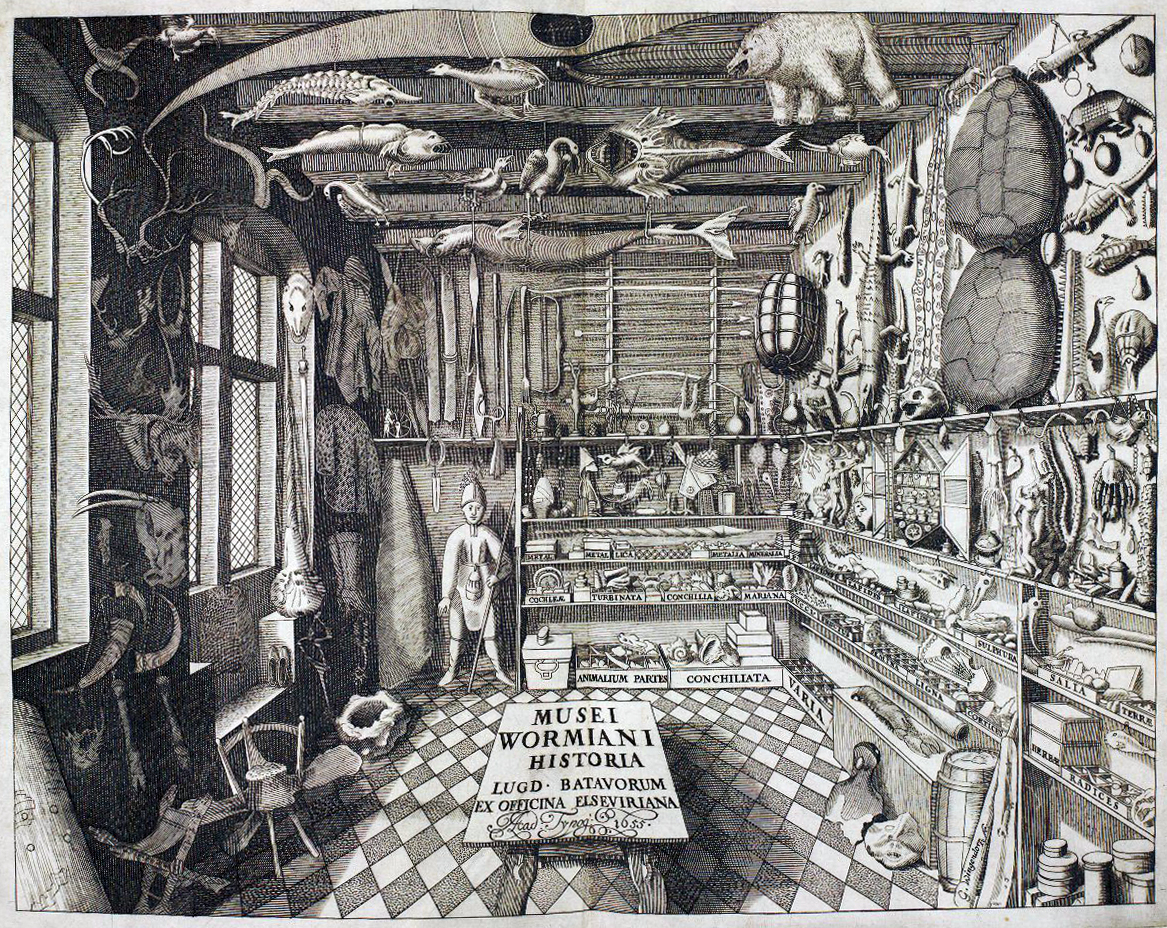
A level

English Language

Unit 3

Language Over Time

Resources



Sara Thorne October 2017

**Table of Contents**

**Key considerations**3

Examination feedback4

Characteristics of successful responses4

Areas for improvement5

**Meeting the AOs**8

Question 18

Question 2: AO212

Question 2: AO314

Question 2: AO417

**Close reading: annotating texts**20

**Close reading: comparing extracts**23

**Practice Questions 1 & 2: sensational news reports**26

**Mark Scheme: sensational news reports**31

**Practice Questions 1 & 2: prefaces**40

**Mark Scheme: prefaces**45

**Tricky terms**54

Key considerations

Summary

Candidates had clearly been prepared for the ‘Language over Time’ paper and demonstrated a range of appropriate knowledge. In some cases, lack of exam technique meant that this knowledge was not used effectively to answer the questions. There was evidence across the bands, however, that candidates had followed a language course and were trying to address the demands of a challenging paper.

In preparation for next year’s Unit 3 examination, centres may find it useful to think about the following areas:

Teaching and learning

* grammar teaching needs to underpin all work on Unit 3 so that candidates can apply a range of terms in their analysis of the texts in Question 2
* candidates need to practise close reading.

Examination technique

* candidates must read questions carefully
  + this will help them to shape their responses with relevant topic sentences and appropriate content
* candidates should be familiar with the focus and weighting of the AOs
  + this will help them to make their discussion relevant
* candidates must learn to apply their knowledge rather than recount it
  + this will help them to develop a more analytical approach
* candidates should make explicit references to the content of the unseen texts
  + this will help them to engage directly, interpreting and commenting on the material.

Examination feedback

# Overview

There was evidence that candidates had been well prepared for Unit 3:

* most seemed to be familiar with the genres (prefaces)
* they had appropriate background knowledge about language change
* most scripts contained at least some accurate use of appropriate linguistic terminology.

Examination technique, however, often affected levels of achievement. Problems arose in three key areas:

* responses did not fully engage with the question focus
* candidates did not demonstrate close reading of the unseen texts
* time allocation and the amount written did not always correspond to the number of marks allocated for each question.

# Characteristics of successful responses

## Question 1

Successful responses demonstrated the following approaches:

* concise responses with very focused content
* precise and accurate linguistic labelling of examples
* clearly expressed descriptions of distinctive EME features
* an analytical (rather than an observational) approach.

### Sample response to Q1(b)

What makes this a successful response?

The auxiliary dynamic verb “doe” highlights a tendency to include the silent “e” inflection in Early Modern English. The auxialiary 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

## Question 2

Successful responses demonstrated the following approaches:

* well-shaped essays that clearly address the question
* an explicit focus on genre
* engagement with details of the texts
* discussion of contextual features that are linked directly to the content and meaning of the texts
* the use of relevant terminology to underpin points made.

Sample response to Q2 (extract)  
What makes this a successful response?

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 disarray, suggesting uncertainty in the language. He too, like Cawdrey, acknowledges that there is “boundless variety” in English, but his pre-modified noun phrase seems to imply more positive feelings.  
 Johnson suggests there needs to be a “test of purity”. This indicates that perhaps 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 the rest. This is very like Cawdrey’s oppositional noun phrases “Court talke” and “Country-speech”. In both prefaces, personal opinion comes through, here with Johnson using the abstract nouns “irregularities” and “absurdities” to describe the non-standard forms. This gives an indication of society’s views at the time since regional dialect would be associated with the working classes. It appears that Johnson thinks it is his “duty” to “correct” the language. In seeing the non-standard forms as wrong, he is adopting a prescriptive approach. Like Cawdrey, he is using his preface to express a personal point of view and convince others that he is right. He does, however, seem to acknowledge the power of language and his passion for English is clear. Mark awarded: low B5

# Areas for improvement

## Question 1

In preparation for next year’s paper, candidates should work on:

* understanding the demands of each question
* practising identification of basic word class terms
* describing EME language features precisely and accurately
* choosing appropriate terminology to describe key language features.

#### Sample response to Q1(c)

How could these responses be improved?

The word ‘standeth’ is a dynamic verb. This word shows us archaic grammatical features through adding a ‘eth’ suffix which we no longer use in PDE. The word ‘thou’ is used as a second person present tense. We can see archaic grammatical features in the use of the ‘th’ prefix. Now in PDE we use the letter ‘y’ as a prefix. Mark awarded: 0/4

The second person pronoun “thou” is used within second person narrative to address the reader in a personal way; this has changed over time to “you”. This was used as a way of addressing one on a less intimate basis, as the second person pronoun “thee” was often addressed in a more intimate and close relationship to address between the two due to a more rigid class structure. Secondarily, 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, ommission 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

## Question 2

In preparation for next year’s paper, candidates should work on:

* close reading of the texts
* engagement with meaning and interpretation
* the use of a wider range of terminology (beyond basic word class labelling)
* more careful focusing of the essay content
* technical accuracy and fluency of expression.

#### Sample responses to Q2 (extracts)

How could these responses be improved?

There is random capitalisation in the text such as “Preachers” this could be due to the importance of religion during the time, further on we see the capitalisation of the abstract noun “Letters” 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, this is also still seen in PDE and allows the reader to grasp a better understanding of the text. 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” due to the determiner “the” we can assume that the writer does not want to be associated with such a group however we can say it is implied that the writer thinks higher of the reader as the noun phrase “gentle reader” shows some level of respect. Mark awarded: low B3

Text A and Text B focus on creating a unified English which everyone can under-stand 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 multiculturism 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.

Mark awarded: low B4

Meeting the AOs

# Question 1

Read the following sample answers and identify the strengths and weaknesses of each response. Use the key bullet points below to help you. What mark would you give?

|  |  |
| --- | --- |
| **Characteristics of a successful response** | **Weaknesses** |
| * concise responses with very focused content * precise and accurate linguistic labelling of examples * clearly expressed descriptions of distinctive EME features * an analytical (rather than an observational) approach. | * missing the focus of the question * errors in basic word classes * vague descriptions of EME language change features * lack of appropriate terminology. |

#### **Part (a): mark out of 4**

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.

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” isn’t common in today’s present day English.

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.

‘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’.

#### **Part (b): mark out of 4**

The word “doe” is an example of . It shows us that back in 1604, they often used an appended -e at the end of words.  
 The word “do”, again, is an example of   
 It shows us that people in 1604 did not always use this appended ‘e’.  
 The word ‘middest’ is an example of deixis. It shows where the letter that Cawdrey is talking about. This shows language change, as they use the -est suffix. Now in PDE, we use the ‘-le’ suffix.

The dynamic verbs “doe” and “Do” show there to be inconsistent spelling, made throughout where the aurthor has included a silent ‘e’ inflection on “doe” and then not 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 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.

“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 second person singular inflection -est that we no longer use in present day English, and the archaic noun “middest” would be ‘middle’ because it loses the inflection.

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 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 meaning, a language feature not commonly seen in PDE.

#### **Part (c): mark out of 4**

“standeth” has the inflection ‘-eth’ which marks the third person singular in the dynamic verb. “thou was used as the second person singular subject pronoun where today we would use ‘you’.

The verb “standeth” is an example of an archaic present tense third person singular inflection that is now obsolete in PDE. This is an example of language change where we would now use ‘has’.  
 “Thou” is a simplification of a pronoun, the second person pronoun ‘you’. It is obsolete, but in the Early Modern English period it showed a familiar relationship.

The dynamic verb “standeth” uses the inflection ‘-eth’ for the third person. This 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 social class or status. By the Late Modern Period, ‘you’ has become used in instead of ‘thou’

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.

#### **Part (d): mark out of 8**

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’.

There is an example of an adverbial modifier preceding a verb modified, for example “is commonly receiued”. This is a typical feature of EME. There is also the feature of passive voice evident, for example, “is … receiued” 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”.

EME tends to sound more formal than PDE, we can see this in sentences such as “speak publiquely before the ignorant people” there is the arcaic spelling of the adverb “publiquely” with “qu” instead of c in the word mid-position. With the preposition “before” rather than the more commonly used ‘infront of’ shows the formality of the text. The writer has made use of brackets to add extra information, he also used a capital letter in the noun “Preachers”, although it seems like random capitalisation it could also reflect the significance of God at the time. Typical of EME there is a u for v interchange in words such as “neuer” and “vunderstand” which reflects the pronunciation of people during that time. There is an arcaic adjective used “ynckhorne” which shows how language has expanded over time along with the abstract noun “termes” which has an added consonant e in the word midi position showing the change in spelling.

In the extract from Text A, the grammatical structure lends itself to scrutiny due to its inconsistent nature. The sentence structure is inconsistent when compared to modern standards “Svch as by their place”. This is representative of the way language was used in this time period. Also the improper use of commas is a frequent occurrence in Text A “doe, & ordering their wits”. This shows that their was a lack of standardisation at the time and displays a lack of awareness in relation to standardisation.

# Question 2

## AO2: demonstrate critical understanding of concepts and issues

## relevant to language use

The extracts below focus on concepts and issues.

1. How effective is the discussion?

Annotate the examples to show the strengths and weaknesses of each response.

1. Which is the most successful piece of writing?

Put the extracts in rank order, labelling the most successful writing with 1 and the least successful with 3.

Be prepared to explain your decisions using the key bullet points below.

|  |  |  |
| --- | --- | --- |
| **AO2 criteria** | **Characteristics of a successful response** | **Weaknesses** |
| * apply knowledge of language change (rather than recounting) * identify relevant concepts e.g. genre, tenor, audience, purpose * identify relevant issues e.g. gender, social status, attitudes * demonstrate evidence of close reading * explore language use | * well-shaped essays that clearly address the question * an explicit focus on genre, or other relevant concepts and issues * engagement with details of the texts * the use of relevant terminology to underpin points made. | * lack of close reading of the texts * little evidence of engagement with meaning and interpretation * a narrow range of terminology (with little beyond basic word class labelling) * content that loses focus on the question * technical inaccuracy and expression that lacks fluency. |

#### **Extract 1**

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.

