AS
and A Level
English Language

EXEMPLAR RESPONSES

A level Paper 3, Section A – Investigating Language, Unseen
(Issue 2)

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 2017).

The pack contains exemplar student responses to GCE A level English Language Paper 3, Section A – Investigating Language, Unseen. It shows real student responses to the questions taken from the sample assessment materials, which are presented with the students own grammar and spelling.

The Investigating Language – Unseen 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 *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.

Questions for A level Paper 3, Section A

Topic: Global English

Subtopic: South African English

1 Read the data provided on pages 4–5 of the source booklet.

To what extent are Texts A1 and A2 representative of the language varieties of South African English?

<div align="right">

(Total for Question 1 = 15 marks)

</div>

Topic: Language and Gender Identity

Subtopic: Constructing 'Ideal' Women

2 Read the data provided on pages 6–7 of the source booklet.

To what extent is Text B representative of the ways in which language is used to construct women's bodies?

<div align="right">

(Total for Question 2 = 15 marks)

</div>

Topic: Language and Journalism

Subtopic: Opinion Articles

3 Read the data provided on pages 8–9 of the source booklet.

To what extent is Text C representative of the ways in which language is used in current opinion articles?

<div align="right">

(Total for Question 3 = 15 marks)

</div>

Topic: Language and Power

Subtopic: Legal Language

4 Read the data provided on pages 10–12 of the source booklet.

To what extent is the language of Text D representative of police interviewing?

<div align="right">

(Total for Question 4 = 15 marks)

</div>

Topic: Regional Language Variation

Subtopic: English of Yorkshire and the North East

5 Read the data provided on pages 14–15 of the source booklet.

To what extent is Text E representative of the language varieties of Yorkshire and the North East?

<div align="right">

(Total for Question 5 = 15 marks)

</div>

Exemplars in this pack respond to questions 1, 2 and 3. For Texts A, B and C, please see pages 92-97 of the Sample Assessment Materials.

Mark scheme for A level Paper 3, Section A

		AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3
Level	Mark	Descriptor (AO1, AO2, AO3)		
	0	No rewardable material		
Level 1	1–3	**Descriptive** - Knowledge of methods is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. - Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. - Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.		
Level 2	4–6	**General understanding** - Recalls methods of analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. - Summarises basic concepts and issues. Applies some of this understanding when discussing data. - Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.		
Level 3	7–9	**Clear relevant application** - Applies relevant methods of analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. - Clear understanding and application of relevant concepts and issues to data. - Explains construction of meaning in data by making relevant links to contextual factors and language features.		
Level 4	10–12	**Discriminating controlled application** - Applies controlled discussion of methods supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. - Discriminating selection and application of a range of concept and issues to the data. - Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.		
Level 5	13–15	**Critical and evaluative** - Presents critical application of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. - Evaluative application of a wide range of concepts and issues. - Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.		

EXEMPLAR A

The speaker in Text A1 is a graduate student in the UK and I think it is for this reason that his language is not a typical example of South African English. Although it has features of the language of his home country, he still speaks rather fluently. He refers to Johannesburg as 'Joburg' and this could be an example of clipping. The sound of the vowel /e/ is pronounced as /i/ instead in words like the past tense verbs 'wanted' and 'kept', and /a/ sounds like /e/ in words like that abstract noun 'tan'.

The structure of the sentences was rearranged on several occasions, with the present tense verb 'swimming' coming before the subordinate clause 'I was good at'. Fillers such as 'oh' had been utilised, and this is a common feature of speech in general. /s/ was pronounced in a rougher manner compared to that of standard British English, and it would be fair to say that this feature is typical of African English. The man uses African dialect when he discusses 'braai' which means barbecue, and 'lekker' to which the interviewer has to question as to what that actually means.

The speaker in Text A2 is a mature woman who lives in Africa and her language is representative of the fact that she has lived there all her life. Rising intonation has been used on a number of occasions, but in my opinion, it is more of a feature of women's language than a feature of African English. Another feature typical of women's language is the use of fillers like 'urm', which makes the woman appear hesitant or thoughtful of what she is saying. Like the man, she also pronounced /e/ as /i/ in words like the intensifier 'very' and the present tense verb 'testing'. She misses out the definite article 'the' when saying she works in the library. The term 'half' is pronounced 'haf', like it is being said with an emptier mouth.

