



GCE AS – NEW

B700U10-1



S17-B700U10-1



ENGLISH LANGUAGE – AS component 1
Analysis of Texts in Context

MONDAY, 22 MAY 2017 – MORNING

2 hours

B700U101
01

ADDITIONAL MATERIALS

A WJEC pink 16-page answer booklet.

INSTRUCTIONS TO CANDIDATES

Answer Section A and Section B.

Write your answers in the separate answer booklet provided.

INFORMATION FOR CANDIDATES

Each question carries 50 marks.

The number of marks is given in brackets at the end of each question or part-question.

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

List of phonemic symbols for English

Consonants

/p/	pot, hop, hope
/b/	bat, tub, ruby
/t/	ten, bit, stun
/d/	dog, bad, spade
/k/	cat, lock, school
/g/	gap, big, struggle
/s/	city, loss, master
/z/	zero, roses, buzz
/f/	fit, phone, cough, coffee
/v/	van, love, gravy
/θ/	thin, bath, ethos
/ð/	this, either, smooth
/ʃ/	ship, sure, rush, sensational
/ʒ/	treasure, vision, beige
/tʃ/	cheek, latch, creature
/dʒ/	jet, smudge, wage, soldier
/m/	map, ham, summer
/n/	not, son, snow, sunny
/ŋ/	sing, anger, planks
/h/	hat, whole, behind
/w/	wit, one, where, quick
/j/	yet, useful, cure, few
/r/	rat, wrote, borrow
/l/	lot, steel, solid

Vowels: pure

/æ/	tap, cat
/ɑ:/	star, heart, palm
/i:/	feet, sea, machine
/ɪ/	sit, busy, hymn
/e/	bet, instead, many
/ɒ/	pot, odd, want
/ɔ:/	bought, saw, port, war
/ʊ/	book, good, put
/u:/	food, two, rude, group
/ʌ/	but, love, blood
/ɜ:/	fur, bird, word, learn
/ə/	about, driver

Vowels: diphthongs

/eɪ/	date, day, break
/aɪ/	fine, buy, try, lie
/ɔɪ/	noise, boy
/aʊ/	sound, cow
/əʊ/	coat, know, dome
/ɪə/	near, here, steer
/eə/	dare, fair, pear
/ʊə/	jury, cure

Glottal stop

/ʔ/	bottle, football
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Section A: Spoken language of the media

Answer the following question.

The two texts on pages 4 and 5 are examples of televised post-match analysis.

- 1. Analyse the language used by the respective speakers in Text A and Text B to comment on their teams' performances. [50]**

In your response you should:

- explore how the speakers use language distinctively to convey their feelings about the matches
- explore how the spoken language features reflect each speaker's attitudes and opinions
- include some discussion of similarities and/or differences between the two texts.

KEY TO TRANSCRIPTION

(.)	micropause
(3)	timed pause
↗fine-tuning	rising intonation
↑why↑	raised pitch
hu:::ge	stretched or prolonged speech sound
opp.	incomplete word
afraid	emphatic stress
GIANT	increased volume
accel	speech that is getting faster (underlined)
rall	speech that is getting slower (underlined)

N.B. Phonemic symbols are used to reflect non-standard pronunciations. A list of phonemic symbols is printed on page 2 for reference.

TEXT A: Football Post-Match Analysis by Chelsea Manager, José Mourinho (Southampton vs. Chelsea)

José Mourinho, Chelsea Football Club's Portuguese-born Manager, comments on events contributing to his team's defeat. The final score was 3-1 to Southampton, continuing a sequence of games in which Mourinho's team had been expected to win but failed to do so.

JM: José Mourinho

JM: I think (.) first of all I want to say that /3:/ (3) because we are in such a bad moment (.) I think you **shouldn't be** afraid (.) to be (.) also honest because when we are in the top (.) I understand that (.) there is quite a big pleasure in put us down (.) but when you are so **down** (.) I think it's time to be (.) a little bit honest (.) and to say clearly (.) the referees (.) are **afraid** (.) to give **decisions** for Chelsea (.) the result one one is a (.) **huge** penalty and once more (.) we don't get (.) and /3:/ (.) a penalty is a crucial moment in the **game** with the result one one (.) and I **repeat** if the FA wants to punish me they can punish me they don't punish other managers (.) they punish me (.) it's not a problem for **me** (.) but I want (.) to repeat because I think (.) /3:::/ my players deserve it (.) Chelsea **fans** deserve it (.) /3::m/ I am a Chelsea fan **too** (.) and /3:m/ I want to say it again (.) **referees** (.) are **afraid** (.) to give **decisions** (.) for **Chelsea** (.) ↑why↑ because when they give (.) there is always (.) a question **mark** (.) from **you** (.) there is always a **question** (.) there is always a **critic** (.) so we are **always** punished (.) we are punished because /3:/ Diego Costa¹ is suspended with **images** /3:m/ in other matches we see the same thing and doesn't happen (.) **clear** penalties are not given and with us (.) is one and ↑one↑ and one and ↑one↑ (.) and **even** in the Champions' League in a match you lose two one (.) even in the Champions' League which is /3:/ a game with /3:m/ not three officials but with **five** (.) we are not given a penalty in the last minute and this penalty in this game **today** is more than crucial do you know ↑why↑ (.) because (.) my team in this moment (.) the **first** negative thing that happened (.) the team collapse (.) the team mentally psychologically (.) the team is **unbelievable** down (.) it looks like **good** players are **bad** players and (.) the first half (.) was (.) a game where we didn't show (.) /3::m/ our ↑quality↑ **but** we were in control (.) we were more than in control (.) and (.) one mistake (.) lack of concentration (.) **one** goal (.) and you arrive at half time (.) in normal circumstances you come to the second half and (.) you do your game I told the players at half time (.) no panic (.) we are not losing four nil (.) it's one one no panic (.) the team comes with a with a good spirit (.) we have a penalty (.) and the penalty is a **GIANT** penalty (.) and he was afraid to give (.) like everybody else is afraid to give (.) so **no** penalty (.) and (.) after that lost (.) even more **confidence** /3:/ and you know that their second goal (.) is an individual mistake (.) their third goal (.) is another individual mistakes (.) and the team (.) mentally they ↑try↑ they try they try (.) but they **collapse** (.) they are in such a low moment that they **collapse**

