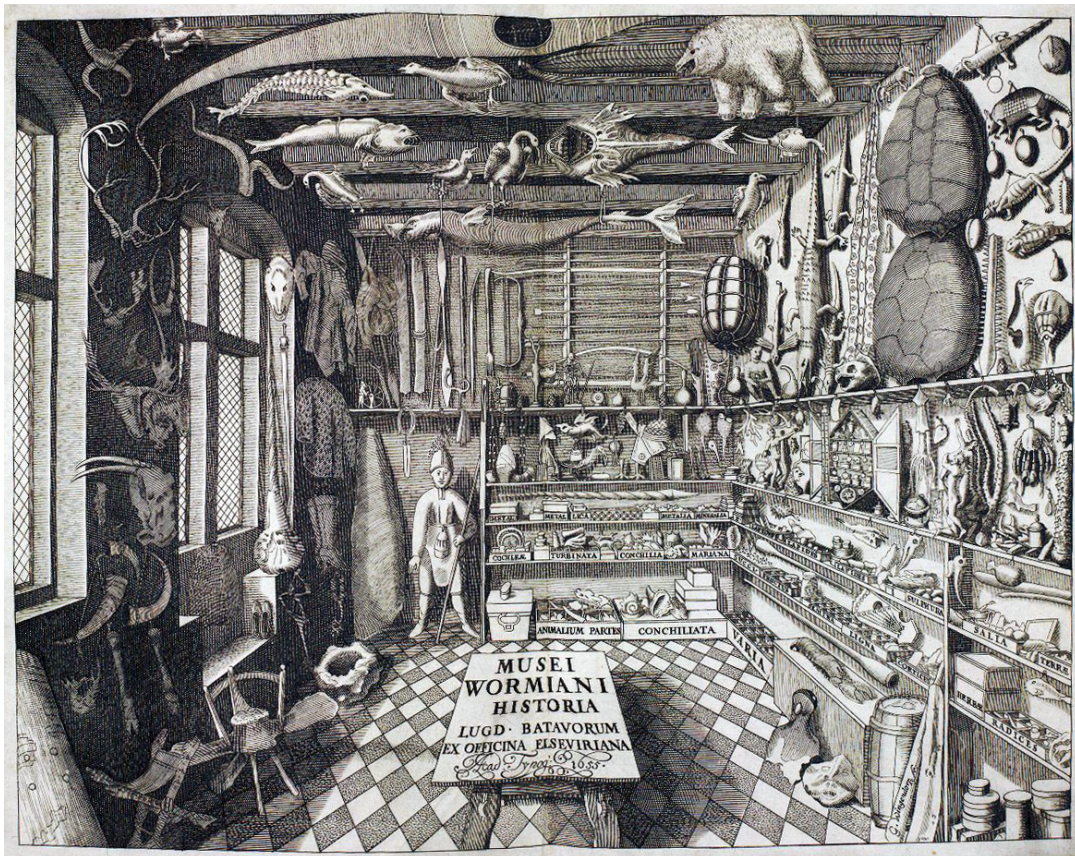


A level English Language Unit 3

Language Over Time
Commentaries



Examination feedback commentaries

Characteristics of successful responses

Question 1

Sample response to Q1(b)

[page 4]

The auxiliary dynamic verb “doe” highlights a tendency to include the silent “e”
inflection in Early Modern English. The auxiliary verb “Do” shows how inconsistent
orthography of the same word was accepted in official public texts.

The abstract noun “middest” has the archaic “est” suffix in place of the “le”, where
“est” would highlight a superlative. The suggestion is that it is in the “middle most”,

this demonstrates a tendency to blend words at will.

Mark awarded: 4/4

What makes this a successful response?

- This response is concise and accurate. It labels the word classes appropriately and provides two valid comments. The reference to the ‘tendency to include the silent ‘e’ inflection’ is valid, but the point is made more explicitly in the reference to ‘inconsistent orthography’. Both points cannot be credited here because only one mark is available. The additional point about word blending is relevant, but four marks have already been awarded.

Question 2

Sample response to Q2 (extract)

[page 5]

Text B seems to begin with criticism like Text A. This could be perhaps because
both texts were written in the hope of making change for the good. Johnson
describes English using two parallel prepositional phrases “without order” and
“without rules” which causes “confusion”. The abstract noun “confusion” connotes