#### **Extract 2**

Firstly, each of the three books that the extracts come from are all dictionary prefaces and share an overall purpose. This is to educate and inform. Their audience is everyone as they are not made for a specific demographic and are all on the subject of language. This makes the three texts easily comparable and as such all display the evolution of dictionary prefaces. They start off very formal with verbs 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: ‘Preachers … speak … before the ignorant people.’ This shows that the author has identified the Preacher as people exploiting the underlying issue of ignorance. 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 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 seen also in Texts B and C as they attempt to clarify their specific purpose.

#### **Extract 3**

# 

Text B is the preface to Samuel Johnson’s Dictionary, which can be viewed as the beginning of standardisation, and it introduces background to the dictionary. Text B has a much more personal tone than Text A and is written in the first person shown by the first person personal singular subject pronoun “I”. The first paragraph of Text B are almost an anecdote, describing Johnson’s journey in writing his dictionary. First person simple past tense dynamic verbs such as “found”, “turned” and “took” tell the reader that Johnson has actively researched and performed surveys to ground his findings and produce a dictionary. Like Text A, Text B shows Johnson’s attitude to the state of language directly with the abstract nouns “perplexity” and “irregularities”. His attitude is somewhat descriptivist, unlike Cawdrey’s prescriptive approach, as he accepts that there are “anomalies” which “must be tolerated” among the “imperfections of human things” but uses strong verbs to state that he wants “to correct or prescribe” language. Similarly to Cawdrey Johnson expresses his attitude using the modal verb of necessity “must”. Prefaces are introductions and both Cawdrey and Johnson use the prefaces of their dictionaries to outline their attitudes towards language and how it can be better utilised or understood.

# Question 2

## AO3: analyse and evaluate how contextual factors and language features are associated with the construction of meaning

The extracts below focus on contextual factors.

1. How effective is the discussion?

Annotate the examples to show the strengths and weaknesses of each response.

1. Which is the most successful piece of writing?

Put the extracts in rank order, labelling the most successful with 1 and the least successful with 3.

Be prepared to explain your decisions using the key bullet points below.

|  |  |  |
| --- | --- | --- |
| **AO3 criteria** | **Characteristics of a successful response** | **Weaknesses** |
| Read the texts closely:   * analyse the lexical and grammatical choices using appropriate terminology * focus on features that relate to the question * explore the effect of the linguistic choices   Apply knowledge rather than recounting it:   * discuss relevant social, cultural, period, geographical influences * analyse and evaluate the effect of the contextual factors   Interpret and comment rather than observing:   * reference specific details * discuss the meaning of specific examples. | * well-shaped essays that clearly address the question * engagement with details of the texts * discussion of contextual features that are linked directly to the content and meaning of the texts * the use of relevant terminology to underpin points made. | * lack of close reading of the texts * little evidence of engagement with meaning and interpretation * a narrow range of terminology (with little beyond basic word class labelling) * content that loses focus on the question * technical inaccuracy and expression that lacks fluency. |

#### **Extract 1**

Text B is an extract from the preface to Samuel Johnson’s “A Dictionary of the English Language” in 1755 meaning it’s from the modern English period and very much like text A its preface is to inform and the context is very similar in which it discusses language change and how it has been changing.  
 It opens with “I found our speech copious without order” and this is what a dictionary solves. The English language being out of order and not identified by all. The article then says “all words of necessary or common use were spoken before they were written” and goes on to say they must have been spoken with “great diversity” meaning before dictionaries words had different meaning and uses to people and that dictionaries would change this. “different hands would exhibit the same sound by different combinations” implying that although spelling differed from person to person it all meant the same thing. Dictionaries could help this problem and this was why its in the preface of this dictionary to show how dictionaries could help. It closes with “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 nation.” This implies that different spelling ways are still present at this time stemming from early modern English, however, things are continuously changing as language modernises and gets standardised.

#### **Extract 2**

Text b is showing that Johnson knows that there is no standardisation. He mentions that the language is without the common nouns ‘order’ and ‘rules’. As his dictionary was the first with quotes, this shows that he has made this to create rules and order in English. He also mentions the dynamic verb ‘vitiate’ which means to corrupt. By this, he means that we are corrupting the English language, as Cawdrey mentions, and that he has made this dictionary to stop corruption.   
 Peckham, the writer of text c, has written a very different book to texts a and b. He has written about slang and how it is used everyday. He has taken his information 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 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 in with the theme of slang and appeal to a young audience.

#### **Extract 3**

Although the texts differ in that Texts A and B are focused on educating people and Text C wishes to entertain and engage readers, all three texts share the same passion for the importance of language. Text A creates a lexical field that suggests that language is special. For example, Cawdrey uses adjectives ‘beautiful’ and ‘precious’, which helps to persuade his audience to use language correctly. Cawdrey’s description also conjures a negative tenor for example adjectives such as ‘strange’ and ‘ignorant’ are used repeatedly to describe people who use language that is full of inkhorn terms borrowed from other languages. Repetition is a typical feature when writing to persuade and inform, which is what Cawdrey’s preface is designed to do. It means he can reiterate his important message and make his point of view clear. Text B is also descriptive and uses adjectives ‘wild’ and ‘barbarous’ to describe what Johnson calls ‘jargon’. This also creates negative imagery as in text A, but Johnson is enthusiastic too with adjectives like “energetick”. Since Text C is designed to entertain, on the other hand, it includes many features typical of online texts. The asyndetical listing of ‘true, funny, angry, shy, intelligent, quirky …’ engages readers and creates a much more positive lexical field of adjectives that celebrates diversity and the different ‘voices’ of today.

# Question 2

## AO4: explore connections across texts, informed by linguistic concepts

## and methods

The extracts below focus on making connections.

1. How effective is the discussion?

Annotate the examples to show the strengths and weaknesses of each response.

1. Which is the most successful piece of writing?

Put the extracts in rank order, labelling the most successful with 1 and the least successful with 3.

Be prepared to explain your decisions using the key bullet points below.

|  |  |  |
| --- | --- | --- |
| **AO4 criteria** | **Characteristics of a successful response** | **Weaknesses** |
| * create links by exploring similarities and differences * analyse and evaluate the effects using appropriate terminology * use knowledge of genre and period to underpin discussion * explore points fully * develop an argument. | * well-shaped essays that clearly address the question * an explicit focus on genre, or other relevant concepts and issues * engagement with details of the texts * discussion of contextual features that are linked directly to the content and meaning of the texts * the use of relevant terminology to underpin points made. | * lack of close reading of the texts * little evidence of engagement with meaning and interpretation * a narrow range of terminology (with little beyond basic word class labelling) * content that loses focus on the question * technical inaccuracy and expression that lacks fluency. |

#### **Extract 1**

Text A is from Cawdrey’s “Table Alphabeticall” in 1604 which addresses the alphabet and the changing nature of aspects of language in the preface. Text B also does this but is wrote later in 1755 by Samuel Johnson, who discovered the dictionary. Text C is more modern from the 21st century, and is from Peckham’s “Urban Dictionary”, as he attempts to define some slang words and speech in the modern day. Each text implies language has fluctuated over time, or has been destroyed or split up. Text A mentions how there is a “choice of words”, the abstract noun “choice” and collective noun “words” alludes to a multitude of various words implying language is diverse. Likewise Text B uses the active verb “disentangled” implying language has been muddled up. Descriptivist theorists such as Peckham speak of how the 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.

#### **Extract 2**

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.

#### **Extract 3**

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 Texts A and B use polysyllabic words such as the abstract nouns “signification” and “perplexity” to add weight to their judgemental arguments, but this distances the reader. Text C, on the other hand, is rather informal using elision of verbs such as “it’s, urban slang (“hella bootsy”), and humour like the disrupted collocation “the linguistic heat”. This makes the preface more accessible and so Peckham’s message will be more easily picked up by the reader. Although Cawdrey uses the vocative “gentle Reader” with the random capitalisation of the common noun in the noun phrase “gentle Reader” suggesting the reader is important to him, there is little sense of relationship between writer and reader.

Close reading: annotating texts

The texts below are examples of **sensational news reporting** in the Early Modern English period. They are taken from broadsides published between 1600 and 1635. These single-side news sheets were like the tabloids of the day, containing news, public notices, speeches, and ballads that could be read or sung aloud. Broadsides were cheap and read by a wide audience. There was considerable competition amongst the many publishers to be the first to print a story.

**TEXT A**

A most rare, strange, and wonderfull accident, which by Gods just judgement was brought to passe, not farre from Rithin in Wales, and showne vpon three most wicked persons, who had secretly and cunningly murdered a young Gentleman named David Williams, that by no meanes it could be knowne, and how in the end it was reuenged by a chylde of fyve yeeres old, which was in his Mothers wombe, and vnborne when the deed was done.

**TEXT B**

A true Relation of one Susan Higges, dwelling in Risborrow a Towne in Buckinghamshire, and how shee lived 20. yeeres, by robbing on the High-wayes, yet vnsuspected of all that knew her, till at last, comming to Messeldon, there robbing a woman; which woman knew her and called her by her name: now when she saw she was betrayed, she killed her, and standing by her while she gaue three groanes, she spat three drops of blood in her face, which neuer could be washt out; by which shee was knowne and executed for the aforesaid murder at the Assises in Lent at Brickhill.

**TASK**

1. Read Text A and write a 2-3 sentence paraphrase of what has happened.
2. Read the notes on the annotated version.
3. Use your paraphrase and the annotations to write a paragraph analysing the linguistic and grammatical techniques used by the writer to dramatise the report and engage readers.
4. Read Text B and write a 2-3 sentence paraphrase of what has happened.
5. Make your own annotated version of Text B.
6. Exchange annotated copies. Use the notes and your paraphrase to write a paragraph analysing the linguistic and grammatical techniques used by the writer to dramatise the report and engage readers.
7. How effective were the notes you used as the basis for your writing? Give feedback on the strengths and weaknesses of the annotations.
8. Now answer the following question:

**Analyse and evaluate Texts A and B as examples of sensational reports.**

In your answer, you should consider the context, the content, the tenor, and the style of reporting events.

# Annotating texts

embedded relative clause: passive voice reinforces sense of other-worldly power

head noun suggests coincidence

first long noun phrase (ll.1-6):  
tripling of adjective premodifiers: evaluative; superlative (*most rare*); connotations suggest an extraordinary event

passive verb   
phrases

simple noun phrase (euphemism): dramatic; negative connotations here

emotive predicative adjective

evaluative superlative adjective: negative connotations; set against “just”

noun clause (starting with conjunction “how”)

long noun phrase: emotive pre-modifier (“young”); random capitalisation of head word reinforcing status of victim (set against superlative adjective phrase “most wicked”)

emotive prepositional phrase

A most rare, strange, and wonderfull accident, which by Gods just judgement was brought to passe, not farre from Rithin in Wales, and showne vpon three most wicked persons, who had secretly and cunningly murdered a young Gentleman named David Williams, that by no meanes it could be knowne, and how in the end it was reuenged by a chylde of fyve yeeres old, which was in his Mothers wombe, and vnborne when the deed was done.

emotive prepositional phrase

emotive past participle

emotive past participle – delayed by position of adverbs

second embedded relative clause (builds drama with adverbs)

prepositional phrase creates drama

subordinate clause with elided ‘so’ and passive verb phrase – functions as adverbial in relative clause   
(creates drama)

proper noun (person): typical of genre  
(in post-modifying non-finite clause)

prepositional phrase suggests religious nature of EME context (undermines connotations of “accident”); evaluative adjective emphasises moral right

proper nouns (place): typical of genre

cardinal number: factual (typical of genre)

text = minor sentence: two long coordinated noun phrases with embedded subordinate clauses; no main clause (no predicator)

A true Relation of one Susan Higges, dwelling in Risborrow a Towne in Buckinghamshire, and how shee lived 20. yeeres, by robbing on the High-wayes, yet vnsuspected of all that knew her, till at last, comming to Messeldon, there robbing a woman; which woman knew her and called her by her name: now when she saw she was betrayed, she killed her, and standing by her while she gaue three groanes, she spat three drops of blood in her face, which neuer could be washt out; by which shee was knowne and executed for the aforesaid murder at the Assises in Lent at Brickhill.

Close reading: comparing extracts

The following extracts are taken from examples of sensational news reports written in different periods.

In the Early Modern English period, the first broadsheets began to appear. These single-side news sheets were like the tabloids of the day, containing news, public notices, speeches, and ballads that could be read or sung aloud. Broadsides were cheap and read by a wide audience. There was considerable competition amongst the many publishers to be the first to print a story. The EME extracts below were published between 1600-1635.

In the Modern English period, broadside reports were longer, focusing on narrative accounts of murders and executions, or fantastic tales of strange events. The ModE extracts below are from a broadside published in the 1820s.

In the Late Modern English period,tabloid journalism is known for its tendency to sensationalise stories. Reports will often focus on celebrity lives, scandal and gossip; stories will often be given a personal angle. The PDE extracts below were published in the *Daily Star* in 2003.

**Task 1**

What are the typical features of tabloid reporting?

Jot down examples of the typical content and the key linguistic, grammatical and stylistic features you might expect to find.

**Task 2**

Look at the **content** of these extracts from sensational reports. Analyse similarities and differences in the way each writer covers the event. Refer closely to the texts and use appropriate linguistic methods and associated terminology.

