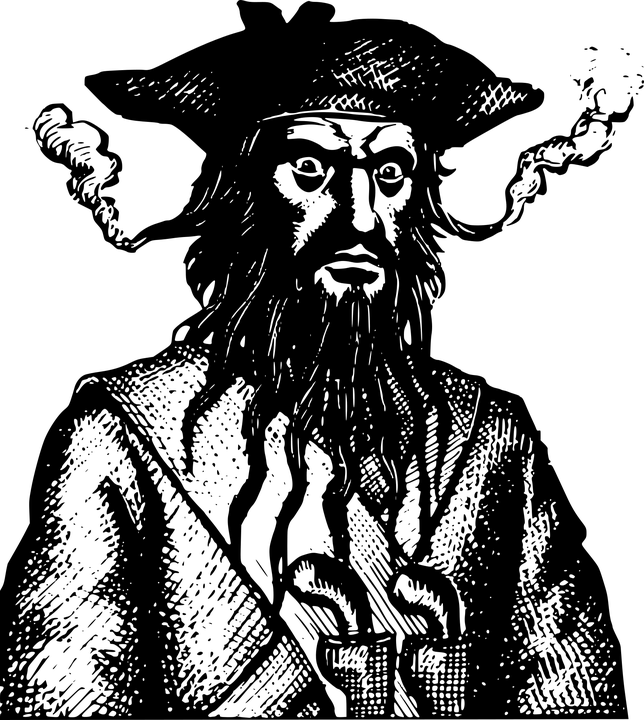
A level

English Language

Unit 3

Language Over Time



Resources

Sara Thorne October 2019

Keyconsiderations

SUMMARY

Candidates had clearly been well prepared, and their knowledge of language change was sound. There was evidence of some distinctive responses with candidates engaging with the texts and writing meaningfully about the presentation of pirates in different contexts.

The aim now should be to ensure that candidates learn to apply their knowledge rather than recount it, and to use terminology to support the points they make.

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

Teaching and learning

* candidates need to practise close reading of EME and ModE texts
* candidates need to practise writing at greater length so that they can explore the texts fully
* grammar teaching should be an integral part of every lesson to prepare candidates for using a range of terms to support their textual analysis.

Examination technique

* candidates must **read questions carefully**, recognising the importance of the question focus (here, the way contextual factors shape the texts)
  + this will help them to shape their responses with relevant, varied topic sentences and appropriate content
* candidates must learn to **apply their knowledge** rather than recount it
  + this will help them to make the content of their responses more focused
* candidates should make **explicit references to the content** of the unseen texts
  + this will give them opportunities to interpret and comment on the texts
* candidates should be familiar with the **focus and weighting of the AOs**
  + this will help them to balance the different elements of their responses.

EXAMINATION FEEDBACK

OVERVIEW

There was evidence that candidates had been well prepared for Unit 3 and most responses demonstrated:

* familiarity with the genre (information texts)
* a range of language change knowledge
* a reasonable grasp of word classes.

For **Question 1**, successful responses:

* were concise with very focused content
* used precise and accurate terminology
* described distinctive EME features clearly
* adopted an analytical (rather than observational) approach.

In less successful responses:

* candidates sometimes spent time demonstrating knowledge that was not relevant – particularly in part (d)
* they forgot to identify word classes (or labelled them wrongly)
* they repeated points.

For **Question 2**, successful responses:

* were well shaped, and clearly addressed the question focus
* linked genre features to the texts
* engaged with details
* linked contextual factors directly to content and meaning
* used a range of terminology to underpin points made.

In less successful responses:

* candidates did not always consider the specific audience and/or purpose
* they did not engage with details of the texts, showing little evidence of close reading
* they recounted language change knowledge instead of analysing and interpreting the texts
* they did not use a range of terms, but instead focused on labelling word classes
* a number of candidates’ responses were overly short, which meant their discussion of the texts was underdeveloped and did not address a suitable range of points.

RECOGNISING A successful RESPONSE

QUESTION 1(b)

**What do the examples below tell us about language change? Make two points and refer to the examples using appropriate terminology.**

*cruize* (Text B, line 20)

Example 1

The noun ‘cruize’ shows language change as it is now spelt ‘cruise’. This could have been because spelling was more phonetic in Early Modern English, with words looking more similar to how they sound.

Example 2

The second example is a noun and it has narrowed in meaning over time. It was a general reference to a journey or voyage and now it’s a more specific and closed type of journey usually one taken for the purposes of leisure.

Example 3

The abstract noun ‘cruize’ is an example of the z/s interchange and would today be spelt ‘cruise’.

Example 4

The use of the noun ‘cruize’ reflects how language was evolving. It shows the use of borrowing and emphasises the importance European languages had on the development of the English language.

Example 5

The abstract noun ‘cruize’ is an example of a borrowing as Britain explored the world by sea. The use of the ‘z’ is also evidence of Americanisation as America was declaring linguistic independence from Britain with Webster’s dictionary (first printed in 1828).

RECOGNISING A successful RESPONSE

QUESTION 1(b)

Example 1



The noun ‘cruize’ shows language change as it is now spelt ‘cruise’. This



could have been because spelling was more phonetic in Early Modern

English, with words looking more similar to how they sound.

Example 2



The second example is a noun and it has narrowed in meaning over time. It

was a general reference to a journey or voyage and now it’s a more specific

and closed type of journey usually one taken for the purposes of leisure.