✓ *AO3 (interpreting)* ✓ *AO4 (link)*
 disarray, suggesting uncertainty in the language. He too, like Cawdrey,
AO3 (interpreting) *AO4*
 acknowledges that there is “boundless variety” in English, but his pre-modified noun
AO3 (evaluating) ✓ *(more to be said)*
 phrase seems to imply more positive feelings.
AO3 (engaging with details)
 Johnson suggests there needs to be a “test of purity”. This indicates that perhaps
AO3 (interpreting) *AO4*
 he believes that regional forms of language are not worthy of use. The abstract noun
 “purity” has religious connotations, suggesting that one form should be superior to
AO4 (link) *AO4* *AO2 (apt examples)*
 the rest. This is very like Cawdrey’s oppositional noun phrases “Court talke” and
AO2 (genre) ✓
 “Country-speech”. In both prefaces, personal opinion comes through, here with
AO4 *AO2 (apt examples)*
 Johnson using the abstract nouns “irregularities” and “absurdities” to describe the
AO2 (attitudes)
 non-standard forms. This gives an indication of society’s views at the time since
AO3 (context)
 regional dialect would be associated with the working classes. It appears that
lacks terms *AO3 (interpreting)*
 Johnson thinks it is his “duty” to “correct” the language. In seeing the non-standard
 ✓ *AO2 (approaches to language)* *AO4 (link)*
 forms as wrong, he is adopting a prescriptive approach. Like Cawdrey, he is using
AO2 (genre) ✓ *AO2 (purpose)*
 his preface to express a personal point of view and convince others that he is right.
 ✓ *AO3 (interpreting)* *AO3 (interpreting)*
 He does, however, seem to acknowledge the power of language and his passion for
 English is clear.

Mark awarded: low B5

What makes this a successful response?

- This paragraph links Texts A and B effectively and confidently explores details: the discussion is productive and demonstrates close reading. Engagement with meaning is good with some perceptive comments. There is a clear understanding of the attitudes to language and the AOs are all addressed appropriately. There are points where discussion could go further (e.g. the reference to Cawdrey’s classifications of language; the comparison of Johnson and Cawdrey’s attitudes; features of the genre; details about what Johnson believes is ‘right’), but the approach here is confident. Expression is fluent and polished. The range of terminology could be wider.

Areas for improvement

Question 1

Sample responses to Q1(c)

[page 6]

(too broad—lacks precise linguistic description)

The word 'standeth' is a dynamic verb. This word shows us archaic grammatical

(broad point—observational)

features through adding a 'eth' suffix which we no longer use in PDE. The word

(confused)

'thou' is used as a second person present tense. We can see archaic grammatical

(confused)

(confused)

features in the use of the 'th' prefix. Now in PDE we use the letter 'y' as a prefix.

Mark awarded: 0/4

How could this response be improved?

- This response lacks precise linguistic explanations of the two cited words. Because these examples will be found frequently in EME texts, candidates should be familiar with them. Linguistic descriptions of the forms should therefore include the following information: 'standeth' is a third person singular present tense verb; 'thou' is an archaic (singular) second person (subject) pronoun. No marks will be awarded for broad references to a 'verb' or to a 'pronoun' in part (c). There is, in addition, confusion here since a reference to tense is made in describing the form of 'thou'.
- The 2 additional marks are for points that demonstrate some understanding of the archaic words. For *standeth*, these could be references to obsolete inflections, the use of southern rather than northern inflections in the EME period, or to the replacement of *-eth* with *-s* (or a reference to the PDE form in the correct tense—here, 'stands'). For *thou*, there could be a general reference to the affective use of the pronoun (familiarity, intimacy OR disrespect), to its use as an indicator of status or as a marker of informal tenor. Candidates could also make a comment about the word in context (here, creating a positive/personal relationship with the reader).

Question 1

Sample responses to Q1(c)

[page 6]

✓

The second person pronoun "thou" is used within second person narrative to

✓ *(basic understanding of function)*

address the reader in a personal way; this has changed over time to "you". This was

(misunderstanding)

used as a way of addressing one on a less intimate basis, as the second person

(losing focus)

pronoun "thee" was often addressed in a more intimate and close relationship to

(this exploratory discussion of context would be more relevant in the extended response)

address between the two due to a more rigid class structure. Secondly, there is

only one variation of the second person pronoun “you” perhaps due to a less class divided and more permissive society. It could also be to reduce the variations and make it quicker. The verb “standeth” is perhaps used to mean “stand”, but contains an -eth ending. Over time, *commission* of the medial e has *occured* to shorten, through the process of clipping, into a form that is easier to write. The use of “thou” also *differ* in syntax as it would in the 21st century as it is placed towards the beginning of the quotation; due to the formation of auxiliary verbs, and would often be added instead of “be” to differentiate between different tenses.

Mark awarded: 2/4

How could this response be improved?

- The word class of *thou* is accurately identified and the point about addressing the reader “in a personal way” demonstrates some valid knowledge. It is always sensible to qualify broad references to readership (e.g. here the relationship could be described as personal, positive, or familiar.) This response, however, spends too long discussing pronouns (including points about ‘thee’, which is not referenced in the question). There is evidence of knowledge (e.g. social status, an attempt to discuss relationships indicated by pronoun choice—although there is some confusion about the field of reference for archaic pronouns), but this wider discussion is not needed since only 2 marks can be awarded for this part of the question.

		thou	thee	ye	you
NUMBER	singular	✓	✓		
	plural			✓	✓
TENOR	formal			✓	✓
	informal	✓	✓		
GRAMMATICAL FUNCTION	subject	✓		✓	
	object		✓		✓

- Although *standeth* is a verb, more precise linguistic description is needed and the reference to PDE ‘stand’ should be ‘stands’ (i.e. recognising the third person singular present tense inflection). Discussion of the medial ‘e’ and the concept of clipping is not accurate in this context.