A cruell murther committed lately vpon the body of Abraham *Gearsy,* who livd in the Parish of Westmill, in the County of Harford; by one Robert Reeve, and Richard Reeve, both of the same Parish: for which fact Robert was prest to death on Munday the 16. of March, and the Tuesday following Richard was hanged; and after both them were hangd vp in chaynes, where now they doe remaine, to the affrightment of all beholders. Broadsheet (1600-1635)

*Cruelty*.—We have been informed that there has been found a young boy, who has been concealed for years in a Meal-barrel, and fed on the coarsest of food, by its father, a conntry labourer, whose name is Rogers. When seen by Mr Fleming, one of the criminal officers of the police establishment, the child was dreadfully emaciated Broadsheet (1820s)

**TERRIFIED holidaymakers were pinned to the cabin ceiling as hailstones the size of golf balls peppered a British jet at 34,000ft.** *Daily Star* (2003)

**Task 3**

Look at the extracts and analyse each writer’s **attitude** to the subject matter. Refer closely to the texts and their contexts, and use appropriate linguistic methods and associated terminology.

A most rare, strange, and wonderfull accident, which by Gods just judgement was brought to passe, not farre from Rithin in Wales, and showne vpon three most wicked persons, who had secretly and cunningly murdered a young Gentleman named David Williams, that by no meanes it could be knowne, and how in the end it was reuenged by a chylde of fyve yeeres old, which was in his Mothers wombe, and vnborne when the deed was done. Broadsheet (1600-1635)

Upwards of two years ago, this labouring man, in the neighbourhood of Kirkintilloch, had a child sent home to him by the mother, which his relations seem to be so much ashamed that in order to conceal it from their neighbours, they kept in a meal-barrel. The position in which it was compelled to crouch and compress itself was such as to render it completely deformed—its knees almost on a level with its head, while its emaciated frame renders it an object of pity. It speaks not, but chatters like a monkey in distress. Death, and not preservation, seems too evidently to have been the object of those under whose charge it was placed. Broadsheet (1820s)

One giant lump of ice punched a hole the size of a football in the BMI plane’s nose-cone as it plunged thousands of feet through the air. Passengers screamed as the jet was caught in a freak lightning storm.   
 Many were pinned to the ceiling while the huge hailstones shattered windows and cracked the windscreen. The force of the ice was even enough to strip the paint off the front of the jet, which was carrying 213 passengers from Cyprus to Manchester.   
 *Daily Star* (2003)

**Task 4**

Look at the extracts and analyse how the writers use **eye-witness accounts** to develop the report. Refer closely to the texts and their contexts, and use appropriate linguistic methods and associated terminology.

A friend of ours, who visited the place where the child is, says that he was completely horror struck when he entered the apartment, on Sunday last,—The child, he says, had been fed on potato-skins, and was a mere skeleton, being more like a monkey than a human being, hair covering a great part of the body. Broadsheet (1820s)

Builder David Mallon, 59, of Salford, Gtr Manchester, said: “The pilot said he was expecting some turbulence and could we return to our seats. As he said that, all hell broke loose.   
 “The plane just dropped and started vibrating. Everybody was stuck on the ceiling. It was horrific and the plane must have dropped thousands of feet and slowed right down.   
 “Then the pilot came on, calm as you like. We were scared to death.” […]  
 A spokesman for Manchester Airport confirmed the plane was damaged and accident investigators were informed.   
 A spokeswoman for BMI said no one had been injured and passengers were not at risk. *Daily Star* (2003)

**Task 5**

Look at the extracts and analyse each writer’s **sensational** **tone**. Refer closely to the texts and their contexts, and use appropriate linguistic methods and associated terminology.

A true Relation of one Susan Higges, dwelling in Risborrow a Towne in Buckinghamshire, and how shee lived 20. yeeres, by robbing on the High-wayes, yet vnsuspected of all that knew her, till at last, comming to Messeldon, there robbing a woman; which woman knew her and called her by her name: now when she saw she was betrayed, she killed her, and standing by her while she gaue three groanes, she spat three drops of blood in her face, which neuer could be washt out; by which shee was knowne and executed for the aforesaid murder at the Assises in Lent at Brickhill.  Broadsheet (1600-1635)

There are marks upon his body and limbs that bear out all that has been stated even to the burning of the child on the fire! There were also marks upon the belly, and he had a peculiar way of sitting, his loins and thighs were also skinless! and he exhibited altogether a deplorable instance of culpable neglect and savage cruelty. Broadsheet (1820s)

**BRITS ICE BOMB TERROR AT 34,000ft**

**bmi** passengers pinned to ceiling as hero pilot saves 213  
 *Daily Star* (2003)

**Task 6**

Look at the extracts and analyse the distinctive **contextual factors**. Refer closely to the text, and use appropriate linguistic methods and associated terminology.

A wonderful wonder, Being a most strange and true relation of the resolute life, and miserable death of Thomas Miles, who did forsweare himselfe, and wished that God might shew some heauie example upon him, and so it came to passe for as hee sate at his Meate hee choked himselfe, and died in short space after, which hapned the 8. of August last, 1635. and being ript vp by the Chirurgions of S. Bartholomewes Hospitall, was found to have a gub of meat sticking fast in his throate, which was the cause of his death. Writen to warne all rash Swearers to forsake their evill wayes, which God grant we may. Broadsheet (1600-1635)

The Sheriff is making investigation into the circumstances. […] The visitor, however, seeing distinctly that it was not a dog, went and gave information to the authorities, by whom an examination is now instituted. […]   
 Now though his skin is healed, save a severe cut on the head, his appearance is truly pitiable; starvation and brutality have so strongly marked him, that while his shrunken figure shows but an infantile size, his comparatively old and intelligent face rather startles the beholder. Have the authorities nothing to do with the father? Broadsheet (1820s)

Bruce’s wife Janet, 49, was with him on the trip from New Zealand. She said: “We’ve never been frightened like this before.   
 “There was a little girl behind us who was very distressed and I said: ‘Have you been to Disney? It’s just like being on a roller coaster. It’s going to be all right.’   
 “What I was really thinking was whether I’d ever see my grandchildren again.” Janet’s cousin Pat Mallon, 56, a medical secretary, added: “It was terrifying. It was like a roller coaster, the Big Dipper at Blackpool. Everybody was screaming and there were people on the floor in the aisles. *Daily Star* (2003)

Practice Questions 1 & 2

Sensational news reports

**Language Over Time**

*Answer* **Question 1****andQuestion 2.**

*Question 1 is divided into four parts: (a), (b), (c) and (d). Answer* **all** *parts.*

The three texts which follow are all examples of sensational news reports.

**Text A** is from a range of broadsides published between 1600 and 1635. These single-side news sheets were like the tabloids of the day, containing news, public notices, speeches, and ballads that could be read or sung aloud. Broadsides were cheap and read by a wide audience. There was considerable competition amongst the many publishers to be the first to print a story.

**Text B** is from a broadside published in the 1820s. In the nineteenth century, the content of broadsides usually focused on murders and executions, or on fantastic tales of strange events.

**Text C** is a report from the *Daily Star*, a popular daily tabloid. It was published in 2003.

1. **(a) Identify the word class and archaic spelling patterns of the following  
    words using appropriate terminology. [4]**

*comming*  (Text A, line 9) *throate* (Text A, line 26)

**(b) What do the examples below tell us about language change? Make two points   
 and refer to the examples using appropriate terminology.****[4]**

*hanged* (Text A, line 18) *hangd* (Text A, line 18)

*heauie* (Text A, line 23)

**(c)** **Describe the form and the archaic grammatical features of the following   
 examples using appropriate terminology.****[6]**

*Gods just judgement* (Text A, line 1) *fyve yeere* (Text A, line 4)

*(He) knew not* (Text B, line 17)

**(d) Analyse features of the grammatical structure and punctuation that are   
 typical of Early Modern English in the extract from Text A below. Make   
 three points and select an appropriate example to support each point. [6]**

*A cruell murther committed lately vpon the body of Abraham Gearsy, who livd in the Parish of Westmill, in the County of Harford; by one Robert Reeve, and Richard Reeve, both of the same Parish: for which fact Robert was prest to death, on Munday the 16. of March, and the Tuesday following Richard was hanged; and after both them were hangd vp in chaynes, where now they doe remaine, to the affrightment of all beholders.*

*A wonderful wonder, Being a most strangest and true relation of the resolute life, and miserable death of Thomas Miles, who did forsweare himselfe, and wished that God might shew some heauie example upon him, and so it came to passe for as hee sate at his Meate hee choked himselfe, and died in short space after, which hapned the 8. of August last, 1635. and being ript vp by the Chirurgions of S. Bartholomewes Hospitall, was found to have a gub of meat sticking fast in his throate, which was the cause of his death. Writen to warne all rash Swearers to forsake their evill wayes, which God grant we may.* [Text A, ll.15-27]

1. In your response, you must:

* explore connections across the texts
* consider relevant contextual factors and language features associated with the construction of meaning
* demonstrate understanding of relevant language concepts and issues.

**Analyse and evaluate Texts A, B and C as examples of sensational news reports written in different times. [60]**

**TEXT A (extracts from broadsides published between 1600 and 1635)**

A most rare, strange, and wonderfull accident, which by Gods just judgement was brought to passe, not farre from Rithin in Wales, and showne vpon three most wicked persons, who had secretly and cunningly murdered a young Gentleman named David Williams, that by no meanes it could be knowne, and how in the end it was reuenged by a chylde of fyve yeere old, which was in his Mothers wombe, and vnborne when the deed was done.

\* \* \*

A true Relation of one Susan Higges, dwelling in Risborrow a Towne in Buckinghamshire, and how shee lived 20. yeeres, by robbing on the High-wayes, yet vnsuspected of all that knew her, till at last, comming to Messeldon, there robbing a woman; which woman knew her and called her by her name: now when she saw she was betrayed, she killed her, and standing by her while she gaue three groanes, she spat three drops of blood in her face, which neuer could be washt out; by which shee was knowne and executed for the aforesaid murder at the Assises[[1]](#footnote-1) in Lent at Brickhill.

\* \* \*

A cruell murther committed lately vpon the body of Abraham *Gearsy,* who livd in the Parish of Westmill, in the County of Harford; by one Robert Reeve, and Richard Reeve, both of the same Parish: for which fact Robert was prest to death[[2]](#footnote-2), on Munday the 16. of March, and the Tuesday following Richard was hanged; and after both them were hangd vp in chaynes, where now they doe remaine, to the affrightment of all beholders.

\* \* \*

A wonderful wonder, Being a most strangest and true relation of the resolute[[3]](#footnote-3) life, and miserable death of Thomas Miles, who did forsweare[[4]](#footnote-4) himselfe, and wished that God might shew some heauie example upon him, and so it came to passe for as hee sate at his Meate hee choked himselfe, and died in short space after, which hapned the 8. of August last, 1635. and being ript vp by the Chirurgions of S. Bartholomewes Hospitall, was found to have a gub of meat sticking fast in his throate, which was the cause of his death. Writen to warne all rash Swearers to forsake their evill wayes, which God grant we may.

**TEXT B** **(extract from a broadside published in the 1820s)**

**AWFUL CRUELTY**.

*Cruelty*.—We have been informed that there has been found a young boy, who has been concealed for years in a Meal-barrel[[5]](#footnote-5), and fed on the coarsest of food, by its father, a conntry labourer, whose name is Rogers. When seen by Mr Fleming, one of the criminal officers of the police establishment, the child was dreadfully emaciated. The Sheriff is making investigation into the circumstances.  
 Upwards of two years ago, this labouring man, in the neighbourhood of Kirkintilloch, had a child sent home to him by the mother, which his relations seem to be so much ashamed that in order to conceal it from their neighbours, they kept in a meal-barrel. The position in which it was compelled to crouch and compress itself was such as to render it completely deformed—its knees almost on a level with its head, while its emaciated frame renders it an object of pity. It speaks not, but chatters like a monkey in distress. Death, and not preservation, seems too evidently to have been the object of those under whose charge it was placed. The manner by which it was discovered was merely accidental. A neighbour happened to call in to talk a little, in passing, when, to his astonishment, a thing, to use his own words, awful and unearthly came creeping out, uttering cries different from any human creature. He knew not what it was; but this he knew, that he was terribly feared; and the other person seemed to be as much confused as he was, for, on sceing it approach, he rose hurridly, gave it a kick, and ordered it back to its place, as if it had been a dog. The visitor, however, seeing distinctly that it was not a dog, went and gave information to the authorities, by whom an examination is now instituted.  
 A friend of ours, who visited the place where the child is, says that he was completely horror struck when he entered the apartment, on Sunday last,—The child, he says, had been fed on potato-skins, and was a mere skeleton, being more like a monkey than a human being, hair covering a great part of the body.  
 There are marks upon his body and limbs that bear out all that has been stated even to the burning of the child on the fire! There were also marks upon the belly, and he had a peculiar way of sitting, his loins and thighs were also skinless! and he exhibited altogether a deplorable instance of culpable neglect and savage cruelty. Now though his skin is healed, save a severe cut on the head, his appearance is truly pitiable; starvation and brutality have so strongly marked him, that while his shrunken figure shows but an infantile size, his comparatively old and intelligent face rather startles the beholder. Have the authorities nothing to do with the father?