Example 3



The abstract noun ‘cruize’ is an example of the z/s interchange and would



today be spelt ‘cruise’.

Example 4



The use of the noun ‘cruize’ reflects how language was evolving. It shows



the use of borrowing and emphasises the importance European languages

had on the development of the English language.

Example 5



The abstract noun ‘cruize’ is an example of a borrowing as Britain explored



the world by sea. The use of the ‘z’ is also evidence of Americanisation as

America was declaring linguistic independence from Britain with Webster’s

dictionary (first printed in 1828). Not quite, but informed guess.

RECOGNISING A successful RESPONSE

QUESTION 1(c)

**Describe the form and the archaic grammatical features of the following examples using appropriate terminology.**

*I know not* (Text A, line 14) *dareth* (Text A, line 16)

Example 1

The negative declarative ‘I know not’ shows archaic grammatical features as PDE changes the position of ‘not’ to after the auxiliary verb. The present tense verb ‘dareth’ shows archaic grammatical features as it uses the ‘-eth’ inflection that is no longer used in PDE.

Example 2

The negative verb phrase is archaic due to the omission of the primary auxiliary ‘do’. The verb ‘dareth’ is archaic due to the third person singular inflection ‘-eth’ being no longer being used on verbs.

Example 3

In the negative verb pattern ‘I know not’ there has been a subject/verb inversion and the negative has been formed without the use of a periphrastic ‘do’. In the present tense third person singular verb ‘dareth’ there is the use of the southern inflection ‘-eth’ in word final position and not the northern ‘-s’.

Example 4

Example 5

The archaic negative verb formation would today be written as ‘I do not know’. The archaic 3rd person singular verb ‘dareth’ would be ‘he dares’ in PDE.

The present tense first person negative verb features an archaic form of grammar where the adverb ‘not’ follows the (stative) verb ‘know’ where in PDE it would come before the verb. The present tense verb ‘dareth’ features the EME ending ‘-th’ that was replaced by ‘-(e)s’ in PDE.

RECOGNISING A successful RESPONSE

QUESTION 1(c)

Example 1



The negative declarative ‘I know not’ shows archaic grammatical features



as PDE changes the position of ‘not’ to after the auxiliary verb. The present

tense verb ‘dareth’ shows archaic grammatical features as it uses the ‘-eth’



inflection that is no longer used in PDE.

Example 2

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The negative verb phrase is archaic due to the omission of the primary

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auxiliary ‘do’. The verb ‘dareth’ is archaic due to the third person singular



inflection ‘-eth’ being no longer being used on verbs.

Example 3



In the negative verb pattern ‘I know not’ there has been a subject/verb

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inversion and the negative has been formed without the use of a periphrastic

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‘do’. In the present tense third person singular verb ‘dareth’ there is the use of



the southern inflection ‘-eth’ in word final position and not the northern ‘-s’.

Example 4



The archaic negative verb formation would today be written as ‘I do not



know’. The archaic 3rd person singular verb ‘dareth’ would be ‘he dares’ in

PDE.

Example 5



The present tense first person negative verb features an archaic form of



grammar where the adverb ‘not’ follows the (stative) verb ‘know’ where in



PDE it would come before the verb. The present tense verb ‘dareth’ features



the EME ending ‘-th’ that was replaced by ‘-(e)s’ in PDE.

RECOGNISING A successful RESPONSE

QUESTION 1(d)

**Analyse features of the grammatical structure and punctuation that are typical of EME in the extract from Text A. Make three points and select a relevant example to support each point. You must use appropriate terminology to describe your examples.**

Read the examples and decide which ones make an appropriate point.

Example 1

The use of long sentences is shown in the extract from Text A. This could be because there was no grammar rules or standardisation.

Example 2

The extract is typical of the EME period. The writer capitalises common nouns such as ‘Bloode’, ‘Prison’ and ‘Death’. In PDE we would consider this as non-standard as we only capitalise proper nouns.

Example 3

There is an over-use of commas and colons because they comma splice. They are used where the sentences should end.

Example 4

There is the omission of the possessive apostrophe on the proper noun ‘Majestys’.

Example 5

In the extract there is intratextual inconsistency and vowel-interchange of the definite article ‘it/yt’.

Example 6

A typical feature of EME is the omission of the possessive s for the plural noun phrase ‘Galley-Slaues’.

Example 7

Another feature of EME is a lack of agreement between the verb and the subject to show a suggestion, which can be seen in the main clause ‘it were no ill polycy’.

Example 8

A colon has been used in place of a full stop ‘waye againe: methinketh’. This reflects the lack of knowledge and standardisation regarding punctuation.

Example 9

The presence of the co-ordinating conjunction ‘and’ after a colon which is a stronger pause than we would use in PDE is typical in EME, for example ‘all people: and …’

Example 10

Another example is the compounding of ‘methinketh’. The pronoun ‘me’ and the verb ‘thinketh’ has been compounded to make a comment clause.

Example 11

The use of the added -e to the end of words is a typical grammatical feature due to it being before the great vowel shift and therefore can be expected. It can be seen in words like ‘Bloode’, ‘againe’ and ‘reasone’.

Example 12

The writer uses multiple subordination in examples such as the relative clause ‘which ys rather a charge …’ and non-finite clauses like ‘to punish’. This makes the sentences complex.

Example 13

The extract contains multi-clausal sentences, which was common in the EME period: ‘The common sorte of … to death.’

