INTERNATIONAL AS

ENGLISH LANGUAGE

(9670)

Unit 2: Language and Society

Example responses with commentary

For teaching from September 2016 onwards
For AS exams in May/June 2018 onwards

This guide includes questions from the summer 2018 English Language (9670) Unit 2 exam with some example student responses and commentary.

It is intended to provide examples of genuine responses submitted in the exam, with some exemplification of the mark scheme and an examiner commentary connected to that response.

SECTION A

Examine how the participants in Text A use language to:
- perform their roles
- achieve their goals
- establish a relationship
- express power and status.
    [25 marks]

For this question, students are provided with some data. For this exam paper, students were provided with a short transcript of a sales encounter.

Students are required to analyse the data provided, using the bullet point prompts to guide their analysis, and to consider how the data is reflective of language use within particular social contexts.

Assessment is in the form of 2 assessment objectives:

AO1 assesses students' ability to select relevant language methods to explore the data, using appropriate linguistic terminology.

AO2 assesses students' ability to consider how meanings are created and shaped in the data, making appropriate links to ideas from language study, theories and concepts to support their comments.

SECTION A QUESTION 1

Section A: Language and social groups: texts

Answer Question 1.

0 1 **Text A**, below and on page 3, is a transcript of the beginning of a conversation between a customer and a sales assistant in a store. The customer is interested in buying a new mobile phone.

Examine how the participants in **Text A** use language to:

- perform their roles
- achieve their goals
- establish a relationship
- express power and status.

[25 marks]

Transcription key:

(.)	pause of less than a second
(2.0)	longer pause (number of seconds indicated)
bold	stressed syllables
[*italics*]	contextual information
[ ]	simultaneous speech

Text A

Sales assistant:	hi my name's Laura (.) how can I help
Customer:	hi (.) I just want some information about phones
Sales assistant:	what sort of information are you after
Customer:	well really I'm looking at whether I should go for this one or that one there [*points at phones on display*] and what's 5 the difference between them (.) other than just size
Sales assistant:	well actually there are quite a lot of differences (.) there's battery life (.) camera (1.0) let me show you some of the features
Customer:	yes please 10
Sales assistant:	right (.) okay I'll show you the camera on this one and basically this has two cameras just there [*points to back of the phone*]
Customer:	okay
Sales assistant:	so that's the zoom one (.) so when you zoom in it keeps 15 the quality (2.0) look you can see (.) how clear that is (.) it's amazing isn't it

Customer:	oh yeah (.) that's really clear	
Sales assistant:	so if we switch this to portrait mode (.) so if I was to hold my hand out (.) take a photo (.) eventually (1.0) it sharpens it up see (.) what it does (.) look (.) is (.) it focuses in on my hand but blurs out the background	20
Customer:	oh yeah (.) that's really cool	
Sales assistant:	so what it'll do (.) it takes a normal photo (.) see (.) and then in the background the other camera it gives you the option of having the background blurred out	25
Customer:	so that's (.) is that 'cos the two lenses are working together	
Sales assistant:	yeah (.) that's the two lenses working together (1.0) which is amazin' (.) and you won't get that sort of quality on any other phone camera (.) this is the only one that does it (.) it's completely different to the earlier model (3.0) look [*shows the picture that has just been taken*] it's amazing isn't it (1.0) that's a really nice effect (3.0) and then some other features (.) you've got a three d tracker on the screen and that's a ⌈that's a unique feature⌉	30 35
Customer:	⌊what's that (.) what's⌋ the three d thing	
Sales assistant:	it's like (.) well (.) if you touch that (.) it's like you can actually **feel** the touch of it through the screen	
Customer:	[*touches screen*] oh yeah	40
Sales assistant:	so if I was just to do that (.) what it will do (.) here (.) I'll just pull up that screen (.) can you feel that	
Customer:	yeah I can (.) it feels really weird	
Sales assistant:	yeah (.) it feels like it's moving (.) which is really bizarre (.) and so if you hold down that on the photos (.) it lets you search and scan through your photos (.) so on my phone it just brings up all the pictures of my dog (.) which is lovely [*laughs*] so if we compare this to the other phone (.) you won't have all of this (.) this really is a game changer (.) it's amazin'	45 50

MARK SCHEME

AO1: Demonstrate understanding of methods, terminology, concepts and issues in English Language		
AO1 in the context of this question focuses on relevant methods and terminology.		
Level/ Marks	**Performance characteristics**	**Indicative content** These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 9–10	**Students will:** • **apply linguistic methods and terminology, identifying patterns and complexities** • **apply different levels of language analysis in an integrated way, recognising how they are connected** • **apply levels of language analysis with rare errors**	Students are likely to describe features such as: • pragmatics, eg politeness • discourse structure • topic development • deictic expressions, eg pointing to shared physical space

