

**Edexcel Advanced Subsidiary GCE in  
English Language (8178)**

First examination 2001

**Edexcel Advanced GCE in English Language  
(9178)**

First examination 2002

June 2000



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# Contents

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<b>1 Introduction</b>	<b>1</b>
<b>2 Examination Components</b>	<b>2</b>
<b>3 Features of the Specification</b>	<b>4</b>
<b>4 Assessment Objectives</b>	<b>5</b>
<b>5 The Differences between AS and A2</b>	<b>8</b>
<b>6 Subject Overview</b>	<b>9</b>
<b>7 Course Planning</b>	<b>10</b>
<b>8 Unit 1 Textual Commentary</b>	<b>11</b>
<b>9 Unit 2: Desk Study</b>	<b>11</b>
<b>10 Unit 3b: The Language of the Media</b>	<b>12</b>
<b>11 Unit 4: Varieties of English</b>	<b>13</b>
<b>12 Unit 5b: Spoken or Written Study</b>	<b>24</b>
<b>13 Unit 6: Editorial &amp; Language Topics</b>	<b>34</b>
<b>14 Notes for Guidance</b>	<b>44</b>
<b>15 Opportunities for Key Skills</b>	<b>47</b>
<b>16 Support and Training</b>	<b>51</b>



# Introduction

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This Teachers' Guide accompanies the Edexcel AS/Advanced GCE specifications for English Language (number 8178/9178) and has been designed to help teachers prepare their students for assessment in 2001 (AS) and 2002 (Advanced GCE) and beyond.

The guide should be used in conjunction with the specifications, the specimen question papers and mark schemes, and the 'Coursework Guide to AS and Advanced GCE English Language'. It provides sections to help teachers with choosing appropriate tasks and assessing students' work.

## Key Features

- **Optional Coursework for AS (15%) and A2 (15%)**
- **AS Coursework: The Language of the Media-** about 1,500 words on an aspect of the language used in the media
- **Alternative AS examination paper: The Language of the Media**
- **A2 Coursework: Spoken or Written Study-** about 2,500 words on an aspect of the spoken or written language in a given context, based on written data or a transcription
- **Alternative A2 examination paper: Spoken Written Study**
- **AS Textual Commentary: texts for description and interpretation**
- **AS Desk Study: writing tasks with commentary**
- **A2 Opportunity for Language Study in Coursework**
- **A2 Varieties of English: texts for analysis**
- **A2 Editorial and Language Topics synoptic unit**

Edexcel has revised its GCE English Language specifications for first examination in June 2001 (AS) and June 2002 (Advanced GCE). The specification is based on the Qualifications and Curriculum Authority's revised Subject Criteria for English Language and contains revised assessment objectives (AOs).

The following guide has been produced:

- to give an indication of the differences between AS and A2
- to provide a more detailed picture of the examination units by presenting and discussing some sample examination questions and answers
- to discuss course planning
- to suggest opportunities for Key Skills assessment.

## 2. Examination Components

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The following is a summary of the six examination units in the new specifications.

### Summary of scheme of assessment

#### AS (50%) 8178

The AS consists of Units 1, 2 and 3 and may be awarded as a discrete qualification or counts for 50% of the whole qualification.

#### Options 1 and 2.

Option 1 consists of Units 1, 2 and 3a

Option 2 consists of Units 1, 2 and 3b.

Unit	Method	Contribution	Amount/length
Unit 1 Textual Commentary	Written	AS 30% AL 15%	1 hour, 30 mins
Unit 2 Desk Study	Written	AS 40% AL 20%	2 hours
Unit 3a The Language of the Media <b>Or</b> Unit 3b The Language of the Media	Coursework  Written	AS 30% AL 15%	1,500 words 1 hour, 30 mins

Full details of Unit 3a, 'The Language of the Media', are given in the 'Coursework Guide for AS and Advanced GCE English Language'.

## Advanced GCE 9178

The full Advanced GCE comprises all of the AS plus Units 4, 5 and 6 (together Units 4, 5 and 6 are known as A2).

### Options 1 and 2

Option 1 consists of Units 4, 5a and 6.

Option 2 consists of Units 4, 5b and 6.

Unit	Method	Contribution	Amount/length
Unit 4 Varieties of English	Written	A2 30% AL 15%	1 hour, 30 mins
Unit 5a Spoken or Written Study <b>Or</b> Unit 5b Spoken or Written Study	Coursework  Written	A2 30% AL 15%	2,000 – 2,500 words  1 hour, 30 mins
Unit 6 Editorial and Language Topics Synoptic unit	Written	A2 40% AL 20%	2 hours

Full details of Unit 5a, the Spoken or Written Study Coursework, are given in the ‘Coursework Guide for GCE AS and Advanced GCE English Language’.

### 3. Features of the Specification

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Edexcel has built on comments received during consultation and has incorporated the following features in the specification:

- As for all Advanced GCEs, there are now 6 units. Four of these (Units 1,3,4 and 5) are worth 15% and two of these (2 and 6) are worth 20% each.
- The first three units form the Advanced Subsidiary (AS) qualification. This is at a level between GCSE and Advanced GCE.
- The second three units form the A2 course, and together with the AS units complete the Advanced GCE qualification.
- The units are sign posted for the Key Skills of Communication, Information Technology, Improving your Own Learning and Performance, and Working with Others. The examinations do not specifically assess these Key Skills but the course can provide opportunities for them to be assessed as part of the portfolio assessment of the Key Skills qualification. Pupils who obtain a qualification in AS English Language will be exempted from the requirement to take the external assessment for the Key Skill of Communication.
- In Unit 2, Desk Study, students are now required to comment on the language they have used in the tasks.
- The Textual Commentary in AS asks for comment on both spoken and written varieties of contemporary English.
- The maximum amount of coursework is now 30%, but this is divided equally between AS and A2, at 15% for each component.
- The coursework component of AS concentrates on a language approach to the Media. There is an alternative written examination.
- The coursework component of A2 can be a study of either written or spoken English. There is an alternative written examination.
- The Varieties of English paper in A2 is only 1½ hours long and requires students to answer only one question.
- The Synoptic Unit of A2 is Unit 6, Editorial and Language Topics. Students re-write or re-present a given text in another style and complete a linguistic commentary on the changes made. Section B of Unit 6, Language Topics, will concentrate on essays rather than writing in style.
- The Synoptic Unit, Unit 6, Editorial and Language Topics, consists of 20% of the specification.

## Assessment Objectives

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### Assessment objectives

Students should be able to:

		AS% weighting	A2% weighting	Advanced GCE weighting
AO1	communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression	20	15	17½
AO2	demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made	20	10	15
AO3i	know and use key features of frameworks for the systematic study of spoken and written English	20	–	10
AO3ii	apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken	–	25	12½
AO4	understand, discuss and explore concepts and issues relating to language in use	20	25	22½
AO5i	distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context	20	–	10
AO5ii	analyse and evaluate variations in the meanings and forms of spoken and written language from different times according to context.	–	25	12½

## Assessment grid

The relationship between assessment components and assessment objectives.

Assessment components			Assessment objectives						
			1	2	3i	3ii	4	5i	5ii
<b>AS</b>	Unit 1	Textual Commentary	5%				5%	20%	
	Unit 2	Desk Study	10%	20%			10%		
	Unit 3a	The Language of the Media (Coursework)	5%		20%		5%		
	Unit 3b	The Language of the Media (Examination)	5%		20%		5%		
	<b>AS Total</b>			20%	20%	20%	0%	20%	20%
<b>A2</b>	Unit 4	Varieties of English	5%				5%		20%
	Unit 5a	Spoken or Written Study (Coursework)	5%			20%	5%		
	Unit 5b	Spoken or Written Study (Examination)	5%			20%	5%		
	Unit 6	Editorial and Language Topics	5%	10%		5%	15%		5%
	<b>A2 Total</b>			15%	10%	0%	25%	25%	0%

## Using the Assessment Objectives

There is an emphasis on Assessment Objectives (AOs) in the new specifications.

All five Assessment Objectives must be covered in both AS and A2. However, AO3 and AO5 are split into two with AO3i and AO5i relating to AS, and AO3ii and AO5ii relating to A2. AO1 and AO4 are quite general and are assessed in all units. AO1 includes the ‘Quality of Written Communication’ assessment objective. AO4 is the language concepts and issues assessment objective. Otherwise, specific units focus on particular assessment objectives.

In AS, the Textual Commentary concentrates on AO5i (variation), while the Desk Study focuses on AO2 (writing for different audiences and purposes with commentary), and the Language of the Media on AO3i (key language features and frameworks). In A2, Varieties of English concentrates on AO5ii (analysing and evaluating ‘distant’ varieties), while the Spoken or Written Study focuses on AO3ii (applying and evaluating frameworks). The synoptic unit in A2, Unit 6, Editorial and Language Topics, must cover all assessment objectives. However, the focus of Section A, Editorial, is AO2 (writing for different audiences and purposes with commentary) and that of Section B, Language Topics, is AO4 (concepts and issues).

The QCA Subject Criteria for English Language indicate that each assessment objective must account for a percentage of the overall grade, within a given range. For AS, all assessment objectives are worth 20% each. For A2, AO3ii, AO4 and AO5ii are weighted at 25% each, whilst AO1 is 15% and AO2 is 10%.

In assessing work, examiners will place scripts in one of five bands against the assessment objectives. Band 1 represents borderline achievement at grades U and E. There is no grade N in the new specifications. Band 5 includes achievement at grade A. Further details can be found in the specimen examination papers and mark schemes.

## The Differences between AS and A2

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The AS units are linguistic. However, they tend to focus on contemporary personal and social uses of language. Students do need to know key terminology from the different frameworks of language (see the Notes for Guidance on page 46). A new feature of the QCA Subject Criteria is the need for AS students to know something about sound (phonology). At its easiest this includes features of general prosodics such as volume, speed, pitch and voice quality. It could also include sound patterns such as alliteration. Since students need to be familiar with speech, it would be helpful for them to know about information units, prominent words, non-fluency and pausing.

The A2 units include assessment of the geographical and historical aspects of the language. For this, students will need to be familiar with the International Phonetic Alphabet (IPA). A2 students are obviously required to have a more detailed and systematic knowledge of English than they do for AS. In addition, they need to be able to select appropriate language frameworks and evaluate the approaches they have taken in studying the language.

AO3 and AO5 highlight the differences between AS and A2. AS students are required to know and use key language features (AO3i) and should be able to distinguish, describe and interpret variation (AO5i), whereas A2 students are required to apply and explore language frameworks and comment on their usefulness (AO3ii). A2 students are also required to analyse and evaluate variations from different times (AO5ii).

## Subject Overview

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The specification aims to:

- encourage students to develop their interest and enjoyment in the use of English, through learning more about the structures and functions of English, drawing on their experience and knowledge of language change and variation
- enable students to learn to express themselves in speech and writing with increasing competence and sophistication
- encourage students to undertake a varied programme of reading
- enable students to develop skills of listening critically and attentively to spoken English.

**AS students should be given opportunities to:**

- study concepts and frameworks for the study of language
- apply concepts and frameworks to investigate their own and others' use of speech\* and writing
- develop their skills in speaking and writing for different purposes and audiences
- develop their ability to respond perceptively to the different varieties of English they hear and read.

**Advanced GCE students should additionally be given opportunities to:**

- develop further their knowledge of and ability to apply a range of linguistic frameworks to a wide variety of texts from both the past and present
- develop an increasing ability to select and use the frameworks most appropriate for their investigation and research
- express themselves with fluency and competence in speech\* and writing.

\* 'speech' and 'spoken language' may include transcripts.

The above QCA Subject Criteria for English Language are quite broad and include requirements which teachers and lecturers would no doubt expect students to develop during the course but which are not necessarily assessed as part of the examination.

