



**GENERAL CERTIFICATE OF EDUCATION
TYSTYSGRIF ADDYSG GYFFREDINOL**

2009 – 2010

ENGLISH LANGUAGE

**SPECIMEN QUESTION PAPERS
SPECIMEN MARKING SCHEMES**

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ENGLISH LANGUAGE

LG1: Introduction to the Language of Texts

SPECIMEN PAPER

(2½ Hours)

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **both** Section A and Section B.
Write your answers in the separate answer book provided.

INFORMATION FOR CANDIDATES

Section A carries 40 marks, and Section B carries 20 marks. You should divide your time accordingly.

In this unit you will be assessed on your ability to:

- select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression (AO1)
- demonstrate understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches (AO2)
- analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language (AO3).

You are reminded that assessment will take into account the quality of written communication used in your answers.

SECTION A

The Language of Texts

This Section counts for 40 marks, and you should devote an appropriate proportion of your time to it.

The following three texts are about the Peasants' Revolt of 1381.

Text A is from the script of the first programme in the BBC2 TV series *Terry Jones's Medieval Lives*, first broadcast in February 2004. This programme was entitled *The Peasant*, and was written and presented by Terry Jones. The script is printed here with conventional punctuation.

Text B is from *Europe: A History* by Norman Davies, first published in 1996.

Text C is from *A Child's History of England* by Charles Dickens– from a chapter entitled 'England under Richard the Second'. This book, written for children, was first published between 1851 and 1853. It was described by a later editor as 'history told by a fond parent having the magic gift of word-picturing, rather than a historical study carefully weighed and documented'.

Analyse and compare the use of language in these texts.

In your answer you should:

- analyse and explore the use of language to convey information, attitudes and opinions about the Peasants' Revolt;
- consider in what ways, and how successfully and appropriately, the writers use language (spoken and/or written) to appeal to their intended audiences.

(40 Marks)

TEXT A: (from *Terry Jones's Medieval Lives*)

Once upon a time there was a peasant. He had a hard, hard life, working all year round – little better off than a slave, and with no say in what went on.

He was diseased, he was down-trodden, and he was dirty.

Who on earth would want to have been a medieval peasant?

Being a peasant in the Middle Ages must qualify as the worst job in history – but of course we're only guessing, because, being peasants, they didn't leave behind much record of their existence. Except once.

In the summer of 1381 the peasants left an indelible mark on the history of England.

The Peasants' Revolt took everyone by surprise. It was quite astonishing. From out of nowhere it seemed tens of thousands of peasants arrived in Blackheath on the outskirts of London, and demanded the king abolish all forms of servitude, taxation and the aristocracy.

The king, who was only 14 at the time, quite understandably said he'd need to think it over. The peasants, however, wanted liberty, equality and brotherhood. And when did they want it? Now! – 400 years before the French Revolution!

The king, who'd been talking to the rebels, from the safety of a barge in the middle of the river, decided to go home for his tea.

The peasants obviously needed to make their point more forcibly, so they rampaged through London, killing lots of Flemish people. Er, not quite sure how that helped.

One group broke into the Tower of London. They burst into the royal living quarters, and there, according to the tabloids of the time, they "sat on the beds and poked into everything with their filthy sticks". Some of them even tried to kiss the king's mother.

They then dragged the Archbishop of Canterbury and the Treasurer out of the white Tower, and cut off their heads, which they paraded round the town stuck on poles.

Now, if it sounds to you like the lunatics had taken over the asylum, that's what a lot of people at the time thought. But they weren't lunatics. The peasants' agenda was informal, tactful and most of all political. They targeted lawyers and court officials. They made bonfires of legal and tax records. They were deliberately erasing their servile past.

How could such a wretched group of underlings have organised such a sophisticated attack? After all, they were only a bunch of bloody peasants. Weren't they?

TEXT B: (from *Europe: A History* by Norman Davies)

The Peasants' Revolt in England cannot be attributed to the desperate rage of paupers. The chronicler Froissart said that the common people who led it were living in 'ease and riches'. Their demands for an end to servitude were made amidst improving material conditions. They harboured special grievances about a third poll-tax in four years; and they expressed a strong sense of moral protest, as befitted the era of the Lollards. Their fury was directed against the clergy as well as the gentry. Popular preachers, like the rebel priest John Ball, had been spreading egalitarian ideas: 'When Adam delved and Eve span, Who was then the gentleman?'

For a few days in June 1381, therefore, it looked as though the entire social hierarchy was under attack. Wat Tyler and his men poured into London from Kent. Jack Straw marched in from Essex. They burned the home of John of Gaunt at Savoy House. They burned Highbury Manor, and a Flemish brothel by London Bridge. They strung up the Archbishop, and beheaded a number of citizens. At Smithfield they came face to face with the young King and his entourage; and in a scuffle Wat Tyler was killed. After that, they turned into a rabble. The ringleaders were seized and executed. The rest dispersed, to be pursued at assizes through the shires. No one cared to boast of their achievements. Chaucer, who had been present, never raised the subject; nor did Shakespeare in his play *Richard II*. Not till the nineteenth century did the Revolt receive sympathetic consideration.

TEXT C: (from *A Child's History of England* by Charles Dickens)

5 So, Wat and his men still continued armed, and rode about the city. Next morning, the King with a small train of some sixty gentlemen – among whom was Walworth the Mayor – rode into Smithfield, and saw Wat and his people at a little distance. Says Wat to his men, "There is the King. I will go speak with him, and tell him what we want."

10 Straightway Wat rode up to him, and began to talk. "King," says Wat, "dost thou see all my men there?"

"Ah," says the King. "Why?"

"Because," says Wat, "they are all at my command, and have sworn to do whatever I bid them."

15 Some declared afterwards that as Wat said this, he laid his hand on the King's bridle. Others declared that he was seen to play with his own dagger. I think, myself, that he just spoke to the king like a rough, angry man as he was, and did nothing more. At any rate he was expecting no attack, and preparing for no resistance, when Walworth the Mayor did the not very valiant deed of drawing a short sword and stabbing him in the throat. He dropped from his horse, and one of the King's people speedily finished him off. So fell Wat Tyler. Fawners and flatterers made a mighty triumph of it, and set up a cry which will occasionally find an echo to this day. But Wat was a hard-working man, who had suffered much, and had been foully outraged; and it is probable that he was a man of a much higher nature and a much braver spirit than any of the parasites who exulted then, or have exulted since, over his defeat.

20 The end of this rising was the then usual end. As soon as the King found himself safe, he unsaid all he had said, and undid all he had done; some fifteen hundred of the rioters were tried with great rigour, and executed with great cruelty.

25 The King's falsehood in this business makes such a pitiful figure, that I think Wat Tyler appears in history as beyond comparison the truer and more respectable man of the two.

SECTION B

Language Focus

This Section counts for 20 marks, and you should devote an appropriate proportion of your time to it.

The following text is an extract from a Home Economics textbook printed in the early 1960s, but probably as a reprint from a slightly earlier period. The text was intended to be taken entirely seriously at the time. It illustrates how attitudes have changed over the last half century.

Task:

Analyse and discuss the use of language in this text to convey attitudes.

You should consider in your answer:

- How the language choices convey attitudes to men and women and their respective roles in society
- What you can deduce and infer from the use of language about attitudes to domestic life, and to work and family relationships in the middle of the twentieth century
- Your views on this as a text for wives.

(20 Marks)

The Good Wife Guide

Have dinner ready. Plan ahead, even the night before, to have a delicious meal ready on time for his return from work. This is a way of letting him know that you have been thinking about him and are concerned about his needs. Most men are hungry when they come home and the prospect of a good meal (especially his favourite dish) is part of the warm welcome needed.

Prepare yourself. Take 15 minutes to rest so you will be refreshed when he arrives. Touch up your make-up, put a ribbon in your hair and be fresh looking. He has just been with a lot of work weary people. Be a little gay and a little more interesting for him. His boring day may need a lift and one of your duties is to provide it.