**TEXT C (*Daily Star* report, published in 2003)**

**BRITS ICE BOMB TERROR AT 34,000ft**

**bmi** passengers pinned to ceiling as hero pilot saves 213

**by JOHN MAHONEY**

**TERRIFIED holidaymakers were pinned to the cabin ceiling as hailstones the size of golf balls peppered a British jet at 34,000ft.** One giant lump of ice punched a hole the size of a football in the BMI plane’s nose-cone as it plunged thousands of feet through the air. Passengers screamed as the jet was caught in a freak lightning storm.   
 Many were pinned to the ceiling while the huge hailstones shattered windows and cracked the windscreen. The force of the ice was even enough to strip the paint off the front of the jet, which was carrying 213 passengers from Cyprus to Manchester.   
 The pilot had warned of turbulence two hours into the flight over Stuttgart, Germany – but no one had expected what was to come.   
 Seconds later the Airbus A321 dived as it was buffeted by turbulence at 34,000ft, sending passengers sprawling into the aisles and clinging on for life.   
 Builder David Mallon, 59, of Salford, Gtr Manchester, said: “The pilot said he was expecting some turbulence and could we return to our seats. As he said that, all hell broke loose.   
 “The plane just dropped and started vibrating. Everybody was stuck on the ceiling. It was horrific and the plane must have dropped thousands of feet and slowed right down.   
 “Then the pilot came on, calm as you like. We were scared to death.”   
 Bruce Johnstone, 47, a photojournalist who owns radio stations in New Zealand, took pictures of the damaged plane after clambering off.   
 He said: “It was like a hail of bullets and then a huge thump. “Everyone was screaming. We are lucky to be alive. There were some children who were pretty distressed.   
 “But the crew were very good and they had everything under control and nobody seemed to be hurt, which surprised me.   
 “Everyone clapped and cheered when we eventually landed. It was dramatic.   
 “We really didn’t realise how bad it was until we saw the outside.   
 “The nose-cone was stoved in and there were cracks on the windscreen. There were ambulance crews all over the place when we got to the terminal.”   
 **Terrifying**   
 Bruce’s wife Janet, 49, was with him on the trip from New Zealand. She said: “We’ve never been frightened like this before.   
 “There was a little girl behind us who was very distressed and I said: ‘Have you been to Disney? It’s just like being on a roller coaster. It’s going to be all right.’   
 “What I was really thinking was whether I’d ever see my grandchildren again.” Janet’s cousin Pat Mallon, 56, a medical secretary, added: “It was terrifying. It was like a roller coaster, the Big Dipper at Blackpool. Everybody was screaming and there were people on the floor in the aisles.   
 A spokesman for Manchester Airport confirmed the plane was damaged and accident investigators were informed.   
 A spokeswoman for BMI said no one had been injured and passengers were not at risk.   
 She insisted there was only “minor damage” to the nose-cone and she added: “Obviously the plane is now with engineering and being checked over.”

Mark Scheme

Sensational news reports

**COMPONENT 2: LANGUAGE OVER TIME**

**SENSATIONAL NEWS REPORTS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **AO1** | **AO2** | **AO3** | **AO4** |
| **Question 1**   1. **– (d)** | 20 marks | - | - | - |
| **Question 2** | - | 20 marks | 20 marks | 20 marks |

1. **Short questions (AO1)**

**(a) Identify the word class and archaic spelling patterns of the following words   
 using appropriate terminology. [4]**

|  |  |  |
| --- | --- | --- |
| **EXAMPLE** | **WORD CLASS** | **ARCHAIC SPELLING PATTERN** |
| *comming*  (Text A, l.9) | * verb * present/*-ing*  participle * nonfinite verb | double consonant preceding short vowel where PDE would use single |
| *throate*  (Text A, l.26) | (common/concrete) noun | appended word final *-e* |

Award **one** mark for the correct identification of the word class (up to a maximum of 2 marks) and **one** mark for an appropriate description of the variation (up to a maximum of 2 marks).

**(b) What do the examples below tell us about language change? Make two points   
 and refer to the examples using appropriate terminology.****[4]**

Award **one** mark for the correct identification of the word class (up to a maximum of 2 marks) and **one** mark for a valid comment about language change (up to a maximum of 2 marks).

|  |  |  |  |
| --- | --- | --- | --- |
| **EXAMPLE** | **WORD CLASS** | **DESCRIPTION OF VARIATION** | **LANGUAGE CHANGE CONCEPTS** |
| *hanged/hangd*  (Text A, l.18) | * verb * past participle | reduction/contraction of (past participle) suffix | * spellinginconsistency * reference to 1755 dictionary * reference to standardisation |
| *heauie*  (Text B, l.23) | adjective | semantic change  ‘important, serious’  (now rare or obsolete) OR  alternative spelling  *-ie* for *-y*  (i/y interchange + final appended *-e* to prevent word ending in *-i*) |

**(c)****Describe the form and the archaic grammatical features of the following   
 examples using appropriate terminology.****[6]**

Award **one** mark for the correct identification of the form (up to a maximum of 3 marks) and **one** mark for a valid description of the archaic grammatical feature (up to a maximum of 3 marks).

|  |  |  |
| --- | --- | --- |
| **EXAMPLE** | **FORM** | **ARCHAIC GRAMMATICAL FEATURES** |
| *Gods just judgement*  (Text A, l.1) | * (possessive) noun (modifier) * noun phrase   If there is no reference to ‘posessive’ re. form, it must be referenced in the explanation. | * absence of apostrophe to mark possession |
| *fyve yeere*  (Text A, l.4) | * noun * noun phrase | * absence of plural *-s* inflection   (noun treated as collective) |
| *(He) knew not*  (Text B, l.17) | (3rd person) (singular)  (past tense) negative verb (phrase)  If there is no reference to ‘negative’ re. form, it must be referenced in the explanation. | * absence of dummy auxiliary ‘do’ for negative * non-use of periphrastic ‘do’ for negative * negator (*not*) follows lexical verb * high frequency verbs in ModE retained the EME negative form—idiomatic or idiosyncratic use * inverted syntax + explanation (but not ‘inverted subject and verb’) * ref. to PDE ‘did not know’ (tense of auxiliary must be past) |

**(d) Analyse features of the grammatical structure and punctuation that are typical  
 of Early Modern English in the extract from Text A below. Make three points   
 and select an appropriate example to support each point. [6]**

*A cruell murther committed lately vpon the body of Abraham Gearsy, who livd in the Parish of Westmill, in the County of Harford; by one Robert Reeve, and Richard Reeve, both of the same Parish: for which fact Robert was prest to death, on Munday the 16. of March, and the Tuesday following Richard was hanged; and after both them were hangd vp in chaynes, where now they doe remaine, to the affrightment of all beholders.*

*A wonderful wonder, Being a most strange and true relation of the resolute life, and miserable death of Thomas Miles, who did forsweare himselfe, and wished that God might shew some heauie example upon him, and so it came to passe for as hee sate at his Meate hee choked himselfe, and died in short space after, which hapned the 8. of August last, 1635. and being ript vp by the Chirurgions of S. Bartholomewes Hospitall, was found to have a gub of meat sticking fast in his throate, which was the cause of his death. Writen to warne all rash Swearers to forsake their evill wayes, which God grant we may.* [Text A, ll.15-27]

**Three** points required—award **one** mark for each point (up to a maximum of 3 marks) and **one** mark for each relevant example labelled using appropriate terminology (up to a maximum of 3 marks). A mark can only be awarded for an example where the point is valid.

Responses should go beyond the level of observation and must show evidence of linguistic knowledge.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EXAMPLE** | | **ARCHAIC GRAMMATICAL STRUCTURE/ PUNCTUATION FEATURE** | **UNACCEPTABLE ANSWERS** | |
| *Parish, Meate* | | * random capitalisation of common noun (thematic importance) | Comments on archaic spelling and lexis. | |
| *16. of March*  *8. of August*  *1635.* | | * use of full stop after ordinal numbers |
| *wonder, Being …, and miserable death … , who did forsweare …, and wished* | | * frequent use of parenthetical commas to mark out subordinate (*Being, who*) and coordinate (*and*) clauses   Explanation must show evidence of linguistic knowledge. |
| *it came to passe* | | * impersonal verb |
| *was prest*  *was hanged*  *were hangd vp*  *was found* | | * frequent use of passive |
| *most strangest* | | * superlative: double marked (adverb +   *-est* inflection) |
| *God grant* | | * subjunctive (for wish or exhortation) |
| *S. Batholomewes Hospitall* | | * lack of possessive apostrophe |
| **EXAMPLE** | **ARCHAIC GRAMMATICAL STRUCTURE/ PUNCTUATION FEATURE** | | | **UNACCEPTABLE ANSWERS** |
| *doe remaine*  (present tense)  *did forsweare*  (past tense) | * use of periphrastic ‘do’ in affirmative declarative sentences * by eighteenth century marker of emphasis | | | Comments on archaic spelling and lexis. |
| **RelCl**: *who … livd, for which … was prest …*  **ACls**: *where now they doe remaine,*  *for … hee choked, as he sate*  **NFCls**: *committed* …, *Being …* | * frequent use of subordination   Explanation must show evidence of linguistic knowledge. | | |

**Award other valid responses where they are accompanied by an appropriate example and use appropriate linguistic terminology.**

1. **Extended response**

In your response, you must:

* explore connections across the texts
* consider relevant contextual factors and language features associated with the construction of meaning
* demonstrate understanding of relevant language concepts and issues.

**Analyse and evaluate what Texts A, B and C show about the changing nature of prefaces in dictionaries. [60]**

**Overview**

This section is focused on the genre and language of the three texts, which are all examples of sensational news reports.

Reward comparisons between the texts, and analysis, understanding and evaluation of the effectiveness of the writers’ use of language. In addition, look out for sensible awareness and comment on the content and tenor of the extracts, the genre, the differing styles of writing, and the influence of contextual factors. Responses should also include knowledge and analysis of differences in language over time. The focus, however, should always be tied to the genre and meaning of the texts. Describing general features of period orthography and sentence type/structure is not relevant in the essay response, where the focus should be on analysing and exploring the unseen texts.

What distinguishes the best answers from the merely competent is usually the ability:

* to compare the texts effectively
* to engage with evaluation of the language
* to show understanding of the style and conventions of the specific genre (sensational news reports)
* to make a large number of points and to group them, rather than plod through line by line
* to choose the most appropriate illustrations
* to discuss and explain language features accurately and interestingly.

**Notes:**

The main focus is on the exploration of language in specific contexts from different periods, and on similarities and differences in the use of language in sensational news reports. 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. 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: extracts from broadsides (1600-35)**

**Overview:** As examples of tabloid-style reporting, these extracts focus on sensational crimes, using dramatic and emotive language to attract an audience—the emphasis is clearly on making the incidents seem exciting and extraordinary (which is, no doubt, a result of the competition for readers). The approach is narrative, with fantastical references (*strange, wonderful*) accompanying verifiable facts (*true relation*). The use of proper nouns to record the date, to name the participants, and to identify the locations is very like the tabloids of today. The length of each report, however, is noticeably shorter than in Texts B and C, perhaps more like the current practice of ‘News in Brief’ (clearly linked to the limited space of the one-side broadside). There are, in addition, no headlines to hook readers and to provide them with an angle on the story to follow. The reports reflect something of their cultural context with references to God, superstition and to seventeenth century methods of punishment. There is an advisory note to readers in the symbolic display of bodies (ll.16-17) and in the non-finite clause *Writen to warne …*

**Linguistic features of interest that could be analysed and discussed:**

**Proper nouns**: *Rithin, Wales, Risborrow, Buckinghamshire,* (locations); *David Williams, Susan Higges* (participants); *Munday, March, August* (dates); *God* (religious authority)  
**Concrete nouns**: *Gentleman, chylde, High-wayes, chaynes, Meate* (linked to focus of reports)

**Abstract nouns**: *judgement, Relation* (suggest authority of text)*; accident, affrightment, wonder* (engage readers)

**Adjectives:** dramatic/sensational e.g. *most rare, strange, wonderfull, most wicked, young, cruell, miserable, rash, evill*; factual e.g. *three*, *fyve* (cardinal numbers)

**Pronouns: third person**—recounting events; **first person plural**—inclusive of writer/reader in idiomatic *God grant we may*

**Adverbs:** *now, neuer, lately* (time); *secretly, cunningly* (dramatic)**Lexical sets:** linked to dramatic/sensational content e.g. *accident, robbing* l.7*, murder/murther, death* (nouns); *murdered, killed, executed, hangd, choked* (verbs); *most wicked*, *cruell, rash, evill* (adjectives)

**Noun phrases** (head in bold): few are simple e.g. *the* ***end****, the* ***High-wayes***, ***Messeldon***; limited use of pre-modification on its own e.g. *three* ***groanes***; most are heavily modified with pre-modifiers and sequences of post-modifying subordinate clauses e.g. *A most rare, strange, and wonderfull* ***accident*** *which … was brought to passe … and Ø showne … who had … murdered … named … that … it could be knowne, and how … it was reuenged by a chylde of fyve yeeres old, which was … when … was done; A wonderful* ***wonder****, Being … who did forsweare … and [who] wished* *that … might shew* …

**Passive verb phrases** many of the verb phrases are passive e.g. *was brought to passe,* (typical of period/formality of style); *was reuenged* (object delayed for dramatic effect); *were hangd vp* (agent not important); *being ript up* (dramatic verb foregrounded)**Modal verb phrases**: e.g. *neuer could be washt out* (ability), *might shew* (possibility—limited use because reports are summarising completed events where the outcomes are known)

**Syntax**:there are very few main clauses—the first and third reports have no main clause; the others open with a long noun phrase, which is followed by a main clause(s) e.g. *now … she killed her and … she spat …* (ll.10-11), *and so it came to passe* … *and (he) … was found …* (ll.23-5)—this means that the grammatical structure is very complicated  
**Contextual factors:** religious references e.g. *by Gods just judgement,… God grant we may* (as religious authority); *God might shew some heauie example …* (challenging God’s authority); *prest to death* (obsolete form of punishment); *Swearers* (someone who swears falsely—in this context, against God)   
**Credit other valid interpretations where they are based on the language of the text, display relevant knowledge, and use appropriate analytical methods.**

**Text B: extract from a broadside (1820)**

**Overview**:This broadside more closely resembles the nature of PDE tabloids. It has an emotive headline designed to attract the target audience; it describes the crime in detail; it references the investigation and the officials involved; it uses sensational language to shock and to arouse sympathy; it cites eye-witness accounts; and clearly communicates an editorial opinion. The approach, however, is more explicitly narrative: the second paragraph begins with an adverbial of time (*Upwards of two years ago …*), the participants (*this labouring man*) and setting (*in the neighbourhood of Kirkintilloch*) are introduced, and the arrival of a neighbour (*happened to call*) marks the disruption, which triggers the development of the ‘plot’. In addition, the use of first person plural pronouns to reference the writer/publisher and the noun phrase *A friend of ours* creates an almost anecdotal tone. There are, however, a number of features which make this report more difficult to read than Text C: the formality of the tenor, the length of paragraphs, the more complex syntax, and the archaic lexis and expressions.

