Exam Dates

Paper 1 - Wednesday 6th June 2018 am

Section A:

• Analysis of representations and meanings in Texts A and B individually. Comparison of how language is used in Texts A and B.

Section B:

• Child Language Acquisition.

Paper 2 - Friday 8th June 2018 pm

Section A:

• Language Change OR Language Diversity.

Section B:

• Analyse and compare how views/attitudes are presented in Texts A and B.

• Opinion Article.
Key Considerations
For Any Data Analysis - Reading

• You MUST start with the contextual statement. Annotate this for key issues relating to production and reception.

• From the contextual annotation, identify what the key ideas / concepts may be e.g. power, modality, formality, technology, gender, change etc.

• Read the data WITHOUT annotating anything.

• After reading, identify the 2 or 3 key representations or attitudes within the text - phrased as “X is represented as Y.” Remember that things, people, organisations, the writer, values and beliefs can be represented.

• Find hotspots within the text which most clearly demonstrate your representations. For CLA / Change / Diversity, you are looking for hotspots which both support and challenge the statement you are evaluating. Annotate these sections with detailed linguistic methods in light of your contextual knowledge and your knowledge of key ideas and concepts.
Key Considerations
For Any Data Analysis - Writing

- State clearly the representation, key point, key argument or key comparison you are covering in that paragraph. (For evaluation questions - CLA, change, diversity - remember this must link to your purpose statement / line

- Find the relevant hotspot and exemplify with textual evidence the point you have made. Use a quotation which is long enough for you to looking to demonstrate your knowledge at word, phrase, clause and sentence level.

- Identify precisely the linguistic methods which have been used. Remember language doesn’t work in isolation, linguistic methods often work together to create meaning so comment on this.

- Explain how these methods have led you to your reading. Don’t explain what the quotation means, explain the conclusions it has led you to.

- Explain why the text producer has used these methods - link it to the contextual information and key concepts you identified earlier. Don’t forget to consider production AND reception.

- Develop your analysis by either looking for other places within the text where the same representation or idea is shown but with different linguistic methods OR other places within the text where the same linguistic method is used for a different reason.
Paper 1
Section A: Questions 1+2

• Analyse how Text A/B uses language to create meanings and representations. (One of Texts A or B will be an older text.) You should look to make 2 or 3 representations per text.

• AO1 = 10 marks (terminology and written communication - how you guide the reader.)

• AO3 = 15 marks (analysis of how and why language is used.)

• AO1 (WHAT): relevant, precise, detailed, accurate, systematic, range. Use a long enough quotation to enable you to do this.

• AO3 (HOW/WHY): link to context of production and reception and explore in detail how and why meanings and representations have been created.

• Unlike for CLA / Change / Diversity / Opinion Article, you do not need to focus on challenge and support.

• Structure of paragraph: state your key representation, give textual evidence, identify precisely the linguistic methods, explore how and why these led to your representation, link to the wider context of production and reception. Develop point further by considering the same technique used elsewhere to create a different representation or meaning, or find another place in the text where the same representation or meaning is shown but by sing a different linguistic method.
**Text A:** Text A is from Observations and Reflections Made in the Course of a Journey Through France, Italy and Germany, compiled from Hester Thrale Piozzi’s journals, published in 1789.

**Text B:** Text B is an email from a student on a gap year in South-East Asia. She sent it to friends and family in 2005.
It's Your Turn!
Paper 1
Section A: Question 3

- Explore the similarities and differences in the ways that Texts A and B use language.
- AO4 = 20 marks (comparisons - exploring how and why texts are similar / different.)
- Range of comparisons about language choices, representations, meaning and context. You can duplicate ideas from Questions 1+2 as this is a different focus.
- Look for similarities AND differences, particularly where a comparison can be made which has some similarities but also differences.
- Explore and analyse comparisons - do not just identify / list. Do this by using textual evidence and explaining the similarities and differences.
- Evaluate comparisons - how do the different contexts of the two texts lead to the similarities/differences?
It's Your Turn!
Paper 1
Section B: CLA

- You are being asked to what extent you agree or disagree with a statement - you need a purpose statement / line of argument.

- AO1 = 15 marks (terminology and written communication / making clear how your points support or challenge the statement.)

- AO2 = 15 marks (analysis and linking of how and why key CLA knowledge is relevant to your argument.)

- AO1: You MUST refer and use textual evidence from the data. You need to show evidence of linguistic methods from CLA but ALSO from your general AO1 knowledge. You should refer to the statement regularly and make it clear whether your point is supporting or challenging the statement.

- AO2: link the points you exemplify from the data to your wider knowledge of CLA. Use the most relevant knowledge for your argument.

- You must ensure that you give examples and evidence which both support and challenge the statement. Integrate these into the same paragraphs.

- Evaluate and consider what other factors may influence the points you are making - this could be contextual information or other language ideas and concepts.
Practice

“Children themselves are the single biggest driver in their own language development.”

