

**AS English Language Summer 2019**

Unit 2 Language Issues and Original & Critical Writing

Delegate Booklet

**Activity 1: What makes a good response for Question 1a/2a?**

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| **Candidate A: (Q2a)** In the extract, the context of the situation, being a pilot directed by Air Traffic Control, the relationship is initially asymmetrical, as the pilot must observe the rules laid out by the controller. Use of fillers and unfluency markers such as “uh” and “okay” demonstrate the spontaneity of the speech, and allow a sense of the reality of the situation. Specifically, in this context, the noun phrase “Cactus fifteen forty nine” containing the cardinal numerals “fifteen” and “forty nine” with the concrete noun “cactus” function as the vocative of the pilot. This is to allow ATC to easily distinguish between the other aircraft. As an interaction where interlocuters cannot see each other and must think quickly and freely, the tenor is seen to be informal, with the use of the contraction of the first person plural subject pronoun “we” and the copular plural verb “are”. Specific imperatives such as “say again” (in particular are known as ‘radio speak’ and refer to a command of repeating. It would be unlikely heard out of this context) with the adverb of frequency “again” utilised by the ATC are mitigated by use of the politeness interjection “please” and in typical circumstances would be classified as a face threatening act (FTA) to the pilot’s negative face. Yet in this context whilst the ATC has more authority than the pilot, being in an appointed position of control, as the ATC is attempting to command the pilot in their best interests of safety. |

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| **Candidate B: (Q2a)** For example, in this extract we see both the pilot and air traffic control use generic conventions of spoken spontaneous language, the pilot says “this is uh cactus”, the use of the filler “uh” demonstrates that this is a spontaneous conversation as the pilot uses the filler to create a pause for him to think of what to say.  In this context, there is an emergency so the pilot must change the direction of the aircraft, the pilot responds to air traffic controls declarative sentence “it’s going to be left traffic to runway three one”, however the pilot responds to air traffic control with the minor sentence “unable”, this could be considered a potential face threatening act to the air traffic control’s positive face as it is a disagreement. However as it is in the best interests of the air traffic control, it isn’t. |

**Mark scheme for Question 1a / 2a:**

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| **BAND** | **AO1** | **AO2** | **AO3** |
| **20** | **10** | **10** |
| **5** | **17-20 marks**  • Sophisticated methods of analysis  • Confident use of a wide range of terminology  • Perceptive discussion of topic  • Coherent, academic style | **9-10 marks**  • Detailed critical understanding of concepts (e.g. rhetoric, nature of written persuasion)  • Perceptive discussion of issues (e.g. synthetic personalisation, influential power)  • Confident and concise selection of supporting examples | **9-10 marks**  • Confident analysis of a range of contextual factors  • Productive discussion of the construction of meaning  • Perceptive evaluation of effectiveness of communication |
| **4** | **13-16 marks**  • Effective methods of analysis  • Secure use of a range of terminology  • Thorough discussion of topic  • Expression generally accurate and clear | **7-8 marks**  • Secure understanding of concepts (e.g. rhetoric, nature of written persuasion)  • Some intelligent discussion of issues (e.g. influential power)  • Consistent selection of apt supporting examples | **7-8 marks**  • Effective analysis of contextual factors  • Some insightful discussion of the construction of meaning  • Purposeful evaluation of effectiveness of communication |
| **3** | **9-12 marks**  • Sensible methods of analysis  • Generally sound use of terminology  • Competent discussion of topic  • Mostly accurate expression with some lapses | **5-6 marks**  • Sound understanding of concepts (e.g. rhetoric)  • Sensible discussion of issues (e.g. power and influence)  • Generally appropriate selection of supporting examples | **5-6 marks**  • Sensible analysis of contextual factors  • Generally clear discussion of the construction of meaning  • Relevant evaluation of effectiveness of communication |
| **2** | **5-8 marks**  • Basic methods of analysis  • Using some terminology with some accuracy  • Uneven discussion of topic  • Straightforward expression, with technical inaccuracy | **3-4 marks**  • Some understanding of concepts (e.g. rhetoric)  • Basic discussion of issues (e.g. influence)  • Some points supported by examples | **3-4 marks**  • Some valid analysis of contextual factors  • Undeveloped discussion of the construction of meaning  • Inconsistent evaluation of effectiveness of communication |
| **1** | **1-4 marks**  • Limited methods of analysis  • Some grasp of basic terminology  • Undeveloped discussion of topic  • Errors in expression and lapses in clarity | **1-2 marks**  • A few simple points made about concepts (e.g. persuasion)  • Limited discussion of issues (e.g. influence)  • Few examples cited | **1-2 marks**  • Some basic awareness of context  • Little sense of how meaning is constructed  • Limited evaluation of effectiveness of communication |
| **0** | **0 marks**: Response not credit worthy | | |

**Activity 2:** The stimulus material in 1a is a web-based advertising campaign extract for Ribena. Bearing these contextual factors in mind:

Select five language features from the stimulus material that are used **because** of these contextual factors.

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| **Contextual factor:** | **Language Features:** |
| Advertising campaign |  |
| Web-based |  |
| Ribena (kinds of products) |  |
| Ribena (as a British brand) |  |
| Any other contextual factors |  |

**Activity 3: Focus on AO3 (1a / 2a).** For the three extracts from responses below, Identify the skills / knowledge demonstrated that would gain credit under AO3. Just focusing on AO3, rank order the responses andput each in the appropriate band.

