## Sample A

> Answer two questions, the question from Section A and ONE question from Section B.
>
> 1. Read Extracts A, B and C on pages 2 and 3 of the Source Booklet.
>
>    (a) **Extract A** is a transcript of a **spontaneous conversation**.
>
>       (i) Identify **three** spoken word features in Extract A **and** provide an example fr~~ ~~
>       the Extract of each language feature identified.
>
>       Feature 1 ...... filler ......
>
>       Example ...... Mmmm ......
>
>       Feature 2 ...... Adjacency pair ......
>
>       Example ...... Yorkshire anybody | yeah ......
>
>       Feature 3 ...... Hedge ......
>
>       Example ...... You know ......

**Examiner Comment 1**
The candidate accurately identifies and exemplifies 3 spoken word features from the extract.

**Mark Awarded – 6**

> (ii) Comment on the function of **two** of your chosen features within Extract A.
>
> The filler buys Jack time as he tries to
> *remember the name of N° 4 : Mallory
>
> The first part of the adjacency pair ' Yorkshire
> anybody' is a question designed (by the Mother)
> to bring the conversation back to her agenda
> ( lunch! )

**Examiner Comment 2**
Candidate offers a comment on the function of the filler which is directly related to the extract

**Examiner Comment 3**
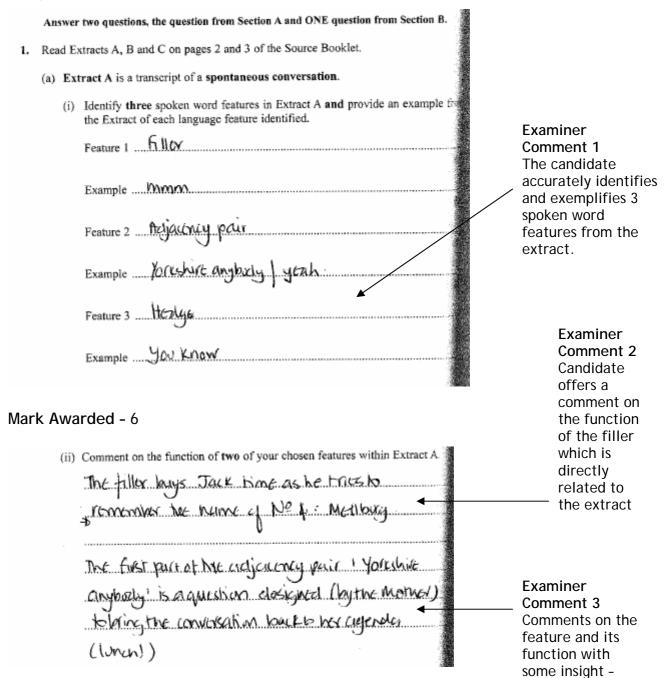Comments on the feature and its function with some insight – reference to agenda is apt.

**Mark Awarded – 4**

## Overall Comment

Comment on the features is accurate and specifically linked to their function within the extract. The response fulfils AO achievement for a Band 2 response. It sits at the top of the Band because the definitions are accurate and contextualised effectively within the extract itself.

(b) Extract B is an extract from a **weblog** and Extract C is an excerpt from a **novel**. Both include features of spoken language.

Examine how the writers:

- Shape or craft each text to meet the expectations of their respective audience/ purpose/context
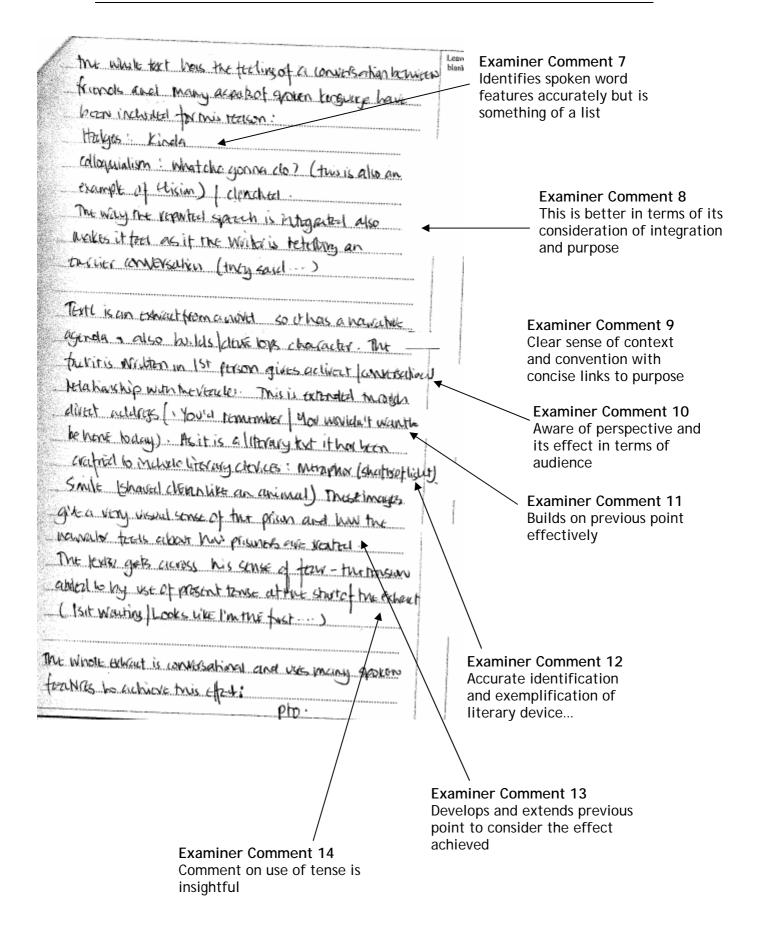- Integrate aspects of spoken language into their texts.

In your response, you must refer to Extracts B and C.

(40)

(Total 50 marks)

(TOTAL FOR SECTION A: 50 MARKS)

**Examiner Comment 1**
There is a clear sense of context and convention here

**Examiner Comment 2**
Comment shows awareness of ongoing nature of the text and the assumptions made about the audience.

**Examiner Comment 3**
Exemplification is good – comment shows insight into manipulation of tone/register for effect.

**Examiner Comment 4**
Evidences assertion here.

**Examiner Comment 5**
Defines dual purpose well.

**Examiner Comment 6**
Accurate identification of features – links to purpose could have been more specific but are still apt.

*The weblog is obviously part of an ongoing journal. It makes an assumption that its readers have been 'keeping up' with its content. This is shown by 'as aforementioned' which is rather formal but references an earlier entry. This change in formality is probably for humorous effect. There is an intimacy between the writer and the audience which is achieved by the conversational 'feel' (direct address in final question).*

*The purpose of this particular entry is to keep the audience up to date with the writer's job application. It has been crafted to deliver this information but also shaped to reflect on how the writer feels about the rejection in a mildly entertaining way. Literary devices add to the crafting: simile (like a punch in the stomach) metaphor (gutted). Adverbs add to the 'drama' (agonisingly / really / quietly ...)*

The whole text has the feeling of a conversation between friends and many aspects of spoken language have been included for this reason:

Hedges : kinda

colloquialism : whatcha gonna do? (this is also an example of elision) | clenched.

The way the reported speech is integrated also makes it feel as it the writer is retelling an earlier conversation (they said ...)

Text1 is an extract from a novel so it has a narrative agenda + also builds/develops character. The fact it is written in 1st person gives a direct/conversational relationship with the reader. This is extended through direct address ( You'd remember | You wouldn't want to be home today). As it is a literary text it has been crafted to include literary devices: Metaphor (shaft of light) Simile (shaved clean like an animal) These images give a very visual sense of the prison and how the narrator feels about how prisoners are treated. The text gets across his sense of fear - the tension added to by use of present tense at the start of the extract ( Is it working | Looks like I'm the first ... )

The whole extract is conversational and uses many spoken features to achieve this effect:

p.t.o.

**Examiner Comment 7**
Identifies spoken word features accurately but is something of a list

**Examiner Comment 8**
This is better in terms of its consideration of integration and purpose

**Examiner Comment 9**
Clear sense of context and convention with concise links to purpose

**Examiner Comment 10**
Aware of perspective and its effect in terms of audience

**Examiner Comment 11**
Builds on previous point effectively

**Examiner Comment 12**
Accurate identification and exemplification of literary device…

**Examiner Comment 13**
Develops and extends previous point to consider the effect achieved

**Examiner Comment 14**
Comment on use of tense is insightful

Hedges: whatever | somebody

Pauses : ....

Colloquialism : psycho.

Indications of how words are spoken (Ole | and all) this could link to the fact the narrator is from Texas.

