 

GCE English Language

Amplifying the AOs

Extracts from student responses

**AO1**

Spoken language: WJEC Unit 4 (2019)

Read the paragraph and identify where AO1 marks could be awarded.

In your response to the following question, you must:

* draw on your knowledge of the levels of language
* consider concepts and issues relevant to the study of spoken language
* explore contextual factors.

**Analyse the different ways participants in these documentaries
use spoken language to interact when dealing with difficult situations.**

Extract 1

It is worth noting that Rhino particularly uses rather tentative language because he doesn’t know what’s going on. For instance, the concrete noun “individual” in the pre-modified noun phrase “certain individual” seems quite euphemistic; however, it does demonstrate his understanding of the crime and criminals. Moreover, he uses the third person singular present tense verb phrase “appears” as a way to mitigate his language, and his use of the passive voice “has been taken” gives a slightly formal tenor to the interaction which would be expected.

**AO1**

Essay: EDUQAS Component 1, Section B (2017)

Read the paragraph and identify where AO1 marks could be awarded.

In your response to this section, you must:

* apply appropriate methods of language analysis, using associated terminology and coherent expression
* demonstrate understanding of relevant language concepts and issues
* consider contextual factors and language features associated with the construction of meaning
* provide supporting examples.

**Using this extract as a starting point, analyse and evaluate the ways in which language is used to manipulate attitudes and behaviour.**

Extract 2

Instrumental power can also be exerted in the written mode. Legal documents can exert power through the use of jargon (“Section 14(a) and (d)”) and subject specific language from Latin (“affidavit”, bona fide”). These indistinguishable codes emphasise the position of authority and the knowledge of the producer. Similarly, education authorities like JCQ are able to exert instrumental power because they set out rules for students. Modal auxiliaries like “must (arrive)” control their behaviour, while “will (be placed)” implies the certainty of the agreement. The use of the determiner “the” in the noun phrase “the student” objectifies students and underpins their lack of authority.

**AO1**

21st century data: EDUQAS Component 2, Section B (2018)

Read the paragraph and identify where AO1 marks could be awarded.

In your response, you must refer to the set of data (Texts 1-10), but, in addition, you may wish to draw on your own examples. You must also:

* consider relevant contextual factors and language features associated with the construction of meaning
* apply appropriate methods of language analysis, using associated terminology and coherent expression
* demonstrate understanding of relevant language concepts and issues.

**Using your knowledge of twenty-first century English, analyse and evaluate the ways in which contextual factors affect the lexical and grammatical choices in email subject lines.**

Extract 3

Email subject lines from familiar people such as family, friends or colleagues carry the intention to communicate information, either casually (friends) or formally (colleagues). The use of the adverb “just” in Text 3 implies a personal knowledge, with the ellipsis framed prepositional phrase “… at last …” conveying impatience and so implying the contents of the email have some kind of story to tell. Similarly, the use of the demonstrative pronoun “this” in Text 7 suggests the cause of anger will be explained in the email, with the onomatopoeic effect of the interjection “pfft” and the extended use of the vowel in the adverb “sooo” emphasising the strength of emotion.

**AO2**

Spoken language: WJEC Unit 4, Section A (2018)

Read the paragraph and identify where AO2 marks could be awarded.

In your response to the following question, you must:

* consider concepts and issues relevant to the study of spoken language
* explore contextual factors.

**Drawing on your knowledge of the levels of language, analyse the spoken language of these texts as examples of interviews on live television chat shows.**

Extract 4

The interaction in Text A goes smoother due to the mutual cooperation between the participants. This might be because the female hosts Alex and Angelica allow Richard and James to divert the topic to James’ personal anecdote. Instead of attempting to prevent this flouting of Grice’s maxim of relevance, Angelica supports the deviation through back-channelling “oh yeah”. Her minimal response doesn’t interrupt but shows she is listening which is typical of a woman. The exclamatory “oh” and colloquial “yeah” convey the informal atmosphere of the interaction. There seems to have been mutual convergence from both the hosts and participants to make the exchange more relaxed and therefore enjoyable for the audience.