**Linguistic features of interest that could be analysed and discussed:**

**Terms of address:** *Rogers* (surname only for perpetrator of crime); *Mr Fleming* (honorific reflecting status of police); *The Sheriff* (professional title); *boy/child* (identity unknown); *object*/*thing* (dehumanised); other participants are named according to their relationship with the participants e.g. *A neighbour, A friend of ours*

**Abstract nouns**: *investigation, circumstances, information, examination* (police process); *authorities* (implicit sense of power); *pity, distress, Death, astonishment, neglect, cruelty, starvation, brutality* (sensational/emotive)**Concrete nouns**: *boy, Meal-barrel* (random capitalisation—key focus of report); *potato-skins* (symbolic of cruelty) *body, limbs, belly, loins, thighs, skin, head, face* (focus on physical injury); *father* (emotive)

**Adjectives:** frequent use with an explicit focus on the visual appearance of the child—sensational e.g. *completely deformed, awful and unearthly* (post-position)*, peculiar, skinless, shrunken*; emotive e.g. *young, great, infantile*; evaluative e.g. *deplorable, culpable, savage;* defining e.g. *criminal* (l.4)*, two***Dynamic verbs**: *crouch, compress, creeping out* (create visual image of animal-like being)

**Stative verbs**: frequent use to describe e.g. states (*was, is, are, were*) and perceived states (*seem, seems, seemed*)  
**Adverbs**: *dreadfully, completely, terribly, truly* (degree—add to sensational tone); *too evidently* (emphasis); *hurridly, distinctly, comparatively* (manner); *now* (time)

**Referencing**: **first person plural** pronoun*we* and *ours* (proprietorial); **third person singular** pronouns*it/itself* and determiner *its* (l.3, reflecting dehumanised state of child)

**Noun phrases** (head in bold)**:** some simple (*the* ***child****, a* ***dog***, ***potato-skins***) or with pre-modification (*its emaciated* ***frame****, a mere* ***skeleton***); most are post-modified with prepositional phrases (***one*** *of the criminal officers of the police establishment; an* ***object*** *of pity; the* ***coarsest*** *of food*) and/or sequences of post-modifying clauses e.g. *a young* ***boy****, who has been concealed … and fed …*; *The* ***position*** *in which it was compelled to crouch and compress itself …;* ***marks*** *upon his body … that bear out …* i.e. typical of the formal style and the desire to attract the audience with a sensational tale

**Adjective phrase complements** (head in bold): emphatic position to emphasise sensational details e.g. *dreadfully* ***emaciated*** (l.5)*, completely* ***deformed****,* ***skinless***(visual detail); *so much* ***ashamed*** *that …they kept it …* (response of family); *terribly* ***feared****, completely* ***horror-struck*** (responses of others)*; truly* ***pitiable*** (editorial position)

**Tensed verb phrases: simple past** for events revealed by the investigation (e.g. *had, kept, ordered*) and by the writer’s friend (e.g. *visited, entered*); **present** for facts (l.4) and the child’s current state (e.g. *speaks not, chatters, shows*); **progressive** for ongoing events (*is making*); **perfective** for events in past with current relevance (*have marked*)

**Passive voice**: frequent use (formal and typical of investigative reporting) e.g. *have been informed, has been found, was compelled, was discovered***Syntax**: much longer sentences than in PDE tabloids with only one simple (ll.5-6) and one compound sentence (ll.12); most are complex or compound-complex with many subordinate clauses e.g. relative (*who, whose, which, that* l.26), non-finite (*sent, to crouch, creeping*), noun (*so ashamed that … they kept*) and adverbial (*When, while,* for l.18, *as if*)

**Citing sources**: passive where source not mentioned (e.g. *We have been informed*); non-finite clause referencing the neighbour’s actual words (*to use his own words*); indirect/reported speech (*A friend of ours… says that he was …*); quoting (*he says*—PDE tabloids would use past tense) and quoted (*The child … had been fed …*) clauses but with no speech marks

**Word order**: existential ‘there’to throw emphasis onto the post-modified noun phrase in the end position (ll.1-2); fronted adverbials e.g. *When seen …/Upwards of two years …/Now …* (time); medial position adverb phrases e.g. *seems too evidently to have been …/have so strongly marked …* **Emotive analogies**: (similes) *like a monkey in distress/more like a monkey than a human being*; *as if it had been a dog* **Juxtaposition**: emotive contrasts e.g. *speaks not/chatters; Death/not preservation*; *infantile size/old and intelligent face* **Rhetorical question**: *Have the authorities nothing to do with the father?* (inversion of subject and predicator; no auxiliary ‘do’)—editorial voice  
**Contextual factors**: references to the police (*The Sheriff, the police establishment*); *Meal*-*barrel*; eye-witness statement has no speech marks; use of exclamation marks to heighten tone.

**Credit other valid interpretations where they are based on the language of the text, display relevant knowledge, and use appropriate analytical methods.**

**Text C: Daily Star report (2003)**

**Overview**: The dramatic headline and sub-headline are typical of PDE tabloid reporting: the pre-modified noun phrase (l.1) with its sensational nouns (*bomb, terror*), and the elliptical sentence with the dramatic adverbial clause (*as hero pilot saves 213*) immediately set the tone of the report. Where Texts A and B focus on murder, execution and cruelty, however, Text C sensationalises a ‘near miss’—the incident, which might have ended in disaster, ends safely with no-one hurt. This is typical of the tabloid press, which must, like the earlier broadsides, attract readers. There is a strong human interest angle with a significant focus on interviewing passengers and spokespersons to get a range of reactions. Dramatic dynamic verbs, emotive modifiers, and the direct speech eye-witness accounts (quoted + quoting clauses) sensationalise the event, while the official representatives underplay the element of danger. Paragraphs are much shorter than in Text B (mostly with 1 or 2 sentences), and the sentences are significantly shorter—although many are still complex.

**Linguistic features of interest that could be analysed and discussed:**

**Terms of address (noun phrases in apposition)**: proper nouns, first name + surname, (with additional detail in parenthesis) e.g. *Bruce Johnstone, 47, a photojournalist who owns …, Bruce’s wife Janet, 49, Janet’s cousin Pat Mallon, 56, a medical secretary*; general noun phrases for official representatives (distant relationship) e.g. *A spokesman for Manchester Airport*, *A spokes-woman for BMI***Subject specific lexis**: *cabin, 34,000ft, nose-cone, windscreen, pilot, Airbus A321, turbulence, aisles, crew* (plane); *hailstones, a freak lightning storm* (extreme weather) **Dramatic dynamic verbs**: *peppered, punched, shattered, cracked, buffeted, sprawling, clinging, stoved in* (sensationalise account)**Dramatic lexis**: fewer than in Texts A and B e.g. *Terrified* (emotive pre-modifier); *horrific*, *scared to death, lucky to be alive* (emotive adjective phrase complements); *giant, freak, huge* (sensational pre-modifiers)   
**Noun phrases**: much shorter with few embedded clauses e.g. *Terrified holidaymakers*, *the ceiling,**The force of the ice*, *pictures of the damaged plane, a roller coaster* **Verb phrases**: mainly simple **past** (narrative) e.g. *punched, shattered, dived*; some **perfective** for event in past with current relevance e.g. *had warned, had expected;* a few **progressive** for dramatic effect *e.g. was screaming, was … thinking* **Passive voice**: *was caught, were pinned, was buffeted* (dramatises story by making passengers/plane seem powerless in the face of an uncontrollable force); *was damaged, were informed, being checked over* (formal; official line—subject not relevant)   
**Figurative language** (analogies): *hailstones the size of golf balls, a hole the size of a football, like a hail of bullets and then a huge thump* (dramatising incident); *like being on a roller coaster* l.36 (underplaying danger to soothe frightened child)  
**Syntax**: simple sentence in direct speech (e.g. ll.33-4); most are complex, but not long with mainly straightforward adverbial (*as, while, after*) and non-finite (e.g. *sprawling, clinging, to be alive*) clauses—significantly easier to read than Texts A and B  
**Informal zero-marking of noun clauses** (reported speech): “*The pilot said Ø he was …, A spokesman … confirmed Ø the plane was …, She insisted Ø there was …*  
**Elision** (in direct speech): *didn’t, We’ve, It’s, I’d* (typical of more informal tenor—absent in Texts A and B)  
**Modern idiomatic expressions**: *all hell broke loose, calm as you like* (colloquial).

**Credit other valid interpretations where they are based on the language of the text, display relevant knowledge, and use appropriate analytical methods.**

Practice Questions 1 & 2

Diaries

**Language Over Time**

*Answer* **Question 1****andQuestion 2.**

*Question 1 is divided into four parts: (a), (b), (c) and (d). Answer* **all** *parts.*

The three texts which follow are all examples of diaries.

**Text A** is an extract from a diary by Edward VI, started when he was twelve years old in 1550 and continued until 1552. It is thought that his tutor asked him to write his diary as an educational exercise. In this entry, he summarises events from 1547 when he had been made King of England at the age of nine after the death of his father Henry VIII.

**Text B** is an extract from a diary written in 1800 by Dorothy Wordsworth, the sister of the poet William Wordsworth. He sometimes used Dorothy’s diary entries as the starting point for his poems. In this entry, she describes being left behind when her brothers William and John were visiting Yorkshire.

**Text C** is an extract from a diary written by a mother in January 1945 during the Second World War. She and her sons Bryan and Ian were living in a village near Cirencester. They had been evacuated from Beckenham in London after the intensive bombing raids of the Blitz. Her husband George remained in London.

1. **(a) Identify the word class and archaic spelling patterns of the following  
    words using appropriate terminology. [4]**

*wikes* (Text A, line 7) *thei* (Text A, line 11)

**(b) What does the spelling of the examples below tell us about language change?   
 Make two points and refer to the examples using appropriate terminology.****[4]**

*made* (Text A, line 9) *mad* (Text A, line 11)

*preparacion* (Text A, line 3) *lamentation* (Text A, line 5)

**(c)** **Describe the form and the archaic grammatical features of the following   
 examples using appropriate terminology.****[6]**

*Kinges oncle* (Text A, line 14) *hath* (Text A, line 20)

*I knew not* (Text B, line 5)

**(d) Analyse features of the grammatical structure and punctuation that are   
 typical of Early Modern English in the extract from Text A below. Make   
 three points and select an appropriate example to support each point.   
 [6]**

*after the death of*[King henry th'eight](http://www.luminarium.org/renlit/tudor.htm)*, his Son edward, prince of Wales, was come to at Hartford by th'erle of hartford and*[Sir anthony brown](http://www.luminarium.org/encyclopedia/browne.htm)*, master of t'horse,  ~~w~~ for whom befor was made great preparacion that he might created prince of Wales, and after ward was brought to Enfild, whear the Death of his father was first shewed him, and the same day the Death of his father was shewed in London, wher was great lamentation and weping and sodenly he proclaimed King.* [text omitted] *Al this thinges wer don, the King being in the towre. After wardes al thinges being prepared for the corronation, the King being then but nin yere old, passed through the cite of London and as hiertofore hath ben used, and cam to the palace of Whestmuster; and the next day cam into Whestmuster Hall.*  [ll.1-6, 18-21]

1. In your response, you must:

* explore connections across the texts
* consider relevant contextual factors and language features associated with the construction of meaning
* demonstrate understanding of relevant language concepts and issue