RECOGNISING A successful RESPONSE

QUESTION 1(d)

Example 1

broad comment with no supporting example.

The use of long sentences is shown in the extract from Text A. This could

vague generalisation.

be because there was no grammar rules or standardisation.

no explicit evidence of language study

Example 2



The extract is typical of the EME period. The writer capitalises common



nouns such as ‘Bloode’, ‘Prison’ and ‘Death’. In PDE we would consider this

as non-standard as we only capitalise proper nouns.

Example 3

broad comment with no supporting example 

There is an over-use of commas and colons because they comma splice.

vague generalisation

They are used where the sentences should end.

no explicit evidence of language study

Example 4



There is the omission of the possessive apostrophe on the proper noun



‘Majestys’.

Example 5

spelling not relevant in (d)

In the extract there is intratextual inconsistency and vowel-interchange of

 repeating material from (b)

the definite article ‘it/yt’.

Example 6



A typical feature of EME is the omission of the possessive s for the plural

misreading of example

noun phrase ‘Galley-Slaues’.

Example 7



Another feature of EME is a lack of agreement between the verb and the

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subject to show a suggestion, which can be seen in the main clause ‘it were

no ill polycy’.

.

Example 8

broad comment

A colon has been used in place of a full stop ‘waye againe: methinketh’.

vague generalisation

This reflects the lack of knowledge and standardisation regarding

no explicit evidence of language study

punctuation.

Example 9



The presence of the co-ordinating conjunction ‘and’ after a colon which is a

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stronger pause than we would use in PDE is typical in EME, for

example ‘all people: and …’

Example 10



Another example is the compounding of ‘methinketh’. The pronoun ‘me’ and

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the verb ‘thinketh’ has been compounded to make a comment clause.

Example 11

spelling not relevant in (d).

The use of the added -e to the end of words is a typical grammatical feature

vague generalisation.

due to it being before the great vowel shift and therefore can be expected. It

can be seen in words like ‘Bloode’, ‘againe’ and ‘reasone’.

Example 12



The writer uses multiple subordination in examples such as the relative



clause ‘which ys rather a charge …’ and non-finite clauses like ‘to punish’.

This makes the sentences complex.

Example 13

broad comment – not supported by specific examples.

The extract contains multi-clausal sentences, which was common in the

no evidence of clauses in textual support.

EME period: ‘The common sorte of … to death.’

FRAMING QUESTION 2

2017

Wales

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

EDUQAS

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

2018

Wales

Analyse and evaluate Texts A, B and C as examples of private family letters written at different times.

EDUQAS

Analyse and evaluate Texts A, B and C as examples of advertisements written at different times.

2019

Wales

Analyse and evaluate Texts A, B and C to show how contextual factors shape the way writers in different times present information about pirates.

EDUQAS

Analyse and evaluate Texts A, B and C as examples of fiction written to engage and entertain readers of the time.

LG4: RE-FRAMED QUESTIONS

2013

Analyse and evaluate Texts A, B and C to show how writers promote magic and circus performances in persuasive texts written at different times.

2015

Analyse and evaluate Texts A, B and C to show how writers portray their attitudes to witches and witchcraft in information texts written at different times.

GETTING THE FOCUS RIGHT

In the extended response, candidates’ primary focus should be on the meaning and genre of the EME texts rather than on the period orthography and period grammatical features. Analysis and evaluation of the language of the texts should form the basis for the essay – it is not an opportunity to reproduce pre-learnt material about non-standard spelling, archaic grammatical structures and the emergence of standardisation in the light of Johnson’s 1755 dictionary. Where language change knowledge is applied to the texts, discussion can be meaningful, but candidates should avoid writing whole paragraphs (and in some cases whole essays) which fail to engage with meaning.

To develop this focus, it may be beneficial to introduce different genres of EME texts rather than immediately considering texts of the same genre across the language change periods. Considering texts from similar periods, will encourage learners to focus on differences in content and genre rather on differences in spelling and grammar.

The table below records the different genres which have been covered in language change papers. These papers are all available on the WJEC secure site.

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE OF PAPER** | **PAPER NAME** | **GENRE** | **DATE OF EME TEXT** |
| June 2009 | ELang 6 | personal letter | at some point between 1547 and 1553 |
| January 2010 | LG4 | cookery book | 1594 |
| January 2011 | LG4 | information book for servants | 1613 |
| June 2011 | LG4 | conduct literature  (advice for children) | 1701  (just outside EME period) |
| January 2012 | LG4 | biography | 1664 |
| June 2012 | LG4 | love letter | 1653 |
| January 2013 | LG4 | newspaper report | 1666 |
| June 2013 | LG4 | advertisement | 1701  (just outside EME period) |
| January 2014 | LG4 | travel writing | 1588 |
| June 2014 | LG4 | narrative | 1594 |
| June 2015 | LG4 | information text about witches | 1584 |
| June 2016 | LG4 | conduct literature  (a parent’s relationship advice for her son) | 1616 |
| June 2017 | LG4 | newspaper reports | 1600-1635 |

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE OF PAPER** | **PAPER NAME** | **GENRE** | **DATE OF EME TEXT** |
| June 2017 | U3: Language over Time  (Wales) | preface  (Cawdrey’s dictionary) | 1604 |
| C2: Language Change over Time (EDUQAS) | diary | 1550-52 |
| June 2018 | U3: Language over Time  (Wales) | private family letter | 1585 |
| C2: Language Change over Time (EDUQAS) | advertisement  (coffee) | 1652 |
| June 2019 | U3: Language over Time  (Wales) | information text  (pirates) | 1618 |
| C2: Language Change over Time (EDUQAS) | narrative | 1597 |

COMPARING PARAGRAPHS

Read the following extracts taken from responses to Question 2.

