AS ENGLISH LANGUAGE

Component 1   Analysis of Texts in Context

Section A: Spoken Language of the Media

Tackling Section A

The following advice is not a checklist and it is not definitive. Instead, it offers some suggestions about how you might approach questions for AS English Language Component 1 Section A.

Component 1 Analysis of Texts in Context

1 hour	Analysis of unseen transcripts	AO1 AO2 AO4	50 marks

Section A: Spoken Language of the Media

Getting started: reading the question and contextual information

- underline the **genre**(s) of the transcripts and think about the key features. Your background knowledge will help you decide which features to look for—you don't need to write these expectations down in your introduction.
- underline key information about the **background** of each transcript—it may help you develop points and make connections
- underline the **focus** of the question.

Read

First read-through: identifying the broad principles

As you read, you need to think about:
- the **register** e.g. level of formality/informality (tenor), subject matter (field)
- the **participants** e.g. age, gender, social status, relationship, expert/amateur, professional/members of the public, etc.
- their relationship with the **target audience** e.g. direct/indirect, familiar/formal/ somewhere in-between/changing, distant/immediate, primary/secondary
- their **role** e.g. create social bond, provide information, explain, interpret, entertain, persuade, argue etc.
- where **turns** begin and end e.g. length, latching, overlaps, interruptions, back channel affirmation etc. Look out for words at the start of a line which continue an utterance from a previous line after an overlap.

Close reading: annotating the texts

Re-read the transcripts. Underline important features and jot notes in the margin. This will help you to find examples quickly when you write your essay. Look for:

- **prosodic features** used to enhance meaning e.g. emphatic stress; stretched sounds; changes in intonation, pitch, volume, pace (including use of micro/timed pauses)
- the presence or absence of **non-fluency features** e.g. fillers, unintentional repetition, hesitation, false starts
- genre-specific use of **word classes** e.g. proper nouns/honorifics/vocatives for terms of address/names; concrete nouns to create a sense of place; abstract nouns to reflect; pronouns/determiners for self-/other-references; modifiers to describe mood/POV; dynamic verbs to describe activity/processes; adverb/pronouns for deictic references; interjections for expressions of emotion, greetings, curses etc.
- **interesting** or **unusual** words, expressions or pronunciations e.g. idiosyncrasies, colloquialisms, slang, neologisms, creative personal choices, informalities (e.g. elision, clipping, reduction)
- **verb phrases** e.g. grammatical mood, tense, aspect, modality, passive voice
- interesting **utterance types** to engage the immediate/wider audience e.g. simple, using subordination, minor, incomplete, elliptical.

Answering the question: fitting the pieces together

Remember that you have an hour to complete Section A, so always spend a little time thinking about how you are going to approach the writing task. Use an appropriate, formal style and try to check that your writing is technically accurate.

1. **PLANNING**
   - briefly jot down the **main areas** you wish to cover
   - decide how you are going to **structure** your response. You can use <u>any</u> approach::
     - overview, discuss Text A, discuss Text B creating links with Text A, conclusion
     - overview, participants and their relationships, presentation of the topic, distinctive language features relevant to the focus of the question,

engagement of the audience through spoken features (building in connections across the texts in each area), conclusion
- o your own version—try experimenting … different transcripts may give you different ideas …
- think about **timing**—you don't need to write equal amounts on each text, but if you spend too long on one it will affect the overall quality of your response.

2. OVERVIEW
- write an **overview** that links the texts. You may like to include a <u>brief</u> discussion of some of the following:
    - o genre
    - o place of transmission
    - o location
    - o occasion
    - o target audience
    - o purpose
- avoid discussing your expectations—instead, focus on examples to support the broad points you make.

3. DEVELOPING AN ARGUMENT
- develop your **paragraphs** and avoid list-like sequences of very short ones
- make sure your **topic sentences** clearly show the focus of each paragraph. If you reference a particular concept (e.g. emphatic stress) or language feature (e.g. the use of declaratives), link points to meaning or you will slip into feature spotting. To show your engagement with the genre and content of the transcript, choose topic sentences that focus on meaning
- provide **examples** to support each point you make
- demonstrate your **engagement** with the texts by referencing specific details
- make **connections** across the texts—these can be similarities or differences e.g. contextual factors, content, register, spoken language features, linguistic and grammatical features.

4. SUMMING UP
- write a **conclusion**—avoid repeating points from your introductory overview and think about pragmatics, or any connections or contextual factors that you haven't yet addressed.

Assessment objectives for Section A: hitting the targets

You need to make sure that you cover all the areas listed below somewhere in your response.

AO1   15 marks

- analyse the transcripts and explore effects
- use appropriate **spoken language terminology** to describe and analyse examples
- address wider language features using a range of **linguistic terminology**
- **engage** with the texts, analysing and interpreting key features
- use an appropriate formal **style**—express your ideas logically, clearly and accurately

AO2   15 marks

- demonstrate knowledge of **genre**
- demonstrate knowledge of a range of **spoken concepts** and relevant **theorists**
- consider relevant language **issues** e.g. appropriateness/acceptability, role of expert, social status, occasion, gender etc.
- provide relevant **examples** to support each point made

AO4   20 marks

- make useful **connections** between the transcripts e.g. similarities and/or differences
- provide an **overview** showing that you have engaged with the meaning and the details of the texts
- use your **linguistic knowledge** to support your interpretation.

Assessment Grid: Component 1 Section A

BAND	AO1 15 marks	AO2 15 marks	AO4 20 marks
5	**13-15 marks** • Intelligent methods of analysis • Confident use of terminology • Perceptive discussion of texts • Coherent and effective expression	**13-15 marks** • Detailed understanding of concepts (e.g. genre, spoken features etc.) • Perceptive discussion of issues (e.g. social use of language, gender, age etc.) • Relevant and concise textual support	**17-20 arks** • Subtle connections established between texts • Perceptive overview • Effective use of linguistic knowledge
4	**10-12 marks** • Appropriate methods of analysis • Secure use of terminology • Thorough discussion of texts • Expression generally accurate and clear	**10-12 arks** • Secure understanding of concepts (e.g. genre, spoken features etc.) • Some focused discussion of issues (e.g. social use of language, gender, age etc.) • Consistent apt textual support	**13-16 marks** • Purposeful connections between texts • Focused overview • Relevant use of linguistic knowledge
3	**7-9 marks** • Sensible methods of analysis • Generally sound use of terminology • Competent discussion of texts • Mostly accurate expression with some lapses	**7-9 marks** • Sound understanding of concepts (e.g. genre, spoken features etc.) • Sensible discussion of issues (e.g. informal use of language, gender, age etc.) • Generally appropriate textual support	**9-12 marks** • Sensible connections between texts • Competent overview • Generally sound use of linguistic knowledge
2	**4-6 marks** • Basic methods of analysis • Some accurate terminology • Uneven discussion of texts • Adequate expression, with some accuracy	**4-6 marks** • Some understanding of concepts (e.g. genre, spoken features etc.) • Simple discussion of issues (e.g. informal language, different participants etc.) • Some points supported by textual references	**5-8 marks** • Some basic connections between texts • Broad overview • Some valid use of linguistic knowledge
1	**1-3 marks** • Limited methods of analysis • Limited use of terminology • Some discussion of texts • Errors in expression and lapses in clarity	**1-3 marks** • One or two simple points made about concepts (e.g. genre, spoken features etc.) • Limited discussion of issues (e.g. informal language etc.) • Limited textual support	**1-4 marks** • Some links made between texts • Vague overview • Undeveloped use of linguistic knowledge with errors
0	**0 marks** Response not credit worthy or not attempted		