Referring to Data Set 1 in detail, and to relevant ideas from language study, evaluate this view of children’s language development. The data set features Joe (3 years old) playing with his toys with his family.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Support</th>
<th>Challenge</th>
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<tbody>
<tr>
<td>Data / AO1 Terminology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wider Knowledge / Theory</td>
<td></td>
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</tbody>
</table>

Structure Of Paragraph

- Make it clear whether the point you are about to make supports or challenges the statement.
- Use textual evidence from the data to exemplify your point.
- Analyse the linguistic methods used within the quotation - both CLA terminology AND your other AO1 terminology. Again look for how features work together.
- Explore how these methods support or challenge the statement, also bearing in mind wider contextual factors surrounding the data e.g. by considering time of day, who is involved, where the data is being produced / received, what type of activity is being undertaken and so on.
- Link the point you have made in your data to your wider CLA knowledge. Don’t just state the theory, link and explain in detail why this is relevant to the data.
- Look to develop your ideas or point further by considering the same technique used elsewhere to create a different representation or meaning, or find another place in the text where the same representation or meaning is shown but by using a different linguistic method.
- Find evidence from the data / wider CLA knowledge which challenges / opposes the point you have just made.
It's Your Turn!
You are being asked to what extent you agree or disagree with a statement - you need a purpose statement / line of argument and you must evidence this using linguistic terminology and your wider knowledge.

**AO1 = 10 marks (terminology and written communication / making clear how your points support or challenge the statement.)**

**AO2 = 20 marks (analysis and linking of how and why key change/diversity knowledge is relevant to your argument.)**

**AO1: Although there is no data, you are still expected to use appropriate linguistic terminology for the essay you are writing. You should refer to the statement regularly and make it clear whether your point is supporting or challenging the statement.**

**AO2: show your wider knowledge of change / diversity to support your arguments. Use the most relevant knowledge for your argument.**

You must ensure that you show evidence and knowledge which both supports and challenges the statement.

Integrate your similarities and differences within the same paragraph. Evidence your support for the statement and then acknowledge where there is challenge to this view.
Practice

- Evaluate the idea that a person's language is shaped entirely by their Social group...Occupation...Ethnicity...Age...Gender...Place of birth

- Evaluate the idea that not all speakers are born equal

- Evaluate the idea that English is breaking up into multiple language

- Evaluate the idea that men tend to be more assertive speakers than women

- Evaluate the idea that English is in decline as a language

- Evaluate the idea that English language is constantly changing.

- Evaluate the idea that men and women’s language is inherently different.

- Evaluate the idea that language and gender actually matters.

- Evaluate the idea that male language is competitive.

- Evaluate the idea that power is more important than gender when it comes to language.

- Evaluate the idea that accents and dialects are levelling.

- Evaluate the idea that occupational talk is influenced by context more than gender.

- Evaluate the idea that regional accents are levelling out.

- Evaluate the idea that English is in jeopardy, within an international context.

Structure Of Paragraph

- Make it clear whether the point you are about to make supports or challenges the statement.

- Use detailed reference to key linguistic terms and knowledge to exemplify your point. Just because there is no data does not mean you should not use linguistic terminology and methods. As usual, this should be detailed, precise and relevant.

- Explore how this idea supports or challenges the statement using your knowledge of language change or diversity. Don’t assume the examiner has shared knowledge and knows what you are thinking - make it explicit and clear.

- Link the point you have just made to another aspect of language change / diversity. How can you develop this argument by using another theorist or idea to support the point you have made OR what evidence / theories / ideas challenge the point you have just made?

- Statement
  - Support
  - Challenge

<table>
<thead>
<tr>
<th>AO1 Terminology / Methods</th>
<th>Support</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wider Knowledge / Theory</td>
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It's Your Turn!
You are being asked to compare how writers present attitudes and views. The focus is on analysing how the text and representations within it fit into a bigger debate/conversation about an idea or concept about language. N.B. This is NOT about theories.

- **AO1 = 10 marks** (terminology and written communication - how you guide the reader.)
- **AO3 = 15 marks** (analysis of how and why language is used.)
- **AO4 = 15 marks** (comparisons - exploring how and why texts are similar/different.)
- Approach exactly the same as you would any data....BUT... you must locate the texts and their representations within a bigger conversation about language/the topic.

Think in particular about how we as a reader are being positioned - what view/attitude do the writers want us to have - how have they used linguistic methods to do that?

Look to integrate similarities and differences within the same paragraph and explore why and how these occur in light of the contexts of both texts. Use a venn diagram to plan.
Text A is the start of an article about occupational language. Text B is a blog post about the importance of speaking professionally whilst at work.

Analyse how language is used in Text A and Text B to present views about the nature of language and occupation. In your answer you should:

- examine any similarities and differences you find between the two texts
- explore how effectively the texts present their views.

Text A:

From The Telegraph online:
So, office jargon: the 19 worst offenders in management speak
By Louisa Peacock

Mark Zuckerberg's repeated use of the word 'so' to start a sentence has been called out. Louisa Peacock lists the other annoying management jargon that should be outlawed.