Level 4 7–8	**Students will:** • **apply linguistic methods and terminology with precision and detail** • **apply two or more levels of language analysis** • **apply levels of language analysis with occasional errors**	Students are likely to describe features such as: • non-fluency features • turntaking • adjacency pairs • monitoring features, eg tag questions • interruptions, overlaps • vagueness
Level 3 5–6	**Students will:** • **apply linguistic methods and terminology consistently and appropriately** • **label features that have value for the task** • **label features with more accuracy than inaccuracy**	Students are likely to describe features such as: • connotations • colloquialisms, informality • fillers • reinforcements • repetitions
Level 2 3–4	**Students will:** • **use linguistic methods and terminology inconsistently and sometimes without value for the task** • **generalise about language use with limited/unclear evidence**	Students are likely to: • refer to features of language that do not illuminate the analysis • make unsupported generalisations about language used • quote imprecisely to illustrate descriptions
Level 1 1–2	**Students will:** • **quote or identify features of language without linguistic description** • **present material with limited organisation**	Students are likely to: • quote relevant examples without any linguistic description
0	**Nothing relevant written**	Nothing relevant written

AO2: Analyse how meanings are shaped in a range of texts and data.		
Level/ Marks	**Performance characteristics**	**Indicative content** These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 13–15	**Students will:** • **explore use of language and representations according to context**	Students are likely to: • explore how participants present themselves • explore how participants position each other • explore the interactive strategies of each participant • explore how participants' technical knowledge is deployed • explore how values and attitudes are conveyed
Level 4 10–12	**Students will:** • **analyse how language choices create meanings and representations** • **analyse how aspects of context work together to affect language use**	Students are likely to: • analyse participants' use of questions and explanations • analyse convergence, compliance, co-operation, resistance • analyse informality and register • analyse influence of setting on language choices

Level 3 7–9	**Students will:** • **interpret significance of specific choices of language according to context** • **link specific language choices with an aspect of context**	Students are likely to: • interpret language choices associated with a sales role • interpret language choices associated with a consumer role • interpret language choices associated with setting • interpret language choices in a linear or sequential way
Level 2 4–6	**Students will:** • **identify distinctive features of language and significant aspects of context**	Students are likely to: • identify broad purposes of the participants • identify language about mobile phones • identify broad sales context
Level 1 1–3	**Students will:** • **paraphrase or describe content of texts** • **misunderstand text or context**	Students are likely to: • give factual information about the interaction • show literal understanding of information • rely on lengthy quotations
0	**Nothing relevant written**	Nothing relevant written

STUDENT A

Text A is an interactional exchange between a sales assistant and a customer. The purpose of the conversation is for the sales assistant to inform the customer about a phone that the customer wants to purchase. The mode of the text is spoken and it adopts an informal register mostly with aspects of formality too at certain points.

Laura's role in the conversation is to inform the customer about what they want. Laura fulfils this role through the use of interrogatives. The use of interrogatives places Laura in a position of power as she controls turn taking with her use of interrogatives. Laura claims 'it's amazing isn't it?' which is a tag question. The purpose of this is to encourage Laura's interlocutor to agree or disagree and voice their opinion. It is also interesting that Laura, being a female, uses the tag question. This links in with Ann Weatherall's theory that states that women use more tag questions compared to men,

Additionally, Laura also performs her role as a sales assistant by informing the customer about the phone. Her speech adopts a specialist register wherein she uses jargon like 'three d', a feature the customer is unaware of. The use of jargon shows Laura's divergence from speech made by the customer and this creates a distance in the relationship they share as Laura clearly holds the power. She gains power throughout the conversation by projecting the semantic field of technology. Lexical items like 'portrait', 'three d' and 'display are examples of specialist lexis and present Laura as more knowledgeable which gives her power.

Laura establishes a relationship with the customer by sharing a personal anecdote about her 'dog'. This proves Pilkington's theory (1980) that states how women share personal experiences to announce solidarity. Additionally, Laura also makes use of paralinguistic features like laughing in order to create a relationship between the customer and herself. This also proves Pilkington's theory which states that women tend to be agreeable and co-operate more.

The customer, however, uses polite lexis to diverge from Laura's informal and friendly lexical choices. 'Yes please' shows formality and portrays the customer as more restrained and collected. This gives the customer power in the conversation. Also, Laura uses the proper nouns when declaring her name to the customer in order to establish a relationship between them but the customer does not reciprocate the action.