Question 2

Sample responses to Q2

[page 7]

Extract 1

There is random capitalisation in the text such as “Preachers” (lacks term) this could be due to the importance of religion during the time, (discussion lacks development) further on we see the capitalisation of the abstract noun “Letters” (AO4) this could be due to the fact that the preface is criticising people and telling them how to speak proper English and hence “Letters” would be seen as important lexis. There is the tripling of rhetorical questions, (AO3 (discussion lacks development)) this is also still seen in PDE and allows readers to grasp a better understanding of the text (AO4 AO2 (appropriate example)). Especially with the use of the adjective “wise” the person reading the text would not want to disagree with the writer and think of themselves as unwise. We see the writer distancing themselves from the reader when using the prepositional phrase “before the ignorant people” (AO3 (moving towards sensible interpretation)) due to the determiner “the” we can assume that the writer does not want to be associated with such a group (AO3 (moving towards sensible discussion)) however we can say it is implied that the writer thinks higher of the reader as the noun phrase “gentle reader” (AO4) shows some level of respect. (AO2 (appropriate example)) (AO4) (AO3 (moving towards point)) (AO3 (interpreting)) (AO4)

Mark awarded: low B3

How could this response be improved?

- This response demonstrates some sound use of terminology (AO4) to underpin points. There is a clear attempt to engage with concepts (e.g. random capitalisation linked to the content of the text) and issues (e.g. attitudes to language), and the examples cited are sensible. To move towards top Band 3 and into Band 4, there would need to be a more developed engagement with the meaning of the text (AO3). Valid points are made, but there is no elaboration (e.g. what criticisms are made? how should people speak? why is a relationship developed with the reader?). Discussion of contextual factors (AO3) and genre (AO2) is also underdeveloped.
- The style here is technically inaccurate. To move through the bands, there would have to be a greater control of sentence structure, and more clarity of expression.

Extract 2

[page 7]

Text A and Text B focus on creating a unified English which everyone can understand and use. Cawdrey talks about the different types of English and how although we speak the same language, we cannot understand each other. His promotion of the alphabet is an early form of standardisation. Johnson provides a similar view likening language without rules to chaos and disorder. He explains how we need regulation. Text C, however, provides an entirely different approach, explaining how we should promote diversity of language. This is probably due to multiculturalism and internet connectivity making SE seem less important. Text C embraces its informal nature and uses it to create a more engaging preface. Using metaphors like “urban beast” catches the imagination of the audience and creates a connection with the wider argument that language is about creativity. This is seen in Peckham’s own style as he uses informal imperative verbs like “step off and chillax” which is a blend of the verbs chill and relax. The asyndetic list of adjectives (funny, wry, angry, shy, intelligent, quirky, fresh, smart-ass) shows his excitement and passion about language so his preface is more influential.

✓ AO3 (demonstrates secure understanding) ✓
 AO2 (lacks examples)
 AO3 (interpreting) ✓ ✓
 AO2 (secure sense of concepts, but discussion lacks development) AO4 (link)
 AO3 (interpreting)
 AO2 (lacks example) AO4 (link) ✓
 AO3 (secure understanding) AO3 (context)
 ✓
 AO3 (evaluating) AO4
 ✓ AO3 (purposeful discussion of meaning)
 ✓ AO3 (effective discussion)
 AO2 (tenor) AO4 AO2 (apt examples) AO4
 AO4 AO4 AO4 AO2 (apt examples)
 AO3 (interpreting)
 AO3 (evaluating)

Mark awarded: low B4

How could this response be improved?

- This response demonstrates secure understanding of the texts. There are some purposeful connections (AO4) and apt examples (AO2) to support the points made about Text C. What defines it as a Band 4 rather than a Band 5 response is the underdeveloped analytical approach in the discussion of Texts A and B. The interpretation is very good, but it lacks a critical edge. Points need to be supported with precise references to the text (AO2) accompanied by appropriate terminology (AO4). To move into Band 5, there needs to be more engagement with analysis (e.g. Cawdrey’s use of evaluative noun phrases; Johnson’s use of judgemental abstract nouns; attitudes communicated through the choice of adjectives), and development of discussion about concepts like standardisation in relation to the points of view presented in the texts.

Meeting the AOs

Question 1

Part (a): mark out of 4

[page 8]

Response 1

The stative verb "pouder" is an example of the use of allographs in Early Modern English ou for the ow allograph. The ordinal number "Fourthlie" is an example of phonetic spelling with ie/y interchange.

3

Response 2

(lacks term)
the word "pouder" is spelt like that, differently to now where it is spell with a 'w' this could be down to the great vowel shift and the changing vowel sound "u". "Fourthlie" (vague) isn't common in today's present day English

1

Response 3

(comment does not relate to the archaic spelling pattern)
The verb "pouder" is used figuratively to describe how the gentlemen will change their speech, perhaps within a dead metaphor. The adverb "Fourthlie" is used as a sign-post to list the fourth element of Cawdrey's list and link it to the other suggestions.