The point that the man is a UK graduate could be a reason as to why his language is not as representative of South African English as one would expect, due to having adapted the way he talks to suit the needs of the environment around him. Additionally, because the woman in Text A2 has lived in Africa for so long, the style of language she uses would be more representative of her native background. It is because of this that she utilises more South African English features in her speech than the man in Text A1 and therefore her use of language is more representative.

Exemplar A: Marker's Comments

The student opens with discussions regarding the language features of one of the speakers and explores contextual factors of studying in the UK to explain the lack of typical South African dialect in his speech. This is further developed with grammatical analysis using precise terminology and comments on several accent features making comparisons with Standard English.

In the second section the student explores the language use of the female speaker linking her prominent accent features with having lived in South Africa all her life. Descriptions of grammar once again select correct terminology but the comments on non-fluency features representing her gender are misguided. Relating the use of fillers to the context of the interview would have been more relevant than linking it to outdated gender theories.

This student identifies many features of the South African English commenting on accent as well as dialect. They also give reasons for the development of the language making links to the cultural aspects of their identity. This was a competent analysis scoring 11 marks due to the range of features covered. More marks could be awarded for the use of the International Phonetic Alphabet (IPA) when describing the accent features, particularly the vowels, and making links to the origins of the South African varieties.

Mark: 11/15, level 4

Level 4	10–12	**Discriminating controlled application** • Applies controlled discussion of methods supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concept and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.

EXEMPLAR B

The language varieties of South African English vary as would be expected in any area due to differences in socio-economical, political, geographical, cultural and historical context. It is such context which poses varying influences through time on different individuals.

Texts A1 and A2 are both interviews of South Africans. A1 is of 23 year old male who, although was born and grew up in the largest city in South Africa, is a postgraduate student in the UK; whereas, A2 is of a female in her 40s who grew up in a less metropolitan city South Africa, "Vereeniging" and has lived in South Africa all her life. Consequently, from this it can be identified that A1 is speaking English that is his first language whereas A2 is speaking English that is her second language and perhaps speaks Afrikaans as her first language. English as a second language indicators in Text A2 include the fact that she omits some words in her speech which reflect that English is not her mother tongue. For example, when talking about her work in line 16 she omits a definite article 'the' and just says "in library". Furthermore, in line 4 she omits the preposition 'at the' and instead says "weekend" after a micro pause. However, these alone do not fully detract meaning from what she is saying as it is still understandable.

Nonetheless, even though English is character A1's first language, it is interesting how when he explains where he was born early on in the interview, he uses "Joburg", a common colloquialism for Johannesburg in South African English, early on in the interview. This immediately goes to highlight that despite the formal language conformation encouraged by an interview, South African English influences are hard for him to hide and have become a fundamental part of his South African English.

Both characters speak English close to British influence which reflects the history of British colonialism in South Africa and the remnants of war, apartheid and trade. This is important as it illustrates that although the westernisation of culture has been apparent in the world due to globalisation; 'British-isation' has had a greater impact than 'Americanisation' in the language varieties of South African English based on Texts A1 and A2.

The character in Text A1 despite currently residing UK stills uses lexis pertaining to South African English as he uses "braai" which is Afrikaans for barbecue and "lekker", of which he explains the meaning, in his speech. This explains an element of cultural and geographic context because it highlights how varieties in South African English stem from an intertwining of English with Afrikaans and other dialects and languages.

In terms of phonology, it is interesting how in A2 she uses rising intonation in places I would not expect which appears to be her way of seeking affirmation in what she is saying. This could be due to her querying whether her English is understood well due to it being her second language or some other form of insecurity. For example, in line 1 where she explains that she "grew up in Vereeniging?" the rising intonation could be due to her the fact that she is aware that it may seem strange as she is a white woman living in a city where

according to the 2011 census, 55% of the population are Black African and 35% speak Afrikaans as their first language.

