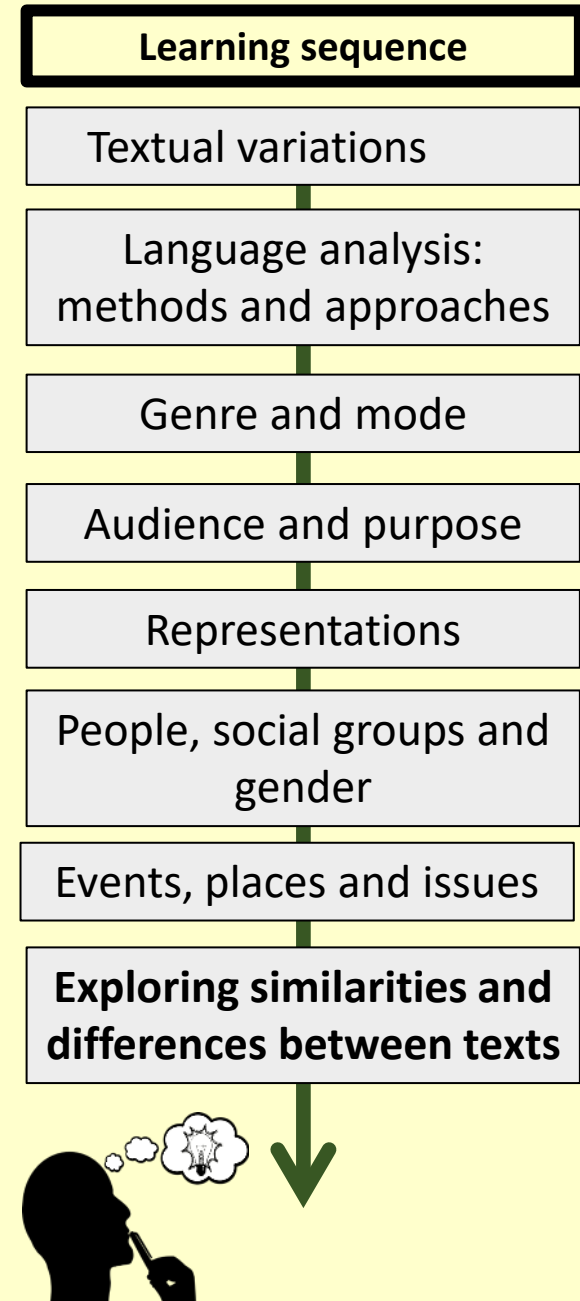


Learning Intention: How do we approach Paper 1, Question 3?

Vocabulary	Definition
Similarities	Similarities are features that things have which make them alike.
Differences	The differences between two things are the ways in which they are unlike each other.



Assessment Preparation

In answering exam questions you will be expected to bring in your relevant knowledge and understanding of the larger-scale linguistic concepts, including:

- Audience
- Audience address and audience positioning
- Purpose
- Genre
- Mode
- Tone
- Context
- Register

As well as text meanings and representations, and of the smaller-scale language features to do with:

- Discourse
- Lexis and meanings
- Grammar
- Pragmatics
- Phonology and prosodics
- Graphology

Question 3

- Explore the similarities and differences in the ways that **Text A** and **Text B** use language.
- **[20 marks]**

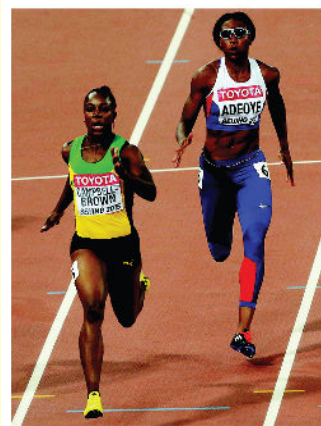
Spend 20 minutes writing your answer to Question 3.

You should have annotated copies of Text A and Text B from your previous two lessons.

Veronica Campbell-Brown runs in wrong lane at Beijing World Championships, doesn't get disqualified

Will Giles for Metro.co.uk Wednesday 26 Aug 2015 4:05 pm

f t g+ ✉ 215



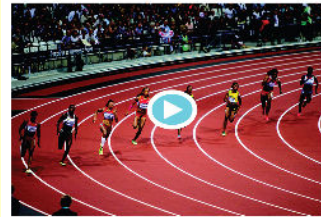
'Excuse me, that's MY lane...'

Veronica Campbell-Brown is 33 years old, has won 16 Olympic and World Championship medals, and has probably run more races in her career than she could possibly count.

But despite all that experience, she has still managed to RUN IN THE WRONG LANE.

During her 200m heat at the 2015 Beijing World Championships, the Jamaican broke accepted sprinting etiquette by running about half of the race in the lane next to her, which was also occupied by Briton Margaret Adeoye.