**AO2**

Essay: EDUQAS Component 1, Section B (2019)

Read the paragraph and identify where AO2 marks could be awarded.

In your response to this section, you must:

* apply appropriate methods of language analysis, using associated terminology and coherent expression
* demonstrate understanding of relevant language concepts and issues
* consider contextual factors and language features associated with the construction of meaning
* provide supporting examples.

**Using this extract as a starting point, analyse and evaluate the ways in which speakers vary their use of language depending on audience.**

Extract 5

Politeness techniques are often employed to maintain relationships and so language can vary depending on the audience. For example, when a student can’t hear their teacher, they wouldn’t use the informal monosyllabic pronoun “What?” they would adapt their language so that it was appropriate for the formal situation and the hierarchical power structure present between student and teacher. Instead the student might use the politeness marker “Pardon?” or a modal verb phrase “could (you) repeat (that)” to show respect in an ‘unequal encounter’ (Fairclough, 1984). The correct selection of word shows an awareness of the needs of the audience.

**AO2**

Language Change Over Time: EDUQAS Component 2, Section A (2017)

Read the paragraph and identify where AO2 marks could be awarded.

In your response to the question that follows, you must:

* explore connections across the texts
* consider relevant contextual factors and language features associated with the construction of meaning
* demonstrate understanding of relevant language concepts and issues.

**Analyse and evaluate Texts A, B and C as examples of diaries, written by different people in different times.**

Extract 6

All the texts vary in their tenor because of who is writing the diary. Text A is highly formal due to the social position of Edward VI as King of England. Edward uses frequent honorifics to reference the people involved in his coronation such as “Sir Thomas Seimour Lord Sudley”. These elaborate proper noun phrases elevate the prestige of the text through inferring the powerful position of the text producer. Despite this formality, there are lapses into informality typical of a child such as the repetition of the coordinating conjunction which elicits a childlike tone and suggests the overwhelming nature of the experience for the writer who has just lost his father.

**AO3**

Language over Time: WJEC Unit 3, Question 2 (2019)

Read the paragraph and identify where AO3 marks could be awarded

In your response to the question that follows, you must:

* explore connections across the texts
* consider relevant contextual factors and language features associated with the construction of meaning
* demonstrate understanding of relevant language concepts and issues.

**Analyse and evaluate Texts A, B and C to show how contextual factors shape the way writers in different times present information about pirates.**

 Extract 7

Text A has clearly been written for the King as Henry Mainwaring addresses him using the second person possessive determiner in the honorific “your Highnes” to convey his respect so he does not challenge the King’s position even though Mainwaring has the expertise. His background in hunting pirates and also living as one is evident through the frequent use of the first person pronoun “I”, reflecting his own personal anecdotal evidence when providing advisory information. Because of his experiences, he purposefully portrays pirates as loyal in their attitude to service with the adverbs “Wyllingly and cheerfuly” and the superlative noun phrase “the most Daryng and seruiceable”.

**AO3**

21st century data: EDUQAS Component 2, Section B (2019)

Read the paragraph and identify where AO3 marks could be awarded

In your response, you must refer to the set of data (Texts 1-6), but, in

addition, you may wish to draw on your own examples. You must:

* consider relevant contextual factors and language features associated with the construction of meaning
* apply appropriate methods of language analysis, using associated terminology and coherent expression
* demonstrate understanding of relevant language concepts and issues.

**Using your knowledge of twenty-first century English, analyse and evaluate the ways in which contextual factors affect the lexical and grammatical choices in posts on comment threads.**

Extract 8

Texts 1, 3 and 6 are all supporters, but 1 and 3 support Crystal Palace, and 6 Hull City. Text 1 uses a simple declarative that can be interpreted as patronising in the hedging of “At least they tried” and 6 celebrates the win with the use of pseudo-prosody in “EEAAGGLLEESS!!!” The capitalisation in the exclamatory emulates the excitement of the fan and a game’s face-to-face interaction – a feature of the virtuality of the platform. This is also seen in the hyperbole of Text 6 by the fan’s criticisms of his team. The abstract noun “passion” and the noun “fight” emphasise the qualities the team lacked, which is reinforced by the effective use of sad face emojis as an accepted ‘emotion’ shorthand.