Rank order the four examples from top to bottom based on your assessment of the successful and the less successful characteristics in each case.

Characteristics of a successful response:

* clear understanding of genre
* perceptive recognition of common genre features
* confident selection and discussion of issues
* well-chosen, concise textual references that support points made precisely
* clear appreciation that contextual factors shape the content, language, grammatical structures and style
* intelligent interpretation based on close reading and engagement with the texts
* assured evaluation
* insightful discussion of changes in language use over time
* tightly focused, meaningful analysis in the light of the question
* intelligent conclusions drawn re. similarities/differences
* a range of terminology, used consistently and purposefully
* clearly focused, fully developed and carefully structured discussion.

Characteristics of a less successful response:

* references to irrelevant general period features that are not linked to meaning e.g. broad observations on orthography, sentence type/structure
* a broad overview of general concepts (e.g. genre, audience, purpose)
* a broad recognition of issues (religion, gender, status, opinions) where discussion is not directly related to the question and/or texts
* inconsistent use of appropriate textual references (about half the points made are supported), or the quotations may be overly long
* lack of engagement with the texts resulting in rather superficial discussion
* limited evidence of close analysis with few references to specific textual details
* some basic links created across the texts, but often not based on language study
* some linguistic knowledge demonstrated, but not always accurate
* labelling of some relevant linguistic features, but with limited links to the question
* a narrow range of points
* losing sight of the question focus
* a largely descriptive approach, with a summary of content rather than analysis.

Extract 1

Texts A, B and C are all examples of texts written to inform. Text A was published in 1618 which was the Early Modern English period, where their spelling and punctuation was not standardised. Text B was published in 1724 which was after Caxton printing press and Lowths Grammar book and was based in the Modern English period. Text C was published in 1997 which is in the Late Modern English period and after the creation of Johnsons dictionary in 1755.  
 Firstly, Text A, ‘The Beginnings and Practices and Suppression of Pirates’ presents information about how to punish “betwixt death and liberty”. This is typical of information texts, but there is not much description of what they are like except the adjective “Daryng” and “I had three Perforst-men” and the adjectives “headstrong” and “violent” this shows it is Early Modern English period because the suffix “ing” has a y instead of a i. This is a spelling feature that shows it is before Johnson’s dictionary when spelling was sometimes wrong. There is a sentence from line 3 to line 12. This shows that the writer didn’t know how to set sentences out it makes it difficult for a reader.

Extract 2

Texts A, B and C are all examples of non-fiction written to inform contemporary audiences about pirates. The pre-standardisation Text A draws in its readers by creating a strong sense of the options open to the king. For example, the noun phrases “a little lazy imprisonment” and “no ill policy … to make them Slaues” and the parallel clauses “to punish the innocent” and “to let the guilty escape” show the difficult situation in the seventeenth century. This makes Henry Mainwaring appear as a good advisor. The use of the first person pronoun “I” and the reference to his life as a pirate “When I haue had” emphasises his personal experience. This makes the information more convincing as he understands “the common sorte of seamen”. The use of the clause “methinketh” shows it is his opinion and the terms of address such as “your Highnes” and “your Majesty” act as a praising aspect because the writer is flattering the king, showing that he knows he is less powerful even though he is the one giving advice. The reference to “take away the liues” is a clear contextual reference because the death sentence is no longer used. This indicates a cultural change but judgemental attitudes to pirates run through all three extracts.

Extract 3

In these information texts, the approach varies: Text B romanticises Blackbeard to sell books; Text A provides first-hand factual information to stop piracy; and Text C recounts facts in a narrative style to introduce children to history in a fun way. In each case, the language choices reflect the time with Text A using noun phrases with a distinctive period meaning (“Perforst-men”, “a note vnder my hand to that purpose” and “theyr pryze”) and a parenthetical prepositional phrase (“vnder correction of your Majesty’s …”) to reflect the writer’s lower status. Mainwaring’s use of the formal possessive determiner “your” in the direct address reflects his unequal relationship with the reader (the King) even though the writer is the expert. He therefore uses the compounded archaic comment clause “methinketh” to hedge his views. In Text B, on the other hand, the writer’s authority is marked by the confident proprietorial first person plural pronoun “we” and the impersonal subject pronoun “One”, and the fact they collect data in the adverbial clause “since we had it from their own Mouths”. These stylistic choices make the presentation of Blackbeard seem honest and the writer effectively uses an epistemic modal verb phrase “would think” to emphasise that he believes pirates can’t be reformed.

Extract 4

All texts are examples of information about pirates that want to inform by providing facts. Furthermore, Text C achieves this through the use of proper nouns; for example “Henry Morgan” and “Port Royal” and the subordinated clause “After his death” for a time reference. Additionally, Text B uses the proper noun “Blackbeard” and “America. Lastly, Text A uses no proper nouns but it has random capitalisation on “Captyn” and “Master” and “Perforst-men” to show they are important in the extract because they are related to pirates and sailing. The use of these examples has a significant effect on the readership, as they are led to think about the contexts. Religion like in text B with “Devil” and “Reprobates” is typical of the time because the writer is showing eighteenth century values for judging pirates and in Text A it is about the death sentence. Text C is more engaging for a twenty-first century reader because the account has more simple sentences like “Morgan died in 1688” to inform. The readers, however, would also be entertained because there is some dramatic description with negative connotations such as “frightful” (Text B) to show Blackbeard scares people and the words “cruel” and “sins” (Text C) to show pirates bad side which readers would like.