The final declaratives convey his humour and make you mind he fears this is what is in store for him (they sentenced him to death)
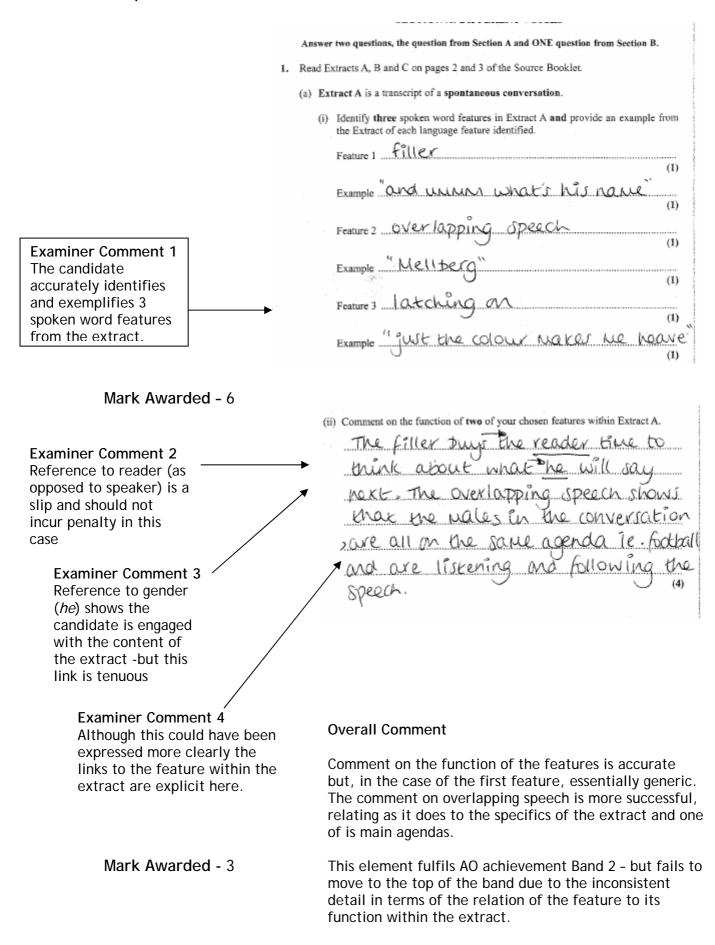
**Mark Awarded – A02 : 16; AO3 : 17, TOTAL : 33**

**Overall Comment**

This is a highly competent, systematic response that covers a good deal of ground given the time factors involved. It covers both extracts evenly and addresses both bullet points with some insight. It matches descriptors for a Band 4 response for AO2 in that the links made between form and function are clear and well developed and there is careful consideration of language ( and accurate application of terminology)  and some, though not all, of the effects produced. All comments are effectively exemplified but the tendency to list spoken features restricts to the bottom of the band at 16. At AO3 the response integrates thoughtful comment and consideration of contextual factors that shape the language of each text and again sits at Band 4.

**Sample B**

> Answer two questions, the question from Section A and ONE question from Section B.
>
> 1. Read Extracts A, B and C on pages 2 and 3 of the Source Booklet.
>
>    (a) **Extract A** is a transcript of a **spontaneous conversation**.
>
>       (i) Identify **three** spoken word features in Extract A **and** provide an example from the Extract of each language feature identified.
>
>       Feature 1 ..... filler
>                                                    (1)
>
>       Example "and ummm what's his name"
>                                                    (1)
>
>       Feature 2 ..... overlapping speech
>                                                    (1)
>
>       Example "Mellberg"
>                                                    (1)
>
>       Feature 3 ..... latching on
>                                                    (1)
>
>       Example "just the colour makes me heave"
>                                                    (1)

**Examiner Comment 1**
The candidate accurately identifies and exemplifies 3 spoken word features from the extract.

**Mark Awarded – 6**

**Examiner Comment 2**
Reference to reader (as opposed to speaker) is a slip and should not incur penalty in this case

**Examiner Comment 3**
Reference to gender (*he*) shows the candidate is engaged with the content of the extract -but this link is tenuous

**Examiner Comment 4**
Although this could have been expressed more clearly the links to the feature within the extract are explicit here.

> (ii) Comment on the function of **two** of your chosen features within Extract A.
>
> The filler buys the reader time to think about what he will say next. The overlapping speech shows that the males in the conversation are all on the same agenda ie. football and are listening and following the speech.
>                                                    (4)

**Overall Comment**

Comment on the function of the features is accurate but, in the case of the first feature, essentially generic. The comment on overlapping speech is more successful, relating as it does to the specifics of the extract and one of is main agendas.