Clear away clutter. Make one last trip through the main part of the house just before your husband arrives. Gather up school books, toys, papers etc. and then run a dust cloth over the tables. During the colder months of the year you should prepare and light a fire for him to unwind by. Your husband will feel he has reached a haven of rest and order and it will give you a lift too. After all, catering for his comfort will provide you with immense personal satisfaction. Minimize all noise. At the time of his arrival eliminate all noise of the washer, dryer or vacuum. Try to encourage the children to be quiet.

Be happy to see him. Greet him with a warm smile and show sincerity in your desire to please him. Listen to him. You may have a dozen important things to tell him, but the moment of his arrival is not the time. Let him talk first, remember his topics of conversation are more important than yours.

Make the evening his. Never complain if he comes home late or goes out to dinner or other places of entertainment without you. Instead, try to understand his world of strain and pressure and his very real need to be at home and relax. Try to make sure your home is a place of peace, order and tranquillity where your husband can renew himself in body and spirit. Don't greet him with complaints and problems. Don't complain if he's late home for dinner, or even stays out all night. Count this as minor compared to what he might have gone through that day.

Make him comfortable. Have him lean back in a comfortable chair or have him lie down in the bedroom. Have a cool or warm drink ready for him. Arrange the pillow and offer to take off his shoes. Speak in a low, soothing and pleasant voice. Don't ask him questions about his actions or question his judgment or integrity. Remember, he is the master of the house and as such will always exercise his will with fairness and truthfulness.

Once he has had a chance to have his evening meal clear the dishes and wash up promptly. If your husband should offer to help decline his offer as he may feel obliged to repeat this offer and after a long working day he does not need the extra work. Encourage your husband to pursue his hobbies and interests and be supportive without seeming to encroach. If you have any little hobbies yourself try not to bore him speaking of these, as women's interests are often rather trivial compared to men's.

At the end of the evening, tidy and make the home ready for the morning and again think ahead to his breakfast needs. Your husband's breakfast is vital if he is to face the outside world in a positive fashion.

Once you have both retired to the bedroom prepare yourself for bed as promptly as possible. Whilst feminine hygiene is of the utmost importance your tired husband does not want to queue for the bathroom as he would have to do for his train. But remember to look your best when going to bed. Try to achieve a look that is welcoming without being obvious. If you need to apply face-cream or hair-rollers wait until he is asleep as this can be shocking to a man last thing at night. You may then set the alarm so that you can arise shortly before him in the morning. This will enable you to have his morning cup of tea ready when he awakes.

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ENGLISH LANGUAGE

LG4: Analysing and Evaluating Language Modes and Contexts

SPECIMEN PAPER

(2½ Hours)

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer Section A and Section B.

INFORMATION FOR CANDIDATES

Both sections carry equal marks.

In this unit you will be assessed on your ability to:

- select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression; (AO1)
- analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language; (AO3)
- demonstrate understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches. (AO2)

You are reminded that assessment will take into account the quality of written communication used in your answers.

SECTION A

Analysis of spoken language

The two texts printed on pages 3 to 5 are examples of political TV interviews with Prime Ministers.

Text A is from an interview on ITV in November 1989 between Margaret Thatcher, then Prime Minister, and Brian Walden, in a series called 'The Walden Interview'. The subject of the interview was the sudden and unexpected resignation of Nigel Lawson, the Chancellor of the Exchequer, over the involvement in economic affairs of Mrs. Thatcher's personal economic adviser, Professor Alan Walters.

Text B is from an interview in early 2004 between Tony Blair, the Prime Minister, and Jeremy Paxman, in an extended special edition of the BBC2 'Newsnight' programme.

The subject was the issue of top-up fees for students going to university.

Drawing on your knowledge of the frameworks of language study, analyse, discuss and compare the spoken language of these texts as examples of interviews. You should include in your answer a focus on the power struggles within the interviews, and consider how typical these are of the interview genre.

(40 marks)

KEY TO TRANSCRIPTIONS

(.)	micropause
(.h)	pause with audible intake of breath
(2.0)	pause for time shown in seconds
// //	overlaps in speech of participants
<u>very</u>	underlined words show emphatic stress
=	latch-on
th.	incomplete word

Some question marks have been included to aid greater clarity

TEXT A

A: Margaret Thatcher, the Prime Minister

B: Brian Walden, the interviewer

A: Nigel and I worked very well together with great success (1.0) now let's consider the policy (1.0)

B: alright (.) well (.) let's consider Lawson (.) I mean (.) I have to take it the way you have put it prime minister (1.0) er (.) that you blame Nigel for the resignation no yourself

A: (.h) it is not a question of blaming anyone (.h) Nigel was a very successful brilliantly successful chancellor for six years (.h) of course I knew that one day he would go (.) he's an extremely able person and I knew that one day we would lose him (.) I didn't expect it to happen this way or as soon (.) as I've said to you (1.0h) to me Nigel's position was unassailable (.) and I supported him wholeheartedly [*omitted speech*] now let's get on with the future (1.0h) we've had a very successful past (.) that chapter has come to an end (1.0) I'm sorry it did (.h) but it is the future now that matters (.)

B: it is (1.0) but it is also of course your political prime minis. (.) er your political position (.) prime minister and I have to question you on that and you know that I do=

A: =yes do go question (.) go ahead=

B: =of course (1.0) so let me ask you again (.) why did Nigel resign (.) you say that he knew that he was unassailable he knew that you loved him and that everything he did was marvellous (.) but he resigned (1.0) now people are going to want to know (.) why (.)

A: I think that is a question you must put to him (.) and not to me (1.0) I tried to dissuade him [*omitted speech*]

B: alright prime minister but I have to put it back to you and you know that I do because everybody's gonna ask you about this again and again (1.0h) he was unassailable (.) you say (1.0) you were in agreement (.) you say (.) everything was going well you say (.) and he said to you (.) Margaret you have got to get rid of Alan Walters (.) why didn't you and keep your chancellor?

A: (1.0h) Nigel had determined to go (1.0) I made it quite clear that advisers are there to give advice (1.0) ministers are there to decide (.h) you have asked me Brian the same question about five times (.) and I have given you the same answer (.h) if you continue to ask that same question (.) I shall continue to give you the same answer (.) I am concerned now with future policy (.h) and with the content of it (.h) and with the future chancellor of the exchequer and the conduct of the economic policy committee of the cabinet (.h) and the cabinet (.) and in the House of Commons (1.0) // I'm // answerable for that (.) Nigel made his decision (.)

B: // I //

A: reluctantly (.) I accepted it (.)

B: I want to come on to future policy but I also want to clear this up which will not just go away (1.0) a last question (1.0) do you deny that Nigel would have stayed (.) if you had sacked Professor Alan Walters=

A: =I don't know (1.0)

B: you never // even thought // to ask him that=

A: // I don't know // =I (.) that is not (.) I don't know (1.0)

Nigel had determined that he was going to put in his resignation (1.0h) I did everything possible (2.0) to stop him (1.0) // I // was not successful (1.0h) now

B: // b //

A: you're going on asking the same // question (2.0) I have nothing further//

B: // of course but that's a terrible admission prime// minister (1.0h) er

A: I don't know// (1.0) of course I // don't know=

B: // you don't know // =you could have kept your chancellor possibly if you had sacked your part-time adviser (2.0)

