**AO2 Mastery Therapy-**

A02 requires you to explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology to support their views.

You need to be able to draw on a range of features to discuss. Please remember that the quality of your answer depends more on the quality of your analysis than on a chosen feature. For example, you will get more marks for meaningful analysis of a single adjective than you will for identifying an extended metaphor that you then fail to analyse securely. Prioritise what you can analyse effectively. Part of mastering the skill is being able to self-select the best features to discuss according to the focus of the question.

To master A02 and move beyond being ‘clear’ you need to be increasingly detailed and incisive about the impact of the language;. Read the passage. You may recognise it from the Base Therapy.

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| You can’t run far with a four-year-old child in your arms. They are already too big, too heavy, too awkward to carry with any speed.  I wanted to get Pat home to the car, but I staggered out of the park knowing that wasn’t going to be quick enough.  I burst into the café where we had eaten green spaghetti, Pat still pale and silent and bleeding in my arms. It was lunch time and the place was full of office workers in suits stuffing their faces. They stared at us open mouthed, fork twirled with carbonara suspended in mid-air.  ‘Get an ambulance!’ Nobody moved.  Then the kitchen doors flew open and Cyd came through them, a tray piled high with food in one hand and her order pad in the other. She looked at us for a moment, flinching at the sight of Pat’s lifeless body, the blood all over my hands and shirt, and the blind panic on my face.  Then she expertly slid the tray on to the nearest table and came towards us.  ‘It’s my son! Get an ambulance!’ ‘It will be quicker if I drive you,’ she said.  |

To be able to pace yourself well under exam time pressure, the next step is avoid redundant words and long quotes. Instead, embed quotations and keep concise. The idea is to ‘zoom in’ on individual details, say what their specific impact is, then move on to another point using connective such as *added to this, in addition, again, further to this, the sense of \_\_ is created further when we consider \_\_\_*. Here is an example below in response to the extract.

Look at this example of an AO2 response to analysing the tension:

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| Overall, tension is created when we consider the seriousness of the child’s condition with the inability of the parent to really help. Initially, the bold statement ‘you can’t run far…’ clearly establishes the helplessness that the parent feels. Added to this, the adjectives ‘big,’ ‘awkward’ and ‘heavy’ are juxtaposed with the noun ‘speed’ to really underscore how powerless the parent feels in this situation. The parent’s lack of control is further explored with the verb ‘staggered’ which connotes a clumsiness and lack of fluidity in their movement. Indeed, at this point, the parent says they are ‘knowing that wasn’t going to be quick enough;’ interestingly, the mental verb ‘knowing’ really allows us to understand how the parent senses that the situation is almost lost- they have created a truth and a reality of their own. Added to this, the sense of desperation is further conveyed when the parent ‘burst’ into the café; the verb ‘burst’ has connotations of sudden, explosive movement, further conveying the parent’s anxiety. However, this is juxtaposed with Pat being ‘silent’ and ‘bleeding.’ This combination of adjective and verb is somewhat sinister because it is almost as if he is dying quietly, and slipping away without any signs of life or improvement. Indeed, when we look at the reaction of the people in the café, we can see that they are ‘open mouthed’ and their forks are ‘suspended in mid air’ further conveying the shock and disbelief at the seriousness of the scene unfolding in front of them, especially using the noun phrase ‘blind panic’ which really captures the level of desperation to the point of the panic completely debilitating the parent to see clearly due to the panic.  |

Translate this example paragraph into the table below, teasting out the detailed and perceptive discussion (final columns). This will help you to see how it has been constructed from a plan. The first part has been completed for you.

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| **Feature** | **Short quotation** | **Impact (Analysis)** |
| Begins with negative | “can’t run” | restriction |
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