**Analyse and evaluate Texts A, B and C as examples of diaries, written by different people in different times. [60]**

**TEXT A:** from a diary written by the twelve-year-old Edward VI (1550)

after the death of [King henry th'eight](http://www.luminarium.org/renlit/tudor.htm), his Son edward, prince of Wales, was come to at Hartford by th'erle of hartford and [Sir anthony brown](http://www.luminarium.org/encyclopedia/browne.htm), master of t'horse,[[6]](#footnote-6) ~~w~~ for whom befor was made great preparacion that he might created prince of Wales, and after ward was brought to Enfild, whear the Death of his father was first shewed him, and the same day the Death of his father was shewed in London, wher was great lamentation and weping and sodenly he proclaimed King. The next day, being the \_\_\_\_\_ of \_\_\_\_\_  he was brought to the towre of London, whear he taried the space of three wikes; and in the mean season[[7]](#footnote-7) the counsel sat euery day for the performaunce of the will, and at lenght thought best that the [Erle of Hartford](http://www.luminarium.org/encyclopedia/edwardseymour.htm) shuld be made duc of Somerset, ~~the lord Sudel~~ [Sir Thomas Seimour](http://www.luminarium.org/encyclopedia/thomasseymour.htm) Lord Sudley, the [erle of Essex](http://www.luminarium.org/encyclopedia/williamparr.htm) ~~L~~ Marquis of Northampton, and diuers other knights should be mad Barons, as the Lord Sheffield, w/ diuers other. Also thei thought best to chose the duke of Somerset to be protectour of the realm and gouernour of the Kinges person ~~to wich~~ during his minorite;[[8]](#footnote-8) to wich al the gentlemen and Lordes did agre becaus he was the Kinges oncle on his mother's side. Also in this time the late King was buried at Windsor w/ much solemnite and th'officers broke off thear staues,[[9]](#footnote-9) hurling them into the graue.[[10]](#footnote-10) But thei were restored to them again when thei came to the Towre. ~~The erl of warwic also was m~~ [Lord Lisle](http://www.luminarium.org/encyclopedia/northumberland.htm) was mad Erle of Warwic, and the Lord Great Chamberlainship was gieuen to him; and the [Lord Sudley](http://www.luminarium.org/encyclopedia/thomasseymour.htm) mad Admirall of England. Al this thinges wer don, the King being in the towre. After wardes al thinges being prepared for the corronation, the King being then but nin yere old, passed through the cite of London and as hiertofore hath ben used, and cam to the palace of Whestmuster;[[11]](#footnote-11) and the next day cam into Whestmuster Hall. And it was asked the people, whether thei wold haue him to be their King, who answered "ye, ye.” Then he was crowned King of England, France, and Ireland, by the arch-Bishop of Canterbury and al the rest of the Clergy and Nobles; and anointed w/ al such Ceremonies as were accustomed, and took his Oath and gaue a general pardon,[[12]](#footnote-12) and so was brought to the Hall to Dinner on Shroue-Sunday[[13]](#footnote-13), whear he sate w/ the Crown on his head.

**TEXT B:** from a diary written by Dorothy Wordsworth (1800)

*May 14th*, 1800.—Wm. and John set off into Yorkshire after dinner at half-past two o'clock, cold pork in their pockets. I left them at the turning of the Low-wood bay under the trees. My heart was so full that I could hardly speak to W. when I gave him a farewell kiss. I sate a long time upon a stone at the margin of the lake, and after a flood of tears my heart was easier. The lake looked to me, I knew not why, dull and melancholy, and the weltering on the shores seemed a heavy sound. I walked as long as I could amongst the stones of the shore. The wood rich in flowers ; a beautiful yellow (palish yellow) flower, that looked thick, round, and double—the smell very sweet (I supposed it was a ranunculus)[[14]](#footnote-14), crowfoot, the grassy-leaved rabbit-looking white flower, strawberries, geraniums, scentless violets, anemones, two kinds of orchises, primroses, the heckberry very beautiful, the crab coming out as a low shrub. Met an old man, driving a very large beautiful bull, and a cow. He walked with two sticks. Came home by Clappersgate. The valley very green ; many sweet views up to Rydale, when I could juggle away the fine houses ; but they disturbed me, even more than when I have been happier ; one beautiful view of the bridge, without Sir Michael's.[[15]](#footnote-15) Sate down very often, though it was cold. I resolved to write a journal of the time, till W. and J. return, and I set about keeping my resolve, because I will not quarrel with myself, and because I shall give William pleasure by it when he comes home again. At Rydale, a woman of the village, stout and well dressed, begged a half-penny. She had never she said done it before, but these hard times ! Arrived at home, set some slips[[16]](#footnote-16) of privet, the evening cold, had a fire, my face now flame-coloured. It is nine o'clock. I shall now go to bed. ... Oh that I had a letter from William.

*Friday Morning 16th*.—Warm and mild, after a fine night of rain. ...The woods extremely beautiful with all autumnal variety and softness. I carried a basket for mosses, and gathered some wild plants. Oh ! that we had a book of botany. All flowers now are gay and deliciously sweet. The primrose still prominent ; the later flowers and the shiny foxgloves very tall, with their heads budding. I went forward round the lake at the foot of Loughrigg Fell. I was much amused with the busyness of a pair of stone-chats ; their restless voices as they skimmed along the water, following each other, their shadows under them, and their returning back to the stones on the shore, chirping with the same unwearied voice. Could not cross the water, so I went round by the stepping-stones. .

**TEXT C:** from a diary written by a mother during the Second World War (1945)

**MON 1** Cold and frosty. Boys out sliding morning afternoon. K out Cirencester. Two weeks washing, awful drying weather. **TUES 2** Cold and damp. Not freezing. Fine. Walked to Eastleach after dinner. Kiddle brought us back. Edith packing. No letter from George. Parcel from Wades. **WED 3** Very dark and cold morning. Rained heavily in afternoon. Cleaned room. Did shopping in afternoon. K out Oxford. Whittaker called. **THURS 4** Cold north wind. Freezing. Black. Turned out bedrooms. Letter George. Rocket[[17]](#footnote-17) - News Beckenham. Parcel Mrs Ham. Paint and brush. Walk with boys after dinner. Skating at Quenington. Dreadfully cold. Wrote letters. **FRI 5** Still very cold, not so severe. No letters. Cooking all morning. Ironing afternoon. Boys out sliding again in afternoon on their own. Spent evening knitting. Frost clear night. **SAT 6** Slight frost, slight mist. Mrs Moaby came. Children out on ice in morning. Baths in afternoon. Letter from George, rockets increasing. Wrote George evening.  
MEMO Mon. Eggs from shop (9). Tue. Visited Mrs Spreadbourgh. Wed. Lemons from shop.  
**SUN 7** Sunny frosty morning. Had afternoon cloudy then cleared. Cooked dinner. Bryan S. School.[[18]](#footnote-18) Afternoon reading paper. Tea. Then knitted.  
**MON 8** Still very cold. North wind. Frosty but sunny. Washing. Good drying day. Took Ian. Evening Knitting and mending. Miss K. shared room. Met Bryan from Hatherop School. **TUES 9** Woke up to snow. Still very cold. Letters from George, Fan. V2's[[19]](#footnote-19) increasing. F in Burnhill Road. Many casualties. F. sent 5/- [[20]](#footnote-20) for birthday. Wrote to George.   
**WED 10** Cold north wind. Bright. Turned out room. Feel cold and misery all day. Shopping afternoon. Met Bryan. Evening knitting. Snow falling fast.  
**THURS 11** Cold dry more snow. Letters George, Mrs Hannam. Another rocket. Cleaned and polished bedroom etc. Met Bryan. Called in lodge re bread. Evening knitting. Wrote George, Fan.   
**FRI 12** Wet and Windy. Cold all day. Letter from Doris. Morning baking cake etc. Met Bryan. Baths in evening. Bryan in "hot water", extra troublesome.  
**SAT 13** Cold and windy. Rainy. Two letters from George. Mrs M. came. Boys at party. Easy afternoon reading papers. Met boys after tea.   
**SUN 14** Cold dry. Cooked dinner. Boys went to S. school. Wrote to George after dinner. Sent "Journal" to Doris. Knitted, spent evening in Miss K's room.  
**MON 15** Cold NE wind dry and sunny. Washing, poor drying. Mags from Doris. Knitted after tea. Put clothes to dry by fire.   
**TUES 16** Cold damp morning turned to rain. Letter from George. Still more V weapons. Ironed ere dinner, after wrote to George. Wrote letters Doris, Benny. Homesick.  
**WED 17** Very wet, mild. Cleared 3.0pm. Turned blustery rained evening. Letter from George, no news. Did bedrooms. Wrote to George. Collected billitting[[21]](#footnote-21) money and Bryan. Russians[[22]](#footnote-22) doing well. Daren't build up hopes though. (coal 2cwts)[[23]](#footnote-23)

Mark Scheme

Diaries

**Language Over Time**

**DIARY ENTRIES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **AO1** | **AO2** | **AO3** | **AO4** |
| **Question 1**   1. **– (d)** | 20 marks | - | - | - |
| **Question 2** | - | 20 marks | 20 marks | 20 marks |

1. **Short questions (AO1)**

**(a) Identify the word class and archaic spelling patterns of the following words   
 using appropriate terminology. [4]**

|  |  |  |
| --- | --- | --- |
| **EXAMPLE** | **WORD CLASS** | **ARCHAIC SPELLING PATTERN** |
| *wikes*  (Text A, l.7) | (abstract/plural)  noun | substituted vowel sound  possibly reflecting pronunciation  (e.g. /ɪ/ instead of /iː/ or ‘i’ instead of ‘ee’)  OR  addition of silent appended *-e* |
| *thei*  (Text A, l.11) | * (personal) pronoun * 3rd person pronoun (plural) | *-i/y* interchange |

Award **one** mark for the correct identification of the word class (up to a maximum of 2 marks) and **one** mark for an appropriate description of the variation (up to a maximum of 2 marks).

**(b) What does the spelling of the examples below tell us about language change?   
 Make two points and refer to the examples using appropriate terminology.****[4]**

Award **one** mark for the correct identification of the word class (up to a maximum of 2 marks) and **one** mark for a valid comment about language change (up to a maximum of 2 marks).

|  |  |  |  |
| --- | --- | --- | --- |
| **EXAMPLE** | **WORD CLASS** | **DESCRIPTION OF VARIATION** | **LANGUAGE CHANGE CONCEPTS** |
| *made/mad*  (Text A, ll.9/11) | * verb * past participles | omission of appended –e (l.11) | * spellinginconsistency * reference to 1755 dictionary * reference to standardisation |
| *preparacion/lamentation*  (Text A, ll.3/5) | (abstract)  nouns | alternative spellings for the (noun) suffix  /ʃʌn/ (shun) |

**(c) Describe the form and the archaic grammatical features of the following   
 examples using appropriate terminology.****[6]**

Award **one** mark for the correct identification of the form (up to a maximum of 3 marks) and **one** mark for a valid description of the archaic grammatical feature (up to a maximum of 3 marks).

|  |  |  |
| --- | --- | --- |
| **EXAMPLE** | **FORM** | **ARCHAIC GRAMMATICAL FEATURES** |
| *the Kinges oncle*  (Text A, l.14) | * (possessive) noun (modifier) * noun phrase | * absence of apostrophe to mark possession |
| *hath*  (Text A, l.20) | 3rd person singular present tense verb (phrase) | * 3rd person verb inflection obsolete by the end of EME period * 3rd person standard southern inflection replaced by northern dialect *–s* inflection * no longer in use’ obsolete (with reference to PDE ‘has’) |
| *I knew not*  (Text B, l.5) | (1st person) (singular)  (past tense) negative verb (phrase)  If there is no reference to ‘negative’ re. form, it must be referenced in the explanation. | * absence of dummy auxiliary ‘do’ for negative * non-use of periphrastic ‘do’ for negative * negator (*not*) follows lexical verb * high frequency verbs in ModE retained the EME negative form—idiomatic or idiosyncratic use * inverted syntax + explanation (but not ‘inverted subject and verb’) * ref. to PDE ‘did not know’ (tense of auxiliary must be past) |

**(d) Analyse features of the grammatical structure and punctuation that are typical  
 of Early Modern English in the extract from Text A below. Make three points   
 and select an appropriate example to support each point. [6]**

*after the death of*[*King henry th'eight*](http://www.luminarium.org/renlit/tudor.htm)*, his Son edward, prince of Wales, was come to at Hartford by th'erle of hartford and*[*Sir anthony brown*](http://www.luminarium.org/encyclopedia/browne.htm)*, master of t'horse, ~~w~~ for whom befor was made great preparacion that he might created Prince of Wales, and after ward was brought to Enfild, whear the Death of his father was first shewed him, and the same day the Death of his father was shewed in London, wher was great lamentation and weping and sodenly he proclaimed King.  …  
 Al this thinges wer don, the King being in the towre. After wardes al thinges being prepared for the corronation, the King being then but nin yere old, passed through the cite of London and as hiertofore hath ben used, and cam to the palace of Whestmuster; and the next day cam into Whestmuster Hall.* [ll.1-6, 18-21]

**Three** points required—award **one** mark for each point (up to a maximum of 3 marks) and **one** mark for each relevant example labelled using appropriate terminology (up to a maximum of 3 marks). A mark can only be awarded for an example where the point is valid.

