



Pearson

Pearson Edexcel International Advanced Level English Language

Unit 1: WEN01

Language: Context and Identity

Exemplars with examiner commentaries

Question 1 Section A

Introduction

This set of exemplar responses with examiner commentaries for Unit 1, Language: Context and Identity, has been produced to support teachers delivering and students studying the International Advanced Level English Language specification.

The scripts selected exemplify performance for this component of the examination.

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Link to May/June 2017 Mark scheme is on the IAL English Language web page [here](#)

International Advanced Level English Language

Unit 1 Language: Context and Identity

This unit introduces students to how language is used in data from a range of sources. Students explore how the contexts of production and reception affect language choices in spoken and written texts. Students also explore how language reflects and constructs the identity or identities of the user and varies depending on the contexts of production and reception.

In the June 2017 examination Text A was an edited article written by Hillary Clinton on the day before the opening of the International Conference on Climate Change in Paris on 30th November 2015. The article was published in 'Time' magazine at a time when Clinton was seeking election as Democratic candidate for the presidency of the United States.

Text B was the edited witness statement of Jyotsna Giri who documented her experience of climate change in India's Sundarbans Delta. The statement was one of a collection of accounts posted on the World Wildlife Fund (WWF) website. Giri lived on Lohachara Island which was permanently flooded in the 1980s. The disappearance of the island was reported by Indian researchers in December 2006.

The question asked candidates to analyse and compare how the language of both texts conveyed personal identity. Three bullet points offered additional prompts and guidance directly linked to the Assessment Objectives (and the mark scheme) for this component and reminding candidate of the specific areas of study they should apply to the task:

- relevant language frameworks and levels
- concepts and issues such as social, cultural and gender factors
- contextual factors such as mode, field, function and audience

Section B of the examination is assessed against AO5: 'Demonstrate expertise and creativity in the use of English to communicate in different ways' with a total of 15 marks allocated for this component. As such the task assesses both the fluency and accuracy of written expression and the ability to generate an original and (hopefully) engaging text.

In June 2017 candidates were asked to write the text for a blog on the issue of climate change which incorporated an online petition to government demanding action be taken to address the issue. Its primary purpose was to provide information about climate change and its possible consequences - global, national or personal. The secondary purpose of persuasion was linked to the petition.

Candidates were expected to draw upon the at least one of the source materials provided in Section A but reshape them to meet the requirements of the context.

Script 1

SECTION A - Q1: Level 5: 34 Marks

(35)

Text A and ~~to~~ Text B may derive from completely different sides on the realities of climate change but both convey the consequences and urgency for change using various linguistic features. Text A and B are both in written mode however Text B was originally in spoken mode as it is a witness statement of Jyotsna Giri who had a first hand experience with the effects of Climate change. We can expect Text B has been edited and possibly translated due to the extremely clear and articulate grammatical and syntactical structure. Text A although said to be written by Clinton most probably, also went through an editing process by a team of political and ^{environmental} journalism experts with the expertise to ensure her statement is articulated correctly as well as

to ensure her factual statements are correct. ~~This~~ This would help the prevention of any backfire or political/media attacks targeting Clinton to promote the other candidate.* Both texts functions are to spread awareness of climate change yet both texts have underlying functions. Text A's underlying function is to portray Clinton as ~~an~~ the perfect presidential candidate ^{as well as ~~the~~ taking the opposing political party off a pedestal} while Text B also has an ^{"Republican party..."} underlying function; to raise funds being donated to the World Wildlife Fund, by raising sympathy to the cause. ~~Both texts~~ Both texts have worldwide audiences, with Text A's being larger due to the political and 'celebrity' status of Hillary Clinton. ^{"denial"}