They include developing interest and enjoyment in English. Some of the aims take forward skills developed during GCSE English. Students are encouraged to undertake a varied programme of reading, to express themselves with competence and sophistication in speech as well as writing, and to listen critically and attentively.

Only writing is specifically mentioned in the assessment objectives for the subject. However, wide background reading is obviously helpful, and discussions and presentations should aid understanding, although these are not directly mentioned in the assessment objectives. Some of these requirements can, however, be assessed as part of the Key Skill of Communication.

## Course Planning

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Centres can choose how they wish to approach the new specifications. All coursework and examination units will eventually be available in January and June every year with effect from the June examination of 2002. Centres will need to devise policies to maximise teaching time and minimise disruption. Some may decide to keep teaching as normally as possible throughout the examination period. Many will teach after examinations have finished in June. Others will discontinue teaching during the examination period and will not start again after June units until September, when unit results will have been received. Such centres may well look for other strategies to maximise teaching time. Some students may wish to receive an AS qualification only and this should also be taken into account.

Some centres may decide to enter students for all six units in June at the end of two years. However, this means that no external feedback will be received for two years. It is expected that most centres will enter students for all, or at least some, of the AS units at the end of the first year. This will avoid the possibility of over-assessment and outright failure, as might happen if all six units are taken at the end of the second year. Unit certificates will be awarded and those students achieving creditable marks for the three AS units at the end of the first year can obtain an AS certificate in the light of their results. Students could then choose to progress to A2 in the second year.

Different centres might want to adopt different progression policies depending on the number of units passed. Some A2 students will no doubt retake some or all of their AS units with the hope of improving grades. Re-sits for the usual 16-19 two-year student are to be limited to one occasion only. However, the whole AS or Advanced GCE examination can be retaken. Some AS students may leave the course at the end of the first year. Yet others might re-sit the AS examinations in the following year. Some centres may wish to enter A2 students for Unit 4, Varieties of English, at an early stage in January of the second year. The synoptic unit, Editorial and Language Topics, is normally taken at the end of the course.

A typical profile for examination entry might be:

Year 1: Easter	Coursework completed (The Language of the Media)
June	Textual Commentary Unit
	Desk Study Unit
Year 2: January	Possibility of re-sitting, or taking A2 unit: Varieties of English
Easter	Coursework completed (Spoken or Written Study)
June	Synoptic unit (Editorial and Language Topics)

## **AS Units**

### **Unit 1 Textual Commentary**

This unit has a weighting of 15% and is assessed by an examination of 1 hour 30 minutes, with a choice between two questions. The weighting of the assessment objectives in the unit is the following:

AO 1: 5%    AO 4: 5%    AO 5i: 20%

The focus of the unit is AO 5i which is to distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context.

Students can be prepared for this unit through a study of a variety of texts. Knowledge of the distinction between spoken and written forms of English is needed, with the use of suitable terminology to describe these features. Studying varieties of prepared and unprepared speech is a good starting point. Key linguistic terms are outlined in the Notes for Guidance in the specification. Students can be introduced to these terms and to the key frameworks for the description of written and spoken texts through their study of different varieties of English, and their contexts.

This unit also assesses AO4 which requires students to understand, discuss and explore concepts and issues relating to language in use, and AO1 which is to communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression. This demonstrates the student's ability to relate the details in specific texts to their wider knowledge of the key frameworks for describing language in context. Students' writing should show the following qualities:- appropriate level of formality in style, good organisation of material, technical accuracy and confident use of linguistic terminology.

The specimen questions for this unit offer a choice between a comparison of two transcriptions, and a study of four texts (two written and two spoken) promoting new paperback novels. Both of these questions allow students to discriminate between spontaneous speech and other spoken and written forms of English. Extracts used are relatively short, offering variety and the possibility of close study in the time allowed in the examination.

### **Unit 2 Desk Study**

This unit has a weighting of 20% and is assessed by an examination of two hours with one question. A booklet of textual material relating to the question will be issued to centres at least two weeks before the examination. One question will be set for this examination but it will usually consist of at least two tasks with equal weighting; the example given in the specimen paper consists of two tasks and a commentary. The weighting of the assessment objectives in the unit is the following:

AO 1: 10%    AO 2: 20%    AO 4: 10%

The rationale behind the Desk Study, with an outline of the skills needed and suggestions for introducing students to suitable preparatory material, is included in the specification. The unit focuses on AO2 which requires students to demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made.

This allows students the opportunity to use practical editorial skills and to build on their reading, comprehension and descriptive skills developed for the Textual Commentary unit. They need to choose an appropriate format and tone. There is also often a word unit. This examination also requires a degree of objectivity to enable students to make conscious decisions over language choices and to explain and comment on their own chosen style. Many previous examples have involved persuasive language or differences in formality or spoken and written medium.

Pre-release material may be drawn from a range of contexts and genres but will have a common thematic link. The textual material for the specimen paper deals with mysterious and intriguing phenomena. A contents page accompanies each booklet and it is suggested that students study the texts carefully, noting the genre, origin and style of each text and considering the intentions of the writers and their potential target audiences. Knowledge of journalistic features as well as the ability to recognise a range of genres and purposes is required. This work will be assessed by means of AO4 which requires students to understand, discuss and explore concepts and issues related to language in use.

The question on the specimen paper is divided into three tasks which involve two re-writing tasks for different audiences and purposes and a commentary which enables students to relate their own practical writing to their theoretical linguistic knowledge. Advice about the organisation of time in the examination is given in the question, together with specific guidelines about the approach to be adopted for each task. Students should study the question carefully, focusing on the key words so that they are confident about the purpose of the tasks and the nature of the target audiences. AO 1, which deals with the quality of written communication and partly with the appropriate use of linguistic terminology, is tested in all units.

### **Unit 3b The Language of the Media**

This unit is the examination alternative to Unit 3a, the AS Coursework Unit. The AS/Advanced GCE Coursework Guide for English Language gives a full description of Unit 3a. The weighting of Assessment Objectives for this unit is the following:

AO 1: 5%      AO: 3i: 20%      AO 4: 5%

This unit has a 15% weighting and is assessed by means of an examination of 1 hour 30 minutes with a choice between two questions. The main focus of this unit is AO 3i, i.e. to know and use key features of frameworks for the systematic study of spoken and written English.

In preparation for this unit students should have been introduced to a range of media-related texts and should have a clear understanding of the language features employed in advertising, journalism, television and radio. Contextual and sociological issues will be of

interest but the examination will always have a linguistic focus. AO1, concerning the quality of written communication and use of appropriate linguistic terminology, is also assessed in this unit.

The specimen paper offers a choice between texts drawn from newspaper journalism for question 1 and a combination of written and spoken advertising texts for question 2. This gives students an opportunity to follow their personal interests. Both questions involve making decisions about the purposes of the writers and the persuasive language techniques employed. Thorough preparation in reading newspaper articles with an informed mind and carefully studying manipulative techniques used in advertising will be required in order to answer either of these questions with confidence. Knowledge of the key linguistic frameworks for the analysis of texts will help students to organise their thoughts in the examination and to produce a structured response.

## **A2 Units**

### **Unit 4: Varieties of English**

The focus of this unit, AO5ii, is the analysis and evaluation of variations in the meanings and forms of spoken and written language from different times according to context (25% of the weighting for A2). Students also need to fulfil two general assessment objectives, each worth 5% of A2. They should be able to communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expressions (AO1). This is where the ‘Quality of Written Communication’ aspect, required in all Advanced GCEs for continuous prose answers, is important. Style must be appropriate, material organised, writing legible and spelling, grammar and punctuation accurate. Students should also be able to understand, discuss and explore concepts and issues relating to language in use (AO4). This will depend on the contexts of the given extracts.

Students answer one out of two questions instead of two out of three questions, and the examination is 1½ hours long instead of three hours (as previously). Questions usually consist of two or three pieces for analysis but as many as four may be used or simply just one. Texts within a question may be linked by subject matter (for example all are about food) or type of text (for example all are letters). An item for analysis may be a complete text (such as an advertisement, letter or poem) or it may be an extract from something larger (such as the opening of a novel, extracts from the Bible or part of a speech). The data may be either spoken or written. Extracts for analysis are likely to be more demanding and more ‘distant’ for A2 students than the extracts in AS Unit 1, Textual Commentary. Students must show historical knowledge in this paper. The two questions in the sample paper should allow students to do this. Question 1 contains examples of young people writing reviews representing accents and dialects from three different parts of the country. Question 2 consists of two dictated extracts from the 17<sup>th</sup> century journal of George Fox, the Quaker preacher (see Specimen Question Papers).

Good answers to Question 1 should be able to explain some of the accent and dialect features as the retention of older uses. For example, “neet”/ni:t/ for “night”/nait/ in A and B, and “aboot”/abu:t/ and “doon”/du:n/ for “about”/abaʊt/ and “down” /daʊt/ in B show features typical of pronunciation before the Great Vowel shift occurred. B has vocabulary

such as “bairns” and “gan” which has survived from Old English. The Manchester and Geordie accents and dialects therefore look as though they have changed less quickly than R.P. and Standard English.

Students should also be able to show some knowledge of the history of spelling in their comments on the problems associated with writing in a regional accent or dialect in Question 1. Since spelling was gradually standardised from the advent of the printing press in the 15<sup>th</sup> century to the production of Dr Johnson’s Dictionary in the 18<sup>th</sup> century, modern writers and readers are familiar mainly with a standard spelling system which does not really represent pronunciation.

Question 2 has some obvious historical features. Good answers will explain features such as the <þ> used for thorn in spelling; archaic and obsolete vocabulary; semantic change, and older word order. The specimen marking scheme has some suggestions about these features.

### Sample Answers

The following sample answers were written by students answering Question 1 and Question 2 in the specimen paper. Examiners felt both answers would merit a mark in Band 5. A brief commentary follows each sample answer.

#### Question 1.

Recently, there was a competition in which school pupils and college students were invited to submit short reviews of a television programme of their choice, written in the dialect of their area. Texts A, B and C are examples from three different parts of the country.

**Analyse and explain the significant language features of each. Using your knowledge of how language changes over time, note any similarities and differences between the texts. Comment on some of the problems associated with representing a regional dialect or accent in writing.**

**(50 marks)**

**Text A**

*Coronation Street* reviewed by an 11-year-old pupil from Tyldsley, Manchester:

Eee, did yer see Corrie Street t’other neet? Jack and his mate wer going fer t’shoot fox ’cause it ate ’is pigeon. Mavis is reel upset ’cause she liked t’fox and she got ’er fella to set a reesty trail.

When t’fox came there were a big to-do. Mave whacked ’er spoons and pans and scared t’fox away. Jack’s mate had an oss at getting’ o’ er nee’st Mave’s fence but she ’it him wi’ t’pan and there wer a reet old fratch!

5

Sal 'n' Kev wer threepin' o'er brass and Vera was yammerin' cause 'er mam pop't off and Jack didn't want fer t'see the buryin'. It were reet funny! I can't weet fer t'see it tomorra!

10

Glossary

*reesty* – bacon

*oss* – try

*o'er n'eest* – over

*fratch* – argument

*threep* – to argue

*brass* – money

*yammer* – to cry

*buryin'* – funeral

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**Text B**

*Spender reviewed by a 16-year-old student from Sunderland, Tyne and Wear:*

Had yer gobs, lads an' lasses, an' gis a chance to tell yer about this git good programme, Spender, every Tuesday neet.

The gen is that this Geordie, Spender, is a copper doon in London right, when his partner (the gadgy he walks with) gets shot. To save his face, Spender is relocated back to his native Tyneside – Geordieland to the rest of us man.

5

He is met with trouble the moment he arrives, not from any suspects as yer might suss. More from his ex-missus, Frances, two bairns and a bloke called Stick. Stick is Spender's worst nightmare – yer knaah the type, always dodging the fuzz, mixing with the wrang people. But even wor Jimmy Nail (Spender) winnit admit that he actually likes the bloke.