RANK ORDER (TOP first)

AO2AO3 AO4

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Extract 3

In these information texts, the approach varies: Text B romanticises Blackbeard to sell books; Text A provides first-hand factual information to stop piracy; and Text C recounts facts in a narrative style to introduce children to history in a fun way. In each case, the language choices reflect the time with Text A using noun phrases with a distinctive period meaning (“Perforst-men”, “a note vnder my hand to that purpose” and “theyr pryze”) and a parenthetical prepositional phrase (“vnder correction of your Majesty’s …”) to reflect the writer’s lower status. Mainwaring’s use of the formal possessive determiner “your” in the direct address reflects his unequal relationship with the reader (the King) even though the writer is the expert. He therefore uses the compounded archaic comment clause “methinketh*”* to hedge his views. In Text B, on the other hand, the writer’s authority is marked by the confident proprietorial first person plural pronoun “we” and the impersonal subject pronoun “One”, and the fact they collect data in the adverbial clause “since we had it from their own Mouths”. These stylistic choices make the presentation of Blackbeard seem honest and the writer effectively uses an epistemic modal verb phrase “would think” to emphasise that he believes pirates can’t be reformed.

Features of B4/5

Well written with a clear focus on the question. Developed discussion with embedded analysis and logical structure.

AO2

* clear sense of purpose: sell books; provide first-hand information; narrative to make history fun
* perceptive comments re. authorial status
* well-chosen, precise textual support

AO3

* clear appreciation of context and how this shapes language choices
* engaging with meaning – intelligent interpretation (presentation of Blackbeard ‘seem[s] honest’; ‘can’t be reformed’)
* assured, embedded evaluation (‘distinctive period meaning’, ‘confident proprietorial 1st person …’, ‘effectively uses’)

AO4

* intelligent connections made (romanticisation vs first-hand facts; underplaying status in A vs ‘confident’ voice in B)
* accurate and precise use of terminology to support points.

Extract 2

Texts A, B and C are all examples of non-fiction written to inform contemporary audiences about pirates. The pre-standardisation Text A draws in its readers by creating a strong sense of the options open to the king. For example, the noun phrases “a little lazy imprisonment” and “no ill policy … to make them Slaues” and the parallel clauses “to punish the innocent” and “to let the guilty escape” show the difficult situation in the seventeenth century. This makes Henry Mainwaring appear as a good advisor. The use of the first person pronoun “I” and the reference to his life as a pirate “When I haue had” emphasises his personal experience. This makes the information more convincing as he understands “the common sorte of seamen”. The use of the clause “methinketh” shows it is his opinion and the terms of address such as “your Highnes” and “your Majesty” act as a praising aspect because the writer is flattering the king, showing that he knows he is less powerful even though he is the one giving advice. The reference to “take away the liues” is a clear contextual reference because the death sentence is no longer used. This indicates a cultural change but judgemental attitudes to pirates run through all three extracts.

Features of B3 (top)

Sensible approach with a sound focus on the question. Moving towards secure points in places. Accurate writing, but occasionally style can lack polish.

AO2

* sensible on genre: inform; specific target audience (discussion could go further)
* sound comments re. writer as ‘adviser’ in Text A
* well-chosen, precise textual support

AO3

* some sound appreciation of cultural context (difficult situation in 17th century)
* engaging with meaning – relevant interpretation (‘options open to king’; ‘personal experience’; ‘praising aspect’, ‘judgemental attitudes’)
* sensible evaluation (‘Mainwaring as a ‘good’ adviser, ‘information more convincing’)

AO4

* basic connections made (all non-fiction; judgemental attitudes)
* sound use of terminology to support points – reasonable range; ‘parallel clauses’ could be more precise.

Extract 4

All texts are examples of information about pirates that want to inform by providing facts. Furthermore, Text C achieves this through the use of proper nouns; for example “Henry Morgan” and “Port Royal” and the subordinated clause “After his death” for a time reference. Additionally, Text B uses the proper noun “Blackbeard” and “America. Lastly, Text A uses no proper nouns but it has random capitalisation on “Captyn” and “Master” and “Perforst-men” to show they are important in the extract because they are related to pirates and sailing. The use of these examples has a significant effect on the readership, as they are led to think about the contexts. Religion like in Text B with “Devil” and “Reprobates” is typical of the time because the writer is showing eighteenth century values for judging pirates and in Text A it is about the death sentence. Text C is more engaging for a twenty-first century reader because the account has more simple sentences like “Morgan died in 1688” to inform. The readers, however, would also be entertained because there is some dramatic description with negative connotations such as “frightful” (Text B) to show Blackbeard scares people and the words “cruel” and “sins” (Text C) to show pirates bad side which readers would like.

Features of B3 (low)

Clear attempt to focus on question. Discursive rather than analytical at times. Some lack of fluency, but style is reasonably clear.