In conclusion, South African English used by the characters in Texts A1 and A2 go some way in showing how South African English is a agglomeration of different language influences due to varying inherent contexts experienced by the individual. This is evident in the English spoken by the likes of famous South Africans including Archbishop Desmond Tutu and the late Nelson Mandela and furthermore, stresses how differences in socio-economical, political, geographical, cultural and historical context have lead to language varieties of South African English.

Exemplar B: Marker's Comments

This response has a strong opening focusing on the cultural factors that affect the language of both speakers. The student performs a direct comparison choosing interesting lexis and grammar to identify features of English as a First and Second Language.

The student further develops their answer by discussing the contextual factors of the speakers commenting on spoken language and the effects of talking in an interview situation. They demonstrate strong knowledge and understanding of the historical development of the South African varieties linking them confidently with language features.

Their analysis is well structured, concise and covers a wide range of language levels which allows them to achieve the top of level 4. Their analysis on phonology discusses the intonation of the speaker and links it well with context but it is brief. In phonology they do not mention the distinct accent features of the speakers which are prominent within the data. This limits the response to level 4. If the student had commented on one or two key features of the accent using IPA symbols this would have been criteria to award them with a level 5 mark.

Their controlled discussion, discriminating application and exploration of a wide range of concepts and contextual factors contributed to the award of 12 marks.

Mark: 12/15, level 4

Level 4	10–12	**Discriminating controlled application**
		• Applies controlled discussion of methods supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology.
		• Discriminating selection and application of a range of concept and issues to the data.
		• Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.

EXEMPLAR C

Language used to construct women's bodies is representative of attitudes towards the ideals of general roles in society which are dependent on socio-economic, political, geographical, cultural and historical context.

Text B is in the form of a transcript and consequently, "//" overlapping/simultaneous speech are indicative of Gok Wan's (GWs) control of Michelle (M) in the dialogue which represents the control men have of women in defining their bodies. Furthermore, the submissiveness of women to men's control is highlighted in the lack of confidence and insecurity M expresses in her speech. Paralinguistic features such as "sniffs" and "they hug" emphasise her need for reassurance and affirmation and pauses and her use of fillers such as "erm" further go to show the conformation to gender roles required for women in order to please men.

GW uses semantics when he says "well done" to M when she accepts his offer of "a cuddle". Although, one could argue that his use is for comfort and encouragement in affirming M that her body is fine the way it is, it still has an element of patronisation to it as it is said overlapping M's previous speech and hence, the hug given as a reward for her insecurity.

Nonetheless, GWs role does seem to be that of positive encouragement of M's body and is a force to remove stereotypical ideals of women's bodies. Is informal and colloquial language such as "me or you lot out there" implies a relaxed undertone that invites his honest opinion and beliefs in a comfortable non-serious environment for M and viewers. This is his way of expressing that attitudes towards ideals of women's bodies tend to be due to serious thought and consideration that does not have women's upmost interest at heart. It also is to elicit the idea of M getting naked being an alright idea as she according to GW, M has nothing to hide.

M uses negative pragmatics when describing her body which is due to women body ideals reflected in the media and celebrity culture with words such as "fat", "hate" and similes "like dinner-lady arms" and "like a little beer belly". To contrast this, GW uses lexis associated with the ideal women body such as "sophisticated, mature, elegant [and] sexy" which are ideals M aspires to when explaining what a skirt will do to her body. Furthermore, technical lexis such as "hourglass figure" and "panelling" are used by GW to explain the construction required for M's dressing for her body shape to be best accentuated.

Common contractions "don't", "I've" and "haven't" used on everyday conversation reiterate the conversational tone of the conversation and hence GW and M are painting the picture of women's bodies as in reality and not a formal paper that has been written to exclude grammatical contractions and consequently, images of women that have been airbrushed and edited, or 'size zero' models whose body shape and size is not the general consensus.

In conclusion, GWs repetition, as used in his rhetorical questions to M in the shopping interaction using "all right?", go to show to show his repeating

affirmation of M's body as being normal in his bid to contradict the stereotypical body ideals society has brainwashed her and other people with. Consequently, his use of personal pronouns "you" directly to M show the individuality and uniqueness of M's body and how every other female body should be to. As a result, the repetition and rhetoric are employed to help convey this message to M and sublimely to all viewers.