2

Response 4

'Pouder' (Text A, line 10) is a stative verb, the vowel 'u' has been paired with the vowel 'o' in order to make the 'ow' sound of today's spelling 'powder'. 'Fourthlie' (Text A, line 20) is an adverb which has the same meaning as the commonly used 'fourth' in modern language. However, adding the archaic suffix '-ie' for '-y'.

4

Part (b): mark out of 4

Response 1

(lacks term) (no point made)
 The word “doe” is an example of . It shows us that back in 1604, they often
 (no recognition of inconsistency—(b) focuses on language change features)
 used an appended -e at the end of words.
 (no need to consider similar examples separately)
 The word “do”, again, is an example of
 ✓ (recognises inconsistency)
 It shows us that people in 1604 did not always use this appended ‘e’.
 (lacks term) ✗
 The word ‘middest’ is an example of deixis. It shows where the letter that Cawdrey
 ✓ (some attempt to explain)
 is talking about. This shows language change, as they use the -est suffix. Now in
 PDE, we use the ‘-le’ suffix.

2

Response 2

✓ ✓
 The dynamic verbs “doe” and “Do” show there to be inconsistent spelling, made
 (relevant elaboration on spelling inconsistency)
 throughout where the author has included a silent ‘e’ inflection on “doe” and then not
 (unnecessary elaboration)
 in the later capitalised “Do” although the later capitalised “Do” is correctly capitalised
 as it is the beginning of a sentence. These show the readers there are still no
 (same point can’t be credited twice—mark awarded below) (repetition of point)
 concrete standardised spellings and there are some inconsistency in Text A.
 ✗ ✗
 The archaic past participle “middest” shows that text A was written in middle
 ✓
 English where standardisation was still in process even after the printing press in
 1746.

3

Response 3

✓
 “Doe” has an additional ‘e’ in word final position. It also tells us that English was not
 yet standardised as the spelling varies throughout the text as shown in line 12 with
 ✓
 periphrastic “Do” spelled without the additional ‘e’. “Middest” demonstrates the
 ✗ (not in this context)
 second person singular inflection -est that we no longer use in present day English,
 ✓ (PDE reference valid here—unfamiliar example)
 and the archaic noun “middest” would be ‘middle’ because it loses the inflection.

4

Response 4

✓ (broad reference)
 The verb “doe” is spelt differently on line 5 and on line 12. This shows us that
 standardisation has not fully occurred by this point, as it only began fully following
 ✓ x
 Johnson’s 1755 dictionary. The preposition ‘middest’ shows that inflections such as
 the archaic ‘est’ were commonly used in the Early Modern English Period to convey
 (vague) (point not clear)
 meaning, a language feature not commonly seen in PDE.

2

Part (c): mark out of 4

[page 10]

Response 1

(lacks reference to present tense)
 “standeth” has the inflection ‘-eth’ which marks the third person singular in the
 ✓ (appropriate detail)
 dynamic verb. “thou was used as the second person singular subject pronoun where
 (insufficient explanation)
 today we would use ‘you’.

1

Response 2

✓ (appropriate detail)
 The verb “standeth” is an example of an archaic present tense third person singular
 (needs qualification e.g. reference to PDE form)
 inflection that is now obsolete in PDE. This is an example of language change where
 ✓
 we would now use ‘has’.
 (point not clear) ✓
 “Thou” is a simplification of a pronoun, the second person pronoun ‘you’. It is
 (needs qualification e.g. reference to relationships/status)
 obsolete, but in the Early Modern English period it showed a familiar relationship.

4

Response 3

(lacks sufficient detail)
 The dynamic verb “standeth” uses the inflection ‘-eth’ for the third person. This
 (needs qualification)
 archaic verb is a feature not used in PDE. Secondly, the archaic second person
 ✓ ✓
 pronoun “thou” is used, which would have been used to refer to someone of lower
 (insufficient explanation)
 social class or status. By the Late Modern Period, ‘you’ has become used instead
 of ‘thou’.

2

Response 4

(lacks sufficient detail)

The dynamic verb 'standeth' (Text A, line 12) uses the same stem as the modern day use of the verb to stand, however uses the archaic fricative diphthong as a suffix (-eth). The first person pronoun 'thou' is used to address the reader, the archaic variation of the pronoun 'you' of modern language. The phonetics of the word are completely different from modern day English as the diphthong 'th' is a harsh sound like the 'th' in 'the' rather than the soft fricative.

0

Part (d): mark out of 8

[page 11]

Response 1

(lacks linguistic explanation)

The use of the colon, 'them:' to mark the end of phrases/clauses is a typical feature of EME. Comma splicing was common as well as there was a lack of the full stop, 'and calling, ... ignorant people, ...'. There is a use of the ampersand in the place of the coordinating conjunction 'and' to save space. There is a lack of apostrophes to mark possession in the noun 'their mothers language'.