¹Diego Costa: Chelsea player who had been suspended after an earlier match due to video evidence of an offence which the original referee had not seen

**TEXT B: Netball Post-Match Analysis by Manchester Thunder Coach, Tracey Neville
(Manchester Thunder vs. Celtic Dragons)**

Tracey Neville, Manchester Thunder netball coach, analyses the game her team have just won against Celtic Dragons. The score was 81-38.

TN: Tracey Neville

TN: /ɜ:m/ flow of play (.) opportunity to s. expose a lot of players (.) and actually (.) for us as a squad (.) it was quite **enjoyable** and for coaches it was **really** enjoyable to just get (.) just some systems and some /ɜ::m/ really good netball out there from the Manchester Thunder team

5 *[text omitted]*

/ɜ:m/ what I've said to the girls all the way through the season (.) irre. irrespective of who we play it's about our **performance** and (.) we **need** to start ↗fine-tuning when we are (.) /ɜ:/ **against** such opp. like the opposition of **today** and (.) it's about **taking** the game forward and (.) you know it was **nice** (.) **not** to be under (.) **amounts** of **pressure** which we've been under for the last (.) /ɜ:m/ two weeks and (.) I said (.) things we've /gɒdə/ work on is (.) our through court **attack** and (.) we. we have been at times tends to (.) be like bees round ↗honey pot and I've said right accel we've taken the honey pot away today (.) and I really wanna see you open up the court and I think that (.) as the game went on (.) I think that **really** worked really **well** for 15 Manchester Thunder

[text omitted]

rall /ɜ:m/ you know (.) some of our substitutes have sat and waited on the bench (.) and they could have come **on** and spoilt where we /wɒnə/ be (.) but we've got **such** a great tour (.) /ɜ:/ squad (.) such **talented** youngsters (.) such talented individuals and for us as 20 coaches it's **really** difficult to put that seven on the ↗sheet and it always depends on our opposition and (.) I hope they do create me an headache because (.) each one of them players deserves to hit that court and for any other Super League franchise they **do** (.) but they **know** as a unit that (.) we need to keep collectively together (.) if we are /gʌnə/ push to **get** into that top four or even (.) to get into that final again

Section B: Written language

Answer the following question.

The text on page 7 is an opinion piece from the Men's Fashion section of *Stars and Stripes* newspaper of 1918. This newspaper reported on matters affecting members of the United States Armed Forces in World War 1. The article discusses how the watch is a useful piece of equipment to wear during armed combat.

2. Analyse and evaluate the use of language in the text to present the watch. [50]

In your response you should explore:

- how language is used to promote the changing appeal of the watch
- how language is used to convey the watch's usefulness for military men.

The Wrist Watch Speaks

I am the wrist watch.

Before the war I was worn by women. Bejeweled and fragile, I hung about their dainty wrists, looked at more for the gems that adorned me than for the time I kept.

5 I was also worn by lounge-lizards, the boys who had their handkerchiefs tucked up their sleeves, who would as soon be seen without their highly-polished canes as without their trousers, the little lads who tried to wear monocles and endeavored in vain to grow mustaches and to cultivate un-American accents.

10 I was the mark of the woman. I was ridiculed by stage comedians, by cartoonists of the press, by haberdashers and men's outfitters of all sorts. To buy me was to buy social shame at the hands of one's fellow creatures.

But now—behold me, revived, reglorified, part and parcel of the practical equipment of the most practical of wars!

Tuned to the minute, I give the time for the marching millions from the base ports to the front.

15 From the general down to the newly-arrived buck private, they all wear me, they all swear by me instead of at me.

On the wrist of every line officer in the front line trenches, I point to the hour, minute and second at which the waiting men spring from the trenches to the attack.

20 I, the once-despised, am the final arbiter as to when the barrage of bullets and bombs shall be laid down, when it shall be advanced, when it shall cease, when it shall resume. I need but point with my tiny hands and the signal is given that means life or death to thousands upon thousands.

25 My phosphorus glow smooths and charms the chilled sentry, as he stands, waist deep in water amid the impenetrable blackness, and tells him how long he must watch there before his relief is due.

I mount guards, I dismiss guards. Everything that is done in the army itself, that is done for the army behind the lines, must be done according to my dictates. True to the Greenwich Observatory, I work over all men in khaki my rigid and imperious sway.

30 I go where I please without passes. Perched above the deft and delicate fingers of surgeons, I am present at all operations. On the hairy forearms of husky artillerymen, I am there with every tug of the lanyard¹, and can feel the firm biceps tighten from below.

35 I am in all and of all, at the heart of every move in this man's war. I am the witness of every action, the chronicler of every second that the war ticks on its way. Lifted forever and forever above the pampered poodle type of useless ornament, I am the instructor, the arbiter, the consoler, the friend of every officer and every man.

I am, in this war, the indispensable, the always-to-be-reckoned-with.

I am the wrist watch.

¹lanyard: a cord pulled in order to fire a gun