Campbell-Brown went on to win the race, and will get the chance to run again as the IAAF¹ Competition Rules state that an athlete will not be disqualified for stepping out of their lane as long as they don't gain an advantage in doing so or impede another athlete.



The rule

4. An athlete shall not be disqualified if he (a) is pushed or forced by another person to step or run outside his lane or on or inside the kerb or line marking the applicable border, or

(b) steps or runs outside his lane in the straight, any straight part of the diversion from the track for the steeplechase water jump or outside the outer line of his lane on the bend, with no material advantage thereby being gained and no other athlete being jostled or obstructed so as to impede his progress.

Note: Material advantage includes improving his position by any means, including removing himself from a "boxed" position in the race by having stepped or run inside the inside edge of the track.

Adeoye also managed to qualify in third place, and we can't imagine that Campbell-Brown's fellow sprinters will let her forget this in a hurry.

¹IAAF: International Association of Athletics Federations

Text A

The Fourth Olympiad

BEING

THE OFFICIAL REPORT

The Olympic Games of 1908

CELEBRATED IN LONDON
Under the Patronage of
His Most Gracious Majesty King Edward VII



AND BY THE SANCTION OF
The International Olympic Committee

Drawn up by THEODORE ANDREA COOK
AND ISSUED UNDER THE AUTHORITY OF
THE BRITISH OLYMPIC COUNCIL

Together with the Full Code of Rules in each Sport
Complete Lists of all Competitors and Results
and over one hundred illustrations.

PUBLISHED BY
THE BRITISH OLYMPIC ASSOCIATION,
108 VICTORIA STREET, LONDON, S.W.

THE FINAL.

The first attempt to decide the Final resulted in "No race" being announced by the Judges.

The A.A.A.¹ Rule printed in the programme of the day, referring to obstruction during a race, is as follows :—

"Any competitor wilfully jostling or running across or obstructing another competitor so as to impede his progress shall forfeit his right to be in the competition and shall not be awarded any position or prize that he would otherwise have been entitled to."

The evidence, written and signed, is as follows :—

Inquiry into the allegations of unfair competition by which Mr. W. Halswelle was said to be wilfully obstructed.

Mr. Harry Goble's Evidence.

I am a member of the Manchester A.C.², and on this occasion I acted as starter in the final heat of the Four Hundred Metres Flat Race at the Olympic Games. I was instructed by the Referee, Mr. Abraham, and other officials to caution the competitors against wilful jostling, and did so while they were on their marks. I said in case of any wilful jostling the race will be declared void, and when the race is re-run the offender will not be allowed to take part. I told them that officials were posted every few yards to notice any such jostling.

HARRY GOBLE.

Mr. David Scott Duncan.

I am a member of the British Olympic Council and Secretary of the Scottish Amateur A.A. I acted as referee in the final heat of the Four Hundred Metres Flat Race at the Olympic Games. I took up my position on the cycle track immediately behind Mr. Pennycook, one of the judges, and opposite the winning-post. I watched the race carefully, and saw that thirty yards after the start Halswelle had been dispossessed of second position by Robbins. Swinging into the straight Halswelle commenced to gain on the two men in front, whereupon Carpenter made straight for the outside edge of the track, while Robbins nipped through on the inside. The boring by Carpenter continued, and the umpires held up their hands and signalled a foul. The worsted³ was broken, but I do not know by whom. Three of the judges, Messrs. Parry, Pennycook, and Fisher, consulted with me, and on the evidence of the umpires the race was declared void, and the words "No race" were signalled on the telegraph board and announced by megaphone.

DAVID SCOTT DUNCAN.

¹A.A.A.: Amateur Athletic Association

²Manchester A.C.: Manchester Athletic Club

³worsted: a type of fabric used as the finishing tape

Text B

Question 3 Mark Scheme

- Look at the following two slides and familiarise yourself with Assessment Objective 4.
- The indicative content refers specifically to the sporting texts that you have been looking at.

AO4: Explore connections across texts, informed by linguistic concepts and methods

Level/ Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 2 5-8	Students will: • make connections at a literal level	Students are likely to: <ul style="list-style-type: none"> • compare topics • compare purposes to inform and entertain • contrast audiences/users • contrast writers/producers • contrast genres
Level 1 1-4	Students will: • discuss relevant aspects of texts without making connections explicitly	Students are likely to: <ul style="list-style-type: none"> • make one/two implicit connections (4) • make implicit connections by using similar topics for paragraphs (3) • write about each text separately (2) • write about one text only (1)

AO4: Explore connections across texts, informed by linguistic concepts and methods