4

Response 2

(example labelled using appropriate terminology) ✓ *(clear explanation)*

There is an example of an adverbial modifier preceding a verb modified, for example "is commonly received". This is a typical feature of EME. There is also the feature of passive voice evident, for example, "is ... received" which is typical of the formal style. The text also displays the use of archaic present tense third person inflections such as "meaneth" which have now fallen out of use. There are multi-clausal sentences with coordinating clauses such as "and yet ... say" and subordinate clauses such as adverbial clauses "if ... were".

6

Response 3

(discussion of tenor not relevant in part (d))
 EME tends to sound more formal than PDE, we can see this in sentences such as
 (points about spelling not relevant in part (d))
 “speak publicly before the ignorant people” there is the archaic spelling of the
 adverb “publicly” with “qu” instead of c in the word mid-position. With the
 (points about semantics not relevant in (d))
 preposition “before” rather than the more commonly used “in front of” shows the
 (point)
 formality of the text. The writer has made use of brackets to add extra information,
 ✓ (example labelled using appropriate terminology) ✓
 he also used a capital letter in the noun “Preacher^s”, although it seems like random
 (valid point, but mark already awarded for random capitalisation)
 capitalisation it could also reflect the significance of God at the time. Typical of EME
 (points about spelling not relevant in part (d)) (lacks terms)
 there is a u for v interchange in words such as “neuer” and “vunderstand” which
 (semantic change: missing focus of question)
 reflects the pronunciation of people during that time. There is an archaic adjective
 (broad)
 used “ynckhorne” which shows how language has expanded over time along with the
 x
 abstract noun “termes” which has an added consonant e in the word mid position
 (points about spelling not relevant in part (d))
 showing the change in spelling.

2

Response 4

(vague)
 In the extract from Text A, the grammatical structure lends itself to scrutiny due to its
 (lacks development)
 inconsistent nature. The sentence structure is inconsistent when compared to
 (point not clear) (vague)
 modern standards “Svch as by their place”. This is representative of the way
 (judgemental)
 language was used in this time period. Also the improper use of commas is a
 (Oxford comma—not ‘improper use’ and not distinctive to EME)
 frequent occurrence in Text A “doe, & ordering their wits”. This shows that their was
 (not relevant in part (d))
 a lack of standardisation at the time and displays a lack of awareness in relation to
 standardisation.

0

Question 2: concepts and issues (AO2)

Extract 1

1

[page 12]

Text C, written in Late Modern English, is the only example of informal writing. All three texts have a clear personal voice, but this is the only text to express a contentment, even a delight, at the changing nature of the language. The purpose of this preface is to persuade readers to buy the e-book. With this being an online document, this introductory paragraph would be the only text viewable for potential buyers and is purposefully vibrant and hyperbolic in its expression. The list of superlative adjectives “funniest, wittiest, and truest” function as a hook, engaging the potential audience of language lovers or people who want to know the latest slang and promoting the content of the book. This is a satirical look at the influx of neologisms such as blended words like the dynamic verbs “chillax” (chill and relax) or “fularious” (a swear word and the adjective hilarious), the compounded abstract noun phrase “smart-ass voices”, and the use of new, overly informal slang such as “hella” that is formed off of its spoken pronunciation.

Commentary: concepts and Issues

- This is a well-developed response which focuses explicitly on language concepts. It uses the other AOs securely to support the argument and there is some evidence of close reading (e.g. engagement with the details of Text C). Discussion of genre features could be more explicit at times, and the opening sentences would benefit from a more analytical approach (e.g. textual support and analysis). There is, however, a clear demonstration of knowledge (which is applied rather than recounted) and some purposeful discussion of meaning. The style is polished.

AO4 (link)

Firstly, each of the three books that the extracts come from are all dictionary

AO2 (purpose)

prefaces and share an overall purpose. This is to educate and inform. Their

AO2 (audience)

audience is everyone as they are not made for a specific demographic and are all on

AO2 (topic)

AO4 (link)

the subject of language. This makes the three texts easily comparable and as such

(clear focus on question – but discussion lacks development)

AO2 (tenor)

AO4

all display the evolution of dictionary prefaces. They start off very formal with verbs

AO2 (tenor—but lacks development; observation rather than comment)

like 'admonished' but become informal with idioms like 'smart-ass'.

In Text A, the author sets out his issue in relation to language in the opening line:

(lacks analysis)

'Preachers ... speak ... before the ignorant people.' This shows that the author has

AO2 (demonstrates some understanding of issues)

identified the Preacher as people exploiting the underlying issue of ignorance.

AO3 (broad exploration of meaning)

Without understanding, people cannot be expected to gain anything from the

preachers words and are without the tools necessary to gain their knowledge. This is

AO3 (evaluating)

clearly a large part of the reason Cawdrey decided to make his dictionary. This

highlighting of the problem in the opening paragraph of the preface is a theme that is

AO4 (link)

seen also in Texts B and C as they attempt to clarify their specific purpose.

Commentary: concepts and Issues

- This response is mostly well written and demonstrates broad knowledge of language change. It addresses basic concepts such as genre, audience and purpose (AO2) sensibly, but the use of textual support is underdeveloped and there is little sense of the writers' attitudes to language. There is some sound discussion of meaning, but the lack of close focus on the unseen texts means it is rather broad. The other AOs (particularly AO4) are less developed: both AO4 (terminology; links) and AO3 (meaning; context) should be used to underpin discussion of concepts and issues. The lack of textual support here means there are limited opportunities for using terminology. The writing is mostly accurate, but the style can be a little awkward in places.