- A: I wanted to keep my chancellor (.) in any event (1.0) because he was very good (.) his position was unassailable (.) and let's face it Brian he (.) was (1.0) chancellor (2.0) he and I (1.0) decided (1.0) this is not a matter of advisers (1.0) Nigel and I and the economic committee (.) decided (1.0) we answer to the House of Commons (.) now that is the fact and that is the big fact of the matter and I am not going on (.) with this (2.0)
- B: alright (1.0) aaah we (.) I think have (1.0) in some ways got fairly clearly I s'pose I must ask you once more (.) just once more (.) did you say you don't know whether you could have kept him if Walters had gone (.) did he ask you to sack Walters (.)
- A: I am not going to disclose the conversations //which the two of us had together//=
B: //alright //
B: =alright
- A: I admired Nigel very much (.h) I'm immensely grateful for his stewardship as chancellor (.h) Nigel was chancellor (1.0) Nigel's position was unassailable (1.0) unassailable (1.0)
- B: I can't make you say (.) prime minister what you don't want to say but of course you are aware what people will assume from this discussion don't you (1.0) that you could have kept the chancellor if you had sacked Walters (1.0)
- A: I wanted to keep Nigel (1.0) the (.) position of the chancellor is a very great one (1.0) and it does not depend upon advisers at all (1.0) mine doesn't depend upon advisers (2.0) I make the decisions (1.0) Nigel made the decisions (1.0) we discussed this together (1.0) that is the important fact (.) and I think people will see it as that (.h) advisers many of them (.) are there to advise (1.0) ministers to decide (1.0) Nigel made his decision (.) I had to accept it (.)
- B: alright

TEXT B

- A: Tony Blair, the Prime Minister
B: Jeremy Paxman, the interviewer
- B: alright let's (.) let's explore the question of the debt that you're going to be saddling graduates with are you seriously telling us (.) that the imposition of these fees will not deter (.) pupils from poorer backgrounds from going to university (.)
- A: I do believe that (.) yes (.) and the best exa.=
B: = when did you start believing that because you didn't use to believe that =
A: = well hang on a minute (.) the tuition fees that we introduced (1.0) we also remitted these for the families from the poorest income families // (.) the reason I say //
B: // but I (1.0) I'm // going back to 1994 when you were speaking at the launch of the commission on social justice (.) (*reads from notes*) such a system of recovery may deter young people (.) especially those from poorer backgrounds from entering higher education (1.0) it's for this reason the Labour Party has always rejected it (.)
- A: exactly (.) and if you look at the evidence of what has happened (.) in Australia (.) New Zealand (.) Canada and the other countries that have introduced such fee systems=
B: =well=
A: =in particular (.) sorry if I could just finish (.) in particular those that have introduced graduate repayment schemes actually the participation particularly from students from poorer backgrounds has gone up (.) in addition (.) we have our own experience remember everything that is being said now (.) was said when we re. (.) introduced tuition fees in 1998

[omitted text]

- B: this takes us very naturally to the question of why you want er (.) fifty per cent of school leavers to be going to universities (.) I mean you keep on saying that all the top countries in the world send fifty per cent of their school leavers to university =
- A: =not all of them don't=
- B: =ah=
- A: =not all of them don't (.)
- B: well which ones (1.0)
- A: well for example Scotland (.) actually (1.0) sends fifty per cent of their under thirties (1.0) aan. (.)
- B: outside these islands? (2.0)
- A: well I don't know if they're outside these islands=
- B: =no no out (.) countries outside these islands (.) I mean there's actually the UK has a higher entry rate (.) to universities than many others (.) Germany 32 per cent France 37 per cent (.) // the United States 42 Japan 41 per cent //
- A: // this is a fascinating point (1.0) th. this is // this is an absolutely (.) fascinating point (1.0) you say Germany (.) only sends 32 per cent (.) yes (.) and why are the (.) demonstrations going on in Germany at the moment over university finance precisely because they realise (.) that the current system (.) in Germany is not widening access and participation // (1.0) b.//
- B: // but that's // not what you're say. you're telling us these countries are already doing it //and if they wanted
- A: // well Finland (.) New Zealand (.) Australia (.) these other countries are actually // getting // (.) getting
- B: // well //
- A: more people // coming
- B: // so the comparison is with (.) is is with Finland is it? (.)
- A: the comparison actually is with those countries (.) who (.) have (.) been (.) increasing the number of people going to university (.) and let me just say this to you a lot of people say (.) why on earth do you have this (.) this target or aim of fifty per cent (.) the answer is if you look (.) at what determines whether children go to university or not (.) actually the biggest determinant (.) is whether they manage to get decent A Levels (.) and as schools improve their results and more and more children get decent A Level results then more want to go to university (.) and I think it would be quite wrong to stop them or arbitrarily to cut the numbers

SECTION B

Analysis of written language through time

The three texts which follow are all extracts from diaries.

Text A is from the diary of Lady Margaret Hoby – 1599.

Text B is from the diary of Samuel Pepys – 1662.

Text C is from the diary of Jeffrey Archer (Lord Archer) – 2001.

Analyse and compare the use of language in these three texts as examples of diary writing from three different periods. In your answer you should consider the different concerns of the writers, the way they use the diary form, and the influence of the contexts in which they were written on their use of language. (40 marks)

TEXT A (from the diary of Lady Margaret Hoby (1571-1633))

Background information

In the year of these entries Lady Hoby was married to her third husband, the Puritan Sir Thomas Posthumous Hoby. She lived on an estate in North Yorkshire, and the diary gives an account of her spiritual life, as well as a picture of her domestic affairs and daily routine.

August 1599

Tuesday 28

In the morninge, after priuat praier, I Reed of the bible, and then wrought till 8: a clock, and then I eate my breakfast: after which done, I walked in to the feeldes till: 10 a clock, then I praied, and, not long after, I went to dinner: and about one a clock I gathered my Apeles till :4:, then I Came home, and wrought till almost :6:, and then I went to priuat praier and examination, in which it pleased the lord to blesse me : and besiech the lord, for christ his sack, to increase the power of this spirite in me daly Amen Amen: till supper time I hard Mr Rhodes¹ read of Cartwright², and, sonne after supper, I went to praers, after which I wrett to Mr Hoby, and so to bed.

Wednesday 29

after priuat praier I reed of the bible and wrought till dinner time, before which I praied: and, after dinner, I continewed my ordenarie Course of working, reading, and dispossing of busenes in the House, till after 5:, at which time I praied, read a sermon, and examened my selfe : and then, goinge to super, it pleased god to send me ease of the tothache wher with I was troubled. Sonne after I went to praers, and, after som talk with some of the sarvantes of houshold mattres, I went to bed.

Thursday 30

After priuat praier in the morninge, I took order for dinner, and then wrought till breakfast time: after that I walked, and then Came home and wrett of my Common place book:³ then I praied, and so to dinner: after dinner I trifelde the time about the house and in the tounne till 2: a Clock, then I Came in, and wrought, and instructed som of my famelie:⁴ at w^{ch} time I found my mind much and altogether eased of some trouble it had before: then I was busie and hard Mr Rhodes Read his Catechismie⁵ till 5:, then I went to priuat praers, medetation, and ordering some thing in the house, and so to supper: after that to Lector, and, no longer after, to bed.

1. Master Richard Rhodes, Lady Hoby's chaplain, often mentioned
2. Thomas Cartwright, a learned Puritan scholar and popular teacher
3. *Common place book*, a book in which Lady Hoby would have written worthy phrases, proverbs, useful bits of information, passages from the Bible, etc.
4. *famelie*: all the household, as Lady Hoby had no children
5. the catechism was a method of teaching and learning about religious principles through question and answer

TEXT B (from the diary of Samuel Pepys (1633-1703))

Background information

In the year of these entries, Pepys was 'clerk of the king's ships' and was living in London.

January 1st. Waking this morning out of my sleep on a sudden, I did with my elbow hit my wife a great blow over her face and neck, which waked her with pain, at which I was sorry, and to sleep again. We went by coach to see the play of the Spanish Curate;¹ and a good play it is, only Diego the Sexton did overdo his part too much.

2d. An invitation sent us before we were up from my Lady Sandwich's, to come and dine with her: so at the office all the morning, and at noon thither to dinner, where there was a good and great dinner, and the company, Mr. William Montagu and his lady, but she seemed so far from the beauty that I expected her from my Lady's talk to be, that it put me into an ill humour all day, to find my expectation so lost.