Text A and B both employ field specific lexis ~~combined with personal pronouns to convey their~~ ^{to convey their} identities. Text A uses numerous lexical items and bundles related to the field of climate change and politics to illustrate Clinton as a knowledgeable candidate perfectly capable of presidency. For ~~example~~ example, lexis such as "emissions", "carbon emission", "Clean air coalition" and "clean energy" all have connotations to the field of climate change as well as acting as jargon to an individual ~~who~~ who is uneducated on climate change which is most probably a vast majority of the public. This use of jargon however places Clinton as an intelligent, knowledgeable and professional candidate appropriate for leadership. ^{moving away from the bigotry normally associated with} her use of political lexis ^{jargon usage.} "Republican", "Secretary of State" and "diplomacy" additionally adds to ~~the~~ her trustworthy persona being

portrayed to the public. Making the public possibly gravitate towards choosing Clinton as a candidate. Simultaneously, text B also uses field specific lexis connecting with the field of climate change to raise awareness of the issues and realities of the topic consequences of climate change. Lexis such as, "erratic weather patterns", "unpredictable weather patterns" and "fast deteriorating environmental conditions" highlight the persona, Jyotsna Giri's struggle with the realities of the issue and conveys her in an empathetic light to the audience. Not only does this promote charitable donations to 'WWF' but illustrates Giri in a victimised situation yet also an individual shown as an advocate for change.

Both texts ~~also~~ also use syntactical linguistic features such as direct statements full with factual statistics and declarations to convey personal identity. ~~Text A~~ Clinton, in text A employs several direct declarative statements combined with anaphorical duplications of lexis ~~in~~ in her article. "I will protect and build... I will set ambitious goals... I'll also pursue". The usage of declarative statements ~~also~~ portrays Clinton as an authoritative figure for leadership as well as creating a professionalised tone to her article. The use of the duplicational repetition

of the ~~finite~~ auxiliary verb "I will" also places Clinton as trustworthy that she will carry out presidential duties appropriately as a leader yet the employment of the personal pronoun 'I' creates a more emotive tone to her idiolect taking her off of a ~~celebrity~~ ^{and political} pedestal back down to the same footing as her audience. This use of first person pronouns is indicative of Clinton's personal concern of climate changes effects. This use of declarative statements however goes against the dominance theory that women are powerless in their language choices and that men are powerful in their linguistic features. This additionally is evident of Clinton's capability to be a powerful and strong leader. ~~Simultaneously~~ going against the dominance theory with linguistic features such as declarative statements is Text B. Text B uses several complex direct statements yet with a lexis quite simple in vocabulary showing the antithesis of evidence concerning this theory "I still remember that fateful day when I lost everything". ~~Although~~ This use of powerful language is meant to be direct and usually unemotive it in turn has a complete opposite effect complying with the difference theory that insinuates women are more

prone to employ emotive language than men. Giri's use of these declaratives combined with personal first person possessive pronouns "my", "our" and first person pronoun "I" highlights Giri's struggles as a victim yet the powerful use of this linguistic terminology is indicative of her position as a prevailing advocate for action with an ignited passion for change due to her experiences. ~~Even though~~ Despite Giri not being aware of the extracts function to provoke sympathy to donate, her documented experience has "NMF"'s desired function in mind.

Text A also includes modal auxiliary verbs and conditional sentences combined with usage of lexical items all connoting to the United States to convey her leadership skills as well as indicate her American patriotism. America being stereotypically an extremely patriotic country would most probably ignite positive passionate opinions for Clinton. Name dropping "President Obama" in combination with the concrete noun "United States" places Clinton in the persona of being a passionate American citizen like her voters. This convergence to connect with her audience applies the Accommodation theory that individuals may

change their vocabulary and verb use to accommodate to their audience. This could possibly increase Clinton's vote count. This usage of specific verbs converging with conditionals such as "If any country can prove that, it's the United States" adds a motivational tenor to Clinton's article as well as increases ^{the significance of} her main function to demand a change with patriotic semantics. This goes against the approach ^{by Tannen} that women tend to gossip and are not effective in finding solutions. This urgency to find solutions is also indicated in the very last sentence Clinton utilizes. This powerful imperative statement, combined with the modal auxiliary ^{present tense verb} and first person pronoun in "We must seize" highlights the urgent action needing to be taken to combat climate change and portrays Hillary Clinton as an ideal humanitarian with a caring nature holding the utter most positive intentions in mind. Mindful of the future of the world, ~~idea~~ illustrating ideal characteristics for a future president. The fact that it is also the last sentence of the article leaves a positive, promising lasting impression.