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| **Candidate A response:**  The final persuasive techniques that can be used in written texts are hypophera and rhetorical questions. These are used to make the reader really think about what they are reading and question what they believe they are reading. In the text they are used when it says ‘how do you tell the world about the fruitiest, tastiest, juiciest, blackcurrentiest Ribena ever? with a new ad an ridiculously hummable tune that’s how’. In this particular example the hypophera is used for a comedic effect to end the extract. |

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| **Candidate B response:**  Other examples of persuasive written texts could be a newspaper advertisement for a holiday. E.g. ‘Would you like to go away to a stunning, snowy ski resort? Where skiers are gliding in left, right and centre? If you do, and want to enter this competition, all you have to do is text 077837 WIN. On the midnight of the 27th May we will tell the winners. Good luck’. In this example, there has been use of synthetic personalisation of first person singular subject pronoun ‘you’ to entice the reader and make them feel as if they are special and are the only audience the text is talking to. There has also been alliteration of sibilance, with attributive adjectives ‘stunning’ and ‘snowy’, which is imagery and makes the reader think about where they could go. |

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| **Candidate C response:**  In a situation that would be considered more relaxed where time was more plentiful such as a conversation between two businessmen in a meeting, we would likely not see the use of this technique. We would be much more likely to see a sentence with high frequency, polysyllabic lexis instead as the speaker would want to portray himself as sophisticated and knowledgeable. This sentence could look something like: “It is absolutely imperative that we secure this contract immediately”. It is calm and considered, using polysyllabic words like “absolutely” and “imperative” in order for the speaker to sound cultured and knowledgeable. Perhaps the speaker is trying to close a deal that would lead to the advancement of his career and is attempting to convince his superiors. |

**Mark scheme for Q1 a / 2a – AO3 only:**

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| **BAND** | **AO3 (10 marks)** |
| **5** | **9-10 marks**  • Confident analysis of a range of contextual factors  • Productive discussion of the construction of meaning  • Perceptive evaluation of effectiveness of communication |
| **4** | **7-8 marks**  • Effective analysis of contextual factors  • Some insightful discussion of the construction of meaning  • Purposeful evaluation of effectiveness of communication |
| **3** | **5-6 marks**  • Sensible analysis of contextual factors  • Generally clear discussion of the construction of meaning  • Relevant evaluation of effectiveness of communication |
| **2** | **3-4 marks**  • Some valid analysis of contextual factors  • Undeveloped discussion of the construction of meaning  • Inconsistent evaluation of effectiveness of communication |
| **1** | **1-2 marks**  • Some basic awareness of context  • Little sense of how meaning is constructed  • Limited evaluation of effectiveness of communication |

**Activity 4: What makes for a good commentary (1c / 2c)?**

Commentary Assessment Objectives:

**AO2**: Demonstrate critical understanding of concepts and issues relevant to language use (10 marks)

**AO3**: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning (10 marks)

**Targeting AO3 in the commentary task**

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| **Extract example of a good commentary:**  In keeping with the genre of a short story, I utilised reporting clauses such as “You’re joking” and reported clauses “Oskar yelled” to create a sense of identity and to develop the personalities of each character. The contraction of the second person singular subject pronoun “you” and the plural auxiliary verb “are” are typical of the speech of teenage boys in an informal setting, whilst the past simple verb “yelled” indicates the character was one of logic, as to speak normally in the situation would have been ineffective.  Also in keeping with the purpose of the text, to entertain and immerse the text receiver in the created world, I employed non-fluency features such as with the deictic demonstrative determiner “that’s” and the taboo exclamative “fuck” to simulate real speech and develop a tone of exasperation. As the audience was intended to be teenagers taking exams, my aim was to encourage from the text receiver, a sense of empathy for the character. In the minor sentence, “A fucking week…”, the despair of the narrative can be felt, particularly with the use of ellipsis. |

**Activity:**

1. Identify where the example above is hitting AO3.
2. Then try to decide which band it fits best for AO3.
3. Extension: Identify where the example above is hitting AO2.

**Mark scheme for question 1c / 2c (Commentary):**

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| **BAND** | **AO2** | **AO3** |
| **10 marks** | **10 marks** |
| **5** | **9-10 marks**   * Confident interpretation of the task, e.g. genre and purpose * Confident understanding of concepts and issues relevant to language use | **9-10 marks**   * Confident analysis of contextual factors * Productive discussion of the construction of meaning * Perceptive evaluation |
| **4** | **7-8 marks**   * Effective awareness of the task, e.g. genre and purpose * Secure understanding of concepts and issues relevant to language use | **7-8 marks**   * Effective analysis of contextual factors * Some insightful discussion of the construction of meaning * Purposeful evaluation |
| **3** | **5-6 marks**   * Sensible awareness of the task, e.g. genre * Sound understanding of concepts and issues relevant to language use | **5-6 marks**   * Sensible analysis of contextual factors * Generally clear discussion of the construction of meaning * Relevant evaluation |
| **2** | **3-4 marks**   * Basic awareness of the task, e.g. genre * Reasonable understanding of concepts and issues relevant to language use | **3-4 marks**   * Some valid analysis of contextual factors * Undeveloped discussion of the construction of meaning * Inconsistent evaluation |
| **1** | **1-2 marks**   * Some general awareness of the task, e.g. genre * Some understanding of concepts and issues relevant to language use | **1-2 marks**   * Some general awareness of context * Limited sense of how meaning is constructed * Limited evaluation |
| **0** | **0 marks:** Response not credit worthy | |