6th. To dinner to Sir W. Pen's, it being a solemn feast day with him-his wedding day, and we had, besides a good chine of beef and other good cheer, eighteen mince pies in a dish, the number of years that he hath been married, where Sir W. Batten and his lady and daughter was, and Colonel Treswell and Major Holmes, who I perceive would fain get to be free and friends with my wife, but I shall prevent it, and she herself hath also a defiance against him.

28th. With my wife to the paynter's, where we staid very late to have her picture mended, which at last is come to be very like her, and I think well done; but the paynter, though a very honest man, I found to be very silly as to matter of skill in shadowes.

February 23d. (Lord's day.) My cold being increased, I staid at home all day, pleasing myself with my dining-room, now graced with pictures, and reading of Dr. Fuller's Worthys: so I spent the day. This day, by God's mercy, I am 29 years of age, and in very good health, and like to live and get an estate; and if I have a heart to be contented, I think I may reckon myself as happy a man as any in the world, for which God be praised. So to prayers and to bed.

1 *Spanish Curate* by John Fletcher. Pepys saw it at the Duke's Theatre.

TEXT C (from the diary of Jeffrey Archer (Lord Archer))

Background information

On 19 July 2001, after a perjury trial lasting seven weeks, Jeffrey Archer was sentenced to four years in jail. He was to spend the first 22 days and 14 hours in HMP Belmarsh, a double A-category high-security prison, which houses some of Britain's most violent criminals.

Day 5 Monday 23 July 2001

5.53 am

The sun is shining through the bars of my window on what must be a glorious summer day. I've been incarcerated in a cell five paces by three for twelve and a half hours, and will not be let out again until midday; eighteen and a half hours of solitary confinement. There is a child of seventeen in the cell below me who has been charged with shoplifting - his first offence, not even convicted - and he is being locked up for eighteen and a half hours, unable to speak to anyone. This is Great Britain in the twenty-first century, not Turkey, not Nigeria, not Kosovo, but Britain.

I can hear the right-wingers assuring us that it will be character-building and teach the lad a lesson. What stupidity. It's far more likely that he will become antagonistic towards authority and once he's released, turn to a life of crime. This same young man will now be spending at least a fortnight with murderers, rapists, burglars and drug addicts. Are these the best tutors he can learn from?

12 noon

I am visited by a charming lady who spotted me sitting in church on Sunday. I end up asking her more questions than she asks me. It turns out that she visits every prisoner who signs the pledge - I fear I didn't - and any inmate who attends chapel for the first time. She gives each prisoner a Bible and will sit and listen to their problems for hours. She kindly answers all my questions. When she leaves, I pick up my plastic tray, plastic bowl, plastic plate, plastic knife, fork and spoon, leave my cell to walk down to the hotplate for lunch.

One look at what's on offer and once again I return to my cell empty-handed. An old lag on his way back to the top floor tells me that Belmarsh has the worst grub of any jail in Britain. As he's been a resident of seven prisons during the past twenty years, I take his word for it. An officer slams my cell door closed. It will not open again until four o'clock. I've had precisely twelve minutes of freedom during the last twenty-two and a half hours.

LG1

MARK SCHEME

SECTION A

LG1 MARKING GUIDELINES

LG1: Introduction to the Language of Texts:

General Advice to Examiners

- Make sure that you are familiar with the assessment objectives (AOs) that are relevant to the questions that you are marking, and the respective **weighting** of each AO. The advice on weighting appears at the start of each Section and also in the Assessment Grids at the end.
- Familiarise yourself with the questions, and each part of the marking guidelines.

The mark-scheme offers two sources of marking guidance and support for each Section:

- **‘Notes’ on the material which may be offered in candidates’ responses, with a brief overview.**
- **Assessment Grid, offering band descriptors for each Assessment Objective, and weightings for each Assessment Objective.**
- Be positive in your approach: look for details to reward in the candidate's response rather than faults to penalise.
- As you read the candidate's response, annotate using details from the Assessment Grid/Notes/overview as appropriate. Tick points you reward and indicate inaccuracy or irrelevance where they appear.
- Decide which mark band **best fits** the performance of the candidate in response to the question set. Judge the candidate's performance in each answer **as a whole**: weakness in one area can be compensated for by strengths in another. You should also bear in mind the different ratios of Assessment Objective weighting when arriving at your ‘best-fit’ decision.
- Use your professional judgement, in the light of decisions made at the marking conference, to fine-tune the mark you give.
- Explain your mark with an assessment of the quality of the response at the end of each answer. Your comments should indicate both the positive and negative points as appropriate.

In this unit candidates are required to answer two sections. Section A is to be marked out of **40 marks**, and Section B out of **20 marks**, making a maximum possible total of **60 marks** for this unit.

Relevant assessment objectives

There are three assessment objectives that apply to both sections of this paper.

- AO1:** Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
- AO2:** Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
- AO3:** Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language

AO1 accounts for half the assessment in both Section A and Section B, but the weighting of the other two AOs varies, and is explained below in the relevant section.

SECTION A: THE LANGUAGE OF TEXTS

The ratio of the three AOs for Section A in terms of weightings is:

AO1: 4;	AO2: 1;	AO3: 3.
(20 marks)	(5 marks)	(15 marks)

It can thus be seen that AO1 accounts for half the assessment in this section, while AO3 has three times the weighting of AO2.

This section will be marked out of **40** marks.

Reminder:

In making judgements, look carefully at the Notes and overview which follow, and the Assessment Grid which appears at the end of this Section.

SECTION A. THE PEASANTS' REVOLT
General points:

Candidates are asked to analyse and compare the texts in written and spoken modes on the topic of the Peasants' Revolt. The major focus is on the use of language, especially how language conveys judgements and opinions, and in what ways and how successfully the writers or speakers appeal to their intended audiences. It is important not to overmark answers that do not have a linguistic focus, and which do not fulfil the objectives above.

There is no shortage of features to write about, and the Notes which follow the summative band descriptors are by no means exhaustive. Candidates are not expected to make all these points in the time available, but the best answers will cover a wide range. **They should not indulge in mere feature spotting**, and it is important to look for a sound organisation of the answers and of the linguistic points within them. It is also important to have an open mind in marking the answers and to be prepared to accept other points, provided that they can be supported from the text(s).

Notes

There are separate notes below for each text, indicating **possible points** that candidates might make. Clearly there is some overlap and repetition of features, but the notes have been set out in this way as most candidates will consider each text in turn. Some answers, however, may well be organised under headings. There should be some attempt to look at some similarities and differences. Judge each answer on its merits.

These notes are by no means exhaustive, and often only a very few examples are given of a feature, when there are many more in the text. Candidates are expected to consider the effect of these features, not just to note them. **Accept any other points that are relevant and clearly illustrated.**

Text A:

Overview: A clear sense of the presenter speaking directly to his audience.

Clear features of the spoken mode, but is not excessively informal. A slightly jokey, light-hearted tone throughout. Clearly aims to entertain as well as inform the audience. Popular history, intended for a mass audience. Very clear and genuinely informative.

Formulaic, fairy-story opening *Once upon a time* – for humorous effect

Informal, colloquial lexis and phrasing: *in what went on; the worst job in history; astonishing; From out of nowhere; he'd need to think it over; to go home for his tea; lots of; round the town; stuck on (poles);*

Some **more formal lexis:** e.g. *servitude, liberty, equality, erasing, servile, sophisticated*

Markers of spoken discourse: *of course, Now, After all*

Filler *er* inserted to sound like spontaneous speech

Mild swearing : *bloody peasants* (to suggest voice of higher class outrage?)

Most sentences **simple**. Some also short – e.g. *But they weren't lunatics.*

Rhetorical questions: *Who on earth would want to have been...? How could such..? Weren't they?*

Answering question: *When did they want it? Now!*

Elision: *we're, didn't, he'd, who'd, that's,* etc.