10

I git really like thus programme; it's dead chos, the characters are so real yer feel yer knaah them like they was yer next door neighbours' kids or summit.

15

Unfortunately the series has finished – ah diven't knaah why, like. I hope with sincerity that the sackless BBC gives us another chance to observe the Geordie scenario.

Gan canny an' watch it, you'll be git impressed.

Glossary

*had yer gobs – shut your mouth*

*gadgy – man*

*gis – give me*

*git – very*

*neet – night*

*gen – story/gossip*

*walks – works*

*Geordieland – Newcastle*

*suss – expect*

*ex-missus – ex-wife*

*bairns – children*

*wrang – wrong*

*bloke – man*

*dead – very*

*chos – great*

*ah diven't knaah – I don't know*

*sackless – term used to convey stupidity*

*wor – our*

*gan canny – take it easy*

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**Text C**

*Football, reviewed by a 13-year-old and a 14-year-old from North London:*

On Monday March 11 in the evening, about 10-ish, we were watching TV. We watched football. The match was Everton versus West Hammers. After the match they showed some hammering goals. I had my bees and honey on Everton. The Hammers were in no mood to lose; they scored a cracker in the first 25 minutes. At the interval West Ham were leading by a goal to nil. 5

At the start of the second half my China came to watch the match with us. This geezer called Slater was dribbling two Everton players and scored the second for the Hammers. About 20 minutes left of the game, this guy called Cottee broke his Scotch and went out of the game. 10

About five minutes left, Watson scored for Everton and gave them some hope, but that wasn't enough. After the match my blister called for Bo. 15

### Glossary

*bees and honey – money*

*China – mate*

*geezer – man*

*Scotch – leg*

*blister – sister*

*Bo – sleep*

### **Student’s Response (Accent & Dialect Reviews)**

Texts A and B display strong accent and dialect features that clearly distinguish them from R.P. and Standard English. However, Text C is written in Standard spelling. Although it has dialect vocabulary features, it does not display any strong accent features.

Text A attracts the attention of the reader at the beginning. The northern dialectal “Eee” in line 1 acts like an exclamation. It is usually more appropriate in speech rather than writing. The rhetorical question “ did yer see Corrie Street t’other neet?” (A1) is also used to attract attention. It does this by conveying emotion. It is not necessarily posed to enquire as to whether the reader (or listener) actually saw the programme, but it suggests that something interesting happened.

Text B begins in a similar way to Text A in that it tries to attract the attention of the reader (or listener). It does this with an imperative, which is probably an idiom in the North East of England. “Had yer gobs” (B1) literally means ‘hold/shut your mouths’. The /l/ has been lost in the pronunciation of “hold” and the vowel is /a/ rather than R.P. /aʊ/. This word has been put together with the colloquial word “gobs” in an expression, which probably means ‘be quiet and listen’.

Both Texts A and B have older accent features represented in their spelling. Both have “neet” /ni:t/ for ‘night’ /naɪt/. This reflects an older pronunciation, which goes back before the Great Vowel Shift. It is estimated that changes in vowels started to happen in the South and East of England from about the 15<sup>th</sup> century onwards. Close vowels like /i:/ became more open diphthongs like /aɪ/. The gaps left in the system were then filled by other vowels becoming closer. These changes happened more slowly in regions furthest from the South East and some regions like the North West and North East represented here, still keep some older vowel patterns.

It could be that the pronunciation of “weet”/wi:t/ (A11) for “wait”/we:t/ in the Manchester accent is part of the same process. In R.P., an early pronunciation /we:t/ became diphthongised to /weɪt/. Perhaps in the Manchester accent the vowel in this word became closer /wi:t/ rather than a diphthong /weɪt/.

Text B has further examples of Pre-Great Vowel Shift vowels in “about” /abu:t/ (B2) and “doon” /du:n/ (B3) for “about” /abaʊt/ and “down” /daʊn/. In this case, the Geordie accent has kept a close back long vowel and does not in these instances have a diphthong with an open first element.

Text A has a number of other accent features represented in its spelling. Common regional features include ‘dropped h’s’, e.g. “ ’is pigeons” (A2), “ ’er spoons “ (A6) and ‘dropped g’s’ e.g. “threepin” (A9) and “yammerin’ ” (A10). Although these display a missing ‘g’ in spelling at the end of a word with ‘ing’, in Manchester speech, it would probably mean that the R.P.  $\int$  sound has been replaced by /n/. A sound hasn’t been dropped at all. Substitution has happened.

Texts A and B both contain examples of unusual elision. In A the ‘th’ has been elided from “it him wi’ t’ pan “ (A8). This may be because the next word is a definite article which would normally begin with a sound similar to the ending of “with” i.e. /t/. The definite article “the” and the preposition “to” sometimes seem blended in with the following word in this accent e.g. “t’other” (A1), “fer t’shoot” (A2). Other examples of elision in this text are common in colloquial speech and are not just regional, e.g. “ ’cause” (A2) for “because”.

Two words which have been blended together in Text B can be seen in “gis” (B1). This is a combination of the verb “give” and the object pronoun “us”. In this case, the Standard English plural form “us” is used in this dialect as a singular form “me”.

As far as grammar goes, Text A is mainly Standard English, but there is a notable non-standard example in “there wer a reet old fratch”. This dialect probably has only one form of the past tense of BE. It seems more regular than Standard English which has two forms: “Was” would be used in Standard English.

The reverse is true for Text B in “ they was yer next door neighbours’ kids”. Here the Standard English singular “was” is used with a plural subject “they”. This suggests that some speakers in the North East might have only one form for the past of BE as well. However, in this case, it is “was” rather than “were”.

Both A and B have a number of dialect words. “Fratch” (A8) and “threepin” (A9) sound as though they may have come from Anglo-Saxon because of the consonant clusters /fr/, /tg/ and /ør/. “ Gan” (B19) and “bairns” (B9) are definitely from Anglo-Saxon. This confirms the feeling that the regional forms in A and B have retained older features.

The word “git” (B2, B13) is equivalent to the Standard English “very”. It adds emphasis and probably derives from a pronunciation of “great”. “ Lads an’ lasses ” (B1) are Northern lexical items.

In contrast to Texts A and B, Text C has little dialect grammar and no regional pronunciation features. It does, however, reflect vocabulary features unique to Londoners. The most notable ones employ Cockney rhyming slang, including “bees and honey” (C4) which is rhyming slang for “money”; “Bo” (C15) is a shortened form of “Bo-Peep” which rhymes with “sleep”; “Scotch” (C12) is for “ Scotch egg” or “Scotch peg” which stands for “leg”.

“ Geezer” (C9) which is another word for “man” can be compared with “gadgy” in the Geordie Text B. It appears that different words for people are common both dialectically

and colloquially. Text A uses the colloquial “mate” (A6); Text B has the dialectal term of address “man” (B6). All three texts have colloquial items e.g. “fella” (A4), the shortened “Sal’ n’ Kev’’(A9), “bloke” (B9), “kids” (B15), “guy” (C11) and “cracker” (C5).

Text C has mainly short and simple sentences, e.g. line 2:

We watched football (one clause)  
S P O

Lines 2-3:

The match was Everton versus West Hammers (one clause)  
S P C

Text A has longer, more complex sentences e.g. Line 5

When t’ fox came, there were a big to do  
A S P C  
(subordinate clause) (main clause)

Text B has longer sentences with more asides, eg Lines 3-4:

The gen is that this Geordie, Spender  
S P C S  
is a copper doon in London right  
P C A A  
A  
when his partner (the gadgy he walks with) gets shot  
S P C

The example from Text B has two noun phrases in apposition, e.g. “this Geordie, Spender” and “his partner (the gadgy he walks with)” which give additional information in the complement.

There are also three adverbials. One is an adverbial phrase (“doon in London”); one is a pause filler (“right”) and one is an adverbial clause (“when his partner gets shot”). This makes the sentence more complex than the example from Text A, which is a fairly straightforward complex sentence.

A possible explanation for this is the age of the writers. The writer of Text B is 16 years old, whereas the writer of Text A is only 11 years old. One would have expected the writers of Text C, at 13 and 14 years old, to write in a more complex fashion. However, perhaps the style they adopted is more reminiscent of a football commentary rather than being a reflection of their age.

The writer in Text B also changes style occasionally. For example, “Unfortunately, the series has finished” (B16) and “Spender is relocated back to his native Tyneside” (B5) are in Standard English and seem quite formal. It is not clear whether these are intentional lapses to highlight the accent and dialect or not.

The most obvious problems of writing in an accent and dialect are, for the writer, deciding which dialect features to include and how to spell the accent features. For the reader, the problem may be one of comprehension. Writers have a standard spelling system at their disposal. However, English spelling does not always correspond to the sounds of the words, so it may not be easy to decide how to spell a word to indicate pronunciation. For example, English spelling has an ‘r’ in “bird”, even though this is not pronounced. How then does a writer trying to portray a Scots accent indicate the post-vocalic /r/ in “bird”? Different writers might also spell the same regional accent word differently, e.g. “knaow” or “now” for Cockney “know”. Writers often overcome the comprehension problem by giving a flavour only of the accent and dialect. This might mean that not all words are spelt so as to indicate accent. A further device, as in the question here, is to give a glossary of unfamiliar dialect words.

Different readers may have encountered variable degrees of difficulty with the texts in this question. Someone from Manchester may have had less difficulty with Text A than Text B. On the other hand, Northerners may have experienced fewer problems with the vocabulary in A and B than in Text C. Generally, however, Text C was the easiest to understand as it used Standard spelling and fairly simple vocabulary and grammar.

### **Commentary on Student’s Response**

The student has produced an organised answer, which begins with an overview comparing and contrasting the three texts. The response compares the texts as it proceeds. For example, the opening of texts A and B are noted as being similar. (AO1)

The student deals with the different levels of language in the texts in some depth. There are paragraphs on pronunciation, grammar and vocabulary. The essay concludes with a section on the problems of writing in accent and dialect. (AO4)

The student employs a variety of technical terms ranging from the use of the IPA to the analysis of sentence structure. These are accurate and precise. (AO5ii)

There are detailed historical explanations about accent and other features. The student clearly sees language as a system. There is a thoughtful evaluation of the style of the texts and an awareness of the spoken voice in the writing. The student is also aware of issues relating to writing in accent and dialect. (AO5ii)

Overall, the style is accurate and coherent. (AO1)

### **Question 2**

The text below contains two extracts from the Journal of George Fox. He was a 17th century preacher and founder of the Society of Friends (or Quakers). He continued to use ‘thee’ and ‘thou’ as a mark of equality and refused to conform to other conventions of the time like removing his hat to magistrates. During a long stay in prison, he dictated an account of his experiences to a fellow prisoner.

**Analyse any historical and speech features of the language in the texts. Relate your comments to the contexts in which the text was produced.**

**(50 marks)**

From *The Journal of George Fox*, 1651

...And afterwards I passed away through ye Country & att night came to an Inn: & there was a rude Company of people & I askt ye woman if shee had any Meate to bringe mee some: & shee was somethinge strange because I saide thee & thou to her: soe I askt her if shee had any milke but shee denyed it: & I askt her if shee had any creame & shee denyed y<sup>t</sup> also though I did not greatly like such meate but onely to try her.

5

And there stode a churne in her house: & a little boy put his hande Into ye churne & pulled it doune: & threw all ye creame In ye floore before my eyes: & soe Itt manifested ye woman to bee a lyar: & soe I walkt out of her house after ye Lord God had manifested her deceite & perversenesse: & came to a stacke of hay: & lay in ye stacke all night: being but 3 days before ye time caled Christmas in snowe & raine.

10

From *The Journal of George Fox*, 1652

...& before I was brought in before him ye garde saide It was well if ye Justice was not drunke before wee came to him for hee used to bee drunke very early: & when I was brought before him because I did not putt off my hatt & saide thou to him hee askt ye man whether I was not Mased or fonde: & hee saide noe: Itt was my principle: & soe I warned him to repent & come to ye light y<sup>t</sup> Christ had enlightened him withall yt with it hee might see all his evill words & actions yt hee had donne & acted & his ungodly ways hee had walked in & ungodly words hee had spoaken...