Initially, both speakers are formal as the conversation starts. However, as the interaction progresses, Laura converges to the customer's style of speaking which becomes informal quickly, using fillers like 'oh yeah' repeatedly. Laura quickly adapts to this language style by using 'like' and 'well'. This shows convergence on Laura's part. Laura's purpose for adapting her speech style to match that of the customers is so that she can show her approval of the customer by her use of lexical choices. This establishes a connection between them and allows Laura to achieve her goal which is to sell the phone.

Furthermore, another way Laura achieves her goal of persuading the customer to buy the phone is by using intensifiers like 'really'. This emphasis Laura's point. Additionally, Laura also uses adjectives repeatedly to achieve her goal of selling the phone. The use of the lexical item 'bizarre' makes the phone sound unique and otherworldly, therefore adding to its appeal. Laura also makes use of empty adjectives like 'cool' to further add to the items appeal and perform her role as a sales assistant.

Despite being the sales assistant though, at times Laura does not hold the power. The customer interrupts Laura twice which overrules Laura's authority and switches the power back to the customer. One of the interruptions also include a reformulated question which shows that despite the customer being less knowledgeable than Laura, they still hold the power.

Overall, Laura uses many methods to assert her dominance over the customer which includes her use of jargon and emphasis on certain lexical terms like 'feel' which accentuate the mobile phones external features by use of sensory imagery. Also, despite the customer being more unaware of the item being sold, they still manage to retain power through their use of interrogatives and interruptions.

EXAMINER COMMENTARY

This script was awarded full marks and thus meets the descriptors for the top of Level 5.

AO1: The language methods addressed in this response have been carefully selected, making use of appropriate and precise terminology throughout. Features addressed include: sentence functions, specialist lexis, register, politeness features, address terms, word classes and discourse strategies such as convergence and overlapping. Features are thoughtfully selected, allowing for meaningful discussion of the data and there is some consideration of patterns of language use by the two speakers. There is clear sensitivity to complexities within the data, considering shifts in conversational style as the interaction and transaction progresses.

AO2: The response is rooted in the data provided, and the bullet points are used to shape the structure of the response. There is clear focus on ways that each speaker presents themselves, their roles within the interaction and different strategies used to forge a relationship. Ideas from language study are considered in a developed and subtle way, considering gender roles, occupational status, accommodation theory and different power types held by each speaker.

Overall comments: A key strength of this response is the consistent linking of assessment objectives: focusing on AO2 as a starting point to explore conversational dynamics and power roles, linguistic detail is applied consistently and precisely throughout to support all comments.
The student moves beyond analysis of the influence of context on language choices to explore power concepts in detail, whilst also considering relevant wider ideas from language study, including ideas and research based on gender as well as relevant discourse analysis concepts.

Areas for development: Some word classes could be labelled more precisely, but the level of precision when addressing discourse features means that this response still meets the descriptors for the top of level 5.

Marks awarded:

AO1: 10/10
AO2: 15/15
TOTAL: 25/25

STUDENT B

In text A, there is a customer is interested in buying a new phone. The customer plays the role of a person looking through lots of mobile phones and picking the perfect one. 'I just want some information about phones', this declaritive sentence tells us that the customer is looking for phones. However, the sales assistant plays a role on trying to persuade the customer into buying the product to achieve their goals.

The participant – sales assistant – tries to achieve her purpose by saying an imperative sentence such as, 'let me show you some of the features' to try and persuade the customer into checking out some more of the features on the phone. The sales assistant also uses rhetorical questions like, 'it's amazing isn't it', giving great comments about phone for an agreement. This could also be seen as a tag question – due to her replying 'oh yeah (.) that's really clear."
The sales assistant also uses persuasive discourse in the text, for instance "You won't get that sort of quality on any other phone camera" and "This is the only one that does it" to make the reader not leave the other the store and have second thoughts about other mobile phones.

The customer in this text is trying to achieve their goals by listening to the sales assistant about the offers. She replies with polite lexis such as 'yes please', this could also be linked with Price's Maxims, manner due to her speaking politely. The customer also uses back-channeling and repition, 'oh yeah' throughout the text and this gives us an understanding of the customer making sure that she is listening and following to what she says.