1st person plural pronouns: *we're* (inclusive)

2nd person pronouns to address audience: *(if it sounds to) you*

Ellipsis: e.g. *...not quite sure how that helped* (like an aside)

Alliteration: *diseased, down-trodden, dirty; a bunch of bloody peasants; the tabloids of the time*

Patterning: *He was diseased, he was down-trodden, and he was dirty; servitude, taxation and the aristocracy; liberty, equality and brotherhood; informal, tactful...political; dragged...cut off...paraded*

Dynamic, active verbs: e.g. *rampaged, broke into, burst into, dragged, cut off, targeted*

Minor sentences: e.g. *Except once.*

Repetition: *hard, hard; peasant(s)* throughout

Adjective complements: *diseased, down-trodden, dirty*

Abstract nouns: *liberty, equality and brotherhood*

Metaphor: *left an indelible mark*

Modern (anachronistic) **allusions and idioms:** *the tabloids of the time; the lunatics had taken over the asylum*

Lexis to suggest social inferiority: *wretched, underlings*

Text B:

Overview: A vivid, clear and very concise summary of a complex event. Written in a reasonably formal style, but mostly in simple structures and intended more for a wide audience interested in history than for fellow academics.

Passives: *cannot be attributed; (demands) were made; (fury) was directed; was killed; (ringleaders) were seized and executed; to be pursued;*

Formal, educated, lexis: e.g. *attributed, servitude, grievances, egalitarian, hierarchy, entourage, consideration*

Vivid nouns: *rage, fury, scuffle*

Dynamic active verbs: *poured, burned, strung up, beheaded*

Proper nouns for people and places

Technical lexis: *chronicler, poll-tax, assizes, shires*

Relatively few **pre-modifiers**, but some significant ones: e.g. *desperate, improving, special, popular, rebel, sympathetic*

Negatives in final sentences: *No one, never, nor, not*

Patterning – often of **phrases or clauses**: e.g. *They harboured....and they expressed....; They burned....they burned....; Highbury Manor, and a Flemish brothel; they strung up....and beheaded....*

Repetition/parallel structures: *They burned....They burned....they strung up*

Direct quotations

Syntax: mostly **simple or compound structures**

Some **formal structures**: e.g. *amidst... as befitted...*

Semi-colons frequently used – often followed by a co-ordinating conjunction *and*

Short simple sentences used to heighten the dramatic effect: e.g. *After that, they turned into a rabble. The ringleaders were seized and executed.*

Cultural references: Chaucer, Shakespeare, *Richard II*

Implied sympathy: *boast of their achievements....sympathetic consideration*

No explicit personal interpretation

Text C:

Overview: Very sympathetic to Wat Tyler and quite hostile towards the King and the higher class people. Very personal view, giving the writer's own opinions. Judgemental and emotive. The opposite of the detached objectivity that we expect of historical writing. Many features chosen for the audience of children. A mixture of narrative, dramatisation with spoken dialogue, and subjective comment. Strong personal focus on Wat Tyler as an individual rather than on the issues involved in the Revolt.

First name only: *Wat* (a marker of friendliness and sympathy: contrast **surname** for the Mayor – *Walworth*)

Much **monosyllabic lexis**, clearly used as appropriate for children: e.g. *rode up to him and began to talk*; *“I will go speak with him, and tell him what we want”*; *“dost thou see all my men there?” did the ...deed*;

Simple lexis: e.g. *did the deed*; *unsaid all he had said and undid all that he had done*

Occasionally some more **elevated or literary lexis**: e.g. *resistance*, *parasites*, *exulted*, *rigour*, *falsehood*, *respectable*

Some features in narrative **close to spoken mode**: *So, Wat... At any rate*

Direct speech/dialogue to dramatise the incident

Archaic pronoun *thou* and **second person –est verb inflection** – *dost* – to add a period flavour to speech

Address to King: *“King”* not at all deferential

Use of **present tense** for immediacy: *Says Wat, says the King*

Positive lexis: pre-modifiers: *braver*; *hard-working*, *truer*, *more respectable*

Negative lexis: *not very valiant*; *fawners and flatterers*; *parasites*; *falsehood*; *pitiful*

Emotive lexis: *fouly outraged* (and all the examples above of negative lexis)

Use of **first person pronoun** by narrator: *I think, myself*; *I think Wat Tyler...*

Patterning: e.g. *expecting no attack, and preparing for no resistance*; *much higher nature and a much braver spirit*

Many **compound and complex sentences**. Some **simple**, and short: e.g. *So fell Wat Tyler*.

Alliteration: *fawners and flatterers*; *made a mighty*

Comparatives: *much higher nature and a much braver spirit*; *truer and more respectable*

Fronted conjunction: *But*

Fronted adverbials: e.g. *As soon as the King found himself safe*

AS ENGLISH LANGUAGE LG1 Section A Assessment Grid

Band	Marks	AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression. Weighting: 20 marks	AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches. Weighting: 5 marks	AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language. Weighting: 15 marks
1	0-10	Attempts to communicate some limited knowledge with limited use of terminology, which is often misunderstood. Written expression has frequent lapses of clarity and accuracy, more apparent at the bottom of the band. Weak structure and organisation.	Limited understanding of concepts and issues, but attempts to analyse and discuss may be confused and lacking in clarity, particularly towards the bottom of the band. Some limited knowledge of linguistic approaches, with some attempt to offer support at the top of the band.	Shows limited awareness of contextual factors, with limited ability to evaluate language in use. Some limited understanding and knowledge of key constituents of language, more limited towards the bottom of the band.
2	11-20	Basic knowledge, becoming more adequate towards the top of the band but often sketchy at the bottom. An ability to use some linguistic terms, though often inaccurately especially at the bottom of the band. Adequate expression, but with some inaccuracy and inconsistency. Sense of structure and organisation towards the top of the band.	Shows a basic understanding of concepts and issues, but may be inconsistent, especially towards the bottom of the band. Simple discussion and explanation offered in places, with varying degrees of support. Identifies some features of linguistic variation, but knowledge of linguistic approaches more secure towards the top of the band.	Attempting to analyse and evaluate contextual factors, but inconsistent, particularly towards the bottom of the band. Reasonable attempt at evaluating language in use towards the top of the band. Tendency to generalise and merely observe, more marked towards the bottom. Shows some knowledge of the key constituents of language.
3	21-30	Mostly sound knowledge and use of terminology, becoming secure and competent at top of band. Sound expression, generally clear and accurate, becoming well controlled at top of band. An increasingly shaped and organised response.	A sound critical understanding of concepts and issues, and increasingly sound analysis towards the top of the band. Sensible discussion and support offered in places, less evident towards the bottom of the band. Competent exploration of linguistic features. Sound knowledge of linguistic approaches.	Shows a sound awareness of, and increasing ability to analyse, the influence of contextual factors. Able to describe features and to interpret and evaluate competently language in use. Shows overview of texts, more effectively towards the top of the band. Increasingly competent range of linguistic knowledge.
4	31-40	Thorough and assured knowledge, applied with confidence. Accurate and frequent use of terminology. An assured command of coherent and accurate expression. Well- structured response.	A high level of critical understanding of concepts and issues, and an ability to explore them at a high level of interest. Confident knowledge of linguistic approaches, with particularly strong support at the top of the band.	Able to analyse and evaluate contextual factors at a high level, with clear overview and interpretation of language in use becoming sophisticated at the top of the band. Concise, apt illustration. Confident demonstration of knowledge of key constituents of language.

<p style="text-align: center;">SECTION B: LANGUAGE FOCUS THE GOOD WIFE GUIDE</p>
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The ratio of the three Assessment Objectives for Section B in terms of weightings is:

AO1: 2; (10 marks)	AO2: 1; (5 marks)	AO3: 1. (5 marks)
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It can thus be seen that AO1 accounts for half the assessment in this section, while AO2 and AO3 have equal weightings.

This section will be marked out of **20** marks.

Reminder:

In making judgements, look carefully at the Notes and overview which follow, and the Assessment Grid which appears at the end of this Section

General Points

Section B differs from A in that there is a **more clearly defined focus**, in this case on **attitudes**. Candidates are invited to give their own views, but are still expected to concentrate on the analysis of the linguistic features of the text that are relevant to the defined focus. It is important not to overmark answers that do not have a linguistic focus, and which do not fulfil the objectives above.