Responses should go beyond the level of observation and must show evidence of linguistic knowledge.

|  |  |  |
| --- | --- | --- |
| **EXAMPLE** | **ARCHAIC GRAMMATICAL STRUCTURE/ PUNCTUATION FEATURE** | **UNACCEPTABLE ANSWERS** |
| *Death*  *Sir anthony brown* | * random capitalisation of common (abstract) noun (thematic importance) * erratic use of capitalisation for proper nouns | Comments on archaic spelling and lexis. |
| *th’eight*  *th’erle*  *t’horse* | * apostrophe used to mark the contraction of the definite article (determiner) * proclitic |
| semi-colons | * where PDE would use comma before a coordinating conjunction (l.21)   Explanation must show evidence of linguistic knowledge. |
| commas | * frequent use for parenthesis e.g. noun phrase in apposition (ll.1/2) * separating clauses e.g. adverbial (l.4); coordinating (ll.3, 4 → Oxford comma)   Explanation must show evidence of linguistic knowledge. |
| *was come to* | * passive for intransitive verb |
| *for whom* | * object form of relative pronoun (less common in PDE) * preposition placed before relative pronoun to avoid end of sentence position |

|  |  |  |
| --- | --- | --- |
| **EXAMPLE** | **ARCHAIC GRAMMATICAL STRUCTURE/ PUNCTUATION FEATURE** | **UNACCEPTABLE ANSWERS** |
| *was shewed* | * irregular past participle (‘shown’): vowel change, but regularised with standard *–ed* suffix | Comments on archaic spelling and lexis. |
| *Al this thinges* | * singular (demonstrative) determiner with plural noun |
| *nin yere old* | * absence of plural inflection after enumerator (noun treated as collective) |
| *was made*  *might [be] created was brought*  *was …shewed*  *[was] proclaimed* | * frequent use of passive (formality) |
| **RelCl**: *for whom … was made …*  **ACls**: *that he might …, after ward was brought, whear … was … shewed, wher was …, as … hath …*  **NFCls**: *being …* | * frequent use of subordination   Explanation must show evidence of linguistic knowledge |
| *was made great preparacion …* | * inversion of grammatical subject (object in active sentence) and verb in passive sentence |

**Award other valid responses where they are accompanied by an appropriate example and use appropriate linguistic terminology.**

1. **Extended response**

In your response, you must:

* explore connections across the texts
* consider relevant contextual factors and language features associated with the construction of meaning
* demonstrate understanding of relevant language concepts and issue

**Analyse and evaluate Texts A, B and C as examples of diaries, written by different people in different times. [60]**

**Overview**

This section is focused on the genre and language of the three texts, which are all examples of diary entries.

Reward comparisons between the texts, and analysis, understanding and evaluation of the effectiveness of the writers’ use of language. In addition, look out for sensible awareness and comment on the content and tenor of the extracts, the genre, the differing styles of writing, and the influence of contextual factors. Responses should also include knowledge and analysis of differences in language over time. The focus, however, should always be tied to the genre and meaning of the texts. Describing general features of period orthography and sentence type/structure is not relevant in the essay response, where the focus should be on analysing and exploring the unseen texts.

What distinguishes the best answers from the merely competent is usually the ability:

* to compare the texts effectively
* to engage with evaluation of the language
* to show understanding of the style and conventions of the specific genre (sensational news reports)
* to make a large number of points and to group them, rather than plod through line by line
* to choose the most appropriate illustrations
* to discuss and explain language features accurately and interestingly.

**Notes:**

The main focus is on the exploration of language in specific contexts from different periods, and on similarities and differences in the use of language in diaries (e.g. content with personal relevance; idiosyncratic features typical of the writer; proper nouns identifying familiar people/places; time adverbials to record when things happen; context specific lexis; shared knowledge). 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. 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.

Contextual factors shape the content, language, grammatical structures, and style of each extract, but many of the differences seem to be directly related to the individual diarists, their intended audiences and their purposes.

**Text A: Extract from a diary written by the twelve-year-old Edward VI (1550)**

**Overview:** As an educational exercise, Text A seems more like a chronicle: it records events in a formal, detached, informative manner. The lack of personal involvement may be a result of Edward’s awareness that his tutor will read his diary (secondary audience), or as a result of the writer’s use of the third person pronoun—perhaps the twelve-year-old Edward has misunderstood the nature of a diary. The age of the writer is noticeable (e.g. crossings out, accidentally omitted words, inconsistent use of capitalisation for proper nouns), and the young Edward seems more interested in summarising what has happened than in exploring the effect events had on him. The description of his father’s death is dispassionate: it is recorded in the passive (*was shewed him*) and the only emotive language (*great lamentation and weping*) is linked to the public display of grief. There is a childlike enthusiasm in the almost breathless polysyndeton and in the self-satisfaction underpinning the final adverbial clause (*whear he sate w/ the crown on his head*).

**Linguistic features of interest that could be analysed and discussed:**

**Semantic fields**: personal interest/relevance to writer e.g. *King, prince, proclaimed, corronation, crowned, anointed, Oath, general pardon, Crown* (sovereignty); *counsel, protectour of the realm, gouernour, Lord Great Chamberlainship, the palace of Whestmuster* (governance); *father, Kinges oncle, mother[’s]* (family); *Death, lamentation, weping, will* (l.8)*, buried, graue*  (linked to death of Henry VIII)  
**Terms of address**: formal, with a clear focus on position and status e.g. *King henry th’eight, edward, prince of Wales* (royalty)*; erle, Sir, duc,* *Lord,* *Marquis, Admirall* (honorifics)*; master of t’horse, Lord Great Chamberlainship, arch-Bishop of Canterbury* (respected roles)  
**Proper nouns**:formal e.g. *Sir anthony brown, erle of hartford, Thomas Seimour, Lord Lisle* (people known by Edward); *Enfild, London,* *Windsor* (places); *towre of London, the palace of Whestmuster, Whestmuster Hall* (locations)*; Shroue-Sunday* (religious occasion)  
**Abstract nouns**: *performaunce, solemnite, Ceremonies* (linked to sovereignty)   
**Adjectives**: very few—and those used tend to be monosyllabic and high frequency (typical of a child writer) e.g. *great* (descriptive); *three, late, next* (defining)  
**Pronouns**: third person—unexpected choice for a diary (perhaps a misunderstanding of the genre?)  
**Adverbs**: *befor, after ward, again, then* (simple time references);  *sodenly* (dramatic—no other explicit embellishing of events)   
**Noun phrases** (head in bold): straightforward and often short (typical of child writer) e.g. ***King*** (l.6)*, the* ***graue***(simple); *great* ***preparacion***, *the same* ***day*** (pre-modified); almost exclusively post-modifying PrepPs (e.g. *the* ***space*** *of three wikes, the* ***cite*** *of London*); one post-modifying relative clause (e.g. *the* ***people*** *… who answered …*)   
**Adverbials**: frequent (typical of recount) e.g. *after the death* …, *the same day, during his minorite* (time); *to Enfild, in London, at Windsor, through the citie* (place) **Verb phrases**: dominated by past tense e.g. *proclaimed, tarried, thought* (typical of genre); periphrastic ‘do’ possibly used for emphasis i.e. adds weight to verb phrase (e.g. *did agre*, l.13; modal of obligation/duty e.g. *shuld be made/should be mad*, indirect question with subjunctive e.g. *(whether) … wold haue …*   
**Passive voice**:frequently used (typical of formality of period—enhances detached, emotionless style) e.g. *was … shewed,* *was brought* (makes Edward seem vulnerable, powerless); *was buried, wer don* (subject unimportant)  
**Syntax**: typical of period i.e. no simple sentences and frequent use of subordination e.g. *to chose* (NFCl); *to wich … did agre* (RelCl); *becaus … was* (ACl); *thought* … *that … shuld be made* (NCl); one compound with polysyndeton (ll.17-18, indicative of child writer?); impersonal construction e.g. *it was asked the people*   
**Idiosyncrasies**: personal sense of writer—use of 3rd person; crossings out; erratic capitalisation of proper nouns; omitted words (*might* [be] *created*; *wher* [there] *was*, l.5); shorthand abbreviation *w/*; (childlike) mis-spelling of Westminster Hall (misheard?)  
**Contextual factors**: death of Henry VIII and accession of his only living son; ceremonial tradition e.g. breaking of staves, anointment of king (religious associations), *General Pardon* (tradition); importance of social status (peerage).

**Text B: Extract from a diary written by Dorothy Wordsworth (1800)**

This diary is clearly more than a simple record of events: Dorothy Wordsworth writes at length, picking out particular days she wishes to remember. The entries are dominated by descriptive language and explicit statements of the writer’s emotional state. This is a very personal account with repetition of the first person pronoun, interjections, and the frequent use of descriptive and evaluative modifiers. At a time of loneliness after her brothers’ departure, the natural world becomes a solace. It is noticeable that her mood clearly affects what she sees, with the connotations of modifiers changing to reflect her current state of mind. Dorothy seems to use her diary to reflect on what she has seen and the beauty of the natural world for her own benefit, but there is an explicit reference to the importance of recording what happens for William (secondary audience). The style is formal—the elliptical structure seems more a result of the writer’s interest in detail than a mark of informality.

**Linguistic features of interest that could be analysed and discussed:**

**Semantic fields**: personal interest/relevance to writer e.g. *trees, lake, flower* (natural world); *an old man, a woman of the village* (people); *yellow (palish yellow), white, very green, flame-coloured* (colours); *cold* l.15*, Warm, mild* (weather)  **Proper nouns**:formal e.g. *Wm, W. , J.* (familiar abbreviation); *John*, *William* (first names); Sir *Michael[’s]* (formal with title); *Yorkshire, Low-Wood, Clappersgate, Rydale* (places); *May, Friday* (dates)  
**Abstract nouns**: *heart, resolve, pleasure* (emotions); *times, variety, softness—*narrow range because the focus is on the observable  
**Concrete nouns**: natural environment (reflects focus of diary and tells us about writer) e.g.  
*ranunculus* (Latin, botanical term); *crowfoot, geraniums, crab, orchises* (plants—suggests wide knowledge); *bull, cow, stone-chats* (animal life); *lake, houses, bridge, woods, stepping-stones* (landscape); *letter, book* (hypothetical—longed for) **Adjectives**: very frequent—often occur in sequences e.g. *grassy-leaved rabbit-looking white (flower)*;reflect writer’s eye for descriptive detail e.g. *rich, beautiful, very sweet, unwearied* (evaluative); *yellow, thick, round, double, autumnal, wild* (defining); also describing her own state of mind e.g. *full* (figurative), *amused*; *dull, melancholy,* *heavy* (describing environment, but reflecting writer’s state of mind)  
**Pronouns**: first person—typical for a diary (sometimes elided)

**Adverbs**: *after, very often, again, before, now* (simple time references—typical ordering mechanism in diary);  *hardly, very, extremely* (degree—frequent use reflecting writer’s hyperbolic tone); *deliciously*  (reflects personal response)   
**Noun phrases** (head in bold): a wide range (typical of writer’s descriptive style)—some simple e.g. ***Yorkshire****,* ***dinner****, The* ***valley***; most are modified e.g. *scentless* ***violets****, a very large beautiful* ***bull*** (pre-modified),a ***journal*** *of the time …, a* ***basket*** *for mosses* (post-modified—often with PrepPs); one post-modifying relative clause (e.g. *… (palish yellow)* ***flower*** *that looked …*), one non-finite (e.g. *an old* ***man****, driving …* ); others are pre- and post-modified  
**Adjective phrases** (head in bold): frequently modified with emphasis on descriptive detail e.g. predicative position(*so* ***full*** *that I could hardly speak,* ***easier*** i.e. emotional state;***thick****,* ***round****, and* ***double***i.e. natural detail); verb ‘to be’ often elided e.g. *very* ***sweet****, very* ***green***   
**Adverbials**: (typical of recount) e.g. *at half-past two o’clock* (time); *under the trees* (place) **Verb phrases**: dominated by past tense e.g. *set off, looked* (typical of genre); present for time of writing (*is*, l.20) and reference to William’s return (*comes*); modal of future (*shall give*); modal of intention (*will not quarrel*)  
**Syntax**: many simple (ll.1-2, 17-18) and elliptical (ll.19-20) sentences; subordination is mainly adverbial (e.g. *when, till, because*) and non-finite (e.g. *driving, following*); interjection with subjunctive expressing a wish e.g. *Oh that I had*/*Oh! that we had …*; reported speech (ll.18-19) + free indirect (*these hard times*) to bring old lady to life—rich style, formal but engaging**Personal sense of writer**: poetic e.g. *weltering, rabbit-looking, flame-coloured*; reflective; self-admonishment (l.16); comment clauses e.g. *I knew not why, I supposed*  
**Contextual factors**: money reference (*a half-penny*); impossibility of communicating with absent relatives except by letter (sense of yearning); slow pace of life; gathering of wild plants as a pastime; social status of writer cf old man/woman.

**Text C: Extract from a diary written by a mother during the World War II (1945)**

**Overview:** Text C is written by a mother, who provides a brief summary of each day and includes an occasional memo. The entries focus on recording events (e.g. weather, domestic tasks, references to her children, people and the war), but there is some indication of her emotional response to life (e.g. focus on winter weather as a reflection of her state of mind; yearning for letters; explicit use of the adjective *Homesick*; personal response to current developments in the war). The target audience is clearly self-directed—the content is not always meaningful to those who are not party to the shared knowledge. There may, however, also be some sense that the purpose is informative, with the diarist recording the family’s evacuation experiences for a secondary audience (her husband, who has remained in London). Text C seems more informal because of its consistently elliptical style.

