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CAMBRIDGE AICE AS LEVEL Analysis Writing

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DOCUMENT

Document

The Cambridge AICE Program offers **two papers** for the English exam. Receiving a high mark will ensure a student is given **college credit** for the course. Marks range from **A-E, except for “Ungraded”** for exams that did not qualify for a grade. The strategy is to earn points rather than for examiners to deduct points. This means that a **mistake will not lower your grade, nor will it raise it**. Candidates are also able to **choose** to answer from multiple prompts and are tested on **material read in class, material in the exam, and material the student writes themselves**.

Paper 1-Writing (50%)

KEY TERMS

(AOs)= **assessment objectives for Paper 1 Writing are:**

AO2 Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes. – , As, Gates

AO3 Analyze the ways in which writers’ choices of form, structure and language produce meaning and style. Fort

Knowledge/Understanding-

-**The significance of audience** in both the design and reception of texts

-The ways in which **genre, purpose and context** contribute to the meaning of texts

Skills/ Techniques-

-Expressing ideas **accurately and clearly** at both sentence and word level

-**Reflecting upon and evaluating** the qualities of their own writing, including aspects relating to its purpose, form and audience

GOALS

Goals v. Theory

Hill -“**Logic simply teaches the right use of reason** and may be practiced by the solitary inhabitant of a desert island; but **Rhetoric, being the art of communication by language, implies** the presence, in fact or in imagination, of at least two persons,--**the speaker or the writer, and the person spoken to or written to**. Aristotle makes the very essence of Rhetoric to lie in the distinct recognition of a hearer. Hence, its rules are not **absolute**, like those of logic, but **relative** to the **character and circumstances of those addressed.**” (1149)

- Aristotle-” Instead of examining everything, rhetorical argument builds, whenever possible, on assumptions **the audience** already holds” (170)

Hill-“When his (a great author) imagination wells up, it overflows in ornament; when his heart is touched, it thrills along his verse. He always has the right word for the right idea, and never a word too much” (1150)

Plato-“Plato believed that transcendent truth exists and is accessible to human beings” (81). “To Plato, the philosopher's task is to help others remember by clearing away the wordly debris that obscures the truth” (81).

Blair- “Thus Blair’s rhetoric aims ultimately at a rather classical goal, to produce good men who will speak (and write) well in the service of the community, whether for the pulpit, the bar, or the halls of legislature” (947).

THEORY

Theory

Sharon Crowley- “The mental entities **called ideas were connected in the mind by means of mental operations called associations**. Hill apparently thought that ideas and operations ought to be representable in the syntax of the sentence, where the **grammatical subject represented an idea and the predicate represented whatever operation was applied to the subject**. Thus sentences could represent complete thoughts, just as they did **in logical propositions**” (275).

Analysis:

Henry Louis Gates Jr. -“**Language and culture are inseparable...** it is impossible to forget, when examining the development of Black English, **the often agonized relationship** between white people and black people in the United States,” (1544)

Keith Fort ”There isn't "good" writing, but maybe "better" writing, and **"identification" is "better" than persuasion**, "extrinsic" is better than "intrinsic," "ambiguity" is "better" than unity; "... to **begin with "identification"** is, by the **same token, though roundabout, to confront the implications of division,**" (1326)

Keith Fort ”There is a great deal of **difference between choosing a form** and using one **under compulsion**" (639)

RESULTS AND CONCLUSIONS

DISCUSSION AND CONCLUSIONS

ADVANTAGES:

If one was to utilize the theory of Hill, one would be able to focus on the audience or reader’s reaction to any given text. Having the freedom to make errors appears in line with Kenneth Fort’s rejection of standardized testing that limits student ability. Instead, allowing student’s to explore the material and use creativity increases the quality of writing. Still, these papers require a solid thesis and a keen memory of quotes and specific recollection of details in order to back up claims. This enforcement of traditional testing is blended with the more modern trend of expression.

Questions for further study:

- How would Lederman and Warwick, authors of “The Violence of Assessments”. React to the grading system in which a holistic view is granted to those showing an understanding of the material?
- How does the choice of prompts to consider give the student autonomy and reject the stringent ideas rejected by Fort and others?
- How vital are the aspects of audience in the examination and how would Hill support such an evaluation?
- **Sources**
- Bizzell, Patricia, and Bruce, Herzberg . The Rhetorical Tradition. Bedford/ St. Martins, 2001.

<https://www.cambridgeinternational.org/Images/502929-2021-2023-syllabus.pdf>