There are plenty of features to analyse, and the **Notes** are by no means exhaustive. The best answers will cover a wide range of points, but will still be selective of features. They should not indulge in mere feature spotting, and it is important to look for a sound organisation of the answers and of the linguistic points within them. It is also important to have an open mind in marking the answers and to be prepared to accept other points, provided that they can be supported from the text(s). There could be a variety of views expressed about the attitudes that are conveyed: be tolerant of differing interpretations, provided that they are based on the use of language, and can be supported from the text.

Notes

Candidates are required to consider the attitudes conveyed by language, not just to note the features. They are asked for their views: look for intelligent and interesting discussion, but be tolerant, and credit any valid points that emerge from their analysis of the actual language.

The notes below indicate **possible points** that candidates might make. They are grouped to show the features that carry most meaning, and therefore that you would expect candidates to focus on. **Do not use this as a check list**, however, as in the time available candidates will have to select what they see as the most significant features, and cannot possibly cover all the features identified here. Often only examples are given of a feature, when there are many more in the text. **Accept any other points that are relevant and clearly illustrated.**

Features that carry most meaning in the passage overall:

(Purpose: to advise and instruct – a manual for learning how to be a good wife)

Frequent use of **imperatives** for instruction: a very authoritarian stance; some of the imperatives are quite clinical: e.g. *plan, prepare, minimise, eliminate*

References to Men:

use of **anonymous third person singular pronouns/determiners**: *he, him, his*

generalised plural references: *most men*

noun phrases: *the master of the house* (connotation of power in *master*); *your husband* (again very impersonal)

Direct address to wife using **second person pronouns**: an authoritarian rather than friendly approach here

Stress on comfort and peace in the domestic setting: **positive adjectives and modifiers** and **positive nouns**: e.g. *warm welcome, haven of rest and order; a place of peace and order, comfortable, low, soothing and pleasant*

Other **adjectives** often used to emphasise domestic pleasure and comfort from the husband's viewpoint: e.g. *delicious (meal), favourite (dish), interesting (for him), refreshed, fresh-looking, welcoming*

Post-modifiers to emphasise the husband's comfort: *(ready on time) for his return, (thinking) about him, concerned (about his needs), (interesting) for him, etc.*

Verbs focused on wife's duty to please her husband: e.g. *plan, concerned, needed, refreshed*

Verbs focused on husband's needs: *unwind, renew*; and **nouns**: *breakfast needs*

Adverbs/adverbials stressing wife's duties to plan and not to annoy husband: *promptly, on time, ahead, (let him talk) first*

Frequent use of **third person pronouns/determiners** foregrounds the husband and his needs

Noun stressing wife's responsibilities: *duties*

Negative nouns for what to avoid: *clutter*; and **verbs**: *encroach, bore*

Positive nouns associated with husband: *integrity, fairness, truthfulness*

Lexis to suggest the heavy burdens of husband's work life: *been with...work weary people; boring day, his world of strain and pressure; what he might have gone through the day; a long working day; tired husband*

Negative noun phrases presenting wife's interests in derogatory way: *little hobbies*; and **adjectives**: *trivial*

Other features that might be mentioned:

Patterns of adjectives (for emphasis): *low, soothing and pleasant*; and of **nouns**: *peace, order and tranquillity*

Metaphor: *haven (of rest and comfort)*

Many **simple and compound sentences** (for easy understanding by the target audience?); few complex sentences have more than one subordinate clause

Comparative adjective: *more important (than yours)*

Negatives frequent: *Don't, Never*

Archaic use of *gay* to mean cheerfully bright; **verbs** *arise* and *awakes* are examples of old-fashioned usage

Noun *trip* has connotations of a large house

Noun *will* (*exercise his will*) has fascinating connotations

Overview: the wife is presented as infinitely inferior to her husband. It is taken for granted that the job of a wife is not to have any independent life or work of her own, but to act as a virtual slave or skivvy for the husband. She is expected to spend almost all her time in the home. The wife's job is to provide comfort and relaxation for her husband, along with refreshing meals. She is to prevent him from offering any help in the domestic context. Children are largely to be kept apart from their father, and certainly prevented from annoying or troubling him. Nowhere is there any suggestion of the notions of equality between partners, or of sharing responsibilities that are the norm now. The social setting is essentially middle-class, with the husband commuting daily by train to his office, and clear suggestions of a spacious house.

Some of the ideas may seem atrocious or pompous to a modern reader, and will certainly amuse most. Some of the ideas that seem particularly absurd are the idea of putting a ribbon in the hair to cheer 'him' up, of offering to take off his shoes, of waiting until he is asleep to apply face-cream or hair-rollers, so as not to shock him, and to set an alarm in order to be up before him to prepare his morning cup of tea. It is assumed that the husband will be worn out by his exhausting work in the office, while the wife will be perfect, bright and lively and never suffer any tiredness resulting from her domestic duties in the home. Some candidates may find interesting parallels: such as with the film 'The Stepford Wives'.

AS ENGLISH LANGUAGE LG1 Section B Assessment Grid

Band	Marks	AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression. Weighting: 10 marks	AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches. Weighting: 5 marks	AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language. Weighting: 5 marks
1	0-5	Attempts to communicate some limited knowledge with limited use of terminology, which is often misunderstood. Written expression has frequent lapses of clarity and accuracy, more apparent at the bottom of the band. Weak structure and organisation.	Limited understanding of concepts and issues, but attempts to analyse and discuss may be confused and lacking in clarity, particularly towards the bottom of the band. Some limited knowledge of linguistic approaches, with some attempt to offer support at the top of the band.	Shows limited awareness of contextual factors, with limited ability to evaluate language in use. Some limited understanding and knowledge of key constituents of language, more limited towards the bottom of the band.
2	6-10	Basic knowledge, becoming more adequate towards the top of the band but often sketchy at the bottom. An ability to use some linguistic terms, though often inaccurately especially at the bottom of the band. Adequate expression, but with some inaccuracy and inconsistency. Sense of structure and organisation towards the top of the band.	Shows a basic understanding of concepts and issues, but may be inconsistent, especially towards the bottom of the band. Simple discussion and explanation offered in places, with varying degrees of support. Identifies some features of linguistic variation, but knowledge of linguistic approaches more secure towards the top of the band.	Attempting to analyse and evaluate contextual factors, but inconsistent, particularly towards the bottom of the band. Reasonable attempt at evaluating language in use towards the top of the band. Tendency to generalise and merely observe, more marked towards the bottom. Shows some knowledge of the key constituents of language.
3	11-15	Mostly sound knowledge and use of terminology, becoming secure and competent at top of band. Sound expression, generally clear and accurate, becoming well controlled at top of band. An increasingly shaped and organised response.	A sound critical understanding of concepts and issues, and increasingly sound analysis towards the top of the band. Sensible discussion and support offered in places, less evident towards the bottom of the band. Competent exploration of linguistic features. Sound knowledge of linguistic approaches.	Shows a sound awareness of, and increasing ability to analyse, the influence of contextual factors. Able to describe features and to interpret and evaluate competently language in use. Shows overview of texts, more effectively towards the top of the band. Increasingly competent range of linguistic knowledge.
4	16-20	Thorough and assured knowledge, applied with confidence. Accurate and frequent use of terminology. An assured command of coherent and accurate expression. Well-structured response.	A high level of critical understanding of concepts and issues, and an ability to explore them at a high level of interest. Confident knowledge of linguistic approaches, with particularly strong support at the top of the band.	Able to analyse and evaluate contextual factors at a high level, with clear overview and interpretation of language in use becoming sophisticated at the top of the band. Concise, apt illustration. Confident demonstration of knowledge of key constituents of language.

LG4

MARK SCHEME

LG4: Analysing and Evaluating Language Modes and Contexts

General Advice to Examiners

- Make sure that you are familiar with the assessment objectives (AOs) that are relevant to the questions that you are marking, and the respective **weighting** of each AO. The advice on weighting appears at the start of each Section and also in the Assessment Grids at the end.
- Familiarise yourself with the questions, and each part of the marking guidelines.

