OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL AS
ENGLISH LANGUAGE

Unit 2 Language and Society

Wednesday 24 May 2023 07:00 GMT Time allowed: 2 hours

Materials

For this paper you must have:

- an Oxford International AQA Examinations 12-page answer book.

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book.
- There are **two** sections:
  – Section A: Language and social groups: texts
  – Section B: Language and social groups: writing.
- Answer Question 1 from Section A **and** Question 2 from Section B.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.

Information

- The maximum mark for this paper is 50.
- The marks for questions are shown in brackets.
- There are 25 marks for Question 1 and 25 marks for Question 2.
- You will be marked on your ability to:
  – use good English
  – organise information clearly
  – use specialist vocabulary where appropriate.

Section A: Language and social groups: texts

Answer Question 1.

0 1 **Text A** is a transcript of an introductory lesson in clay pottery for an adult class. The students are being shown how to make clay pots.

Examine how the participants in **Text A** use language to:

- express their roles
- achieve their goals
- show their knowledge
- establish relationships.

[25 marks]

Transcription key:

(.) pause of less than a second
(1.0) longer pause (number of seconds indicated)
[*italics*] contextual information
bold stressed syllable

Text A

[*teacher demonstrates working with clay to the class*]

Teacher: okay (.) what I'd like you to do with this bit of clay (.) is I'd like you to break it in half (4.0) okay and you've got two bits of clay (3.0) and I'd like you to make those into ball shapes (.) now the way to do that is (.) don't squeeze cos you'll get the clay coming through your fingers (.) you want to put your fingers together (.) okay (.) and make them into cup shapes and pat (.) okay pat it round (1.0) go on use your muscles a little bit (2.0) and you should get a nice round shape (1.0) you can do this [*slaps the clay with the flat of her hand*] but it tends to go flat like a flying saucer (.) whereas if you pat and turn as you work (.) it will make a ball (1.0) this is your pinch pot method

[*students practise shaping the clay*]

what we're going to do now is press your thumb into the middle of your ball of clay like this (.) and then what you're going to start doing is (.) with your fingers together (.) start squeezing and turning (.) I actually do this mostly without even looking (.) it's very much (.) you're using your hands and you're feeling the walls of your pot starting to take shape (2.0) and what we're gonna aim for is maybe about the thickness of your little finger

[*teacher moves around the room, checking students' progress with their pots*]

at the moment our pots are a bit wobbly so what we can do is (.) just put them on the board (.) give them a little turn (.) okay (.) and that will give it a base (1.0) I'm gonna try squeezing mine a little here (2.0) it's a very nice consistency this clay so I think you can go a bit thinner if you want to (1.0) just be careful that going **too** thin the clay will flop (.) but that's all part of learning (5.0) I'd like you to do the same thing with your second piece of clay (2.0) isn't that lovely (.) so you've all been taught the same technique and all of them are just a little bit different (1.0)

[*teacher stops at a student's bench and comments on the work*]

Teacher: **beau**tiful (.) do try and heal over the cracks (.) I can see a few appearing

Student 1: on the outside

Teacher: you could find that those will open up more as your clay dries

Student 2: oh no (.) do I have to start again (1.0) it's falling over

[*teacher moves to the bench where student 2 is working on his pot*]

Teacher: what I'm gonna do (.) I'm just gonna try and pull some of the clay from somewhere else (.) somewhere where it's a bit thicker

Student 2: okay

Teacher: and just encourage that to be a bit thicker at the bottom yeah (.) you've got some pockets where it's really thin (.) um and that will give you an unevenness when it's fired (.) it'll crack

Student 2: okay

Teacher: so when you're doing this again (.) keep it thicker initially (.) come back to it the next day or the next week (.) and then squeeze it to this thinness

Student 2: ooh that's awesome

Section B: Language and social groups: writing

Answer Question 2.

0 2 How far does a person's occupation affect their language use?

In your answer you should refer to relevant ideas from language study, such as:

- examples of language use in different occupations
- why people in different occupations have their own forms of language
- factors other than occupation that can affect a person's language use.

[25 marks]

END OF QUESTIONS

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