Simultaneously conveying a sense of urgency in Text B is Grit's usage of present tense verbs combined with personal pronouns. "I feel" "I am not able to". This places a perspective in

the audience's mind of the tragic actualities of the consequences of climate change. ~~get~~ ~~with the present~~ While the usage of personal pronouns, without intention which increases the audience's empathy further employs an emotive tenor to the witness statement creating a victim's suffering victimised persona. A victim desperate for action for help for change.

Overall both texts use a number of discourse, grammatical and lexical linguistic features to convey their personal identities to their audiences. Text A, Clinton a powerful yet caring and liberal individual of authority looking for change and in Text B

Give a victim, survivor and advocate for a change to prevent these tragedies.

Examiner comments

The response engages systematically and with insight with both unseen texts. Evaluative and critical connections are drawn between the data and these are integrated with some fluency into the body of the response. This gives much opportunity for reward at AO4.

There is an overriding sense of the construction and presentation of personal identity which links, with subtlety, to the primary and secondary purpose of each text. For example, comments on Clinton reveal an understanding of the careful development her ethical, professional and political credentials which underpin the primary informative and persuasive function and link directly to her candidacy for leadership of the Democratic party and, ultimately, her ambition as Obama's successor to the presidency. In doing this comments on context are interwoven to provide a successful and integrated response across all AOs.

Investigation of Text B is also successful in that the personal story of Giri – and the identity conveyed- is linked to the broader context, and agenda, of the WWF site to which it is posted.

Connections between the data are made with system and insight.

There is judicious selection of evidence to support assertion and this evidence is explored via secure application of frameworks of analysis at word, sentence and whole-text level. Terminology is applied in good range and with accuracy to analyse and differentiate the voices of Clinton and Giri and to explore the links between form and function with system across audience, purpose, genre and context.

Script 2

Section A - Q1: Level 4: 23 Marks

Texts A and B are thematically linked with the subject focus of both texts being the threat of climate change.

Text A is an article that lives in a broadsheet magazine while text B is a personal account that lives in a website dedicated to ~~human~~ humanitarian causes on a global scale.

Text A's ~~mode~~ mode is written and due to the significance of its purpose "Democratic candidate for POTUS", it ~~has~~ has been meticulously prepared. However Text B is ~~the~~ ^a ~~speech~~ ^{witness statement} ~~that~~ that has been documented among many others.

The function of both texts ^{is} ~~seems~~ to spread awareness about the dangers of climate change however ⁱⁿ text A, ~~is~~ this is shadowed by a more Primary function, and that is to Persuade. While it is evident that Clinton feels very strongly about the issue at hand, "Climate change threatens ~~every~~ ... our country", It all goes towards identifying the Problem and presenting how she is going to deal with it in the form of persuasive writing ~~in order~~ ^{aim} ~~for~~ the readers to appeal to a certain class voters.

Where the texts live helps us identify the audiences being targeted. In the case of Jyotsna Giri, the World wildlife fund is a website that is visited by a specific group ~~that has~~ that has a more specific audience when compared to a broadsheet magazine, such as Time, whose audience ~~the~~ tends to live through a ^{more} diverse group of engaged but non-specialist audience, ~~It is also worthy to mention that white~~ ~~class~~ ~~is~~ ~~representing~~

Hillary Clinton begins her article with a powerful declarative statement which shows that she holds a strong stance on the issue and gives ~~th~~ ~~her~~ voters or even general audience that she is advocating for ~~by~~ both fighting climate change and ~~estimate~~ those who deniers who threaten the pace of progress of combatting it. ~~Her ~~first~~ use~~ Her use of three to describe them places emphasis on ~~what~~ ~~she~~ her opinion of them, which in turn, allows her to convey a more passionate stance on climate change.