On the other hand, the relationship between the participants tells us that they are using contractions and slang such as "amazin'" which gives away the fact that both human beings are adults. The both of them interact informally towards each other due to the conversation not being awkward. Throughout the text discourse markers are being used like, 'well; and 'basically' as well as paralinguistic, 'points to back of the phone'. The sales assistant interacts with the customers by using lexis because the assistant wants the customer to feel comfortable and relaxed by using lots of elision like "'cos" and "amazin'" to make sure that the customer is interacting with a friend so that she is not pressured.

Last but not least, the customer expresses power by using imperatives like, "what's the difference between them" and this proves that she has more power than the sales assistant because she is commanding the assistant to tell her the "differences between them." Throughout this transcript even though the sales assistant talks a lot the customer has more power and status due to her being the one to buy the product. The assistant could only hope and persuade her into buying this mobile phone.

EXAMINER COMMENTARY

This script is secure Level 4; there are some very strong elements showing a confident exploration of the data, but there is some lack of precision and development thus keeping this in level 4 rather than moving into level 5.

AO1: There is a good range of language detail offered here, with emerging precision when addressing spoken discourse features (eg elision, discourse markers). There is also some focus on sentence functions, politeness features and formality.

AO2: There is clear engagement with the roles, status and goals of each speaker, showing a clear sensitivity to key contextual factors in this exchange. There is some discussion of the relationship between the two speakers, although this could be developed more fully to consider shifting dynamics throughout the exchange. Power concepts are addressed and there is some reference to cooperative speech styles, although this is rather brief and underdeveloped.

Overall comments: There is much to commend here. There is clear engagement with the data which remains at the heart of the response to explore the interaction between the Sales Assistant and the Customer in some detail. The prompt bullet points have been used to shape the response and this has allowed for close focus on key AO2 factors, such as the roles, status and purposes of each of the speakers. These AO2 points are consistently linked to AO1 linguistic detail, with clear exemplification throughout to support comments about language use.

Areas for development: Whilst spoken discourse features are addressed in some detail, there is less specific focus on word classes, and when these are addressed, language labels could be applied with more precision and accuracy. Power concepts are addressed, and there is some consideration of the cooperative principle, although this is brief and remains underdeveloped. For level 5, students should consider any further ideas about language use that may be relevant to the data. For the data under discussion here, theories revolving around gender interaction, occupational roles/status and discourse concepts could also have been considered.

Marks awarded:

AO1: 8/10
AO2: 11/15
TOTAL: 19/25

STUDENT C

To perform their roles, the participants uses various forms of language. Also the way the structure their speech also helps in their role performance.

For the sales assistant to perform her role as an assistant she gives various information like; "so that's the zoom one so when you zoom in it keeps the quality." This is very important because a sales assistant needs to give necessary information to their customer to persuade the customer to purchase their product. Also the assistant uses some lexical words to persuade the customer, example "and you won't get that sort of quality on any other phone camera". This very persuading because the word "won't" means cannot, not possible, non realistic so that it clicks in the mind of customer to really know more about the phone before buying it. To perform role the assistant uses "so a lot of this is done to intrigue customers to the conversation or give assistant time to think of the information.

For the customer to perform their role there is a lot of feedback to what the sales assistant said this is done to show that customer is listening to the information given. Example "Yes please", "Okay", "Oh yeah that's really clear" this called back channel customers replies with simple sentence this is done to make customer seem like their listening but probably isn't For the customer to perform their role a question was asked, this is important to the role of customers because customers come to a store to buy what they want and asking question is the only way to know if the store have what they want. An example, "I just want some information about phones" in this case the customer wanted info about phones.

To achieve their goals, the customer ask question about phones. "I just want some information about Phone" this is simple enough for the sales assistant to know what to do and in doing so the customer has achieved their goal. On the other hand the goal of the sales assistant is to give possible information to the customer and persuade him to buy it. To achieve this the sales assistant use pronoun to keep the customer on track a lot of "you" "we" was used to do this. Also to achieve the goal sales assistant uses physical lets the customer try out some features in order to persuade customer to buy product.

To express power and status the customer ask for certain features and sales assistant acts on those request. Example "well really I'm looking at whether I should go for this one or that one there [Points at phone on display] and whats the difference between them other than size." In the sentence there is a lot of request this show the customer has power to request for information and it will be answered. The assistant express her power through giving useful information not just in small quantities but in large and also showed examples like using the phone and showing the different feature it has compared to the other.

Text A participant use language use language to establish relationship by using informal language. This is necessary because it stops awkwardness from occurring. Also it helps make customer feel more comfortable from the text the customer doesn't seem to speak with large vocabulary. Also the sales assistants tries on some jokes to say am a friendly friendly sales assistant. Ths is very important because it could make the customer come again because of the use of informal language and slight jokes.