Extract 3

2

[page 13]

Text B is the preface to Samuel Johnson's Dictionary, which can be viewed as the
 ✓ *AO2 (addressing concepts)* ✓ *AO2 (genre)*
 beginning of standardisation, and it introduces background to the dictionary. Text B
AO3 (evaluating) *AO2 (tone) (lacks examples)* ✓
 has a much more personal tone than Text A and is written in the first person shown
AO4 *(discussion lacks development)*
 by the first person personal singular subject pronoun "I". The first paragraph of Text
 ✓ *AO3 (engaging)*
 B are almost an anecdote, describing Johnson's journey in writing his dictionary.
 ✓ *AO4*
 First person simple past tense dynamic verbs such as "found", "turned" and "took"
AO3 (some engagement with details of text)
 tell the reader that Johnson has actively researched and performed surveys to
AO4 (link)
 ground his findings and produce a dictionary. Like Text A, Text B shows Johnson's
AO2 (attitude) ✓ *AO4* *AO2 (apt examples)*
 attitude to the state of language directly with the abstract nouns "perplexity" and
(discussion lacks development) *AO2 (attitude)* *AO4 (link) (more to be said here)*
 "irregularities". His attitude is somewhat descriptivist, unlike Cawdrey's prescriptive
 ✓ *(sound summary, but not analytical in approach)*
 approach, as he accepts that there are "anomalies" which "must be tolerated" among
AO4
 the "imperfections of human things" but uses strong verbs to state that he wants "to
AO4 (link)
 correct or prescribe" language. Similarly to Cawdrey Johnson expresses his attitude
AO4 ✓ *AO2 (genre)*
 using the modal verb of necessity "must". Prefaces are introductions and both
(sensible, but discussion lacks development)
 Cawdrey and Johnson use the prefaces of their dictionaries to outline their attitudes
 ✓ ✓ *(more to be said here)*
 towards language and how it can be better utilised or understood.

Commentary: concepts and Issues

- This response demonstrates sound understanding of tenor and begins to explore attitudes sensibly. The discussion is competent, but could go further in considering specific examples and developing points. It uses appropriate terminology in places to underpin discussion, but the range is quite narrow. There is some direct engagement with details from the text and some valid exploration of meaning. All the points here are relevant and linguistic knowledge is being applied rather than recounted. The style is a mostly clear and the writing is technically accurate.

Question 2: contextual factors and engagement with meaning (AO3)

Extract 1

3

[page 15]

Text B is an extract from the preface to Samuel Johnson's "A Dictionary of the

AO3 (period)

English Language" in 1755 meaning it's from the modern English period and very

AO4 (link)

AO2 (purpose—lacks development)

AO3 (context—broad point)

much like text A its preface is to inform and the context is very similar in which it

AO4 (broad overview)

discusses language change and how it has been changing.

✓

(moving towards point)

It opens with "I found our speech copious without order" and this is what a dictionary

AO3 (interpreting, but lacks development) (point not clear)

solves. The English language being out of order and not identified by all. The article

(narrative approach)

then says "all words of necessary or common use were spoken before they were

(narrative approach)

✓

(lacks terms)

written" and goes on to say they must have been spoken with "great diversity"

AO3 (basic understanding)

meaning before dictionaries words had different meaning and uses to people and

(discussion lacks development)

(awkward to start sentence with quotation)

that dictionaries would change this. "different hands would exhibit the same sound by

(moving towards paraphrase)

different combinations" implying that although spelling differed from person to person

(moving towards point)

it all meant the same thing. Dictionaries could help this problem and this was why its

(tracking through text—observation)

in the preface of this dictionary to show how dictionaries could help. It closes with

(long quotation)

"from this arbitrary representation of sounds by letters, proceeds that diversity of

spelling observable in the saxon remains, and I suppose in the first books in every

(paraphrase)

nation." This implies that different spelling ways are still present at this time

(broad points)

stemming from early modern English however, things are continuously changing as

language modernises and gets standardised.

Commentary: contextual factors and engagement with meaning

- This response demonstrates some limited evidence of language study, but is dominated by a narrative approach in which sections of the text are summarised. There is a little broad understanding of meaning and a few basic references to contextual factors, but the comments are simple and underdeveloped. The linguistic knowledge underpinning discussion is broad, with no use of specific terminology. While the first section meets the criteria of the AOs (albeit at a basic level), the response becomes increasingly list-like as it tracks through the texts, quoting a section of the preface and paraphrasing it. In a language paper, all the AOs work together and at all levels the approach should be analytical rather than observational. This type of response probably just makes it into Band 2, which would be on the borderline of a pass/fail.