Exemplar C: Marker's Comments

The student is systematic in their response working confidently though the language levels of spoken language, semantics, pragmatics and grammar. In the first paragraph their analysis of speech and paralinguistic features display understanding of the context in which the language is taking place and links to the feelings and need for reassurance that women can have about their bodies. Their semantic comments regarding a hug display a critical application as they discuss the offer of comfort versus a reward for insecurity.

This student evaluates the behaviour of Gok Wan as ultimately positive and an attempt to break down stereotypical ideas regarding the female form but also links this to the concept of the TV show which has the function of persuading women to pose naked.

The lexical features selected to illustrate the negative pragmatics of the female speaker and how she views herself is linked to the ideal body image presented in the media. The student discusses the cultural factors of modern gender representations and how they impact negatively on women's self esteem.

This student comments on a variety of language levels discusses relevant features and critically examines a wide range of concepts and issues relating to gender roles in society. This is a well-developed, in depth analysis, placed in level 5.

Mark: 13/15, level 5

Level 5	13–15	**Critical and evaluative** • Presents critical application of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.

EXEMPLAR D

The primary purpose of an opinion article is to make the reader think about a particular topic, often in a persuasive or humorous way. For this reason, the text producer makes frequent use of the first person plural pronoun 'we', for example: 'we worry about food way too much in this country'. As the opening line for the article, the author is immediately building a relationship with the reader by implying that the country all thinks the same. The implication of the relationship is that it strengthens the author's later points as the reader is more likely to take his opinions as their own or at least consider them to be shared by many. Opinion articles are often weekly or monthly features and therefore it is in the author's interest for the readers to believe their opinions and generate a loyal readership. The use of first person is common to the majority of current opinion articles however first person plural pronouns are particularly important and therefore frequently used as it builds the necessary reader to writer relationship.

Humour is a further important factor in generating a loyal readership as it is the author's writing style that brings people back to read about controversial topics in opinion articles. The author ignores the serious nature of the horsemeat scandal as he makes use of hyperbole for humour. For example 'bulked out with sawdust and fish food and papier mache'. The author's suggestions for what is in their burgers is unrealistic however the story is centred around people being unaware of what is in the food they are eating therefore his suggestions become humorous as the reader can't rule out his ideas with certainty. In addition, this may be a tool for generating interest in the article as readers may discuss further ideas of what they could be eating alongside the 'splash of errant horse DNA'.

An integral feature of opinion articles is the level of shared knowledge between the text producer and text receiver. It is important as the writer's opinion are typically backed up by references and humour is often centred around ideas that the writer presumes the reader will have knowledge about. For example: 'watching Borgen instead of Take Me Out'. Without the knowledge of what those two programmes are about, or at least what type of person typically watches each one, the author's comparison of 'Chipsticks' and 'chippalettoes' would be unentertaining and most likely not understood. Further television references such as 'burgers available in fancy Downton Abbey formats' further rely on a shared knowledge suggesting that the author is aware of the reader demographic and therefore which programmes they are likely to watch. The language used through the text is common to current opinion articles as it fulfils the purpose of entertaining whilst still persuading the reader to consider, if not agree with, the writer's opinions.

Exemplar D: Marker's Comments

This response was placed at the top of level 3 and given nine marks. The student shows an application of relative concepts in the data and makes a number of links to contextual factors but the narrow range of language features discussed limit the final mark.

The initial paragraph shows a discriminating and controlled discussion of the effects of pronoun use in the data and the student both clearly explains and makes inferences about the construction of meaning while using appropriate examples. Throughout this section, the discussion is controlled with carefully chosen language.

In the subsequent paragraphs, the discussion shows more of a general understanding and there is little reference to specific language features in the discussion of humour. However, there is some careful consideration of the relationship with the audience and of 'shared knowledge' and while this section would have benefitted from the use of linguistic terminology, it shows clear and relevant application of language knowledge and relevant links to contextual factors. Throughout these final paragraphs, the candidate maintains a firm control over the structure of their response.