The mark-scheme offers two sources of marking guidance and support for each Section:

- **‘Notes’ on the material which may be offered in candidates’ responses, with a brief overview.**
 - **Assessment Grid, offering band descriptors for each Assessment Objective, and reinforcing the ratios of the weighting.**
- Be positive in your approach: look for details to reward in the candidate's response rather than faults to penalise.
 - As you read the candidate's response, annotate using details from the Assessment Grid/Notes/overview as appropriate. Tick points you reward and indicate inaccuracy or irrelevance where they appear.
 - Decide which mark band **best fits** the performance of the candidate in response to the question set. Judge the candidate's performance in each answer **as a whole**: weakness in one area can be compensated for by strengths in another. You should also bear in mind the different ratios of Assessment Objective weighting when arriving at your ‘best-fit’ decision.
 - Use your professional judgement, in the light of decisions made at the marking conference, to fine-tune the mark you give.
 - Explain your mark with an assessment of the quality of the response at the end of each answer. Your comments should indicate both the positive and negative points as appropriate.

In this unit candidates are required to answer two sections. Both sections are marked out of 40 marks each, making a total of 80 marks for this paper..

Relevant assessment objectives

There are three assessment objectives that apply to both sections of this paper, with the same weightings for each section.

- AO1 : Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
- AO2 : Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
- AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language

The ratio of these in terms of weightings is: **AO1: 2; AO2: 1; AO3: 1.**

It can thus be seen that AO1 accounts for half the assessment in both Section A and Section B, while the other two objectives are equally weighted.

**SECTION A: ANALYSIS OF SPOKEN LANGUAGE
INTERVIEWS**

The ratio of the objectives in terms of weightings is:

AO1: 2;	AO2: 1;	AO3: 1.
(20 marks)	(10 marks)	(10 marks)

In making judgements, look carefully at the separate sheet with the marking grid, and at the Notes which follow.

NB: A reminder: AO1 has a double weighting in the assessment of this unit.

Notes:

Aspects of particular significance for discussion:

Text A: Brian Walden uses a variety of tactics to try to get Mrs. Thatcher to admit that she should have sacked Alan Walters, and she uses a variety of tactics to evade the question.

She uses an extreme level of repetition in her replies about the Chancellor.

Brian Walden is extremely polite towards the Prime Minister.

This text is more formal than B.

Text B: Jeremy Paxman shows a marked lack of deference to the Prime Minister.

This text has a much faster pace than A.

Theoretical knowledge about male-female conversations could be usefully applied, as could knowledge about differences between the language of interviews and the language of conversations. Do not over-reward such knowledge, however, if candidates attempt to impose theories onto the texts (e.g. trying to assert that Mrs. Thatcher's behaviour is typical of women in mixed conversations).

Reward answers that have a strong comparative focus, are able to discuss the power struggles effectively, have a high level of evaluation of the texts, and show some engagement with theories of language.

Features of most importance in the analysis/discussion:

- techniques for 'holding the floor'
- repetition and repetitiveness –especially in A
- favourite words: e.g. *unassailable* and *alright* in A, *actually* in B
- greater use of personal first person pronouns in A
- how far the interviewer or interviewee controls the situation – or attempts to. e.g. Mrs. Thatcher is constantly trying to move the agenda on to the future, and Brian Walden to take it back again
- comparison of pace: e.g. the periods with latch-ons and more rapid responses and interchanges
- levels of lexis: often quite formal (more so in A); occasional slips in lexical usage, usually at more heated moments
- degrees of politeness
- questions and responses to questions – including how far open or closed, whether direct or indirect, and whether the question is actually answered
- terms of address – for each other and to refer to others

Other features that could be considered:

- the high level of fluency in both texts: a very few obvious indications of spontaneous speech
- the pauses – very few over one second
- interaction/monitoring features
- degree and aspects of formality/informality
- use of some words for emphasis
- grammatical structures: usually correct and full, often complex. Just occasionally there are little slips of grammar
- the overlaps and reasons for them
- use of direct speech in A (for imagined speech of the Chancellor)
- patterning in language
- how far any clarification is needed for what has been said

Other issues/concepts that are in interesting in the contexts:

Please reward any other valid points: those above are only illustrative of what might be explored.

<p style="text-align: center;">SECTION B: ANALYSIS OF WRITTEN LANGUAGE OVER TIME EXTRACTS FROM DIARIES</p>
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The ratio of the objectives in terms of weightings is:

AO1: 2;	AO2: 1;	AO3: 1.
(20 marks)	(10 marks)	(10 marks)

In making judgements, look carefully at the separate sheet with the marking grid, and at the Notes which follow.

NB: A reminder: AO1 has a double weighting in the assessment of this unit.

Section B will be marked out of 40 marks.

In making judgements, look carefully at the separate sheet with the marking grid, and at the Notes which follow.

This section is focused on the language of the three texts as examples of the diary genre from different periods. Reward comparisons between the texts, and analysis and evaluation of the use of the diary form and conventions, understanding of how the writers convey their different concerns, and awareness of the influence of the contexts on the use of language.

What distinguishes the best answers from the merely competent would usually be the ability to:

- compare the texts effectively;
- engage with the evaluation of the language;
- show understanding of the style and conventions of the specific genre (the diary);
- make a large number of points and to group them, rather than plod through line by line;
- choose the most appropriate illustrations;
- show understanding of variations in the forms and meanings of language from different times in specific contexts;
- discuss and explain language features accurately and interestingly.

Notes:

The main focus is the exploration of language in specific contexts from different periods, and on similarities and differences in the use and treatment of the diary genre, as well as how the writers use language to convey their different concerns.

There are a lot of points that could be made, and the following notes are intended merely to suggest possibilities of approach. They are by no means exhaustive, and it is important to have an open mind and to be prepared to accept other points, if they are sensible, based on the language of the texts, and display an ability to apply knowledge and to use analytical methods.

Text A (Lady Hoby):

Features/aspects of particular interest for the meaning of the text as a whole:

Precise times used

Spiritual elements very prominent in her life

Much of the entries records daily activities, but a good proportion devoted to religious and spiritual development

Reflections on her spiritual development – always distanced to third person: *it pleased the lord; it pleased god*. God is seen as directly easing her toothache

More personal reflection in *I found my mind much and altogether eased*

Use of *trifelde* reveals an interesting attitude

Each day begins with private prayer and ends with bed

Linguistic features that carry most meaning in the passage or that convey its distinctive style:

Semantic field/technical words from religion: *praier, bible, examenation, spirite, Amen, christ, sermon, god, Catechismie, medetation*, etc.

Lexis is otherwise mostly quite simple. Most words are still in use in ModE.

Examined used in a spiritual sense

Very personal – frequent use of **first person pronoun I**

Frequent **adverbials of place and time**: e.g. *In the morninge, after priuat praier, about one a clock*, etc.

‘So’ as an **adverb**: *and so to dinner, and so to supper*

Frequent **subordinate clauses**: common are *in which/after which/ before which* structures

Some **archaic** lexical uses: e.g. *wrought* (worked), *wher with*

Husband referred to as *Mr Hoby*, not Sir Thomas, or Thomas

Syntax:

Much **compounding** with **conjunction** *and* and *and then*

Sentences are mostly complete: little ellipsis; (there is a pronoun omitted from *besiech the lord*)

Use of **simple past tense**

Patterns of three (a more literary feature): e.g. *working, reading and dispossinge...; praied, read a sermon and examened my selfe; praiers, medetation, and ordering...*

Other features that might be analysed, including historical features:

Spelling:

U/v interchange: *priuat*

Doubling of consonants: *dispossinge, sonne, wrett*, etc.

Single consonants: *super, busenes*, etc.

Final -e: *eate, spirite, goinge, toune*, etc.

Extra -e before plural -s: *feeldes, sarvantes*, etc.