**Linguistic features of interest that could be analysed and discussed:**

**Lexical sets establishing key topics** (nouns): *washing, shopping, knitting* l.11*, mending,* (domesticity); *wind, Frost, ice, snow* (weather); *dinner, Eggs, Lemons, Tea,* *bread, cake* (food); *Rocket, casualties, V weapons, Russians* (war); *sliding, Walk, Skating* (leisure)

**Proper nouns (names)**: frequent use establishing social circles (personal knowledge i.e. no reference points for a wider audience)—mainly women: first names e.g. *George, Bryan, Ian* (family); *Fan, Doris* (people we can assume are friends); familiar abbreviations (e.g. *K, F*); more formal with title for acquaintances (e.g. *Mrs Ham, Mrs Moaby*)   
**Proper nouns (places)**: frequent references establishing locality(e.g. *Cirencester, Eastleach, Oxford, Quenington, Burnhill Road*); specific buildings (e.g. *Hatherop School*)**Proper nouns**: dates (abbreviated)—typical of genre(*Mon, Fri*)   
**Abstract nouns**: limited use–mainly referencing time (e.g. *morning, afternoon, night*); two references to state of mind (*misery, hopes*)  
**Concrete nouns**: reflect parameters of writer’s life—domestic (e.g. *room, bedrooms; washing, clothes, fire; Eggs, shop, bread, cake*); leisure (e.g. *letter, papers, Mags*); weather (e.g. *mist, snow, rain*); war (e.g. *rocket, V weapons*)  
**Adjectives**: mainly monosyllabic and high frequency—often repeated e.g. descriptions of the weather (*Cold, damp, frosty, cloudy, sunny, Rainy*); evaluative—linked to drying washing; (*awful, Good, poor*);a few reflect the writer’s state of mind (*troublesome, Easy, Homesick*)**Pronouns**: first person—implied, but always elided (practical, note-like style)  
**Adverbs**: limited use, mostly monosyllabic and high frequency— e.g. degree(*very, so*); time (*Still, Then*); place(*back*); a few function descriptively (*heavily, Dreadfully, fast*); evaluative—comment on Russian contribution to war (*well*); conversational tone (*though*) **Noun phrases** (head in bold): mostly simple (typical of writer’s practical style) e.g. ***Parcel****, Many* ***casualties***; some are modified (mostly linked to weather) e.g. *Very dark and cold* ***morning****, Good drying* ***day***;a few post-modifyingPrepPs e.g. *No* ***letter*** *from George* **Adjective phrases** (head in bold): emphasis on weather—emphatic position because of elliptical style (minor sentences)e.g. ***Fine****, Dreadfully* ***cold****, not so* ***severe***, *Very* ***wet*Adverbials**: mainly place (*from shop, from Hatherop School, in Burnhill Road*) and time (e.g. *after dinner, in afternoon*); occasion e.g. *for birthday*  **Verb phrases**: dominated by past tense e.g. *Rained, Turned out, polished* (typical of genre and focus of content); elliptical progressives for ongoing actions e.g. Ø *packing*, Ø *falling*   
**Syntax**: elliptical style with many grammatically incomplete sentences—note-form typical of genre where recording events is more important than reflecting; no subordination   
**Personal sense of writer**: practical lexical choices focusing on day-to-day life (lots of verbal nouns/*-ing* participles); emphasis is on managing, with few references to emotions—makes those that are included more poignant; idiosyncrasies e.g. absence of apostrophe l.1, use of archaic/regional e*re* (l.35), spelling of ‘billeting’; use of *MEMO* as a reminder; use of idioms e.g. *“hot water”*, *Daren’t build up hopes* (underlying fear)  
**Contextual factors**: money reference (*5/-*); importance of letters for news; references to war and their emotional significance(e.g. *billitting* [sic], *Many casualties*, *V2’s*, *Russians*); narrow limits of life during the war, but children’s lives less affected (e.g. *sliding, skating, party*); references to *dinner*/*Tea* and *Baths* (period/social class)

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

Tricky Terms

# Collective nouns vs plural nouns

A collective noun refers to a group of people (e.g. *team*, *committee*, *jury, army*), things (e.g. *fleet, squadron, ream*) or animals (e.g. *herd*, *flock*, *litter*, *pack*). A collective noun can take a singular or a plural verb form depending on whether the meaning focuses on individual members of the group or not (e.g. *The committee was in agreement*. OR *The committee* *were in agreement*.)

A plural noun is marked to show ‘more than one’: regular nouns take an *-s* inflection (e.g. *tree → trees, story → stories*); irregular nouns change their spelling, often changing the vowel (e.g.  *man → men, tooth → teeth, mouse → mice*). Plural nouns always take a plural verb form (e.g. *Some people were late*.).

# Comma splice

This occurs where a comma is used to connect two independent clauses. If there are two finite (tensed) verbs with no connecting word, a full stop must be used to separate the clauses (e.g. I **ran around** after the baby all day, it **was** tiring i.e. two finite verb phrases = two main clauses → full stop NOT comma).

<http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_47.htm>

# Common nouns vs concrete nouns

|  |  |  |
| --- | --- | --- |
| COMMON | NOUNS | PROPER |
| concrete abstract |

Common noun is a broad term to describe any nouns which are not proper nouns. Where proper nouns classify specific people, places, organisations and times, common nouns denote types of people, objects or concepts.

Concrete nouns are a subset of common nouns. Concrete nouns denote something you can see, hear, smell, taste, or touch such as people (e.g. *man, child, teenager, teacher*), animals (e.g. *cow, zebra, robin, dormouse*), places (e.g. *forest, town, beach, cliff*) and things (e.g. *pencil, book, computer, car*). Concrete nouns also have a position in time and place and can be measured. This is a semantic classification—it is based on the meaning of nouns. Sometimes it is difficult to decide whether a noun is concrete or abstract.

# Compounding vs coordination

Compounding is the process of combining two or more words (free morphemes) to create a new word, which can be written as a single word(e.g. *moonlight* → noun), as two hyphenated words (e.g. *must-have* → adjective; *to house-sit* → verb), or as two separate words(e.g. *hot dog, kitchen towel*).

Coordination describes the process of linking two or more words (e.g. *Peter and Jane*), phrases (e.g. *down the mountain and over the bridge*) or main clauses (e.g. *Write the letter and send it today*).

# Exclamative vs exclamatory

Exclamative is a very precise grammatical term to describe sentences that begin with *What* (e.g. *What a fantastic day it’s been!, What a clever dog you are!*)or *How* (e.g. *How quickly she ran!, How nice is that!*) and end with an exclamation mark. Exclamative clauses can also begin with an auxiliary verb (e.g. *Didn’t they do well!*). They can occur in an elliptical form without the subject and predicator (e.g. *What a fantastic day!, How nice!*).

Exclamatory is a broader term used to describe phrases (e.g. *Hell yeah!*) or sentences (e.g. *Go girl!*) that end with an exclamation mark.

# Lexical (main) vs auxiliary verbs

The lexical verb in a sentence carries the main weight of the meaning. It can stand alone (e.g. *The tree fell in the storm.*) or be supported by auxiliary verbs (e.g. *be, have, do*, modal).

It is important to remember that the primary verbs (*to be*, *to have*, *to do*) can function as lexical or auxiliary verbs depending on their position in the verb phrase.

*I [****have****] two dogs.* (lexical) *I [****have*** *given] him a present.* (auxiliary).

*I [****am****] happy to be here.* (lexical) *They [****are*** *playing] football later.* (auxiliary)

*I [****do****] taekwondo on Saturday.* (lexical) *I [****do*** *believe] in climate change*. (auxiliary)

# Past tense vs past participle

For regular verbs, the form of the past tense and the past participle is the same and can be recognised by the *-ed* inflection. However, simple past tense verbs stand alone in the verb phrase (e.g*. I [****walked****] to school.*) and past participle verbs will follow an auxiliary (e.g. *I [have* ***finished****] the book.* OR *The book [was* ***finished****]*.). Past participles can also be used as modifiers (e.g. *The* ***finished*** *book lay on the table.*)

For irregular verbs, the past participle is different to the past tense form:

|  |  |  |
| --- | --- | --- |
| **VERB** | **PAST TENSE** | **PAST PARTICIPLE** |
| to write | wrote | have written |
| to eat | ate | have eaten |
| to come | came | have come |
| know | knew | have known |

# Present tense vs progressive (aspect)

Present tense verbs stand alone. They indicate a state which exists now (e.g. *We* ***are*** *tired.*), a fact that is always true (e.g. *Water* ***freezes*** *at 0 degrees.*) or a current habit (e.g. *These days he* ***gets up*** *at 10 o’clock.*). They take the base form except for the third person singular where they are inflected with *-s*.

|  |  |
| --- | --- |
| I sleep | we sleep |
| you sleep | you sleep |
| she sleeps  he sleeps  it sleeps | they sleep |

The progressive aspect (or continuous) is made up of the primary verb *to be* (auxiliary) and a lexical verb with an *-ing* inflection. It indicates an ongoing event or process that will come to an end (e.g. *He* ***is driving*** *to York*.), or for planned future actions (e.g. *They* ***are visiting*** *us next week.*).

# Pronoun vs determiners

Pronouns replace nouns (noun phrases). They therefore stand alone.

***The sky*** *was changing.* ***It*** *had been clear, but was quickly filling with black clouds.* (noun phrase) (pronoun)

Determiners always occur with a noun. They frame the field of reference: specific (e.g. ***the*** *car*), general (e.g. ***a*** *car*), quantity e.g. (e.g. ***some*** *cars*), comparative (e.g. ***more*** *cars*), demonstrative (e.g. ***this*** *car*), possessive (e.g. *my car*).

Possessive pronouns and possessive determiners usually have distinctive forms, but some of the third person forms are the same.

|  |  |  |
| --- | --- | --- |
| **NUMBER** | **POSSESSIVE DETERMINERS** | **POSSESSIVE PRONOUNS** |
| ***SINGULAR*** | my coat | mine |
| your coat | your**s** |
| his coat  her coat  its coat | his  her**s**  its |
| **PLURAL** | our coat | our**s** |
| your coat | your**s** |
| their coat | their**s** |

You can check whether a possessive word is a determiner or a pronoun by seeing whether it is followed by a noun or not. If there is a noun, the word is a determiner. If there is no noun, the word is a pronoun.

# Proper nouns vs vocatives

A proper noun is the name of a specific person, place or time. Proper nouns can occur in the subject site of a sentence (e.g. ***Christmas*** *is fun*.) or the object site (e.g. We *gave* ***Philip*** *a present*).

A vocative is the word we use to name a person when we are addressing them (*Hey,* ***you****! How’****ya*** *doing?*), attracting their attention (e.g. ***Julie****, are you listening?*) or invoking them (e.g. *I wish,* ***BFF****, you were here with me now.*). It is unusual to have more than one vocative in a sentence. Vocatives stand outside the traditional clause elements and are usually separated from the main clause by commas. They can occur at the beginning, middle or end of a sentence.

***Jonno*** *(.) where you been?*

*I know (.)* ***idiot*** *(.) what I’m doing.*

“*It’s good to see you here today,* ***Mrs Moore***,” said the doctor.

Vocatives occur in speech (or in written representations of spoken language), but there are some written contexts where we may address someone directly (e.g. a letter, text message).

1. Assises: travelling courts [↑](#footnote-ref-1)
2. prest to death: if a person refused to plead guilty to a crime, they had a wooden board   
    placed on their body and stone or iron weights were added until the person agreed to   
    plead, or died. [↑](#footnote-ref-2)
3. resolute: degenerate, immoral (figurative) [↑](#footnote-ref-3)
4. forsweare: swear falsely [↑](#footnote-ref-4)
5. Meal-barrel: barrel used to store ground grain (such as flour) [↑](#footnote-ref-5)
6. master of t’horse: an important official in the royal household [↑](#footnote-ref-6)
7. in the mean season: in the meantime (expression now obsolete) [↑](#footnote-ref-7)
8. minorite: the period of a person's life prior to reaching [adulthood](https://en.wiktionary.org/wiki/adulthood) [↑](#footnote-ref-8)
9. staues: sticks symbolising a position of authority [↑](#footnote-ref-9)
10. broke off … hurling them into the grave: a symbolic action of obedience and loyalty to the   
     dead King [↑](#footnote-ref-10)
11. palace of Whestmuster: Westminster, the Houses of Parliament [↑](#footnote-ref-11)
12. general pardon: a tradition in which a new monarch offered forgiveness for all but the most   
     serious of sins and crimes [↑](#footnote-ref-12)
13. Shroue-Sunday: a time of celebration before Lent, a period of fasting in the Christian   
     church [↑](#footnote-ref-13)
14. ranunculus: the Latin name for a group of flowers which includes the buttercup [↑](#footnote-ref-14)
15. Sir Michael’s: a reference to Rydal Hall, the home of Sir Michael le Fleming [↑](#footnote-ref-15)
16. slips: cuttings [↑](#footnote-ref-16)
17. Rocket: a German bomb, the first to land in Beckenham (2 January 1945) [↑](#footnote-ref-17)
18. S. School: Sunday School, school organised by a church providing religious education for   
     children on Sundays [↑](#footnote-ref-18)
19. V2’s: German bombs [↑](#footnote-ref-19)
20. 5/-: 5 shillings (25p in today’s money) [↑](#footnote-ref-20)
21. billitting: ‘billeting’ – government money given to households housing evacuees [↑](#footnote-ref-21)
22. Russians: in January 1945, the Russians were successfully attacking the German army [↑](#footnote-ref-22)
23. 2cwts: an abbreviation of ‘hundredweight’, a measure of weight containing 100 pounds [↑](#footnote-ref-23)