2

Extract 2

[page 15]

Text b is showing that Johnson knows that there is no standardisation. He mentions *AO2 (addressing concepts)* that the language is without the common nouns 'order' and 'rules'. As his dictionary *AO4 (awkward embedding of linguistic terminology)* was the first with quotes, this shows that he has made this to create rules and order *AO2 (genre)* *AO3 (interpreting)* in English. He also mentions the dynamic verb 'vitiate' which means to corrupt. By *AO4 AO2 (sensible example—discussion undeveloped)* this, he means that we are corrupting the English language, as Cawdrey mentions, *AO3 (some understanding—more to be said)* *AO4 (link)* and that he has made this dictionary to stop corruption. *AO2 (purpose)*

Peckham, the writer of text c, has written a very different book to texts a and b. He *AO4 (link)* has written about slang and how it is used everyday. He has taken his information *AO3 (sensible summary)* *✓* from the proper noun 'Urban Dictionary', which is an online dictionary including taboo language. This is much more modern compared to a and b, which focus on *AO4 AO2 (sensible example)* *(moving towards sensible point)* standardisation and stopping change, not how language changes. He uses the

post-modifier 'tight' which is used to say 'good' or 'up to date'. He has done this to fit
AO2 (audience)
 in with the theme of slang and appeal to a young audience.

Commentary: contextual factors and engagement with meaning

- This response is moving towards sensible comment: there is evidence of understanding and some awareness of context. Discussion of meaning is not fully developed, but there is a sound attempt to explore the texts. The quotations are sensibly chosen, but the meaning is not discussed fully. The style lacks fluency at times because of the awkward embedding of the quotations.

Extract 3

1

[page 16]

AO4 (link) *AO2 (purpose)* ✓
 Although the texts differ in that Texts A and B are focused on educating people and
 ✓ ✓ *AO4 (link)*
 Text C wishes to entertain and engage readers, all three texts share the same
AO3 (interpreting) ✓
 passion for the importance of language. Text A creates a lexical field that suggests
AO3 (exploring) *AO4 AO2 (apt examples)*
 that language is special. For example, Cawdrey uses adjectives 'beautiful' and
AO3 (interpreting) ✓
 'precious', which helps to persuade his audience to use language correctly.
AO2 (tone) *AO4*
 Cawdrey's description also conjures a negative tenor for example adjectives such as
AO2 (apt examples) *AO3 (evaluating)*
 'strange' and 'ignorant' are used repeatedly to describe people who use language
 ✓ *AO3 (context)* ✓ *AO2 (genre)*
 that is full of inhorn terms borrowed from other languages. Repetition is a typical
AO2 (purpose)
 feature when writing to persuade and inform, which is what Cawdrey's preface is
 ✓ ✓ *AO3 (evaluating)*
 designed to do. It means he can reiterate his important message and make his point
 (more to be said here) *AO4 (link)* *AO4* *AO2 (apt examples)*
 of view clear. Text B is also descriptive and uses adjectives 'wild' and 'barbarous' to
 ✓ *AO2 (tone)* *AO4 (link)*
 describe what Johnson calls 'jargon'. This also creates negative imagery as in text A,
AO3 (evaluating) ✓ *AO4*
 but Johnson is enthusiastic too with adjectives like "energetick". Since Text C is
 ✓ *AO4 (link)* *AO3 (context)*
 designed to entertain, on the other hand, it includes many features typical of online

A04
 texts. The asyndetical listing of 'true, funny, angry, shy, intelligent, quirky ...'
 ✓
 A02 (apt quotations)
 A03 (evaluating)
 A04
 engages readers and creates a much more positive lexical field of adjectives that
 ✓ A03 (interpreting) ✓ (nicely put)
 celebrates diversity and the different 'voices' of today.

Commentary: contextual factors and engagement with meaning

- This is a confident response that engages fully with the texts' and their meanings. The discussion demonstrates some perceptive understanding, with points effectively supported by textual analysis, and accurate and precise use of terminology. The range of terms in this extract is not broad, but there is a purposeful process of selection. In a response at this level, a wider range of terms would probably be seen in the response as a whole. Contextual points are made, but references could be wider. All the AOs work together here with textual support (AO2) and linguistic labelling (AO4) underpinning the exploration of meaning. The style is polished.

Question 2: connections; overview; terminology (AO4)

Extract 1

3

[page 18]

A04 (overview)
 Text A is from Cawdrey's "Table Alphabeticall" in 1604 which addresses the alphabet
 ✓ A04 (overview) A04 (link)
 and the changing nature of aspects of language in the preface. Text B also does this
 (simplistic statement)
 but is wrote later in 1755 by Samuel Johnson, who discovered the dictionary. Text C
 A04 (link)
 is more modern from the 21st century, and is from Peckham's "Urban Dictionary", as
 ✓ A04 (overview) A04 (link)
 he attempts to define some slang words and speech in the modern day. Each text
 A03 (some basic understanding)
 implies language has fluctuated over time, or has been destroyed or split up. Text A
 (awkward expression) A04 ✗
 mentions how there is a "choice of words", the abstract noun "choice" and collective
 A04 A03 (some basic understanding)
 noun "words" alludes to a multitude of various words implying language is diverse.
 A04 (link) A04
 Likewise Text B uses the active verb "disentangled" implying language has been
 A03 (simple point) A02 (concept, but no discussion)
 muddled up. Descriptivist theorists such as Peckham speak of how the
 A03 (some basic understanding) A02 (citing, but not using)

experimentation with language has been positive as it has created “fresh” “quirky”
 words with adjectives having positive connotations. This has created “alleyways”
 which Peckham speaks of and enables one to understand and depict abstract
 concepts in ones language and convey their feelings. This is identified in text B

which speaks of “anomalies” in language due to the lack of “rules” and “order”. The
 surrealist movement during the aftermath of the invention of the dictionary enabled
 poets and artists to begin to stop using syntax and experiment with language.