15

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### **Student's Response (George Fox's Journal)**

The extracts are examples of early Modern English. The events took place in the mid-17<sup>th</sup> century, although it is not clear exactly when the accounts were written, as they were dictated by George Fox during a prison stay after those dates.

Grammatically, there is not a great deal of difference between these texts and Present Day English. The most notable feature is the sentence structure. The continuer "And" is used repeatedly, not only to link clauses but at the beginning of sentences and paragraphs.

Lines 7-8:

And there stood a churne in her house;

& a little boy put his hand Into Ye churne  
& pulled it downe: & threw all ye creame In ye floore


“ And” is often written as an ampersand. This could possibly be a kind of shorthand which would enable the person taking the dictation to write more quickly.

Historical texts often have and used as a continuer. This was most likely because there was less difference between speech and writing than there is now. A large proportion of the population could not write. “ And” is commonly used as a continuer in speech. It is also probably frequent in these texts because they are oral narratives or examples of speech written down. The narratives are in the first person singular past tense e.g. “ I passed away” (L1) “ I askt” (L5), “ I warned” (L17).

The second person personal pronouns “ thee” and “ thou” which George Fox said he used both to the justice (L15-16) and the woman (L3-4) reflect an archaic system even in the 17<sup>th</sup> century. By this time, “you” was generally used as the second person pronoun whether it was singular or plural. The earlier singular pronoun “thou” may have been used for people whom the speaker was familiar with. This could explain why both the woman and the Justice thought George Fox’s language and behaviour odd (L3 and L16). Since George Fox was a Quaker, he probably felt that people should be treated equally as they all had God’s ‘light’; they were God’s children. The woman and the Justice might have taken his use of “thou” as disrespectful, as the polite form of the pronoun was “you”.

One of the most striking aspects of the extracts to modern readers is their spelling. Many words have ‘e’s’ added to the end of them, e.g. “meate”, “bringe”, “somethinge” (L3). Before the 17<sup>th</sup> century, these ‘e’s’ might have represented the relics of inflections. However, at this stage, they seem to be a convention and may have been added at the whim of the writer, as some words have ‘e’s’ and some don’t e.g. “woman” (L2), “boy” (L7).

The letter ‘y’ often appears where we would use an ‘i’ today, e.g. “denyed” (L4), “lyar” (L9). It is said that this convention arose so that it was clear where the vowel was. In older scripts, ‘i’s’ were not always dotted and the tops and bottoms of letters were not always joined, as the style of writing was like an italic script. This made it difficult to decipher words which could sometimes look like a series of downstrokes.

The letter ‘y’ is also used to replace ‘th’ especially in the words “the” and “that” e.g. “ye woman” (L2), “ye creame” (L8) “yt Christ” (L17-18); ‘y’ in this instance represents an older symbol, thorn ‘p’, which was used for the sounds  or /θ/ in Old English. The symbol ‘th’ was introduced by the Normans but the thorn lingered for some time, until spelling was eventually standardised in the 18<sup>th</sup> century.

The use of capital letters in the extracts is unusual. Proper nouns do have capitals, e.g. “ Lord God” (L10), “ Christmas” (L12), “ Christ” (L18) but other words which would not normally begin with a capital are given one e.g. “Country” (L1), “ Inn” (L2), “ Company”, (L2), “ Meate” (L3), “Mased” (L16). At first it seemed that every noun was capitalised or that capitalised words might be more significant than the others, but this could hardly be the case with prepositions such as “In” (L8).

The spelling rule for doubling consonants and vowels seems different from today. Consonants appear to be doubled to show a short vowel, e.g. “putt” (L15), “hatt”, “evill” (L18). ‘e’ seems to be doubled to show a long vowel e.g. “shee” (L2), “mee” (L3), “hee” (L18). It is not clear whether these would be pronounced /e:/ or /i:/ at the time.

The simple past tense endings in “askt” (L4) and “walkt” (L9) could also represent pronunciation. However, this is not consistent e.g. “passed” (L1) and “walked” (L19). The latter example in particular shows inconsistency in spelling and highlights that there was not an accepted spelling system at the time.

The extracts contain vocabulary which is obsolete or archaic. “Mased” (L16) has disappeared from Present Day usage. It probably meant ‘crazy’ or ‘cracked’. “Fonde” (L16), however, is still used, but has changed in meaning. It probably meant ‘foolish’ then. Now it refers to situations in which someone has a liking or affection for someone or something. Perhaps there is a link in that besotted people can appear foolish.

Other words that we would use today but would not use in the same context are “try” (L6) and “manifested” (L10). We would now say ‘test her faith’. “Manifested” seems rather formal. We would tend to use “showed”.

Quakers are known for their strong religious beliefs. The lexis and expressions in the extracts are very religious and show people had to obey God’s rules, e.g. “repent” (L17), “ungodly” (L19), “Ye Lord God had manifested her deceite and perversenesse” (L10). “Light” (L17) had a specific religious meaning and refers to conversion to Christianity on the part of individuals. It was a particularly important word in Quaker beliefs. Fox shows some scepticism about the celebration of Christmas, e.g. “before ye time caled Christmas”. “Christmas” is presumably what other people called the season, but Quakers didn’t. For some reason he is against the celebration, possibly either because he regarded it as papist or pagan.

There are several words relating to the law when the narrative is about George Fox’s court appearance. They are probably derived from French, as many law vocabularies came in after the Normans established our legal system, e.g. “garde” and “Justice” (L13).

The extracts contain various linguistic features associated with the date when they were written. In particular, spelling, vocabulary and meaning were found to be different. There were some differences in grammar from the Present Day but this aspect of language seems to have changed more slowly. The texts are valuable historical evidence of changes both within society and to the English language.

### **Commentary on Student’s Response**

The answer showed a good awareness of the context of the extracts. The student related detailed linguistic comments to the dictated nature of this oral narrative and to the religious background of the pieces. The analysis contained points on spelling, grammar, vocabulary and semantics. (AO5ii)

The essay was clear, accurate and well organised. The introduction showed a thoughtful approach to the dates of the extracts. Sections on grammar were followed by paragraphs on spelling and lexis (AO1). The conclusion linked changes in the language to changes in society. Throughout, the student was searching for explanations (AO4).

### **Unit 5b Spoken or Written Study**

The focus of this unit is AO3ii, the application and exploration of frameworks for the systematic study of language at different levels with a commentary on the usefulness of approaches taken (25% weighting). As with the Varieties of English unit, the two general assessment objectives, AO1 and AO4, are weighted at 5% each in this A2 unit. Students again should be able to communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression in the ‘Quality of Written Communication’ assessment objective AO1. They should also be able to understand, discuss and explore concepts and issues relating to language in use for AO4.

Centres which have entered students for the examination option rather than the coursework option will be familiar with the report format for this examination. The report is to be divided into three sections in which students:

- (i) outline an aim or aims in studying the texts (in relation to the speakers/writers, functions and/or contexts of the speech/writing)
- (ii) select relevant language frameworks and apply these systematically to an explanation of the texts, relating comments to aims
- (iii) comment on the usefulness of the approaches and come to an evaluative conclusion

Students need to choose between one of two sets of data and decide on an aim for the language study that they are about to undertake based on the data. In order to explore the texts, which form the data, students should then select relevant linguistic terminology to describe and explain the significant features of the texts. The selection will be made from a range of appropriate language frameworks consisting of different levels of language: phonology, orthography, graphology, lexis, morphology, syntax, grammar, semantics, discourse structure. Comments made should be related to the initial aim(s). In the evaluation at the end of their study, students come to a conclusion about the usefulness of their approach in fulfilling their aims.

One of the questions will be based on transcriptions of spoken material. A key will be given explaining any symbols used in the transcription(s). The International Phonetic Alphabet (IPA) and prosodic markings will sometimes be used. Students should study the transcription(s) if they choose this question and should write their analysis in the report form already discussed.

The alternative question is based on written data. This may contain written dialogue, so students will still need to be aware of features of spoken English if they choose to do this question.

The specimen question paper is based on an oral narrative consisting of a bedtime story, or the opening of a nineteenth century novel and a twentieth century simplified version for ESOL students.

### Sample Answers

The following sample answers were written by different students answering Question 1 and Question 2 in the specimen paper. Examiners felt both answers would merit a mark in the Band 5 category. A brief commentary follows each sample answer.

### Question 1

Write a report in answer to your chosen question.

- (i) Outline an aim or aims in studying the texts (in relation to the speakers/writers, functions and/or contexts of the speech/writing).
- (ii) Select relevant language frameworks and apply these systematically to an exploration of the texts. Relate your comments to the aims.
- (iii) Comment on the usefulness of the approaches you have taken and come to an evaluative conclusion.

(50 Marks)

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#### 1. A Bedtime Story

Key

M	Mum
J	John
P	Paul
(.)	Micropause
(1.0)	timed pause
// //	overlapping
= =	latching on
/	rising tone
	rise-fall tone
[ ]	unclear speech
{ }	paralinguistic feature
<u>piano</u>	soft
<u>pianissimo</u>	very soft
<u>lento</u>	slow
<u>forte</u>	loud

## Text A

M	Farmer Brown as you know (.) had a farm in the country (1.0) with (.) lots of animals on the farm (1.0) but out of all the animals (.) there were four // of them (.) //	
J	// I remember Speedy the goat //	
M	sh wait a minute (1.0) four of them were very very good friends (1.0) they weren't four of the same kind (.) they weren't four ducks or four hens (.) this was a strange mixture of friends this one (1.0) the horse was called (1.0) //Di. no (.) Dinky //	5
P	// mmm Dinky (1.0) // // Dinky (2.0) //	10
J	// you do my shirt //	
P	Dinky (.)	
M	the cat was called (2.0) Ch. =	
P	= Chasey =	
J	= Chaser	15
M	Chaser (.) the duck was called (2.0) // Ha. //	
P	// erm // // Harry //	
J	// Harry //	
M	and the	
	hen was called (1.0) Pe. =	20
P	= Pecker	
M	very good (.) very good =	
J	= and the	
	goat was called Speedy (.)	
M	uhu (.) but w. the goat's not going to be in tonight's story (.) okay (.) I think because it's winter (.) <u>we will have (.) a Christmas story (.) I think a (.) winter story (.) you've had stories with them (.) in the summer (.) when the duck pond dried up // and //</u>	25 <i>piano</i>
J	// I remember //	30
M	we've had stories =	
J	= about Santa Claus	
M	right (.) now that's a winter one (.) <u>a winter Christmas one isn't it // (1.0) //</u>	<i>pianissimo</i>
J	// uhu //	35
M	<u>and so (1.0) quiet now (.) and listen (1.0)</u>	<i>pianissimo</i>

## Text B

- M Chaser the cat (.) had been arguing all day (.) as to what he thought (.) Santa Claus looked like (.) well (.) said Chaser (.) Santa Claus (.) has got to have a sleigh (.) pulled by cats (.) great (.) big (.) black (.) cats (1.0) // mmm (.) // *lento* 40
- J // but em //
- M Pecker the hen thought this was the most ridiculous thing he'd ever heard (1.0)
- J Mum Chaser was // sort of like Ginger //
- M // pok (3.0) // pok pok pok (.) pok (.) 45  
said Pecker the hen (.) rubbish (.) rubbish (.) rubbish (.) the eggs would all fall out (.) the eggs would all fall out

## Text C

- M and he went back (1.0) and settled down in his stall (3.0) and he just took a big sigh (3.0) {sigh} (2.0) when all of a sudden (2.0) he shook (.) with air (.) sound of a mighty crash bang (.) filled the farmyard (.) *piano*  
*forte* 50

## Text D

- M Dinky had never spoken to a reindeer and he went up (.) well they look like kings you know (.) their antlers look like crowns on their heads (.) they look very royal (.) and Dinky was just a little horse you know (.) and he went up (.) and he sort // of (1.0) he // 55
- J // not just little [unclear] //
- M actually h. (.) he actually bowed (.)  
bowed his head he was so (2.0) so (.) shy (.) *pianissimo* 60

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## Student's Response

i) My aim in studying these transcripts is to study the various techniques employed by the Mother to gain and also maintain the interests of the children when narrating a bedtime story. I hope to show that the prosodics of the mother's voice and the timing of the pauses can contribute effectively to how attentive the children are. I hope to show how the linguistic features can alter the mood of the audience. For example, I expect a loud voice to succeed in creating excitement or fear.

ii) There are many features employed by the mother in texts A, B, C and D, which seem to succeed in either making the children attentive or excited. To begin with, in all texts, there is a degree of informality, which one would expect in a bedtime story aimed at children. Use of the 2<sup>nd</sup> person pronoun "you" occurs in Text A: "you've had stories with them before". This makes the children feel involved in creating the story and stimulates their interest by referring back to previous stories. This, however, is not included in B, C and D, as the mother has clearly taken on the role of the storyteller and therefore does not need to involve the children directly. Further informality is seen in Text A, through the

use of contraction: “they weren’t four ducks”. This also occurs throughout B: “he’d heard”. This perhaps reflects the fact that it is a made-up story told spontaneously. If it was written, informality such as this may not have occurred.