Lack of final -e: *cam, som, wher*, etc.

Abbreviation: *w^{ch}*

Inconsistency at times: *cam/came, som/sume/some, read/reed, prairs/praers*

Miscellaneous: *tell* (for till); past tense v-ed verbs often look strange: *wrett* (wrote), *hard* (heard), and some nouns – e.g. *sack* (sake) etc.

Lexis and Semantics:

One a clock (one o'clock)

Contextual usage has often changed, rather than lexical meaning: e.g. *ease of the toothache, took order for dinner*

Grammar:

Prepositions: often different from modern usage: e.g. *Reed of the bible, walked in to the feeldes; of (in) my Common place book, of (about) houshold mattres, wrett of (in) my Common place book*

Genitive: *christ his sack*

no long after: possibly **dialect**

Punctuation:

Use of **colon** different from ModE.

Capitalisation of some words: *reed, Apeles, Cam, Course, House*, etc.

Lower case for *christ* and *god*

Few full stops; no semi-colons

Commas often used where ModE. requires full stops

Other Points of Interest:

Repetition of *Amen Amen*

Text B (Samuel Pepys)

Overview: more gossipy than Text A: a fascinating blend of events and opinions. Some things are curious or intriguing: waking his wife with a great blow over her face; his disappointment at the plainness of Mrs. Montagu, having been led by Lady Sandwich to expect a beauty; Major Holmes keen to be friendly with Pepys's wife but he and she determined to prevent this; his views of the painter and the painting of his wife; his self-satisfaction at his success at the age of 29 and his future prospects. He mixes in quite upper class circles.

Much ellipsis: e.g. *To dinner; With my wife to the paynter's*, etc. (frequent omission of main verb and of subject)

Minor sentences: e.g. *So to prayers and to bed*

Many very long sentences with **subordinate structures** – e.g. January 6th entry: all one sentence, with some strange structures, such as the *where* clause

Verbs convey opinions, thoughts, ideas, etc.: e.g. *I was sorry, I expected, I perceive, I shall prevent it, I think, I found, I think I may reckon myself*, etc.

Very personal observations and comments

Evaluative adjective modifiers, especially *good* (his favourite): *a good play, a good and great dinner, good chine, good cheer, very good health*

Other **evaluative adjectives** include: *great (blow), solemn, very honest, very silly*

Tenor is often chatty and colloquial: e.g. *to come and dine with her, would fain get to be free*. Often a sense of the spoken voice.

Lexis is mostly quite simple

Religious references (cf. A): *by God's mercy, for which God be praised, to prayers*

Use of first person pronoun

Other linguistic features that could be analysed:

Conjunction *and* used less than in A, but several examples in entry for 23 February

Some spelling differences: *upp, defyance, paynter, staid, shadowes*

Archaic lexis: *thither, fain, mended* (in sense of improved)

Archaic verb form: *waked* (woke) – simple past

Archaic phrasing: *my Lady Sandwich's, put me into an ill humour, to find my expectation so lost, a defyance against him*

Use of archaic third person –eth inflection: *hath*

Past tense forms: *did hit, did overdo*

Lack of concord in *Sir W. Batten and his lady and daughter was*

Frequent adverbials of time and place (cf. Text A)

Fronted adverbials: *Waking this morning, My cold being increased*, etc.

Graced (with pictures) shows his satisfaction

Text C (Jeffrey Archer)

Overview: some recording of detailed experiences, but reflections about wider issues and the world beyond the cell. Like A and B, a religious reference: *sitting in church*, attending chapel, Bible. Strong sense of injustice comes across. Very critical of conditions in the jail and of the treatment of prisoners. Gives the impression of being written for later publication.

Features/aspects of particular significance for the meaning of the text as a whole:

Use of **present tense** – to suggest the immediacy of the moment

Mostly written in **full grammatical sentences**

Some **minor sentences**: e.g. *What stupidity*

Quite **literary** touches, compared with A and B (e.g. the scene setting of the opening sentence)

Use of first person pronouns

Vivid, quite emotive and powerful lexis: *incarcerated, child* (for seventeen year old), *slams, freedom*

Frequent sense of **spoken voice**: e.g. *It turns out, One look at what's on offer*, etc.

Prison jargon: *old lag, grub*

Lexis: some quite sophisticated (*incarcerated, antagonistic*), some colloquial (*lad, grub*)

Very precise timings: *5.53 am*, and counting of the hours very precisely

Elision: *he's, didn't, what's, he's, I've*

Other features that could be analysed:

Parentheses using dashes

Pattern of three: *not Turkey, not Nigeria, not Kosovo*

Repetition of *not* for emphasis

Comparisons with countries notorious for treatment of prisoners to show barbarities in Britain

Listing: *murderers, rapists, burglars and drug addicts*

Rhetorical question: *Are these the best tutors he can learn from?*

Asyndetic structure ...*fork and spoon, leave my cell* (no 'and' before 'leave')

Adjective modifiers: *glorious, charming,*

Use of **modal will** for future: *will not be let out, will not open again*

A2 ENGLISH LANGUAGE LG4 Sections A and B Assessment Grid

Band	Marks	AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression. Weighting: 20 marks	AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches. Weighting: 10 marks	AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language. Weighting: 10 marks
1	0-10	Attempts to communicate some knowledge of methods of language study. Limited use of terminology to support, more frequent at the top of the band. Frequent lapses of clarity and accuracy in written expression, with limited success at organising material, particularly towards the bottom of the band.	Some understanding of concepts and issues, with some attempt to discuss. Some support offered, less towards the bottom of the band. May have difficulty in exploring concepts and issues. Some knowledge of linguistic approaches, less limited at the top of the band.	Limited understanding of the influence of contextual factors. Attempting some analysis, towards the top of the band, but with limited evaluation and comments, particularly limited towards the bottom of the band. Showing limited knowledge of key constituents, and offering little support for points made.
2	11-20	Basic knowledge of methods of language study, becoming adequate towards the top of the band. Able to use some linguistic terms with some accuracy, but often with errors, especially at the bottom of the band. Often sketchy or uneven in structure; better organised at the top of the band. Straightforward language, becoming more complex at the top of the band.	Inconsistent towards the bottom of the band but shows a basic understanding of concepts and issues, becoming adequate at the top of the band. Reasonable attempt to discuss, but with limited perception, especially towards the bottom of the band. Able to apply some knowledge of linguistic approaches, most usefully towards the top of the band.	Inconsistent attempt to analyse and evaluate, but offering reasonable comment on contextual factors at the top of the band. Tendency to generalise. Some illustration of points, more limited towards the bottom of the band. Some knowledge of key language constituents applied, more evident at the top of the band.
3	21-30	Competent knowledge of methods of language study, becoming secure at top of band. Sound use of appropriate terminology, becoming more competent through the band. Expression generally accurate, controlled and coherent, though more straightforward at the bottom of the band. Sensible organisation of material.	A sound understanding of a range of concepts and issues, with a sound ability to analyse. Sensible and often insightful discussion and explanation, particularly towards the top of the band. Clear and increasing competence through the band in exploring issues and applying knowledge of linguistic approaches.	A solid attempt to analyse and evaluate, becoming increasingly skilled towards the top of the band. Sound application of knowledge of key constituents, though less confident towards the bottom of the band. Able to focus clearly on language in context, and to illustrate relevantly.
4	31-40	Sophisticated and thorough linguistic knowledge, confidently applied, with increasing insight. Accurate and full use of terminology in support of interpretations. Written expression confident, fluent, and accurate, with appropriate linguistic register most apparent towards the top of the band. Effective organisation of material.	Sophisticated and confident understanding of concepts and issues. Detailed, increasingly perceptive exploration, discussion and analysis. A high level of knowledge of linguistic approaches, with consistent support, most aptly applied at the top of the band.	Analysis and evaluation at a sophisticated level. Confident awareness of subtleties and a clear overview. Increasingly able to make precise points and to illustrate them concisely. Able to demonstrate a thorough knowledge of key constituents of language.