

Access to HE Diploma Assignment Brief (Form AP3)



Provider name:	Sunshine College
Access Diploma title:	Access to HE Diploma (Humanities and Social Sciences)
Unit title and code:	English Language Studies FN2/3/AA/06G
Assignment title and number, e.g. 1 of 1 or 1 of 2 etc:	Presentation and short essay: Spoken Language (unscripted and scripted texts) Assignment 2 of 3
Assessor name:	Jane Smith

Assignment briefing and mapping to unit:

You need to complete both Task 1 and Task 2

Task 1 (ACs 3.1, 3.2, 3.4)

Prepare and deliver a presentation (a maximum of 10 minutes in length) in which you evaluate the spoken discourse in **one** of the following (AC 3.1):

- A chat show such as the *Graham Norton Show*
- An episode of *Jeremy Kyle*
- An episode of *Question Time*
- A political interview

What features of language are used by the participants to exercise power over each other? How are differences in power between the participants reflected in the language they use with each other? (AC 3.2)

Evaluate the place that gender, class and/or ethnic differences play in these power imbalances (AC 3.4).

You may wish to consider some of the following spoken language features: pausing, overlapping talk, repetition, interruptions, turn-taking, open, closed and rhetorical questions, tag questions, hedges, politeness strategies, face theory, lexis, directives, colloquialisms, slang, terms of address, phatic language. However, you should comment on **any** features which you consider to be significant.

Please remember to hand in your notes, together with a copy of your PowerPoint slides, a witness testimony or tutor observation sheet and your bibliography.

Task 2 (AC 3.3)

Choose two of the three attached political speeches. Write an essay of approximately 1500 words with the following title: "An analysis of the use of language in political speeches" You need to take into account the following

- a) What are the main things the speaker is saying in each speech?
- b) What do you think were the effects of these speeches on their intended audiences?
- c) What rhetorical and other devices does each speaker use to give his language more power? Consider the effects of these devices on the people listening.

Remember an essay should have an introduction, main body of text and a conclusion.

Assignment hand out date:	
Assignment submission deadline date:	
Draft(s) permitted: Yes/No <i>If yes, include deadline date(s) for draft(s)</i>	Yes

Mapping to Unit

This assignment covers the following learning outcomes & assessment criteria.

LO3: Understand the different features of spoken discourse
 AC 3.1 Examine different types of spoken discourse
 AC 3.2 Analyse features of conversation
 AC 3.3 Analyse features of scripted speech
 AC3.4 Evaluate how spoken discourse expresses power with reference to one of the following: gender, class, ethnicity

Grading information for this assignment

Grade descriptor:	1c:Understanding of the subject
The student, student's work or performance:	
For a pass:	Meet the assessment criteria to achieve the learning outcomes for the unit
For Merit:	a. demonstrates a very good grasp of the relevant knowledge base Contextualisation: you should demonstrate substantial knowledge of the different theories which account for differences in spoken language and which explain how scripted language affects its audience.
For distinction:	a. demonstrates an excellent grasp of the relevant knowledge base Contextualisation: you should demonstrate a thorough, wide-ranging knowledge of the different theories which account for differences in spoken language and which explain how scripted language affects its audience.
Additional Guidance notes	<p><u>Task 1</u></p> <ul style="list-style-type: none"> Bearing in mind that conversations on television may be prepared to a greater or lesser extent (eg. interviewers think of questions in advance), you will need to show what you have learnt about the features generally found in spontaneous, unscripted conversation. You will also need to show an understanding of how power relationships affect speech. <p><u>Task 2</u></p> <ul style="list-style-type: none"> You will need to show what you have learnt about rhetorical language. You will need to show some awareness of the context of this speech, though your main focus should be on the speakers' use of language.