A friend of mine once pointed out that you can use the word 'actually' in every sentence, actually. Apart from it being incredibly annoying, actually, he had a point. It's one of those words, actually, that just fits right in, in whatever context you need it to. 'So' is a similar word. Starting a sentence with the word 'so' is all too easy to do. While it’s undoubtedly an American concept, among younger Brits, it’s a pretty common part of our language. We can use it as a means of catching up on a conversation with someone – "so, you know we were talking about XYZ the other day, well ..." - or we can use it as an icebreaker, to announce that we’re about to say something – "so, I believe we should ...". Either way, 'so' is a largely unnecessary word, but one that has crept into our lexicon nevertheless.

When high-profile people use the word 'so' regularly, however, it validates its use even more. That Mark Zuckerberg used 'so' as an opening gambit in no fewer than four occasions in the first answer of his recent New York Times interview, says it all. But when it comes to bosses using the two-letter conjunction to preface a statement, a growing group of business experts believe it sends the wrong message: it could alienate colleagues who believe they're being spoken down to when they hear it.

“Rather than just plainly answering their question, you’re relying on the crutch of a practiced blurb. Usually, whatever follows 'so' is a carefully crafted sentence, evolved over many iterations and audience reactions,” says Hunten Thurman, founder of consultancy Thriveplan, writing in Fast Company. In other words, 'so' undermines your credibility.

With that in mind, here's a list of the other ridiculous words and phrases that should be cut from management speak altogether.

JHG June 2018
Text B:

From www.GeraldGillis.com - the blog of a management training advisor The Importance of Speaking Skills

By Gerald Gillis

While a picture may be worth a thousand words, those words will no doubt come in handy if the picture is distorted or poorly understood. After all, the most effective way to communicate is through speech. Thus, speaking skills are a vitally important method of communication.

The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages:

• Ability to inform, persuade, and direct. Business managers, educators, military leaders, lawyers, and politicians, among others, seek to develop their speaking skills to such a level that they are transformed into master communicators. Speaking clearly and confidently can gain the attention of an audience, providing the golden opportunity for the speaker to make the message known. Wise is the speaker who gains and then holds the attention of an audience, with well-chosen words in a well-delivered presentation, forming a message that is effective, informative, and understood.

• Ability to stand out from the rest. When one thinks of speaking skills, one tends to think of it as a common skill. Think again. The ability to stand before others and speak effectively is not an ordinary ability. Many people are deathly afraid of public speaking; others have little ability to form thoughts into sentences and then deliver those words in a believable way. The bad news is that at any given moment the world has precious few with the speaking talents of, say, Winston Churchill or John F. Kennedy. The good news is that a speaker whose skills are honed and developed with constant application and hard work can stand out.

• Ability to benefit derivatively. Well-developed verbal skills can increase one’s negotiation skills. Self-confidence is improved. A growing sense of comfort comes from speaking in front of larger and larger audiences. A reputation for excellence in speaking can accrue over time, thereby imparting a certain credibility to the speaker.

• Career enhancement. Employers have always valued the ability to speak well. It is, and always will be, an important skill, and well worth the effort in fully developing.

Speaking skills are important for career success, but certainly not limited to one’s professional aspirations. Speaking skills can enhance one’s personal life, thereby bringing about the well-rounded growth we should all seek.
It's Your Turn!
• You are being asked to write an opinion article for a non-specialist audience which informs and engages them about an aspect of language. (This will be the same topic as question 3.)

• AO2 = 20 marks (exploring relevant knowledge and ideas in relation to the topic area, showing that you understand the complexity of how and why language is used.)

• AO5 = 10 marks (the appropriateness and consistency of your ‘voice’, and the coherence of your article.)

• You MUST indicate the audience you are writing for. And you MUST have a purpose statement which outlines your line of argument.

• The start of every paragraph must link / build / contribute to an aspect of your purpose statement.

• Each paragraph should identify a key part of your argument and use evidence (research and linguistic examples) to support your opinion. Remember to transform this information.

• You should demonstrate that you are aware of evidence and knowledge which both supports and challenges your opinion.

• Transform your ideas for a non specialist audience - humour, shared knowledge, glossing, explanation. Only one rhetorical question and exclamatory sentence! Remember - don't write like a teenager!
Practice

Write an opinion article about language and occupation in which you assess the ideas and issues raised in Text A and Text B and argue your own views.

Constructing an Opinion:

1. The inner core – your purpose statement i.e. the main point / central idea you are trying to convey. It should not be too complex and unwieldy, and should be argued up front. This will help you keep your argument on track.

2. The outer core – initial development of your position. It should explain why your reader should care and read on. Imagine you are a busy person reading your article. At the end of each paragraph ask yourself, “So what? Who cares?” Your article should answer these questions. Personal experience can provide a compelling story and draw the reader in. Appealing to the reader’s self-interest is more effective than abstract commentary.

3. The mantle soft rock - further development of your argument / opinion. Each paragraph should contain a single, clear idea that supports your purpose statement. This could be by using examples and illustration, cause-and-effect reasoning, comparison/contrast, quoting experts and citing facts.

4. The mantle hard rock – frame your issue / opinion. Use one sentence to identify the strongest counter argument to your opinion and refute it with facts.

5. The crust - link your individual points to your purpose statement. Use transition points at the start and end of each paragraph to hold your argument together.
It's Your Turn!