AO2

* some sensible points re. genre: providing information, entertain
* moving towards sensible comments re. audiences, random capitalisation
* sensible textual support – reasonable range (though not all points are supported)

AO3

* sensible on context – though discussion lacks development
* broad sense of meaning (judging pirates in Text B; time reference in Text C)
* moving towards sensible evaluation (‘important in extract’, ‘significant effect’, ‘more engaging’) – discussion lacks development

AO4

* making some sensible connections (proper nouns to communicate facts in C/B; dramatic description C/B; judging pirates B/A)
* some accurate use of terminology – narrow range; ‘subordinate clause’ is wrong for the example cited (a prepositional phrase).

Extract 1

Texts A, B and C are all examples of texts written to inform. Text A was published in 1618 which was the Early Modern English period, where their spelling and punctuation was not standardised. Text B was published in 1724 which was after Caxton printing press and Lowths Grammar book and was based in the Modern English period. Text C was published in 1997 which is in the Late Modern English period and after the creation of Johnsons dictionary in 1755.  
 Firstly, Text A, ‘The Beginnings and Practices and Suppression of Pirates’ presents information about how to punish “betwixt death and liberty”. This is typical of information texts, but there is not much description of what they are like except the adjective “Daryng” and “I had three Perforst-men” and the adjectives “headstrong” and “violent” this shows it is Early Modern English period because the suffix “ing” has a y instead of a i. This is a spelling feature that shows it is before Johnson’s dictionary when spelling was sometimes wrong. There is a sentence from line 3 to line 12. This shows that the writer didn’t know how to set sentences out it makes it difficult for a reader.

Features of B2 (mid)

Loses sight of question. A largely descriptive approach with knowledge recounted rather than applied. It does, however, demonstrate evidence of language study. Some technical inaccuracy in writing. Style can lack fluency.

AO2

* references to general period features (irrelevant here because not linked to meaning)
* basic sense of genre (presents information)
* some valid textual support (meaning not explored)

AO3

* demonstrates broad contextual knowledge of period (not linked to meaning)
* lack of engagement with texts – discussion is superficial
* some basic evaluation (‘typical of information texts’, ‘not much description’)

AO4

* broad connections – discussion lacks development
* accurate labelling of adjectives – limited range.

AO3

**Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.**

**analyse**

* explore the texts

**evaluate**

* make judgements

**contextual factors**

* interrogate the situation of production and reception (when? where? who? why?)

**language features**

* interrogate the language choices and their impact

**the construction of meaning**

* engage with details and interpret the texts.

reading and applying the contextual information

The extract on the following page is taken from an information text written in the Late Modern English period.

Read the contextual information in the box and make a list of the key factors.

As you read the text, find evidence to show how the contextual factors you have listed shape the writer’s language choices. Explain the effects created in each case using appropriate terminology.

**Text C** is an extract from *The Best-Ever Book of Pirates* by Philip Steele published in 1997. It is an illustrated book about piracy through the ages written for children. The extract here focuses on life in Port Royal. It was the largest city in the Caribbean during the seventeenth century, and a popular place for pirates to live when they were not at sea.

**Port Royal. Jamaica**

In the 1660s Port Royal became famous for its lawlessness. The smelly streets of the port were filled with drunken merchants, cruel slave traders, sailors with squawking parrots, gamblers and rogues, and swaggering buccaneers (another name for pirates). The most famous buccaneer to base himself in Port Royal was a Welsh rogue called Henry Morgan. Morgan was given official backing to raid the Spanish towns on the mainland. Between 1668 and 1671 Henry Morgan led his men on raids against Puerto Principe, Portobello, Maracaibo, and Panama.   
 Henry Morgan was now a privateer (a shipowner who had permission from the government to raise large armies of buccaneers). Because of this, the authorities in Jamaica chose to ignore his illegal acts of piracy and cruelty. He was knighted by King Charles II and was even made Lieutenant Governor of Jamaica. A heavy drinker, Morgan died in 1688. After his death Jamaica no longer needed its unruly buccaneers. Indeed, Port Royal now became famous as the place where pirates were captured, tried and hanged.

**God’s punishment?**

On June 7, 1692 the busy streets and wharves of Port Royal suddenly fell silent. And then the whole earth shook and rumbled. Taverns collapsed and warehouses packed with sugar and tobacco fell into the harbour. The sea flooded into the town. As news of the earthquake spread, people claimed that Port Royal was being punished for its sins.

**Women pirates**

Three pirates were among many brought to trial in Jamaica in November 1720. One, John Rackham, was found guilty and hanged. The other two were found guilty, but were let off – when the court found that they were both expecting babies. Their names were Mary Read and Anne Bonny. Read and Bonny had been brought up as boys, so they were used to dressing in men’s clothes and found them better for life at sea. They fought violently with cutlasses, axes and pistols, and became the best-known women pirates of all time.

READING AND APPLYING CONTEXTUAL INFORMATION 1

**Text C** is an extract from *The Best-Ever Book of Pirates* by Philip Steele published in 1997.

It is an illustrated book about piracy through the ages written for children. The extract here

focuses on life in Port Royal. It was the largest city in the Caribbean during the seventeenth

century, and a popular place for pirates to live when they were not at sea.

Evidence

* bold noun phrase headings – to help focus reading and to make navigation easy for younger readers
* foregrounded prepositional phrases establishing dates – to communicate information clearly for young readers
* descriptive noun phrases – to build a visual impression (probably accompanied by illustrations)
* frequent use of proper nouns – to establish key people and places
* parenthesis – to explain words that may be unfamiliar
* high frequency modifiers – to communicate attitudes in a way that is appropriate for younger readers
* narrative approach – to engage younger readers
* references to women pirates – to reflect late 20th century diversity (gender).