EXAMINER COMMENTARY

There is some focus on the data for this script, but it lacks depth of analysis and is just at the bottom of Level 3.

AO1: There is some focus on language detail from the data here, but it is largely general and lacks precise linguistic terminology. There is a tendency to offer quotation with very general labels such as 'the word' and reference to formality levels lacks precise exemplification.

There is some reference to sentence function and back channel feedback, moving this out of level 2 and just into the bottom of level 3 but more explicit reference to language terms is needed for higher in the mark band.

AO2: There is some focus on the main purposes and goals of the speakers within the exchange, but comments are quite general. There is a broad identification of the roles of Customer and Sales Assistant, but the response lacks exploration of how these roles are enacted throughout the interaction. Power is mentioned but in rather general terms, lacking engagement with specific concepts surrounding power types.

Overall comments: The bullet points have been addressed to shape the response, and there is an attempt to remain focused on the data throughout. However, the data has not been explored in detail and there is a tendency to offer interpretation of individual utterances rather than analyse and explore the whole discourse and the dynamics of the interaction between the two speakers. Attempts to explore concepts in light of the data are undeveloped and basic, with brief mention of power but this is not explored.

Areas for development: When considering language detail from the data, linguistic labels should be used consistently throughout the response. Here, only isolated specific linguistic labelling is applied.

Closer examination of the data would allow for more detailed comment about how the interaction progresses; students would benefit from considering whether there are any shifts or changes in the interaction that might indicate more subtle power dynamics.

Marks awarded:

AO1: 5/10
AO2: 7/15
TOTAL: 12/25

SECTION B

How far do speakers' purposes affect the language they use?

In your answer you should refer to relevant ideas from language study, such as

- some of the different purposes and contexts that speakers have
- some of the language choices that speakers make
- some factors other than speakers' purposes that affect their language use.

For this question, students are required to produce a discursive essay. They are able to draw upon some of the ideas raised from the data in Section A, but they should not be constrained by this and should explore wider ideas raised by the question and the bullet point prompts.
Assessment is in the form of 2 assessment objectives:
For this question, **AO1** assesses students' understanding of language concepts and issues that are relevant to the question and the bullet point prompts.
AO3 assesses students' ability to shape their response in an appropriate academic form that is suitable for a discursive essay.

SECTION B QUESTION 2

Section B: Language and social groups: writing

Answer Question 2.

0 2   How far do speakers' purposes affect the language they use?

In your answer you should refer to relevant ideas from language study, such as:

- some of the different purposes and contexts that speakers have
- some of the language choices that speakers make
- some factors other than speakers' purposes that affect their language use.

[25 marks]

END OF QUESTIONS

MARK SCHEME

AO1: Demonstrate understanding of methods, terminology, concepts and issues in International English Language
AO1 in the context of this question focuses on relevant concepts and issues.

Level/ Marks	Performance characteristics	Indicative content These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 13–15	**Students will:** • **demonstrate an overview of issues** • **explore different views, approaches and interpretations**	Students are likely to: • explore ideas about speakers' purposes as multifaceted and their language use as shaped by other social and contextual factors such as age, gender, mode, setting, audience, topic, etc. • offer perceptive, relevant and specific examples of language use • refer to scholarship accurately and specifically • use terminology accurately, with understanding

Level 4 10–12	**Students will:** • **identify different views, approaches and interpretations**	Students are likely to: • explain how speakers often have a range of purposes, leading to complexity in language use • offer relevant and specific examples of language use • refer to scholarship accurately • use terminology, mostly accurately, showing understanding
Level 3 7–9	**Students will:** • **show knowledge of relevant concepts and issues**	Students are likely to: • offer a relevant but straightforward account of the idea of speaker purpose(s) • give relevant examples of language use at a general level • refer to scholarship in general ways • use terminology with partial accuracy and understanding
Level 2 4–6	**Students will:** • **show familiarity with the area of study**	Students are likely to: • discuss the idea of purpose very generally • give limited, or very generalised examples of language use • attempt reference to scholarship, but with limited accuracy or relevance • attempt to use terminology, but with limited accuracy and understanding
Level 1 1–3	**Students will:** • **discuss issues anecdotally without specialist knowledge**	Students are likely to: • discuss idea of purpose generally or anecdotally, with no reference to language • exemplify purpose in language with little or no discussion • offer no references to scholarship • use terminology rarely or inaccurately
0	**Nothing relevant written.**	Nothing relevant written

