AS AND A LEVEL ENGLISH LANGUAGE Specimen Assessment Materials 10

WJEC CBAC

**AS
ENGLISH LANGUAGE (Wales)**

UNIT 2

Language Issues and Original And Critical Writing

SPECIMEN PAPER

2 hours

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **either** question 1 **or** question 2. Each question is presented in three parts.
For your chosen question, answer all parts.
Write your answers in the separate answer book provided.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question. You should divide your time accordingly. As a guide, you are advised to spend 50 minutes on part (a), 35 minutes on part (b) and 35 minutes on part (c).

You are reminded that assessment will take into account the quality of written communication used in your answers.

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

*Answer **one** question only. Each question is presented in three parts:
answer all parts.*

Either,

1. The text below is a record of a spoken interaction between a teacher and a student in an English lesson.

    Read the text and then answer the question below. You should use appropriate terminology and provide relevant supporting examples.

    (a)   Using this extract and your own knowledge, analyse and evaluate the ways in which participants can control and dominate spoken interactions.

    In your answer, you should consider:
    *   the relationship between participants
    *   relevant features of spoken language
    *   lexical and grammatical choices
    *   contextual factors.   **(40 marks)**

KEY
//	points where the speech of the participants overlaps
you	words that are stressed
…	pauses

TEACHER:	OK. So what I want you to do is to describe the language of the text. Describe it using appropriate terminology and showing understanding of the context. Look at the key points and provide examples to support what you say. Off you **go**.
STUDENT:	Well … first of all I um I there's
TEACHER:	First **you** need to concentrate. Yes? Describe what's going on.
STUDENT:	There are colour words // and and
TEACHER:	// Now **look** - did we not go over this **yesterday**?
STUDENT:	Yes but // I
TEACHER:	// Yes but is **not** the answer I'm looking for. Colour words are … and I'm waiting for you to fill a **gap** here …
STUDENT:	… er er // er
TEACHER:	// Might I suggest you look at the notes in front of you?
STUDENT:	Modifiers?
TEACHER:	Good - it took a **long** time but we're heading in the right direction and next? … **Come on** connotations, position, effect on the reader …
STUDENT:	Yes I // er
TEACHER:	// Can someone else help out here?

(b) **You have been asked to contribute to a guidebook for new teachers called *Dominating without Alienating*.**
Write an entry in which you give advice on how to use language to create good relationships in the classroom.

In planning your response, you should consider:

*   the key features of the genre
*   the relationship with the reader
*   the kinds of lexical and grammatical choices that teachers need to make.

Aim to write about 350 words. **(20 marks)**

(c) **Write a commentary for the text you have produced, analysing and evaluating your language use.**

Comment particularly on your language choices and their effectiveness in relation to the context given in part (b). You should aim to write approximately 250 words.

(20 marks)

Or,

2. The extract below is taken from *An A-Z of English Grammar* by Geoffrey Leech. Read the text and then answer the question below. You should use appropriate terminology and provide relevant supporting examples.

(a) **Using this extract and your own knowledge, analyse and evaluate the linguistic devices we use in our everyday interactions to show politeness.**

In your answer, you should consider:
- the relationship between participants, the tenor and the function of the interaction
- relevant features of spoken language
- lexical and grammatical choices
- contextual factors. **(40 marks)**

---

polite and not polite

➢ Being **polite** means showing consideration for the feelings and wishes of others.
➢ Sometimes we have to be more **polite** than at other times.
➢ In general, the people we wish to be more **polite** to are 'important' people or strangers.
➢ The usual rule is: 'The more words you use, the more **polite** you are.'

1. This is how the sentence gets more polite, the more words you use.

E.g.	Order:	*The door!*
	Imperative:	*Close the door!*
	Imperative + *please*:	***Please*** *close the door.*
	Question:	***Can you*** *(**please**) close the door?*
	Question + explanation:	***Can you*** *close the door,* ***please****? It's rather cold.*
	Unreal past forms:	***Could you*** *close the door* ***please****?*
	Or:	***Would you mind*** *clos**ing** the door,* ***please****?*
	Extra polite:	***I wonder if you'd mind*** *closing the door,* ***please****?*

(b) **Tell a light-hearted or comic story through a sequence of emails sent between two people who adopt very different levels of politeness. There must be a clear sense of narrative development, but you do not have to bring your story to a conclusion.**

In planning your response, you should consider:

- the key features of the genre
- the relationship between the characters and their situation(s)
- the kinds of lexical and grammatical choices that each character makes.

Aim to write about 350 words. **(20 marks)**

(c) **Write a commentary for the text you have produced, analysing and evaluating your language use.**

Comment particularly on your language choices and their effectiveness in relation to the context given in part (b). You should aim to write approximately 250 words.

(20 marks)