**Sample analysis**

descriptive language (adjectives/verb modifiers) to engage readers

bold NPs to structure text

mainly simple sentences to make text accessible

foregrounded/  
thematic PrepPs - to communicate information about time/period

**Port Royal. Jamaica**

In the 1660s Port Royal became famous for its lawlessness. The smelly streets of the port were filled with drunken merchants, cruel slave traders, sailors with squawking parrots, gamblers and rogues, and swaggering buccaneers (another name for pirates). [The most famous buccaneer to base himself in Port Royal] was [a Welsh rogue called Henry Morgan]. Morgan was given [official backing   
to raid the Spanish towns on the mainland]. Between 1668 and 1671 Henry Morgan led his men on raids against Puerto Principe, Portobello, Maracaibo, and Panama.

creating a visual scene – sense of life in Port Royal (plural concrete nouns establishing ‘types’)

proper noun to establish key figure

frequent use of proper nouns to provide information about location

the only complex sentences have straightforward embedded non-finite clauses in post-modified NPs

parenthetical NP – to explain an unfamiliar term

descriptive language (adjectives) – to engage readers in the narrative

PrepP establishing important date – to communicate information

NP creating hyperbole – to engage though drama

NP (minor sentence) raising question – something to be challenged rather than accepted

concrete nouns creating a visual scene – to engage readers in the narrative

**God’s punishment?**

On June 7, 1692 the busy streets and wharves of Port Royal

suddenly fell silent. And then the whole earth shook and

rumbled. Taverns collapsed and warehouses packed with

sugar and tobacco fell into the harbour. The sea flooded into

the town. As news of the earthquake spread, people claimed

that Port Royal was being punished for its sins.

dramatic past tense verbs recounting a specific event – to engage readers in the narrative

adverb – narrative tone to engage readers

foregrounding/marked theme: initial position   
co-ordinating conjunction + adverb – to create suspense

delayed reference to a key noun

emotive abstract noun – to communicate period attitudes in a straightforward way

linguistic techniques to create detachment from   
contemporary POV   
(reporting verb that implies lack of proof; passive voice) – to encourage readers to question rather than accept

|  |  |  |
| --- | --- | --- |
| 1 | **Port Royal. Jamaica** |  |
|  | 2 3 4 5 5 |  |
|  | In the 1660s Port Royal became famous for its lawlessness. The smelly |  |
|  | 4 5 6 5 6 |  |
|  | streets of the port were filled with drunken merchants, cruel slave traders, |  |
|  | 6 5 6 6 5 |  |
|  | sailors with squawking parrots, gamblers and rogues, and swaggering |  |
|  | 6 7 5 |  |
|  | buccaneers (another name for pirates). [The most famous buccaneer to |  |
|  | 8 3 8 9 |  |
|  | base himself in Port Royal] was [a Welsh rogue called Henry Morgan]. |  |
|  | 9 8 |  |
|  | Morgan was given [official backing to raid the Spanish towns on the |  |
|  | 2 9 4 |  |
|  | mainland]. Between 1668 and 1671 Henry Morgan led his men on raids |  |
|  |  |  |
|  | against Puerto Principe, Portobello, Maracaibo, and Panama. | 3 |
|  |  |  |
| 10 | **God’s punishment?** |  |
|  | 2 5 6 6 11 |  |
|  | On June 7, 1692 the busy streets and wharves of Port Royal suddenly fell |  |
|  | 5 12 13 14 14 6 14 |  |
|  | silent. And then the whole earth shook and rumbled. Taverns collapsed and |  |
|  |  |  |
|  | warehouses packed with sugar and tobacco fell into the harbour. The sea | 6 |
|  | 14 15 16 |  |
|  | flooded into the town. As news of the earthquake spread, people claimed |  |
|  | 16 17 |  |
|  | that Port Royal was being punished for its sins. |  |

1: bold NPs to structure text

2: foregrounded/thematic PrepPs - to communicate information about time/period

3: frequent use of proper nouns to provide information about location

4: mainly simple sentences to make text accessible

5: descriptive language (adjectives/verb modifiers) to engage readers in the narrative

6: concrete nouns creating a visual scene – to engage readers in the narrative / give sense of life in Port Royal (plural concrete nouns establishing ‘types’)

7: parenthetical NP – to explain an unfamiliar term

8: the only complex sentences have straightforward embedded non-finite clauses in post-modified NPs

9: proper noun to establish key figure

10: NP (minor sentence) raising question – something to be challenged rather than accepted

11: adverb – narrative tone to engage readers

12: foregrounding/marked theme: initial position

co-ordinating conjunction + adverb – to create suspense

13: NP creating hyperbole – to engage though drama

14: dramatic past tense verbs recounting a specific event – to engage readers in the narrative

15: delayed reference to a key noun

16: linguistic techniques to create detachment from contemporary POV (reporting verb that implies lack of proof; passive voice) – to encourage readers to question rather than accept