~~When~~ In her opening line, she moves between the general and the specific when outlining the effects of climate change ~~on~~ ~~by~~ ~~first~~ on ~~the~~ "our country", "our economy" and "every child", she does this to engage a wide variety of audiences by conveying inclusivity through the use of "our", emphasising the issue at hand by declaring climate change as a threat to each and every one of us. She then proceeds to use ~~a non-finite~~ a non-finite verb clause "we are already seeing its impacts" to give its effects immediacy, ~~since ~~non-finite~~ clauses are~~ because

after all, ~~independent~~ non-finite clauses are independent of time, lending vibrancy and the subtle message that the time to act is now.

she Hillary Clinton ^{declares} ~~poses~~ the first ~~appearance of~~ threat of climate change as the climate change deniers, collectively blaming "the chinese" and "the Republican Party" for stifling the progress necessary to combat climate change, ~~she~~ by doing this, she ^{attempts to} connects with voters of the democratic party and those ~~with interest~~ and the general public that feel strongly about the issue of climate change, this shows that she is trying to reach the largest demographic of voters that is possible.

Giri's Personal account is ~~diff~~ largely different when it comes to how she presents the issue. She does not talk about who is to blame or who we should frame, like Clinton does about obama, but rather her own experiences and struggles.

Giri begins with a summary of her personal life ~~at~~ ~~which~~ which tells us that she married young and did not complete her education. This suggests that Giri comes from quite a traditional eastern family. ~~whose values~~ ~~interests~~ She then delves into where she lived and the islands around her, here, we ~~get~~ feel a growing distance with the writer as the text becomes more and more geographically context dependent, which is appropriate in the given context of a personal account. Her use of certain ~~phrases~~ ~~such~~ to describe the islands that she once knew such as "don't exist anymore" and "wiped out" suggests ~~disasters~~ that she feels very strongly about ~~them~~ witnessing them disappear. To the average reader, ~~as~~ this kind of description would be considered "heavy" but it goes to show that ~~the~~ personal accounts create a distance like this one create distances between the ~~us~~ writer and reader that if someone like Hillary Clinton, wouldn't dare of creating.

The fields of climate change heavily influence the ~~sty~~ lexis in both texts. The result is subject-specific lexis to do with climate change such as "greenhouse gas", "solar panels", and "wasteland erosion".

She describes her intervention into ~~climate~~ climate change denying nations ~~as~~ policies as "having" to burst into a secret meeting, almost as if these ^{leaders of these} nations are plotting something evil against the good of mankind, while ~~at the same time~~ portraying those who do not openly support ~~climate~~ combatting climate change as evil, she portrays those who do as ~~heroic figures~~ ^{superhero} figures of this kind of figures.

Hillary Clinton is a political figure with immense gravitas, she is a former senator and therefore holds ~~a position of power~~ speaks from a position of power when it comes to politics, her powerful use of language to condemn those who stifle the progress of climate change ~~as~~ portrays this means

Giri's language is that of a victim who ~~shows~~ shows that she is a victim, not an activist or a political speaker, her limited education and geographical position in the world is a limiting factor when it comes to power in language to which we apply the difference theory.

~~At the end~~

Examiner comments

The response offers considered investigation of the source text with a reasonably systematic and integrated approach to their comparison/contrast.

There is slightly more confidence with the Clinton text in terms of coverage and analysis. It articulates the multiple agendas of Clinton with some clarity although points are not as well developed as they might be. It also differentiates the potential audiences of both texts through consideration of the genre and context of each. Comments on the Clinton text, such as those relating to the syntactical choices made in order to generate a sense of urgency, or the methods she uses to connect with, and persuade, her audience are very effective and worthy of a mark in Level 5.

However, this focus and discrimination is not consistently in evidence across the response as a whole. In addition, exploration of the Giri text is less sharply analytical – exemplification is sound but investigation of this evidence tends to be non-specific in terms of analysis and attendant terminology and this restricts the potential for reward.

Hence the mark at lower end of Level 4.

Section A Question 1

Level 3 – 15 Marks

Text A is in the mode of an article, written by Hillary Clinton and was published in the 'Time' magazine. Whereas, text B is an edited ~~eye~~ witness statement of Jyotsna Gini. Both texts have the function of informing and educating people ~~of~~ on the facts of climate change. Text A will appeal to the audience of educated people, who are either interested in the ^{effects} ~~effects~~ of climate change, people who read 'Time' magazine or people who are following Hillary Clinton throughout the elections. ~~Text B~~ The audience for text B would again be ~~for~~ people who are interested in climate change, or people who read the world ~~with~~ wildlife.