AO3: Demonstrate ability to use English in different ways		
Level/ Marks	Performance characteristics	Indicative Content These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 9–10	Students will: • use form expertly • use and sustain register, effective for context • show outstanding technical control	Students are likely to: • guide the reader through a line of argument by using clear signposting • make effective connections between points and paragraphs • write with clarity and accuracy throughout
Level 4 7–8	Students will: • use form convincingly • use register, effective for context • show skilful technical control	Students are likely to: • demonstrate a line of argument • cover points in a well organised way • write with clarity and accuracy, showing only occasional errors

Level 3 5–6	Students will: • use form competently • use register, mainly effectively, for context • show competent technical control	Students are likely to: • communicate with clear topics and paragraphs • group points in a logical way • write with general clarity and accuracy
Level 2 3–4	Students will: • use form with some lack of control • use register appropriate for context at times • show basic technical control	Students are likely to: • attempt an essay format, with uneven result • achieve a formal style but inconsistently • show lapses in clarity and accuracy
Level 1 1–2	Students will: • use form limited to simple elements • shape language broadly for context • show limited technical control	Students are likely to: • make some points but with little or no organisation • attempt a formal style, with limited success • lack clarity and accuracy, impeding communication
0	**Nothing relevant written**	Nothing relevant written

STUDENT A

The purpose of a speaker is generally to deliver the message they have in the most convinient way.

The most common purpose among many speakers around the world is to fit in. People might use lexis that is only applicable to certain areas and social groups. For example, when moving into a new neighbourhood, one of the first thoughts you have is "How am I going to fit in?", a lot of the times, people tend to change their language so that they can copy and match the language patterns of others in the hopes of fitting in. This is known as "convergence", where people use language to fit in. They can do this by using slangs and blends a certain group uses in order to be associated with them. This is very popular among school kids, they have a set of lexicons they might use when around "jocks" and a completely different set of lexicons that are meant to be used when interacting with "burnouts" (Penelope Echert, 2002). In contrast, people may also use language to isolate themselves from a certain group, this is known as "divergence". The idea that people use language to reflect how they feel about interacting with a certain speaker or a group of speakers supports Howard Giles communication Accomodation Theory (1970).

Places where speaking tends to have a strong purpose include places like markets, where the sales person has a purpose to sell, and they use language in order to meet this purpose. Persuasion becomes easy when the speaker uses exaggeration, rhetorical questions and empty compliments all in the right amount; if one of them is used way too much, it exploits the maximum of quality and relevance, meaning the message is not delivered therefore not achieving the purpose. Empty compliments play an important role when keeping the customer engaged and interested, words like "amazing", "so cool", "unbelievable" have a good effect on the customer. Rhetorical questions help the sales person create a cloud of doubt in the mind of the customer, for e.g. something like "don't you want you house filled with happiness during Christmass?" makes the customer doubt what they have and it makes them think that what they have isn't enough, this allows them to be convinced more easily making the sales person achieve their purpose easily.

At a workplace, the main purpose of any occupation is to get work done. This is only done if commands and tasks are clear and straightforward. Declaratives help many purposes at a workplace as everything becomes more understandable. For feedback, interrogatives help by constructing clear concise questions that require short but informative answers.

Other factors that affect language use are social class and gender. Social class plays a huge role when it comes to language use, aspects such as accents determine what your everyday lexis are. People higher up in the social class hierarch tend to use RP (Recieved Pronunciation) (Labov 1966) in order to show their power. Another aspect includes pronouncing certain letter in certain areas gives different impression. For e.g. pronouncing /r/ in American English is seen a higher class whereas in the UK its seen as an Estuary accent (Labov 1966). Gender also influences language use as you may use different addresses to refer to a male and a female. For e.g. "Mr." and "Mrs" the male term doesn't disclose the status of the man but the female term does. This shows how men have more power and women show

subservient behavior which supports the Dominance theory (Robin Lakoff, 1970). Nowadays women opt for a neutral "Ms." To avoid being judged against.

EXAMINER COMMENTARY

This is a confident response, meeting the descriptors for secure Level 5.

AO1: There is a clear focus on the question throughout. 'purposes' of language are explored with reference to a number of different points: social integration, location/setting and work-based environments. This demonstrates subtle exploration of the topic and sensitive understanding of the complexities of language use.

Some useful examples of language are addressed, considering how these may contribute to how meanings and purposes are consciously constructed by users. There is also some comment about the effect and impact of these language choices on audiences and interlocuters.

References to scholarship are clear and pertinent, used to support comments made as well as illustrate specific examples of language in use. Fully deserving of a mark securely in level 5.