The mother also employs the pause filler “you know” in both Texts A and D, adding to the familiarity of the text and flattering the audience by highlighting something that they already have knowledge of.

The pauses seen in the mother’s speech reflect a number of techniques. In Text A, for example, the pauses are used after a fact or piece of information is given: “had a farm in the country (2.0)”. This allows the information to sink in properly. Pauses are also used in A to encourage a response from the children: “the cat was called (2.0)”. When they fail to respond, the mother continues and provides a hint/clue about the answer she wants to hear: “Ch”.

In Text C, pauses are again used to allow information to sink in: “and he went back (1.0) and settled down in his stall (3.0)”. There are fewer pauses in Text D, as the mother seems to be speaking her thoughts immediately after she receives them. Perhaps she does not want to be interrupted by the children whilst she is in the flow of storytelling.

Repetition plays a major part in all texts, to maintain the attention of the audience, and to emphasise certain aspects of the story. As the story is aimed at children, rhythm is important to familiarise the children with sentence patterns. In Text C, there is considerable repetition of the logical co-ordinator “and”. This is very common in speech, especially in the speech of children, as well as in the stories written for young children. This may be partly because they are not old enough to cope with complex co-ordinators.

Repetition in Text B contributes to the stereotypical personality of the hen and reflects the rhythm of the way a hen supposedly speaks: “pok//pok pok pok//pok”. This use of sounds will keep the children interested, providing contrast to the main speech. “The eggs would all fall out (.) the eggs would all fall out (.)” reflects the rhythm of the sound the hen makes. It’s likely that this would be spoken as three iambic feet repeated.

Repetition is again used in A to stress a point to the children: “they weren’t four of the same kind”, “they weren’t four ducks or four hens”. This parallelism has a slight change in the complement as it is repeated. Repetition is employed to acknowledge the child’s response: J: “Chaser” M: “Chaser”. To some extent this is a way of praising the child for giving the correct answer, and also for emphasising the correct answer to the other child.

The changes in volume occurring throughout Texts A, B, C and D seem to alter the mood of the children, and also maintain their attention, by adding variety to the whole tone of the story. The beginning of A is unmarked prosodically. This encourages the children to interrupt when they so desire. However, once the mother wants to begin story-telling (line 26), she begins to soften her voice. The contrast will capture the audience’s attention and also provides a traditional, cosy atmosphere. It will encourage the children to relax and become less excitable. It is common for a bed-time story to be narrated quietly, to encourage the children to become tired.

She lowers her voice further to a very soft quality when she wants to begin the actual story. This makes it seem special and somewhat traditional. The mother is clearly signalling to the children that they must be quiet while she begins to tell the story: “and so (1.0) quiet now (.) and listen (1.0).” Her choice of vocabulary and grammar also reflects this in the use of the imperatives: “listen” and “[be] quiet”.

In Text B, the tempo of the voice is altered, as the mother talks slowly in order to take on the role of a character. This makes it clear to the children that she is coming out of story-telling for a moment, and playing a part instead (lines 39-40). When she reverts back to story-telling in Text C, the mother uses a soft pitch, again providing a contrast. The onomatopoeic word “bang” is said loudly, to reflect the suddenness of the noise, and so succeeds in startling/exciting the audience. The soft voice employed prior to the “bang” again provides a contrast and emphasises the “bang”. This will have undoubtedly contributed to retaining the attention of the children, if they had perhaps been showing a clear lack of concentration.

The vocabulary incorporated in the story, particularly in the names given to the animal characters in the story, reflects the age of the children, since names have been given based on verb attributes of each animal, i.e. “Chaser the cat”, “Pecker the hen”. “Dinky the horse” is adjectival and reflects the physical attribute of the horse. This helps the children to visualise and relate to the personality of each character. It is perhaps aimed at broadening their vocabulary.

(iii) In conclusion, there are many features employed by the mother in an attempt to retain the interests of the children. Pauses and volume and speed seem to be particularly effective in inducing a mood into the children. For example, a quiet, softly spoken passage provides a sense of peace, in sharp contrast to a loud phrase, which probably led to excitement and perhaps fear in the children.

I feel that I have achieved my aims in showing the various techniques used by the mother to maintain the interests of the children when narrating a bed-time story. However, it is extremely difficult to judge accurately how the children are responding to the story and just how effective the mother’s techniques are from a transcription. Some of my comments are of necessity hypothetical. In order to be more reliable, I would need at least a tape or even better a video of the scene. The ideal would also be to be there.

### **Commentary on Student’s Response**

The answer has well chosen, relevant and clear aims. The student has selected appropriate language features for study. These include features from prosodic and grammatical frameworks as well as vocabulary. There is an in-depth exploration of these features with, for example, different uses of pausing and repetition being seen as having different effects. The linguistic comments relate to the aims and the student has noticed changes within and between texts. The conclusion is not just a summary but an honest evaluation, which recognises the limitations of the study (AO3ii). There is good awareness of the spontaneous nature of the narrative and of children as the audience (AO4). On occasion, the student could have quoted more line numbers. However, overall the answer is fluent, accurate and well organised (AO1).

## Question 2

2. Text A consists of the opening paragraphs of ‘Treasure Island’ by Robert Louis Stevenson (1850-94). It was his first novel, and was published in 1883. He had originally started to write the story to amuse his twelve-year-old stepson during the winter months and used to read it aloud to him.

Text B is from a simplified edition of the same novel, one of a series of similar texts, published for students learning English as a second language.

### Text A

#### PART 1: THE OLD BUCCANEER

##### Chapter 1

###### THE OLD SEA-DOG AT THE “ADMIRAL BENBOW”

Squire Trelawney, Dr Livesey, and the rest of these gentlemen having asked me to write down the whole particulars about Treasure Island, from the beginning to the end, keeping nothing back but the bearings of the island, and that only because there is still treasure not yet lifted, I take up my pen in the year of grace 17--- , and go back to the time when my father kept the “Admiral Benbow” inn, and the brown old seaman, with the sabre-cut, first took up his lodging under our roof. 5

I remember him as if it were yesterday, as he came plodding to the inn door, his sea-chest following behind him in a hand-barrow; a tall, strong, heavy nut-brown man; his tarry pigtail falling over the shoulders of his soiled blue coat; his hands ragged and scarred, with black, broken nails; and the sabre-cut across one cheek, a dirty, livid white. 10  
I remember him looking round the cove and whistling to himself as he did so, and then breaking out in that old sea-song that he sang so often afterwards:

“Fifteen men on the dead man’s chest –  
Yo-ho-ho, and a bottle of rum!”

in the high, old tottering voice that seemed to have been tuned and broken at the capstan bars. Then he rapped on the door with a bit of stick like a handspike that he carried, and when my father appeared, called roughly for a glass of rum. This, when it was brought to him, he drank slowly, like a connoisseur, lingering on the taste, and still looking about him at the cliffs and up at our signboard. 15

“This is a handy cove,” says he, at length; “and a pleasant sittiyated grogshop. – Much company, mate?” 20

My father told him no, - very little company, the more was the pity.

“Well then” said he, “this is the berth for me. Here you, matey,” he cried to the man who trundled the barrow; “bring up alongside and help up my chest. I’ll stay a bit.”, he continued. “I’m a plain man; rum and bacon and eggs is what I want, and that head up there for to watch ships off. What you mought call me? You mought call me captain. Oh, I see what you’re at – there!” and he threw down three or four gold pieces on the 25

threshold. “You can tell me when I’ve worked through that,” says he, looking as fierce as a commander.

## Text B

*Jim Hawkins tells his story*

### Chapter one

#### THE OLD SEAMAN AT THE BENBOW INN

I remember him clearly, the brown old seaman, as he came to the inn door, his sea chest following behind him in a handcart; a tall, strong, heavy man in a dirty blue coat; his hands hard and torn; and the sword-cut across one cheek, a dirty, blue-white mark. I remember him looking round the bay and singing that old sea song:

“Fifteen men on the dead man’s chest –  
Yo-ho-ho, and a bottle of rum!” 5

Then he knocked on the door with a bit of stick and, when my father appeared, called roughly for a glass of rum. He drank the rum slowly, still looking about him at the cliffs and up at our signboard.

“This is a nice bay,” he said at last, “and a pleasantly placed inn. Do many people come here?” 10

My father told him no – unfortunately.

“Well, then,” the old man said, “this is the place for me. Here you, young fellow!” he cried to the man with the handcart. “Bring my chest in. I’ll stay here a bit.” And to my father he said, “You may call me ‘Captain’.” And he threw down three or four gold pieces on the floor. “You can tell me when I’ve worked through that,” he said, looking very fierce. 15

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### Student’s Response

i) My aim is to compare and contrast the original version of the extracts from ‘Treasure Island’ with the simplified version of the same extract for students learning English as a second language. I will look at the linguistic difficulties of the original and see how the simplified version has attempted to overcome them. I will also attempt to discuss whether anything of value has been lost or gained in the simplified version.

ii) Text A has very long and complex sentences. The introductory sentence, for example, continues for a whole paragraph of over five lines. The main clause of the sentence:

S P O

I/take up/ my pen...” does not begin until the last word of the third sentence. This delay causes problems of comprehension. The previous three lines consist of an adverbial with non-finite clauses:

Non-finite VP

“Squire Trelawney, Dr Livesey, and the rest of these gentlemen having asked

Non-finite VP

me...Keeping nothing back...”

It is further complicated because of the three part introductory subject.

NP                                  NP                                  NP

“ Squire Trelawney, Dr Livesey, and the rest of these gentlemen...”, by additional adverbial phrases inserted in the middle “ from the beginning to the end”, and by two co-ordinated clauses, one within the initial adverbial clause which also has a further clause of reason within it:

co-ordinating conjunction                                  clause of reason  
 “ and that only (because there is still treasure not yet lifted...)”

The second co-ordinated clause is linked to the main clause which has a further relative clause beginning “when” and yet another co-ordinated clause with “and” inside the relative clause:

relative clause                                  co-ordinated clause

“ and go back to the time (when my father kept... (and the brown old seaman... first took up...))

This is incredibly convoluted and difficult grammatically. It is probably typical of 19<sup>th</sup> century literature but would not usually be used today even in literature for adult native speakers let alone for a twelve year old or for speakers of other languages.