Level/ Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 17–20	Students will: <ul style="list-style-type: none"> • evaluate the importance/significance/ef fect of connections found across texts 	Students are likely to: <ul style="list-style-type: none"> • evaluate the various discourses about athletes and sporting events/incidents • evaluate effects of contemporary/historical contexts on language use, representations and meanings • evaluate effects of technological contexts on language use, representations and meanings • evaluate effects of social contexts on language use, representations and meanings
Level 4 13–16	Students will: <ul style="list-style-type: none"> • explore connections between texts by linking language and context 	Students are likely to: <ul style="list-style-type: none"> • explore media contexts: online newspaper report/official report and language use • explore historical contexts and language use, eg legalese • explore technological contexts and language use • explore social contexts and language use
Level 3 9–12	Students will: <ul style="list-style-type: none"> • make connections across texts by identifying similar or different uses of language/content/context 	Students are likely to: <ul style="list-style-type: none"> • contrast use of first and third-person pronouns • contrast use of sentence types and functions • compare and contrast vocabulary used to describe rule breaking or athletic/sports context • compare and contrast other uses of language

Question 3 – AO4 Key Points

- You can use the same points identified in Q1 and Q2.
- You are looking for similarities and differences between the texts.
- You are looking at how they appeal to different audiences, are created for different purposes and how language use changes due to historical factors.

Compare and Contrast

Q3. Explore the similarities and differences in the ways that Text A and Text B use language.
[20 marks]

Method	Text A	Text B
Language used to describe the 'rule breaking'	<p>"RUNNING IN THE WRONG LANE" – using capital letters suggests...</p> <p>"accepted sprinting etiquette" – noun phrase – no rule broken but implies Campbell-Brown hasn't raced fairly</p> <p>"will get the chance to run again" – modal verb "will" implies...</p>	<p>"Inquiry into the allegations of unfair competition" – official or legal language suggests a serious offence has been committed. The _____ "allegations" implies...</p> <p>"Halswelle had been dispossessed of second position" – the _____ "dispossessed" suggests...</p>
Language used to describe sport/athletics		
Language used to describe the athletes		

Use the table as a starting point to make detailed notes on similarities and differences. Look at the indicative content on the mark scheme to help you with the method column.

The Examiner's Report

- Read the information on the following slides.
- Make a note of the advice being offered by the examiners.
- Is there anything that you can add to your comparison table?

The Examiner's Report

- **Question 3**
- This question required students to consider similarities and differences between Text A and Text B, and examiners reported that responses to this compulsory question were often impressive. Indeed for some students, the quality of their analysis was sometimes better in this comparative response than it was in the individual text analysis. For example, students repeatedly discussed how humour was used in their comparison, when it had been overlooked in their initial response to Text A. This suggests that students are comfortable and confident when comparing data, and that they are experienced in structuring their responses around comparison. Examiners were very pleased to note that very few responses considered texts separately, the vast majority offered sustained comparison across the response.

The Examiner's Report

- **Question 3**
- The better approaches to this question considered all aspects of the texts for comparison rather than only offering literal comparisons based on content and simple points about context. Examiners noted that once students began to consider language use alongside context, the quality of the response improved considerably. Occasionally students struggled to evidence points and this was problematic in terms of accessing the performance characteristics. Even when language features have been evidenced in questions 1 and 2, examples should also be offered for question 3, as examiners cannot look back at previous responses to check understanding and accuracy. Examiners noted that the very best responses to this question did not attempt to compare every aspect of the texts, but instead focused on representations and attitudes, covering 3 or 4 points in detail. This encouraged an evaluative response to the question rather than a list-like approach of similarities and differences.

The Examiner's Report

- **Question 3**

- More successful answers:
- discussed different attitudes towards the offence eg the light-hearted humour in Text A and the serious legal register of Text B
- analysed the different approaches to representing the event i.e. Text A gave very little detail, relying on photograph and video evidence to enhance detail, whereas Text B gave lengthy detailed descriptions – this was often usefully linked to the age of the texts, and the different purposes
- considered the differences caused by the ages of the texts, including discussion about technology and social media, visual detail, formality etc
- commented on the use of speech in both texts eg the humorous caption in Text A and the first person narrative witness accounts in B
- discussed the different attitudes towards gender in both texts, considering the focus on successful female athletes in Text A, and the absence of women in Text B - this was often linked to use of male pronouns in the rule sections
- considered the different use and effect of official rules in both texts – in Text A to show an offence had not been committed, but in Text B to confirm one had
- compared the difference in the genres of the texts, and offered language detail to support the discussion eg the graphological details of both texts, the use of headings etc
- examined the differences in audience, their positioning and their attitudes i.e. the broad audience for Text A, encouraged to be part of the Metro community with 'we' suggesting shared criticism of Veronica Campbell-Brown, and the inclusive, but narrow audience, of Text B with a strong sense of the illegality of the athlete's behaviour.

Question 3

- Explore the similarities and differences in the ways that **Text A** and **Text B** use language.
- **[20 marks]**

Spend 20 minutes writing your answer to Question 3. Use the notes that you have made in your table to help you.