Mark: 9/15, level 3

Level 3	7–9	**Clear relevant application** • Applies relevant methods of analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data by making relevant links to contextual factors and language features.

EXEMPLAR E

Text C is an informal article written for The Guardian newspaper website. It is based on the concerns over processed food; a subject which is becoming a major issue along with obesity and the importance of good health. The article is written in first person, along with elements of the second person embedded within.

Charlie Brooker titles the article with a rhetorical question, thus drawing the reader's attention to his message. He utilises an informal and inclusive approach throughout by using contraction, such as 'Don't' and 'everyone'll', and by using the first person personal pronoun 'we'. This level of informality and inclusivity enables him to engage well with the reader and so convey his message easily.

A semantic field of science and research is used when Brooker mentions the 'cheery splash of errant horse DNA in our mechanically recovered meat product'. Science and research is becoming more valuable today, especially with the latest advances in technology, and thus people are more aware of issues like the concerns over processed food. The pre-modifying descriptive adjective 'cheery' makes the horse meat appear as a minor issue.

Brooker uses several simple sentences in the article to place direct emphasis on certain points he is making. For example, 'Dream of it' places emphasis on the fact that the people in the 1920s would appreciate any type of food, even if it contained horse meat. Likewise when discussing the Salt'n'Vinegar Chipsticks, he says 'Now it's illegal. Chipsticks are illegal', thereby making it easier for the reader to focus on the exact point he is making. He refers to the mouth as a 'shouthole'; again, this informal and chatty style helps the reader to understand the points that the writer is trying to make and it gets them thinking.

The writer holds a level of sarcasm throughout the article and by doing so; his opinions are conveyed firmly but with humour. When he discusses the respectable snack foods, he says 'Bye-bye Chipsticks, hello thrice-cooked chippalettoes in sober packagaing…' and this complex sentence would be something that the readers of The Guardian can easily relate to. He seems to be targeting the reader when he uses the second person singular personal pronoun 'you' to describe how the chippalettoes are eaten whilst watching 'Borgen instead of Take Me Out' in order to become more 'sophisticated'. The type of language used by the writer has been successful in terms of imagery. The descriptive style of writing used, such as 'slaughtering robots', 'visible toenails' and 'lashes tickling your throat', easily create an image of the point in the mind of the reader. The use of the phrase 'Lest we forget' depicts the seriousness of the article, and since it can refer to a warning of self-pride, it fits in well with the current topic in the article. When discussing the prices of the 'Downtown Abbey formats' of the supermarket burgers, Brooker makes mention of the 'top-of-the-range Heston Blumenthal Lamb & Cucumber burger' sold at £3.50 for two and states 'you might want to consider applying for an interest-only mortgage first'. By bringing up the common issue of the mortgage, Brooker successfully emphasises that the price paid for such a thing

is rather extortionate. This would cause the reader to question the issue further.

In my opinion, the article is representative of the way in which language is used in current opinion articles due to features I have discussed above. I feel that Charlie Brooker was successful in conveying is opinions in the way that he did, and it is evident that the text had a clear purpose.

Exemplar E: Marker's Comments

This response was placed securely in Level 4 and given a mark of 11. It demonstrates a close consideration of contextual factors and examines a number of language features. Throughout the response, the student controls the structure of the response while applying an appropriate range of terminology.

After a general opening paragraph, the student discusses some specific language features that characterise the text as wishing to engage the reader on a personal and informal level. The examples are suitable and there is use of effective terminology alongside the consideration of contextual factors. The section on semantic field is accurate with some evidence of specific reference to language levels but it is a little general and could have been more closely exemplified.

The discussion of sentence structure demonstrates an examination of relevant language feature and the student makes clear inferences about the construction of meaning and makes relevant links to contextual factors such as audience. Throughout this section, the student controls the structure of the response effectively.

In the final section the student discussed the imagery in the data. While this is an appropriate area for discussion, the student would have benefitted from the use of a wider range of linguistic terminology to describe the selected examples. However, there is some consideration of context here and there is some clear understanding of the issues discussed.

Mark: 11/15, level 4

Level 4	10–12	**Discriminating controlled application** • Applies controlled discussion of methods supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concept and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.