The corresponding simplified version does not have particularly simple or short sentences as these might be regarded as patronising. However, rather than having long introductory adverbial clauses which delay the main part of the sentence, they tend to start with the main clause:

S            P            O            A

B1      “I/remember/him/clearly”

The additional information is end weighted. For example, further information is given about “him” immediately after the first clause in the noun phrase:

B1      “the brown old seaman”.

The adverbial clause “as he came to the inn door” (B1) is after the main clause. This is much easier to process.

The first sentence of the simplified version is quite long but it is punctuated in short chunks with commas separating off the additional information. The final sections of the sentence are clearly separated by semi-colons and are more like lists of noun phrases without verbs:

	pre-modification	head	post-modification
B2 NP1	“ a tall, strong, heavy/	man	in a dirty blue coat;
	pre-modification	head	post-modification
B3 NP2	his/	/ hands	/hard and torn”

The vocabulary of the original has been changed in quite a number of places. Some of the expressions are archaic by present-day standards as not only was this written in the 19<sup>th</sup> century but it was about the 18<sup>th</sup> century. These archaic expressions have been omitted altogether in the simplified version. For example, there is no mention of “Squire” (A1) or “ in the year of grace” (A4). This latter Christian reference is likely to be alien to many speakers of other languages. The structure of 18<sup>th</sup> century society suggested by the word “Squire” might also baffle potential readers.

Much specialised vocabulary, especially that associated with the sea has been changed. “Cove” (A20) has become “bay” (B10); “berth” (A23) is “place” (B13); “bring up alongside” (A24) is merely “bring” (B14). “Capstan” (A15) has been omitted. “Sabre cut” (A5) has become “sword cut” (B3). These expressions are probably too technical for non-native speakers to understand.

Many of the expressions are metaphorical and could be potentially ambiguous. “Sea-dog” in the title of the original has been changed to “seaman” in the simplified version, presumably in case the former is taken literally as an animal. Native speakers would know that the “Admiral Benbow” referred to an inn, even though “inn” has been ellipsed. This has been clarified in the simplified version by calling it the “Benbow Inn”.

Other literary devices such as similes have been omitted in the simplified version. “Like a connoisseur” (A18) does not appear and “looking as fierce as a commander” (A28) appears as the intensified adjective “very fierce” (B17). The metaphorical “nut-brown” (A8) has become “brown” (B1). An onomatopoeic word like “rapped” (A16) has been replaced by the simple word “knocked” (B7). “Trundled” (A24) has been omitted altogether. Other rare words have been replaced with more basic vocabulary. “Livid” (A10) has been changed to “blue-white” (B3) and even “barrow” (A8) is now “cart” (B14).

The old seaman speaks colloquially and in an accent and dialect. “Sittyated” (A20) presumably represents his accent /s ti: e t d/ or /s tji: e t d/. “Placed” (B10) has been used instead. The infinitive “to watch” has an extra preposition in the dialectical expression “for to watch” (A26). “Mought” (A26) could be the past tense of the modal verb “may”, equivalent to modern day “might”. The seaman uses colloquial, possibly seagoing expressions such as “matey” (A23). This has been replaced with the more straightforward “young fellow” (B13). His sentence structure is more typical of speech with reversed word order:

C                      P      S

A25: “rum and bacon and eggs/is/what I want”

This could be confusing to speakers of other languages who have probably been taught that English word order would normally be SPC.

In the simplified version, the seaman’s speech is in full sentences in SP order:

S    P    A    A

B14: “I/ll stay/here/a bit

This should not cause any confusion.

The structure of Text B is more straightforward than Text A. The heading “Jim Hawkins tells his story” makes it clear who the narrator is. After the chapter headings, Text B begins with a first person present tense reminiscence: “I remember” (B1). The second paragraph begins the past tense narrative “Then he knocked” (B7). Text A, on the other hand, continues with the 1<sup>st</sup> person present tense reminiscences into the second paragraph:

“I remember him” (A2). This could be potentially confusing for speakers of other languages.

The obvious gain with the simplified version is that it makes classic English Literature from the last century accessible to readers who have a limited command of English. The losses in the simplified version mean that the flavour of the era is not captured. In the original, the style is archaic 19<sup>th</sup> century. The description of the old seaman is more graphic. Readers can hear his sea-going, colloquial and local speech. The use of metaphors, similes and onomatopoeia make the writing more vivid.

iii) I feel I have fulfilled my aim of comparing the original version with the simplified one. I have noted the linguistic difficulties of the original and have shown how the simplified version tries to overcome them. I have also looked at losses and gains in the simplified version.

I think that, given time, there is probably more which could be analysed. I also regret not being able to research more into 19<sup>th</sup> century children's literature and simplified novels for students learning English as a second language before beginning this study.

### **Commentary on Student's Response**

The answer has a relevant and interesting aim. The analysis is detailed and organised. The student begins with a difficult analysis of sentence structure. Archaic, specialised, metaphorical and colloquial vocabulary is discussed. Features of accent and dialect are also explained. Spoken English features and overall structures are noted. These features have been selected from language frameworks because of their significance to the aims. They have been explored in terms of their effects. In the evaluation, the student has assessed the success of the study and has commented on the limitations of time and the lack of possible background research, which might have made the study better (AO3ii). The answer is well organised and accurate (AO1). The student is well aware of issues associated with nineteenth century literature and with English for speakers of other languages (AO4).

### **Unit 6 Editorial and Language Topics**

AO1, AO3ii and AO5ii are weighted at 5% each in this examination paper. This means students will be assessed throughout for their Quality of Written Communication (AO1); their ability to apply and explore language frameworks, and comment on the usefulness of their approaches (AO3ii); and their aptitude in analysing and contextualising variations in language from different times (AO5ii). This unit must be taken at the end of the course.

### **Section A Editorial**

In Section A, Editorial, the main focus (10%) is on AO2: demonstrating expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made. In the specimen papers the choice is between:

1. rewriting a 1968 public information extract on the driving test as a user friendly leaflet; or
2. rewriting a 15<sup>th</sup> century letter from a wife to her husband so that the text is accessible to A Level History students.

In Question 1, students are expected to employ layout to some extent with the use of white space and headings but works of art are not expected. The rewritten text should be in ‘plain’ Present-Day English, and should be more personal by, for example, involving the reader more than the original text did.

Question 2 is printed below:

2. The text is a printed version of a letter originally written on 18 December 1477 to John Paston by his wife Margaret.
- (i) **Write a Standard English version of the letter to be used in a modern textbook to help A Level History students understand the period.**
- (ii) **Select appropriate language frameworks and analyse systematically the changes you have made. Comment on the differences in formality between your version and the original. To what extent do the original and your version of the letter draw on features of spoken English?**

**(50 marks)**

### **The Text**

To myryth reverent and worscheful husbond, Jon Paston:

Ryth reverent and worscheful husbond, I recomaunde me to yow, desyryng hertyly to here of yowr wylfare, thankyng yow for the tokyn that ye sent me be Edmunde Perys, preyng yow to wete that my modyr sent to my fadyr to London for a goune of cloth of mustyrddevyllers to make of a goune for me; and he tolde my modyr and me wanne he was comme home, that he cergeyt yow to beyit, after that he were come oute of London. 5

I pre yow, yf it be not bowt, that ye wyl wechesaf to byit, and sendyt home as sone as ye may, for I have no goune to wyre this wyntyr but my blake and my grene, and that is so comerus that I ham wery to weryt. 10

Of all odyr thyngys that ye deseireyd that I xuld sende yow word of, I have sent yow word of in a letter that I dede wryte on Ouwyr Ladyis Day laste was. The Holy Trenyte have yow in Hese kepyng.

Wretyn at Oxnade, in ryth gret hast, on the Thrusday next be fore Seynt Tomas Day. 15

I pre yow that ye wyl were the reyng with the emage of Seynt Margrete, that I sent yow for a rememraunse, tyl ye come home; ye have lefte me sweche a rememraunce, that makyth me to thynke uppe on yow bothe day and nyth wanne I wold slepe.

Your ys, M.P. 20

<i>myryth</i>	my right
<i>wete</i>	know
<i>mustyrddevyllers</i>	grey woollen cloth
<i>cergeyt</i>	charged
<i>beyit</i>	buyit
<i>werit</i>	wear it
<i>wechesaf</i>	vouchsafe
<i>comerus</i>	cumbersome

## Students' Responses

### Band 1 Answer

To my right honorable and worshipful husband, Jon Paston:

Right reverent and worshipful husband, I recommend me to you, disturbed a lot to hear of your welfare, thank you for the token that you sent me by Edmunde Perys, preying you to know that my mother sent my father to London for a gown of grey woollen cloth to make a gown for me. And he told my mother and I when he was coming home and that he had charged you for buying it after that he would come out of London.

I ask you, if it isn't bought that you will vouchsafe to buy it, and send it home as soon as you can, for I don't have a gown to wear this winter, but my black and green one, and that is so cumbersome that I am weary to wear it.

Of all the other things that you delivered that I take out and send you word of, I have sent you word of in a letter that I wrote on our wedding day last year.

The Holy Trinitie has you in his keeping.

Whether at Oxnade in with great haste, on next Thursday before Saint Thomas's Day. I prey that you will wear the ring with the image of Saint Margarete, that I sent you for a remembrance, until you come home. You have left me such a remembrance, that makes me think upon you both day and night while I sleep.

### Band 5 Answer

My Dear John

I am writing to you hoping that you are keeping well and to thank you for the gift which you sent to me. I received it from Edmund Perys. I want you to know that when my Father was in London my Mother arranged for him to get some woollen cloth in order for a gown to be made for me.

When my Father returned from London he told my Mother and me that he had asked you to buy it for me. I trust that you can arrange this and send it home to me as soon as you can because I do not have a gown this winter, apart from my black and green gown which is so cumbersome and bulky that I quickly tire when wearing it.

I know that you want to hear my other news but most of it was contained in a letter which I wrote to you on Our Lady's Day.

I do hope God will keep you safe in his care.

I write in haste at Oxmede on the Thursday before St Thomas's Day. I do hope that you will wear the ring bearing St Margaret's image which I sent to you as a keepsake.

I think of you often particularly as I have such a remembrance of you as I am carrying our child. Our baby, that I am carrying, makes me think of you constantly, especially when I want to sleep.

With love forever  
Margaret

### **Commentary on Students' Responses**

The above two extracts are examples of rewrites, which form the basis of the first part of the Editorial question. On occasion, students will be given exemplars (eg film reviews) or outlines (eg a reporter's notes for a newspaper article) and will be asked to create their own texts. More usually, however, they will be required to keep fairly close to the original text and produce a new version for a different audience or purpose in a different format.

In Question 2, the expected format is the same as the original (a letter) but the audience is in their late teens and has some historical knowledge. The language needs to be modernised and the meaning should be made clear without, if possible, losing the flavour of the original.

The Band 1 answer here has a very literal, almost word-for-word rendition of the text. (AO2) Although there is some comprehension of the content, the new text is not very fluent and there are some misunderstandings: 'disturbed' for 'desiring', 'when he was coming home' for 'when he came home', 'he had charged you for buying it' for 'he had asked you to buy it', 'our wedding day' for 'Our Lady's Day', 'whether' for 'written' and so on. (AO1) The Band 5 answer has retained the formality of the tone (eg My Dear John) but has replaced some of the more archaic expressions (eg vouchsafe). There is a good understanding of the material and the student has explained more fully the humour about the remembrance being connected with pregnancy (AO2). The letter reads fluently and more like a modern text. The student has stayed fairly close to the content of the original and the historical nature of the text is not completely lost. However, the answer departs enough from the original so that it captures the nuances of it in present-day idiom (AO1).

A good commentary for the second part of the answer would be rather like a good answer to a 'Varieties' or 'Spoken or Written Study' question (see previous samples). It would include an appropriate selection of features from language frameworks connected with, for example, spelling, vocabulary, semantics and grammar (AO3). There would be an analysis and explanation of the pattern differences between the modern and older versions. Comment on the religious aspects, possible evidence of French influence, or letters as the main form of communication would provide a context (AO5ii).