Fund (WWF) website.

Hillary Clinton starts her article by using emotive language ^{such as 'threatens' and 'vulnerable'} and the rule of three to engage the readers. Clinton repeats the word 'every' as she is making people aware ~~is~~ that climate change is something that won't only affect America or certain countries, it will affect every country, again 'every' sector of the economy and 'every child'. Clinton then goes on to say how the world hasn't responded correctly to the serious threats of climate change. This tells us that Clinton is blaming everyone and she's not using any euphemisms to do so. Whilst Hillary Clinton is writing from facts and her educated knowledge, Jyotsna Giri documented her own experience; Giri has had a first-hand experience of the effect of climate change. Making text B a lot more personal, she talks about her life, her marriage and her children, ^{making} bringing the ~~tenor~~ ^{tenor} become close and intimate.

Clinton uses ^{the} first person pronoun 'I' to develop a more personal relationship with her.

audience, as she has not personally been affected by ~~global~~ climate change like Giri has. Also, as she was running for presidency of the United States, she wanted to persuade people that she is the right candidate to elect. ~~using~~ ~~using~~ Jyotsna Giri uses the first person pronoun 'I' as well but for a different reason, Giri is telling her own story. Hillary Clinton also uses the collective noun 'we', this is inclusive so it involves everyone again trying to make a personal connection with potential voters. Clinton uses repetition of 'I will', this is the start of a statement ^{and} that she feels and will be responsible for the correct approach to tackling climate change.

Jyotsna Giri uses shorter simple sentences and a simpler lexis, than Hillary Clinton who uses more complex sentences and lexis ^{such as 'gavarnize' and 'emissions'}. This could be due to the pragmatics, Hillary Clinton lives in a more economically stable country than Giri does, and therefore ^{would} ~~could~~ have had a better educational background as she is also ~~in the~~ running to be president. Hillary Clinton ~~is reaching~~ and Jyotsna Giri are

both reaching a non-specialist audience which could also reflect in their language use. Hillary Clinton, although ~~saying~~ talking about a scientific matter, she uses language that anyone ~~who~~ can understand - if ~~having~~ they have ~~to~~ had a reasonable educational background. She doesn't use and jargon that isn't ~~needed~~ needed. Giri, is ~~to~~ ~~sp~~ writing out of experience. Therefore she uses language that is going to intrigue readers using ethos, and emotive language. The only word in the text that could be seen as jargon would be 'paddy' meaning rice.

At overall discourse level, Hillary Clinton uses discourse markers to give a clear structure to her article. ~~She also uses cohesion through~~ ~~synonyms~~ by sticking to her paragraphs are also cohesive. Text B, is in chronological order almost like a narrative with a beginning, an event change 'I still remember the fatal day, when I lost everything' as middle and an end. Text A could have a possible underlying semantic field of a battle since Clinton uses words and phrases such as 'leading the world', 'threaten',

force our children' - 'action' and 'vulnerable'
to enhance the seriousness of climate change.

Nothing noteworthy of graphology, or gender
influences.

Examiner comments

This response was placed at the bottom of Level 3.

The borderline mark of 15 indicates that it meets all of the descriptors for 'General understanding' that characterise a sound Level 2 response and, on occasion, evidences the 'Clear and relevant application' of a Level 3 response but these occasions are infrequent.

Examples of these more successful elements include the exploration of the language choices Clinton makes to connect with and persuade her audience or her use of modal forms to indicate 'future' actions. More representative is the tendency to the general or non-specific such as the catch-all 'lexis' or 'word' as opposed to specific word class or the limited consideration of sentence structures.

The response is competent and reasonably systematic, especially in the connections it draws between the texts but comments are essentially straightforward. The primary and secondary audience and function of each is detected though comments on the Clinton text are more fully developed. It also touches on the construction and presentation of the identity of Clinton and Giri although there is insecurity with specifics when linking form to function.