desired power the company would want to gain, there is a lack of power gaining linguistic features, due to the inclusion of question, the active voice, first person, 'I', and transitivity, 'we think so', this is a way of manipulating language relates to the Sapir-Wharf theory that links to the way in which language defines reality.

Exemplar D: Marker's Comments

This response begins by clearly identifying the target audience of the product and discusses lexical and semantic features used to converge with the reader. They recognise the conversational tone of the text in order to create a light hearted friendly persona and that lexis is used to target both genders.

Their analysis of field and function is varied commenting on the scientific language and how it establishes the identity of a cleaning company which is environmentally aware. The student evidences several rhetorical techniques contributing to the persuasive function such as direct address, replicating spoken language features and imperative sentences and displays consistent awareness of the contextual factors. They show understanding of concepts and issues throughout their application and end their response with strong discussion of the linguistic choices selected to converge with the audience and create a personal approach. They show further understanding by detailing the features which would create a diverging effect making links to construction of meaning.

This is a well-structured response with consistent application of analysis which is awarded in level 4.

Mark: 16/25

Level 4	16–20	Consistent application <ul style="list-style-type: none">• 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.• Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data.• Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.
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EXEMPLAR E

Text D is an extract from the back of a bottle of bathroom cleaner. Therefore its mode is written language, leading to the use of complex sentence structures, such as the non-finite clause, 'we are passionate believers in the cradle to Grave...' alongside short expressive simple sentences containing one clause; 'we think so.' in order to make an emphatic point. However due to the brief nature of reading packagings, the text often uses non-standard grammar such as the lack of capitalisation, 'place. we are...' which creates an informal and relaxed tone. The text also appears to imitate spoken language due to phrases such as 'we're method' and 'hello'.

No particular gender is specified, in order to appeal to as wide an audience as possible. Despite it being a cleaning product, which one would stereotypically associate with females, not so delicate language with a harsher feel is used, possibly attempting to steer away from stereotypes and attract a masculine audience as well, 'power' and 'fight'.

The field of the text is on the product and the views of the company who have produced the bathroom cleaner. Due to this the text often makes references to cleaning through related lexis such as, 'sparkling clean', 'grime' and 'dirt'. The company's text's main function seems to be that of advertising, however it seems that they are also trying to portray an environmentally-friendly persona. Due to this, the text often uses subject specific lexis from the scientific field of waste such as 'biodegradable', 'non-toxic' and 'environmental quality'. Furthermore, the text also uses religious lexis such as 'you hold the power', 'the fight', 'we are passionate believers', 'philosophy' and descriptive language seen in the simile, 'even smell like rainbows'. The writer/company use this language to present themselves as passionate and dedicated to the customer's needs, creating a more positive tenor between the reader and writer. It also presents the persona of a company who is friendly with the intended audience, who presumably are customers, both new and old.

The function of the text is to promote the product. The writer achieves this through use of repetition of the word 'fight' and personal pronouns 'your hand' and 'we make' to create an emphatic and hard hitting tone that will be memorable for the reader. An informal tone is created, due to the inclusion of words such as 'psst' and rhymes, 'hurt the dirt' which also aid to lowering the level of formality and converge with the audience. This helps to build a positive tenor between the writer and customer as it helps to present the writer as someone who is real and similar to the customer, and so would share the same values when it comes to the product. Therefore informal language helps to present the product as genuine and good quality.

The writer also uses sentence structure to further achieve their goals. The use of imperatives forming demands, 'find another use for your elbow grease', adds to the persuasive function of the text. The non-standard sentence structures emphasise the company's desire to relate to the intended audience and the easy to read layout allows it to be more inviting and appealing and therefore aid in fulfilling their functions to a more satisfactory degree. The use

of capitalisation and sentences in bold allow extra attention to the paid to specific areas and this presumably aids the ease of customers.

Exemplar E: Marker's Comments

This student produces a comprehensive linguistic analysis which targets all assessment objectives. From the opening paragraph there is discriminating application of appropriate terminology in the discussion of sentence structure which is continued throughout the analysis. A range of features and language levels are evidenced and analysed in relation to the contextual factors and linked with references to how the writer present themselves.

The candidate understands that method's persona is created by a company representing their brand as professional, good quality and environmentally aware. The field is explored in detail mentioning typical components such as cleaning and science but also identifies religious lexis and connotations which promote the idea of passion and dedication to customer's needs. The analysis of field supports the concept of many identities presented within the extract such as a cleaning company, being environmentally friendly and the moralistic attitude presented with the religious connotations. They also recognise that the text is gender neutral avoiding the stereotypes associated with females and cleaning by using lexis connoting masculinity demonstrating understanding of a wide range of concepts and issues.

The analysis is developed further with comments on direct address, replicating features of spoken language to build a relationship with the audience making references to convergence. Their exploration goes into detail evidencing use of pronouns to include and how informal language helps the audience relate to the product.

The candidate comments on a variety of linguistic features, evaluates contextual factors and explores the presentation of self with confidence. They demonstrate sophisticated expression and produce a more developed analysis making this a Level 5 response. Exploration of a wider range of concepts and issues would allow for further marks to be gained.

Mark: 21/25

Level 5	21–25	<p>Discriminating application</p> <ul style="list-style-type: none"> • Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. • Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way. • Evaluates contextual factors and language features. <p>Discriminates when making links to construction of meaning.</p>
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