Better answers are likely to contain some discussion of the pros and cons of a literal as opposed to a more modern idiomatic response. Possible areas for discussion, which are

reflected in the use of language, are connected with the relationships between husband and wife (AO5ii).

## Section B Language Topics

In Section B, the main focus (15%) is on AO4: understand, discuss and explore concepts and issues relating to language in use. Students choose only one question from four. Answers will be in essay format.

It is difficult to be totally definitive about current issues, as these change from time to time. Following language topics in the news is helpful. A list of profitable areas can be found in the specifications under the description of the examination unit. Past Language Topics examination papers will help, provided it is borne in mind that, in the examination, the format expected in the answer will be in essay form. Students will not be expected to write in a range of styles in this part of the examination.

The specimen paper contains topic questions on spelling reform, prescription, international English and political correctness. The middle two questions, (Questions 4 and 5) are reproduced below, followed by sample answers and commentaries on them.

### Question 4

The following edited extracts are taken from a satirical newspaper article about attitudes to the English language:

*The other day I heard a government minister split an infinitive. I know you are shocked but it is true. I swear. The man who said on the television programme that if you made a grammatical error people would think you were stupid, did himself split an infinitive on another television programme.*

*When I heard him insert the word 'actually' between the word 'to' and the verb, I thought to myself: 'That man just split an infinitive, so he must be stupid.' To actually insert, or rather to insert actually, or more precisely actually to insert the word 'actually' between the two parts of an infinitive, and I pause for you to be shocked again, is something up with which I shall not put. Whom did he think he was addressing? It was I.*

**Discuss the prescriptive rule about split infinitives, and explain other examples of English usage, which some people may regard as errors. (You may use those in the article if you wish in addition to any examples of your own.) In your answer, you should comment on the point of view in the extract and say how far you think this represents an accepted view.**

**(50 marks)**

### Student's Response (Prescription)

A prescriptive attitude means that people tell you what you should, or, more often, what you should not use. This attitude is usually enforced by rules. An infinitive is the base form of the verb with the preposition 'to' in front of it. When the infinitive is split, an

adverb is inserted between ‘to’ and the verb. This has happened in an example in the article here. In “to actually insert”, “actually” splits “to insert”.

It is thought that the origin of this rule derives from Latin. In the 18<sup>th</sup> century and before that, Latin was regarded as an educated language which was the model of excellence and perfection. In Latin the infinitive was only one word, so could not be split. Somehow or other, grammarians must have felt that the synthetic nature of Latin needed to be imposed on English which is an analytic not a synthetic language. Analytic English with its separated small function words was seen as inelegant. Rules were therefore written to say splitting the infinitive was not ‘good’ English. In fact, splitting the infinitive seems perfectly ‘good’ English and perhaps always has been. I would imagine that most people actually use split infinitives without another thought. ‘To actually insert’ sounds more idiomatic to me than ‘to insert actually’ or ‘actually to insert’.

The position is further complicated because split infinitives sometimes have redundant adverbs. Some people would claim that ‘totally’ was unnecessary to ‘totally deny’, as ‘deny’ already implies ‘totally’. In colloquial language, however, this use of the split infinitive is merely reinforcing the impact of the verb.

On some occasions, it is possible that placing the adverbs in the middle of the infinitive with ‘to’ rather than before it actually clarifies meaning. For example, ‘trying slowly to improve’ could mean either that the attempt was slow or that the improvement was slow. ‘Trying to slowly improve’ disambiguates this. It is clear here that it is the improvement, which is slow.

There are a number of other expressions in the article which are sometimes the object of prescriptive rules. One such is ‘up with which I shall not put’. The writer has presumably deliberately and humorously written this expression to implement the prescriptive rule: ‘do not end a sentence with a preposition’. This would happen in the double flouting of the rule in the more usual English expression: ‘which I shall not put up with’ where the prepositions ‘up’ and ‘with’ both occur at the end. The first expression ‘up with which...’ was made famous by Winston Churchill in his humorous comments when proof-reading a document. Rather ‘tongue-in cheek’, it is claimed that he wrote ‘up with which I shall not put’ in the margin to indicate some ‘incorrect’ English on the part of the writer.

The same quotation brings to mind the prescriptive rule about the use of ‘shall’ and ‘will’. Eighteenth century grammarians who wanted to regularise and rationalise everything tried to enforce a rule so that ‘shall’ occurred with first person subjects ‘I’ and ‘we’, but ‘will’ occurred with other subjects. The rule itself is quite complicated and was connected to whether the meaning was ‘future’ or ‘intention’. This rule is becoming increasingly irrelevant today, as many varieties of English have already abandoned uses of ‘shall’, except perhaps in ‘Shall I?’ meaning ‘do you want me to?’

A further implementation of a prescriptive rule in the article is: ‘It was I.’ Here, the subject ‘I’ is used because it follows a form of the verb BE. Again, this is said to be related to Latin where the nominative (subject) and not the accusative (object) form was used after BE, presumably because it was the complement of the sentence, so related back to and was often the same as the subject. ‘It was I’ sounds totally un-English. Most English speakers would prefer the object form ‘me’ in ‘It was me’.

A final unusual use in the article is ‘whom’. This is rather archaic today but pedants insist it is the object form and so should be used in:

‘whom            did    he    think...’  
O                V    S    V

The more usual form in modern English would be ‘who’. This seems to act as both subject and object. Over the centuries, English has gradually lost objective inflections and the ‘m’ of ‘whom’ has just about disappeared, except in set phrases such as ‘To whom it may concern’.

The writer is obviously being very satirical about the attitude of some government ministers to the use of what they call ‘correct’ English. He/she is adopting the same approach as such government ministers and is ‘nit-picking’ over uses of English, which do not really matter. If anything, the uses which are ‘complained’ about here are actually the most usual ones. Those ‘advocated’ are either archaic or unidiomatic.

The use of the overstated ‘shocked’ in the article implies the writer feels the general public are not really bothered about this issue at all. I would say that is generally true. Few people nowadays have even heard of a split infinitive and may not be aware of older rules such as ‘do not end a sentence with a preposition’. This is all to the good, as I feel that people should have a descriptive approach to language, i.e. they should look at what is actually used in different contexts and should not be judgmental.

I feel that some older people in particular do have some ‘hang-ups’ about language as they may have been told they must implement certain ridiculous rules or avoid certain normal expressions. This does nothing for people’s confidence in their own use of language. It seems to be a way for so-called educated people to maintain power over the masses. I would say that most people have more important issues to deal with than prescriptive rules. However, complaints do seem to keep rolling in and there is still a lot of language education needed about actual language usage before prescription ceases to become an issue at all.

### **Commentary on Student’s Response**

The answer would have been in the Band 5 category even if it had been much shorter. There is a very detailed exploration, using technical terminology of the split infinitive. ‘It was I’, ‘I shall’, ‘up with which’ and ‘whom’ were all covered, again in great detail. The student displays a very good understanding of the concepts of prescription and description. (AO4) S/he is sensitively aware of the attitude in the article and gives his/her strong views about own attitude and what the general attitude is today. (AO4) The answer is long, given the time allowed but this has not detracted from its fluency, organisation and accuracy. (AO1)

### **Question 5**

Recent books and television programmes about the story of English have shown how English is being used more and more throughout the world.

**Write an essay explaining the growth and importance of English as an international language. Comment on attitudes to this growth. (50 marks)**

### **Student's Response (International English)**

English is undoubtedly an international language. It is recognised in virtually every country and has uses in many areas. Perhaps one could say it is strange that a language which started on a small island 1500 years ago as the result of the invasion of a few Germanic tribes is the international language it is today. However, from the very beginning, these tribes subjugated the native Celtic speakers and the spread of English began with the conquest of Britain.

When Britain ventured out four centuries ago to explore and then colonise, even greater foundations for the present global status of English were laid. The ships that traded and explored in faraway coasts needed small ports. Around these ports, English, or at least a form of English such as a pidgin and then a creole, developed. This process was enhanced by the occasional sailor staying at the port.

Although ships trading did much to establish English around the world, the major factor for English being used all over the world was colonisation. British rule in some countries meant that millions had to learn English, and India is a good example of this. The existing power structures which were based on English were kept even after independence. English was also a useful lingua franca as it did not give dominance to one of the native languages rather than another.

Initially, in countries where English is spoken as a second language, missionaries set up schools and taught English. This happened particularly in Africa. Eventually English became the language of success. Ambitious families ensured their children were educated in English. Thus, Britain's imperial past was responsible for the widespread use of English culminating in its status today.

English is also accessible because it is a hybrid language. England was invaded initially by Vikings in the 8<sup>th</sup> century and later by Normans in the 11<sup>th</sup> century. This set the trend for hospitality to 'borrowed' vocabulary. English began to be heavily influenced by foreign languages. In fact, at least 10,000 words were 'borrowed' from French just after the Norman Conquest. Thus English, to a German, Scandinavian or French speaker has some similarities in its lexis to their own language and therefore could be said to be relatively easy to learn.

Greek and Latin additions are often international and also make English a slightly more familiar language for those speaking modern descendants of these languages. Over the last century, scientific discoveries have been named using classical words such as 'telephone'. This has further enhanced the use of English.

While imposing English on other foreign countries, we also 'borrowed' many words from the less politically and culturally powerful languages. This means those with non Indo-European languages can also relate English to their own words. Words like 'canoe' and 'kayak' for example, are even related to Inuit.

The age of computers is promoting further English use, and the internet is a good example. Although there are parts of the internet where other languages are used, the primary language is English. This stems from America being an English speaking country as a result of British exploration and colonisation. The major manufacturers of computers and the best inputs to the internet are usually American. In fact, English's continuing world dominance since the Second World War is due to America's political and economic power.

Scientists world-wide work in English. This means the best research papers and textbooks are produced in English, therefore those studying at a high level are forced to use and learn English. Malaysia is a good example of this. A few years ago, it instituted a policy of using its native Malaysian as the primary language. However, in 1995, it was realised higher education was suffering, as the best textbooks were English, so the policy was changed.

The global significance of English is also shown in its use as a gate-keeping mechanism. A person from Mexico who speaks fluent English can use this ability as a kind of social passport into English speaking countries. However, non-English speakers can be denied access simply for not being English speakers. If they do get in without English, their position in society is always low, even if they are very qualified and skilled individuals.

So English is certainly a world language. It has all the components one would ask of a world language. It is spoken all over the world as a first, second and foreign language. It is used by major powers, especially America. It is also made up of a variety of languages. Its hybrid nature means many other language users can see parts of their own language in it, so making it easier to learn.

People do worry that English may take over the world and may criticise its world dominance. However, it does provide a standard form of communication for people all over the world to use. Its status is shown in France, where, as a foreign language, 3 to 4 periods are given over to English each week and 80% of children at primary school learn English. This is despite strong feelings about its dominance which are shown in laws enforcing the use of French words rather than English loans in the media.

There is no doubt that English is the international language and that the existence of one dominant language is a benefit for all language users, English or not.

### **Commentary on Student's Response**

This is a very good general essay with some exemplification. More usual responses to such questions give statistical details about the number of countries and speakers, and about the various uses of world English. However, chronology and contextual background are often shaky in student's responses. The student here shows a very good understanding of the historical factors, which led up to English becoming a global language. There is also an awareness of factors connected with the language itself as aiding its spread. The ambivalent attitude to the current status of English is demonstrated well. (AO4)

Overall the answer is detailed and very full, especially in the given time. Again much shorter answers can still achieve a good grade. The length of the answer has not affected the fluency of the essay, as sometimes happens with answers of this length. The response is accurate and organised (A01).

## Notes for guidance

An accurate and systematic use of appropriate terminology is important in discussing English in use at AS and A2. While there is not a single standardised terminology for linguistic description, any consistent use of recognised terms is acceptable.

AS and A2 students are expected to be aware of the key features of frameworks of language as specified below.