Grade descriptor:	2a,c Application of knowledge
The student, student's work or performance:	
For a pass:	Meet the assessment criteria to achieve the learning outcomes for the unit
For Merit:	<p>a. makes use of relevant</p> <ul style="list-style-type: none"> • theories <p>and</p> <p>c . very good levels of</p> <ul style="list-style-type: none"> • analysis <p>Contextualisation: you should demonstrate a very good understanding of the different theories which account for differences in spoken language and which explain how scripted language affects its audience. You should make substantial use of these theories to analyse the language in the media excerpt you have chosen and in your chosen political speech.</p>
For distinction:	<p>a. makes use of relevant</p> <ul style="list-style-type: none"> • theories <p>and</p> <p>c. excellent levels of</p> <ul style="list-style-type: none"> • analysis. <p>Contextualisation: you should demonstrate an excellent understanding of the different theories which account for differences in spoken language and which explain how scripted language affects its audience. You should make extensive use of these theories to analyse in depth the language in the media excerpt you have chosen and in your chosen political speech.</p>
Additional Guidance notes	<p><u>Task 1</u></p> <ul style="list-style-type: none"> • Consider the roles of the participants (eg. interviewer or interviewee) and explore how these affect their speech • Make sure you focus on how differences in power are reflected in the ways in which participants address and interact with each other. <p><u>Task 2</u></p> <ul style="list-style-type: none"> • You will need to apply what you have learnt about rhetorical language to these two speeches. • Remember to compare the two speeches, drawing out their similarities and differences by taking into account their content, contexts (eg. when they were delivered and the circumstances surrounding this, their audiences) as well as linguistic features.

Grade descriptor:	5: Communication and Presentation
The student, student's work or performance:	
For a pass:	Meet the assessment criteria to achieve the learning outcomes for the unit
For Merit:	<p>shows very good command of</p> <ul style="list-style-type: none"> • structure • language • syntax

	<ul style="list-style-type: none"> • spelling • punctuation <p>Contextualisation: both the presentation and the essay will have logical structures. Most points will be clearly made and linked to each other in order to show coherence of understanding of the distinguishing features of spoken discourse, whether conversation or scripted speech. There will be few errors in punctuation, spelling or syntax.</p>
For distinction:	<p>shows excellent command of</p> <ul style="list-style-type: none"> • language • syntax • spelling • punctuation <p>Contextualisation: both the presentation and the essay will have logical structures. All points will be clearly made and effectively linked to each other in order to show coherence of understanding of the distinguishing features of spoken discourse, whether conversation or scripted speech. Spelling, punctuation and syntax will be virtually flawless.</p>
Additional Guidance notes	<p><u>Task 1 (presentation)</u></p> <ul style="list-style-type: none"> • Think carefully about how you will begin and end your presentation. You might want to start by simply saying why you chose this particular TV programme. • Structure the presentation carefully so that you move logically from one point to the next. • Make sure your presentation does not overrun. Practise beforehand. <p>Use notes for reference only so that you speak directly and naturally to your audience. Do not simply read out the PowerPoint slides.</p> <ul style="list-style-type: none"> • Ensure that you include appropriate specialist terminology. • Check PowerPoint slides carefully so as to avoid technical errors <p><u>Task 2 (essay)</u></p> <ul style="list-style-type: none"> • Allow time for careful planning and proof-reading and ensure that the essay has an introduction, a conclusion and clearly defined paragraphs. • Try to ensure that paragraphs are linked and that the essay has a logical progression. • Ensure that you include appropriate specialist terminology

Grade descriptor:	7c: Quality
The student, student's work or performance:	
For a pass:	Meet the assessment criteria to achieve the learning outcomes for the unit
For Merit:	<p>c. taken as a whole, demonstrates a very good response to the demands of the brief/assignment</p> <p>Contextualisation: you should demonstrate a very good appreciation of the differences between spontaneous speech and scripted speech and of how power differences between speakers and the contexts in which they speak will be reflected in the language which they use.</p>
For distinction:	c. taken as a whole, demonstrates an excellent response to the demands of the brief/assignment

	Contextualisation: you should demonstrate an excellent appreciation of the differences between spontaneous speech and scripted speech and of how power differences between speakers and the contexts in which they speak will be reflected in the language which they use.
Additional Guidance notes	<ul style="list-style-type: none"> • You should show that you are aware of the fact that spontaneous speech is different from scripted speech. • You should support all your ideas with apt examples/ or brief quotations from the TV programmes/ speeches • Please ensure that you include a bibliography, as necessary, and use in-text citations in the essay.

Declaration: I confirm that this assignment is my best attempt and all my own work and that it conforms to the course policy on plagiarism.		
Print name:	Student signature:	Date:

Example Only