**Mark Awarded - 3**

This element fulfils AO achievement Band 2 – but fails to move to the top of the band due to the inconsistent detail in terms of the relation of the feature to its function within the extract.

(b) Extract B is an extract from a **weblog** and Extract C is an excerpt from a **novel**. Both include features of spoken language.

Examine how the writers:

- Shape or craft each text to meet the expectations of their respective audience/ purpose/context
- Integrate aspects of spoken language into their texts.

In your response, you must refer to Extracts B and C.

(40)

(Total 50 marks)

(TOTAL FOR SECTION A: 50 MARKS)

**Examiner Comment 1**
Makes valid point about the context and convention of this type of blog – link to audience is implied

**Examiner Comment 2**
Acknowledges colloquial choice and links to tone/register – falls short of specific link to spoken features or interaction with audience

**Examiner Comment 3**
Senses authorial intent but does not develop fully or offer specific analysis/investigation of the evidence provided.

**Examiner Comment 4**
Detects shift but does not evidence it

**Examiner Comment 5**
Recognises informality but does not explore or link to spoken feature. 'Hej' seems to relate to **hedge** which , in any case, is inaccurate here

The writer of the blog firstly gives us the news that she didn't get the job she was after. She refers to something previously written, "as aforementioned", meaning there has been a series of blogs written about this subject. The word "gutted" is colloquial language and makes the text seem quite informal. In the second paragraph she uses a lot of emotive language to make us feel sorry for her – "there are no prizes for second place". The final paragraph shifts perspective and reports back what the company said in their feedback towards her. The ending sentence "whatcha gonna do?" is a hej, again an informal approach

The audience who would be reading this blog are the general public, so she keeps an informal approach throughout, using colloquism and ellision in some words to accomplish this. She uses fairly simple language so readers can easily understand it, yet some times, particularly in paragraph 2, she uses very emotive language to make the reader sympathise with her and feel sorry for her.

The writer of the novel uses direct address to the reader, "you wouldn't want to be here today" and elision of some words, "you'd". He also uses a similie in the phrase "shaved clean like an animal" giving the impression the characters felt trapped in the prison, like an animal in a cage. It again alludes to animals in the words "zoo cage" making the reader empathise with the characters, as if they were being treated like animals in a zoo. The writer uses some words so there is a deliberate emphasis eg. "ole black guy". He also changes tense throughout and backtracks the information to fill in the reader about previous events.

The narrator of the text is a 15-year old boy so there is a continuous feel of informal language, and the words and style of language used makes it clear that

**Examiner Comment 6**
An assumption and a very general one

**Examiner Comment 7**
Detects varied approach with hints at purpose in this respect – but points are undeveloped here

**Examiner Comment 8**
Some repetition here

**Examiner Comment 9**
Accurate identification of features - points are not developed, however

**Examiner Comment 10**
Better here. Accurate identification of literary term with clear link to the extract and its function within it.

**Examiner Comment 11**
This section of the response makes valid comment about technique but falls short of linking these points directly to question itself. It also does not exemplify consistently.

**Examiner Comment 12**
Points are valid and there is implied link to voice and how it is crafted (eg through choice of simile) but they are undeveloped.

in relation to animals. He uses lots of declarative Sentences, especially towards the end of the extract where they are fairly short and direct, to allow what he is saying to sink in.

The book could be read by anybody, but I think ∧it would be more popular with a slightly older audience. It gives them a good picture of what it would be like and allows readers to put themselves in the characters' position. The language, although fairly informal, is quite advanced ∧and well structured for a 15-year old, so is better suited for an older audience.

**Examiner Comment 13**
Seems to sense authorial voice and its impact on that of the boy narrator – but lacks clarity/development

**Mark Awarded – AO2 : 10; AO3 : 10, TOTAL : 20**

**Overall Comment**

This is a response that matches descriptors for Lower Band 3. Analysis is **mostly** accurate but the range is somewhat restricted. There is a real attempt to consider audience and purpose although comments sometimes drift to description. The candidate seems more confident with the literary text (C) where investigation of literary device is fuller and offers more effective consideration of links between form and function. The candidate is clearly aware of context and convention and offers some insightful comment, however this comment is not sufficiently developed. Spoken language features are identified but this is uneven across the two texts.