### AS

#### Phonology

- consonant: vowel
- volume – piano (soft): forte (loud)
- speed – allegro (fast): lento (slow)
- pitch – high: low
- fluency: non-fluency
- sound symbolism and other sound patterns involving prosodies or consonants and vowels (eg alliteration, assonance, rhyme, onomatopoeia, strategic pausing, information units, elision)

#### Lexis

- word formation: loan words
- formal (eg jargonistic, Latinate, polysyllabic): informal (eg colloquial, slang, abbreviations)

#### Grammar

- lexical words: function words
- lexical words – noun: verb: adjective (superlative and comparative): adverbs
- function words – preposition: conjunction: pronoun: auxiliary verb
- sentence type – declarative: interrogative: negative: imperative
- sentence elements – subject: predicator: object: complement: adverbial
- sentence complexity – simple: compound: complex: minor
- verb phrase – past tense: present/non-present tense
- third person singular present: other present tense form
- active voice: passive voice
- noun phrase:
  - common: proper
  - singular: plural
  - premodified: postmodified

### **Semantics**

- denotation: connotation
- synonymy: antonymy
- figurative: literal

### **Pragmatics**

- orderly turntaking: overlapping
- initiation: response

Students should also be able to describe the layout of texts and use other key terms such as standard/non-standard, accent, dialect, idiolect.

## **A2**

### **Phonology**

- vowel
  - monophthong: diphthong
  - long: short
  - front: back: central
- consonant – place of closure...: type of closure...: voiced: unvoiced
- rhythm – rhythmic (iambic...): arhythmic
- tones – rising: falling: complex

### **Lexis**

- word formation – compounding: affixation: conversion: shortening: back formation: acronymisation...
- Germanic: Romance...

### **Grammar**

- verb aspect – progressive: perfect
- simple verb phrases: complex verb phrases
- auxiliaries: main verbs
- modal auxiliaries – may/might: can/could: shall/should: will/would: must/should
- nouns – count: non-count: mass
- pre-modification – predeterminer: determiner: ordinator: classifier (noun/verb modifier)
- postmodification – prepositional phrase: relative clause: non-finite clause
- adverbial clauses – time: reason: condition...
- embedding of clauses and phrases

### **Semantics**

- homonymy – homophones: homographs
- hyponymy – superordinates: hyponyms
- semantic features

### **Pragmatics and discourse**

- cohesion – reference: substitution: repetition: ellipsis: conjunction
- speech acts...

Students will also need to call on terms to describe spelling symbols and spelling patterns, especially in the study of historical texts.

The above terms are listed within possible frameworks for the study of language consisting of phonology, lexis, grammar, semantics and pragmatics/discourse. They are particularly useful in showing progression between AS and A2. For AS, the list contains key features (AO3i) in each category. This should allow AS students to distinguish and describe (AO5i) in order to interpret (AO5i) texts. For A2, the key features are further analysed (AO5ii) so that each category is more detailed. This should allow A2 students to base their evaluations (AO5ii) on more precise linguistic judgements. A2 students should also be able to select from the appropriate level in order to apply and explore frameworks (AO3ii).

The list is presented as oppositions to highlight their position within a system of both closed and open class items. This should aid systematic study (AO3i and AO3ii). Students should be aware of how language operates as a system both paradigmatically and syntagmatically.

## Opportunities for Key Skills

The following signposts that are offered for Key Skills are not intended to be exhaustive but are merely suggestions. Centres may want to design their own assessment opportunities. The AS and Advanced GCE do not themselves assess Key Skills but can provide evidence for these to be assessed separately.

### Communication

#### C3.1a Contribute to a group discussion about a complex subject

Opportunities for discussion occur during the preparation of material for AS Unit 2, the Desk Study. Using evidence from past source material, students could, for example, debate issues such as animal rights or other relevant themes. The Language Topics section in A2 Unit 6 allows for the discussion of a good range of controversial language issues. Examples include spelling reform, sexism and prescription.

#### C3.1b Make a presentation about a complex subject, using at least one image to illustrate complex points

Opportunities for the assessment of this element occur in the presentation of findings from examination preparation or coursework for AS Units 3a and 3b, the Language of the Media, or for A2 Units 5a and 5b, Spoken or Written Study. Students would need to employ illustrative images in handouts, overhead projector transparencies or flip charts. There is also an opportunity for the assessment of some IT skills if a multi-media presentation is used.

#### C3.2 Read and synthesise information from two extended documents about a complex subject. One of these documents should include at least one image.

Throughout both AS and A2, students should be reading a wide variety of texts, both written and transcribed, especially for AS Unit 1, Textual Commentary and A2 Unit 4, Varieties of English. Preparation for AS Unit 2, the Desk Study, provides plenty of opportunity for selecting and synthesising information from extended documents in the source material. Graphical information occurs in some of the past material, as, for example, on the theme of Healthy Eating. The purposes here were to produce a confidential business report and a leaflet for parents of school children. For the new specification, students, in addition, would need to comment on their style. Recognition of opinion and possible bias is likely in the study of media texts for AS Units 3a and 3b, the Language of the Media.

Wide background reading is important throughout the course and students could keep a log of this. Skimming and scanning can be developed. The coursework option of A2 Unit 5a, Spoken or Written Study, requires a bibliography which gives students the opportunity to select, read and make notes on appropriate materials. Research for the Language Topics section of A2 Unit 6 also calls for wider reading, selecting and synthesising of information, for example, on International or Standard English, to give just two instances. There could be opportunities for the assessment of IT skills here, if students explore using the internet or exchange information via e-mail.

C3.3 Write two different types of documents about complex subjects. One piece of writing should be an extended document and include at least one image.

Students need to produce a wide range of written material during the course. This includes not only essays, but reports, memos, letters, leaflets, handouts, notices, articles and so on. The greatest range of writing is possible in AS Unit 2, the Desk Study, and A2 Unit 6, Section A, the Editorial. The questions in these units require a suitable format and answers are written for a variety of audiences and purposes. Sometimes the exact format is left open. The subject matter is generally complex. The quality of written communication is taken into account in assessing answers.

Extended writing occurs in AS Units 3a and 3b, the Language of the Media, and A2 Units 5a and 5b, Spoken or Written Study. The coursework options of these units provide good opportunities for drafting and the inclusion of images. For example, advertising and newspaper English are possibilities in AS Unit 3a, The Language of the Media, and various charts and graphs to illustrate frequency of occurrence are possibilities in A2 Unit 5b, Spoken or Written Study. If coursework or other answers are desk-top published during the course, this again gives further opportunities for the assessment of IT skills.

### **Information Technology**

Although Level 3 is regarded as being the closest to Advanced GCE standard, for some English Language students, lower levels of achievement may be appropriate for this Key Skill in the first instance.

IT 3.1 Plan and use different sources to search for, and select, information required for two different purposes

Students with access to the Oxford English Dictionary on CD Rom or via the internet can obtain print-outs of information which will enable them to research the etymology of chosen words or groups of words. The results could be compared with information from other databases, for example, via the Internet. Research into vocabulary is useful for a number of Units including AS Unit 1, Textual Commentary; AS Units 3a and 3b, the Language of the Media; A2 Unit 4 Varieties of English; A2 Units 5a and 5b, Spoken or Written Study, and A2 Unit 6 Editorial and Language Topics. Individual research using different IT sources is also possible for the coursework modules, AS Unit 3a and A2 Unit 5a. Searching for information on issues for Language Topics in Section B of A2 Unit 6 would also be profitable.

IT 3.2 Explore, develop and exchange information and derive new information to meet two different purposes

The stylistic analyses required in the following units would allow students to use databases and spreadsheets: AS Units 1, 3a and 3b Textual Commentary and the Language of the Media; A2 Units 5a and 5b and Unit 4, Spoken or Written Study and Varieties of English. The coursework modules, AS 3a and A2 Unit 5a, provide good opportunities for testing hypotheses and generating tables, charts and graphs. Throughout

the course, students will find it useful to exchange information with others studying the subject. A useful e-mail address is the City of Sunderland College's:

<http://www.citysun.ac.uk/aer>

In addition to helpful activities for various units in the specifications, this address also has a student post-box for the exchange of ideas.

IT 3.3. Present information from different sources for two different purposes and audiences. Your work must include at least one example of text, one example of images and one example of numbers.

In preparation for AS Unit 2 Desk Study and A2 Unit 6 Section A Editorial, students will have the opportunity to desk-top publish work in various formats, for different purposes and audiences: for example informative brochures for parents, advertising leaflets for the general public or articles for a children's newspaper. Coursework modules AS Unit 3a, the Language of the Media, and A2 Unit 5a, Spoken or Written Study, offer good opportunities for the extended use of IT. Students can choose styles for the structure of their reports, and reference page numbers and the like. It would also be possible to undertake a multi-media presentation on coursework findings.

### **Working With Others**

3.1 Plan the activity with others, agreeing objectives, responsibilities and working arrangements

3.2 Work towards achieving the agreed objectives, seeking to establish and maintain co-operative working relations in meeting your responsibilities

3.3 Review the activity with others against the agreed objectives and agree ways of enhancing collaborative work.

Although students work individually during their examination assessments, there are plenty of opportunities during the course when it might be beneficial for students to work in groups. They may take on different roles or responsibilities and work towards either given or agreed goals. AS Unit 1, Textual Commentary, and A2 Unit 4, Varieties of English, contain plenty of texts which could allow individuals within a group to analyse and explain the different levels of language within texts with the goal of providing a complete description of a text for the whole class. Various strands of the contextual background or language issues for A2 Unit 6 Section B Language Topics can be dealt with in the same way. The production of radio broadcasts or the preparation of debates for AS Unit 2, Desk Study, also allows for team activities.

### **Improving Own Learning & Performance**

3.1 Agree targets and how these will be met, using support from appropriate others

3.2 Use your plan, seeking feedback and support from relevant sources to help meet your targets, and use different ways of learning to meet new demands

3.3 Review progress, establishing evidence of achievements and agree action for improving performance

Students are increasingly expected to identify their own strengths and weaknesses to contribute to the setting of targets for progress. They are also expected to be more independent in reviewing their own learning, seeking feedback and improving standards. To show this systematically, action planning and target setting would need to be undertaken, based on verbal and written feedback on English language assignments.

A log would show how students had followed a schedule to improve particular aspects of their learning and performance in English language. Typical examples could include revision of grammatical terms; wider reading on language issues; support to improve spelling, handwriting or punctuation; careful planning or proof-reading of assignments.

Coursework in AS Unit 3a The Language of the Media and in Unit 5a Spoken or Written Study require the production of a substantial piece of independent work over a period of time. Students need to research and analyse, and can seek periodic guidance from the teacher. There are opportunities for drafting before submitting the final version. Sometimes these are the first pieces of individual research undertaken and they are often regarded as substantial achievements.

## Support and training

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### INSET courses

Edexcel recognises how valuable training is to support teachers of its specifications. There is an annual programme of INSET events which take place throughout the country. For further information about what is planned for the coming year, please telephone the INSET information line on 020 7393 4572, send a fax on 020 7331 4046 or E-mail: [inset@edexcel.org.uk](mailto:inset@edexcel.org.uk).

In 2000/2001 Edexcel will run a series of INSET meetings for the specifications, focusing on the AS units in the Autumn term and on all units in the Spring and Summer terms.

### Information and advice

Further information on any aspect of the specification can be obtained from the Customer Response Centre (020 7393 4500).

### Support materials

A Coursework Guide will be produced to provide guidance for teachers on the assessment of Coursework for AS and Advanced GCE for the specification.

### Assessment support meetings

Edexcel will run a series of Assessment Support Meetings for teachers of the specification. The meetings will be held on a regional basis and will be run by experienced Senior Moderators for the specification. The meetings will support teachers in their planning, teaching and assessment of the specification and it is a requirement that the Teacher-Examiner from each centre will attend the meetings.





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