AO3: A well organised response that offers a clear line of argument. The reader is guided through the response, with clear signposting of different ideas about language use. Scholarship and examples of language are integrated into the discussion throughout.

Overall comments: There is clear focus on the question throughout, and the bullet point prompts have been used to shape and structure the response. A range of interesting and useful examples of language detail, linguistic concepts and research used to support comments and explore 'purposes' in detail.

Areas for development: Whilst some theories and concepts are explored in some detail, this is less developed towards the end of the response, and more discussion linked to the question may have taken this to the top of level 5.

Marks awarded:

AO1: 14/15
AO3: 9/10
TOTAL: 23/25

STUDENT B

A speaker's purpose heavily affects the type of language that they use. For example, a speaker wishing to persuade their audience would utilize an array of emotive words in order to create feeling and empathy. On the other hand, a speaker wishing to teach their audience would use technical lexis and jargon related to that particular field of study. Despite this, there are many more factors, such as social class and gender which affect the language that a speaker uses.

To begin with, a speaker wishing to persuade, such as a salesperson, would use repetition of words which magnify the reputation of a product that they are selling. For example, the salesperson may repeat the word "amazing" in order to indoctrinate potential customers into believing them. A salesperson would also utilise technical lexis and jargon. This will enable them to show that they know a lot about a particular product. Therefore, the potential customers would view them as more trustworthy because of their huge understanding of a certain product. Furthermore, a speaker hoping to persuade would utilize language which is easier to remember through the use of devices such as alliteration. Through this, the speaker will be able to leave a lasting impression on their audience.

Secondly, a speaker whose purpose is to entertain would have a different way of using language. For example, a comedian would play on pragmatics to imply certain jokes. Although, this may also be dictated by social expectations – a comedian may be restricted to certain types of language due to society. Also, a speaker hoping to entertain may use emotive language in order to control the atmosphere in which they are in.

On the other hand, other factors, such as social class, may affect language more than purpose. For example, someone from a lower class would use high frequency lexis compared to someone of a higher class who may use more low frequency words. This is because, generally, the higher class is more educated than the lower class. Therefore, they have more access to institutions which give them the ability to understand low frequency words. Theorist Basil Bernstien devised the elaborated code (higher class), and the restricted code (lower class). He found that those utilizing the restricted code had looser syntax, less formally correct grammar, and more improper connectives such as "and" and "but". Whereas those utilizing the elaborated code had more formally correct grammar, appropriate connectives like "unless" and "however", and even more originality. Moreover, William Labov (1966) found that social classes dictated the pronunciation of /r/ in America. He discovered that, in the UK, those which had recieved pronunciation had overt prestige (more prestige) than those without, which had covert prestige (less prestige). Therefore, social class has a high influence on a speaker's use of language. Arguably, it may even have more influence than purpose.

Another factor which may also affect language is gender. Theorist Deborah Tannen has found that men use language differently to women. For example, she found that men use language to find a compromise. She also found that men use language for information, while women use their language for feelings. Therefore, according to Tannen, men would use more interrogative language for information compared to women. Therefore, gender may affect language use more than a speaker's purpose does.

However, theorists Deborah Cameron devised the diversity model. This shows that other factors such as the people involved, the purpose, and the topic of the conversation has more affect on language than gender. She also found that there are more differences within gender than between them. Therefore, it isn't gender which affects language, but context, such as the speakers and the topic of the conversation.

Overall, purpose has a significant role in affecting a speakers' use of language. A speaker wishing to persuade may use repetition and a person wishing to entertain may play on pragmatics. However, studies done by theorists have shown that social class is also a huge factor. This is because it is a determinant of an individual's education. Furthermore, other theorists, such as Deborah Tannen, has found that gender is the main factor in determining the language that an individual utilises.

EXAMINER COMMENTARY

A detailed response, meeting the descriptors for secure Level 4, but lacking depth of discussion for Level 5.

AO1: There is clear focus on the question, with different purposes of persuasion and entertainment discussed in some detail. Some references to purposes could be more developed eg teaching. There is some useful comment about specific language features that are typically associated with particular purposes, although this is a little general in places eg reference to emotive language, alliteration and technical lexis. There is more precise and accurate reference to language detail when addressing examples from scholarship, and these have been selected carefully to explore the topic in some detail. Thus, these reference to research, and a sensitivity to the complexity of language in use places this response securely in level 4.

AO3: Different aspects of purpose are addressed in turn and a line of argument emerges clearly, although points are not always developed and explored. Writing is clear, accurate and well organised, with an effective introduction that outlines the main points and a conclusion that draws together the key ideas discussed in the main part of the essay. Thus, securely in level 4.