Commentary: connections, overview and linguistic terminology

- This response makes a concerted effort to make connections, but these are basic. The points are valid and there is some sensible overview, but there is little engagement with the context and details of the texts. Some statements are simplistic and the response begins to lose focus as discussion moves away from the extracts and the focus of the question (genre). There is, however, evidence of language study and of basic understanding. The style is sometimes awkward, but the writing is usually technically accurate.

Extract 2

2

[page 18]

Cawdrey’s argument is that if it is not possible to combine all strands of the English
 language that are creating a language barrier, then we “must ... banish [them] all”.
 The modal auxiliary verb “must” captures his absolute sincerity and desire to
 standardise the spoken mode of communication with the dynamic verb “banish”
 highlighting his desire for action. Text B shares this sentiment. Johnson wishes to
 achieve a “purity” of language without the “irregularities inherent”. Both writers
 express a desire for there to be one standard of English. By including this in the
 prefaces of their highly influential dictionaries, they spread this prescriptivist
 sentiment to their readers. The purpose of both texts is to provide instruction on how
 to use these dictionaries (Text A for example uses the imperative verb phrase “looke

towards the end”), but the prefaces are used to convey a feeling of dissatisfaction
 with the language, whilst providing a way of beginning to save it – by reading the
 dictionary. This is a powerful rhetorical device to incentivise readers to fully immerse
 themselves in the book, the use of the first person plural pronouns “we” used in both
 texts implying it is a required group effort.
Commentary: connections, overview and linguistic terminology

- This extract sets up purposeful links between Texts A and B. There is some sound overview and a purposeful use of terms—though the range is narrow. The discussion demonstrates secure understanding, but can lack development. There is clear engagement with meaning and assessment objectives AO2 and AO3 are used to develop the links forged between the texts. This would fall on the borderline of Bands 3 and 4, but development of the discussion, closer reference to the texts and a wider range of terminology would take it securely into Band 4.

Extract 3

1

[page 19]

In Text A, Cawdrey uses a formal, authoritative tenor, similar to Johnson. His tone
 oozes authority as modal verbs such as “should” and “must” are used to create a
 sense of obligation. This tenor suggests that Cawdrey believes there is one ‘correct’
 way to use language and he is insulting of those who do not use it in the proper
 manner. His choice of adjectives like “ignorant”, “outlandish” and “rude” make his
 prescriptive judgement of language explicit. This contrasts with Text C, where
 Peckham uses his preface to celebrate language, viewing it positively with adjectives
 such as “unique”, “fresh” and “intelligent”. Interestingly, he also chooses to use
 colloquial adjectives like “smart-ass” to support his point of view. The connotations
 are positive, with a suggestion that many language users are witty and clever.
 Cawdrey, however, does not appreciate diversity, referring to some words as
 “strange” and stating that people are “carelesse” when they use language. Both

AO4 (link) ✓ AO4
 Texts A and B use polysyllabic words such as the abstract nouns “signification” and
 AO3 (evaluating) AO3 (interpreting—more to be said) ✓
 “perplexity” to add weight to their judgemental arguments, but this distances the
 AO4 (link) AO2 (tenor) AO4 AO4
 reader. Text C, on the other hand, is rather informal using elision of verbs such
 ✓ ✓ AO4
 as “it’s, urban slang (“hella bootsy”), and humour like the disrupted collocation “the

AO2 (apt textual support) AO3 (evaluating)
 linguistic heat”. This makes the preface more accessible and so Peckham’s
 AO3 (evaluating)
 message will be more easily picked up by the reader. Although Cawdrey uses the
 AO4 AO2 (apt textual support) AO3 (period feature linked to content) AO4
 vocative “gentle Reader” with the random capitalisation of the common noun in the
 AO4 AO3 (interpreting)
 noun phrase “gentle Reader”, suggesting the reader is important to him, there is little
 AO3 (interpreting)
 sense of relationship between writer and reader.

Commentary: connections, overview and linguistic terminology

- This response links all the texts, making some insightful points as the discussion develops. The links made are confident and are supported by apt quotation and relevant terminology. There are places where the discussion could go further, but this is a detailed piece of writing that clearly demonstrates the application of linguistic knowledge to the unseen texts. There is room, however, for a closer engagement with the question. While there are references to the genre, the ways in which it changes over time (and each writers’ relationship with the text and the target audience) could have been made more explicit.