



GCE AS/A Level

2700U20-1 – **NEW AS**



ENGLISH LANGUAGE – Unit 2
Language Issues and Original And Critical Writing

P.M. WEDNESDAY, 8 June 2016

2 hours

2700U201
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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.

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

Either,

1. The extract below, published in a national newspaper, is from a written record of a woman's final interview with police just before she was charged with double murder.

Read the extract and then answer the question below. You should use appropriate terminology and provide relevant supporting examples from the extract and your own knowledge.

- (a) **Using this extract and your own knowledge, analyse and evaluate the ways in which people in positions of authority use language to influence others. [40]**

In your answer, you should consider:

- the relationship between participants
- relevant features of written and/or spoken language
- lexical and grammatical choices
- contextual factors

P: police officer

S: female charged with murder

P: Do you accept it could have been stopped?

S: Yes, it could have been. I wish I had never answered the phone.

P: Clive could not have done this on his own. You could not have done this on your own. This had to be a joint enterprise. Do you accept that?

S: Yes.

P: Do you accept you had numerous opportunities, right up to the date of the murder, when you could have controlled the whole situation and stopped both murders?

S: Yes, I could have stopped it.

P: But you allowed it to happen. You were part of the plan to murder two people. The plan was carried out and it was near the perfect murder. You got close, very close, but it doesn't always work out like that. Is there anything you want to add?

S: Just that I am so sorry.

(b) Write an extract for the opening of a detective story. [20]

In planning your response, you should consider:

- the key features of the genre
- narrative viewpoint
- the setting
- possible use of dialogue

Aim to write approximately 350 words.

(c) Write a commentary for the text you have produced, analysing and evaluating your language use. [20]

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.

Or,

2. The texts below are all examples of public signs. Read them and then answer the question below. You should use appropriate terminology and provide relevant supporting examples from the text and your own knowledge.

(a) Using the following signs and your own knowledge, analyse and evaluate the linguistic devices used in signs and notices to communicate important information. [40]

In your answer, you should consider:

- the tenor and the function
- relevant linguistic features of the genre
- lexical and grammatical choices
- contextual factors

Examples of public signs

1. POLITE NOTICE
We are happy for you to walk your dog on this private estate, but all dogs must be on a lead. Please keep to pathways and clean up after you.
2. Authorised vehicles only past this point
CAUTION CONTROLLED BOLLARDS
STOP
Press intercom for assistance
Wait for green light before proceeding
WARNING
Do not follow vehicle in front. Failure to observe may damage your vehicle.
3. Balfour Beatty
Construction sites are dangerous
Children keep out
4. ONLY DRINKS PURCHASED ON THESE PREMISES MAY BE CONSUMED ON THESE PREMISES.
By Order of the Management.
Those found to be in contravention will be asked to leave the premises immediately.
5. Priority Seat
Please show consideration for others and give up this seat when required.
This seat is intended for:
 - Disabled passengers
 - Expectant mothers
 - Those carrying infants
 - Elderly passengers
 Please remember the need for this seat may not be immediately obvious.
Thank you.
For information please go to southernrailway.com

- (b)** To support passengers who need to use priority seating, Southern railway has introduced a new scheme – the ‘give up your seat’ card. Showing the card to a fellow passenger will indicate that you are in need of the priority seat. This is intended to avoid embarrassment for both passengers.

You have been asked to write the text for the Southern railway website, promoting the new card. Write the text for a webpage in which you explain the reasons for priority seating and for the introduction of the new card. [20]

In planning your response, you should consider:

- the key features of informative and promotional writing
- the relationship with the readers – the able bodied and those who may need the card
- appropriate lexical and grammatical choices for an official website

Aim to write approximately 350 words.

- (c) Write a commentary for the text you have produced, analysing and evaluating your language use. [20]**

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.

END OF PAPER

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