Overall comments: There is clear focus on the question throughout, and the bullet point prompts have been used to shape the response. There are some interesting ideas presented and discussed, although these could be developed more fully. Some useful reference to appropriate scholarship, although this could be more integrated.

Areas for development: The different purposes outlined show promise and a real engagement with the question. However, whilst persuasion is addressed in some detail, focus on entertainment and teaching is brief and underdeveloped. A more consistent approach throughout the response may move
There are some specific examples of language use in places eg when addressing persuasion but in places this is more general. More specific examples throughout the response would illustrate points more clearly. There is some useful reference to relevant scholarship, but this is not integrated into the whole response and instead is left towards the end when wider ideas about language are discussed. Considering relevant concepts and research throughout the response would allow for more developed discussion of key language ideas.

Marks awarded:

AO1: 11/15
AO3: 7/10
TOTAL: 18/25

STUDENT C

A language a person uses varies a lot in different situations such as when you have a purpose to talk for. Your purposes may also vary depending on your ethnicity, age and gender.

An example where your language differs is when you're a judge, politician. You wouldn't speak informally but rather formal as you need to do this to show that you are very interested and dedicated to your purpose. You would not use words such as 'you', 'I'm' to refer to your audience but instead you use, 'my brothers and sisters' to refer to your audiences. You would also do this to retain and show our reputation.

Another aspect is that your language uses may vary depending on your ethnicity. People will judge you based on how you look like and the way you speak. This can affect your language use as you need to be able to speak the language or otherwise your audience may not be able to pay attention.

It may also vary depending on your occupation, For example when you are under a superior or a boss, you wouldn't use imperatives or a command words to show your respect towards your boss, but instead, you would use manner words such as 'please', 'can I?' eg. you would not say this, 'I'm going now' instead you would say 'can I please go now. This showcase that you respect the person you work for. Similar to this is age. It also affects you as you grow older. E.g. when you were young you do not realise that you used imperatives to your parents or whoever to get what you want. You use words such as Can I have this! Get this! But as you grow older you become more formal towards people older than you to show your respect towards them.

Another aspect where your languages change is through manipulation. For example, when you are trying to outwit or wunter a competition you would use words to make your customer feel as if they would become special if they buy your product. an example of this is using words such as 'this is the only one that does this'. They would then feel special they would only have that particular product.

Also, sometimes we group ourselves in the same level as we are. This is known as discourse community where we use words that can vary towards other people. For example, if you are in a gaming group you would use words such as 'Flank'. Other people would think that this word mean an exercise position but for those who are in the same discourse community as you are, they would understand that it means 'go around the enemy or them.

Lastly is the theory Thorne and Henley that when you are talking to other people. Men and women together. Men are more likely to interrupt. This might be wrong as they have only observed one man.

EXAMINER COMMENTARY

There is some focus on language ideas, but the overall response drifts from the question, thus placing this in Level 2

AO1: There is only very brief reference to the question focus, with only limited comment about purposes. The final bullet point prompt has been prioritised with some focus on wider aspects of language use and this has not allowed for full exploration of the question stem. There is some reference to typical language features associated with different types of communication, but this is largely generalised and limited to 'words'. Similarly, exemplification tends to be broad and generalised. There is some reference to scholarship, with brief comment about discourse communities, gender and restricted/elaborated codes, thus taking this to the top of level 2. These concepts would need more discussion to move this response into level 3.

AO3: A list-like approach has been adopted to address different aspects of language use: occupation, ethnicity, age, persuasion, discourse communities and gender. There is only limited development of these points but there is some grouping of ideas, so enough for just into level 3.

Overall comments: There is some knowledge about language ideas demonstrated here, but the response suffers from lack of focus on the question stem. Whilst there is brief comment about purpose/persuasion, this is very limited, and the overall response would benefit from addressing the question and each of the bullet point strands more explicitly.

Areas for development: As stated above, more focus on the question is required to move this response into the higher mark bands. Whilst some interesting ideas about language are touched upon, there is a lack of specific discussion about language in use, and concepts are largely underdeveloped. For level 3 attainment, the question needs to be addressed more explicitly, scholarship needs to be selected carefully so that it is made relevant to the question, and exemplification requires precise reference to specific linguistic features using appropriate terminology.

Marks awarded:
AO1: 6/15
AO3: 5/10
TOTAL: 10/25

FURTHER GUIDANCE AND CONTACTS

You can contact the subject team directly at english@oxfordaqaexams.org.uk

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm local time.

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