**AO3**

Essay: EDUQAS Component 1, Section B (2018)

Read the paragraph and identify where AO3 marks could be awarded

In your response to this section, you must:

* apply appropriate methods of language analysis, using associated terminology and coherent expression
* demonstrate understanding of relevant language concepts and issues
* consider contextual factors and language features associated with the construction of meaning
* provide supporting examples.

**Using this extract as a starting point, analyse and evaluate the ways in which language is used by speakers in different speech situations such as interviews.**

Extract 9

However, in a situation where a female and male were on a chat show, it would be expected that men would interrupt females more often as Tannen’s theory states that men are more concerned with their status and authority. An example of this would be when Kady from ITV’s ‘Love Island’ appeared on a news interview with Good Morning Britain. […] In a situation such as this, it would be assumed that because the person interviewed is fairly young and well engaged with social media, the register portrayed would be less formal than between Trevor M and DR. Due to this factor, it can be argued both PM and Kady are likely to use more non-standard forms.

**AO4**

Language Over Time: EDUQAS Component 2, Section A (2018)

Read the paragraph and identify where AO4 marks could be awarded

In your response, you must

* explore connections across the texts
* consider relevant contextual factors and language features associated with the construction of meaning
* demonstrate understanding of relevant language concepts and issues.

**Analyse and evaluate Texts A, B and C as examples of advertisements written at different times.**

Extract 10

All three texts are examples of advertising of medical products with the first being an Early Modern text promoting coffee, the second a Modern English text promoting Viper-Drops and the third a Late Modern text promoting Potter’s Asthma Cure. Where the first mentions very little about specific branding, through Texts B and C a greater sense of the individuality of the product is conveyed. […]

Contextually, one can see the increasing need for product identity in an increasingly competitive market. […] Interestingly, the products become less ‘use-all’ as time goes on, suggesting the medical progression of the almost three hundred years between the texts.

**AO4**

Spoken language: EDUQAS Component 1, Section A (2017)

Read the paragraph and identify where AO4 marks could be awarded

In your response, you must also:

* explore connections between the transcripts
* consider concepts and issues relevant to the study of spoken language.

**Drawing on your knowledge of the different language levels, analyse the spoken language of these texts as examples of television competition programmes.**

Extract 11

Text B is a more solemn and less upbeat interaction than Text A as contestant Niamh is not chosen by the judges. Although both have studio audiences, the national audience for Text B will be smaller as ‘The Voice’ is a relatively new show. […] The macro purpose is the same as for Text A (to entertain), but in this case the judges must achieve this without a presenter (Tess Daley). […] Like in Text A, energetic prosodic features are used to give a tone of enthusiasm to the praise. This can be seen in R’s turn (line 36) where the elongated vowel sound in the predicative adjective (“ma:::rvellous”) and idiomatic adjective “well done” effectively communicate R’s feelings towards N …

**AO4**

Language Over Time: WJEC Unit 3, Question 2 (2018)

Read the paragraph and identify where AO4 marks could be awarded

In your response to the question that follows, you must:

* explore connections across the texts
* consider relevant contextual factors and language features associated with the construction of meaning
* demonstrate understanding of relevant concepts and issues.

**Analyse and evaluate Text A, B and C as examples of private family letters written at different times.**

Extract 12

All the texts have a theme of self deprecation used to get what you want which is to be expected in personal letters written in a crisis. In Text A, the adverbial clause “that I may know my faults” shows Elizabeth admits she is not perfect. This may be to gain sympathy from her ex-husband and money. Similarly in Text B, William describes himself using the noun phrases “old man” and “beggar” to make his daughter feel guilty so she will write to him. This is reinforced by his use of the adjective “impatient” which puts pressure on her. The writer of Text C also wants money. To do this, he uses the self-effacing adjectives “careless”, “callous” and “unreasonable” and calls his journey “daft”. This could be to agree with things his parents have said in the past.