17: emotive abstract noun – to communicate period attitudes in a straightforward way

|  |  |  |
| --- | --- | --- |
| 1 | **Port Royal. Jamaica** |  |
|  | 2 3 4 5 5 |  |
|  | In the 1660s Port Royal became famous for its lawlessness. The smelly |  |
|  | 4 5 6 5 6 |  |
|  | streets of the port were filled with drunken merchants, cruel slave traders, |  |
|  | 6 5 6 6 5 |  |
|  | sailors with squawking parrots, gamblers and rogues, and swaggering |  |
|  | 6 7 5 |  |
|  | buccaneers (another name for pirates). [The most famous buccaneer to |  |
|  | 8 3 8 9 |  |
|  | base himself in Port Royal] was [a Welsh rogue called Henry Morgan]. |  |
|  | 9 8 |  |
|  | Morgan was given [official backing to raid the Spanish towns on the |  |
|  | 2 9 4 |  |
|  | mainland]. Between 1668 and 1671 Henry Morgan led his men on raids |  |
|  |  |  |
|  | against Puerto Principe, Portobello, Maracaibo, and Panama. | 3 |
|  |  |  |
| 10 | **God’s punishment?** |  |
|  | 2 5 6 6 11 |  |
|  | On June 7, 1692 the busy streets and wharves of Port Royal suddenly fell |  |
|  | 5 12 13 14 14 6 14 |  |
|  | silent. And then the whole earth shook and rumbled. Taverns collapsed and |  |
|  |  |  |
|  | warehouses packed with sugar and tobacco fell into the harbour. The sea | 6 |
|  | 14 15 16 |  |
|  | flooded into the town. As news of the earthquake spread, people claimed |  |
|  | 16 17 |  |
|  | that Port Royal was being punished for its sins. |  |

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15: delayed reference to a key noun

16: linguistic techniques to create detachment from contemporary POV (reporting verb that implies lack of proof; passive voice) – to encourage readers to question rather than accept

17: emotive abstract noun – to communicate period attitudes in a straightforward way

READING AND APPLYING CONTEXTUAL INFORMATION 2

The two examples below are extracts from texts written in the Early Modern English period.

1. Read the contextual information in the box for each text and make a list of the key factors.
2. Then read each text and try to summarise what it is about in no more than 100 words.
3. As you read each text for a second time, find evidence to show how the contextual factors you have listed shape the writers’ language choices. Explain the effects created in each case using appropriate terminology.
4. Write your own short questions and mark scheme for each extract.

Part 1(a) should focus on common EME spelling patterns.

Part 1(b) should focus on common language change concepts.

Part 1(c) should focus on common EME grammatical features.

Part 1(d) should focus on common EME grammatical structures and punctuation.

**Text A** is an extract from ‘The Beginnings and Practices and Suppression of Pirates’ by Henry Mainwaring written in 1618. Mainwaring was a skilled seaman. In 1611, he was commissioned to hunt pirates, but then became a pirate himself. He was pardoned by King James I in 1616 and wrote his book to advise the King on the best ways to stop piracy.

The common sorte of seamen, euen those which wyllyngly and wylfully put themselues ynto

pyracy, are greatly emboldened by reasone of a receiued opinion, that none but the Captyn, Master, and yt may be some few of the principal of the Company be put to Death. Now synce there is not any meanes vsed betwixt death and lyberty, to punish them, vnless yt be a lyttle lazy imprisonment, which ys rather a charge to your Highnes, than any afliction to them, since their whole lyfe for the most part is spent but in a runnyng Prison, and for that yt may be thought too much effusyon of Bloode,[[1]](#footnote-1) to take away the liues of so many, as may perchance be found together in pyracy, as also for that the State may hereafter want such men, who commonly are the most Daryng and seruiceable in war of all people: and, to set them at libertie is but lycensing them to enter ynto the same waye againe: methinketh (vnder correction of your Majestys better judgement) it were no ill polycy for this State, to make them Slaues, in the nature of Galley-Slaues.[[2]](#footnote-2)  
 When I haue had near six or seuen hundred men at one time, and for the most part all taken out of Ships, I know not that I had three Perforst-men.[[3]](#footnote-3) Having fetched vp and commanded a Ship, some of the Merchants men would come to me to tell me they wer desirous to serue me, but no man dareth seem wylling; if by any occasion they should come home to their Country, it would be a benefit to them, and no hurt to me, to haue them esteemed Perforst-men. In which respect I being desirous to haue men serue me Wyllingly and Cheerfuly, would give them a note vnder my hand to that purpose, and send men aboard to seeme to take them away perforce. These men are rather welcomed home, vnless by mischance some vnder officer of the Admiralty lyght vpon them, and pillage[[4]](#footnote-4) them of theyr pryze.[[5]](#footnote-5) Suche men knowyng themselues to be priuileged by a note are more violent, head-strong, and mutinous, either to commyt any outrage vpon their own Countrymen, or exercise cruelty vpon others. The way yn this case neither to punish the innocent, nor to let the guilty escape, ys (me thinketh) to haue all such commytted, till a just proof may be made whether they haue receeued shares of the goods or not, more than to supply their necessary wants and wearing clothes; if they haue, they are then absolutely as wylling and as guilty as ys the Commander.

**Text B** is an extract from *The Pleasante Historie of John Winchcomb*, a novel by Thomas Deloney published in 1597. It is the story of John Winchcomb (known as Jack), a weaver who becomes wealthy through hard work, commitment and honesty. Jack inherits his master’s cloth-making business and becomes a successful merchant – in the sixteenth century, woollen cloth was the main export industry in England. In this extract, Jack meets the father of his bride-to-be.

Jacke of Newberrie being a widower, had the choice of many wiues, mens daughters of good credit and widowes of great wealth. Notwithstanding, he bent his onely like to one of his owne seruants, whom he had tried in the guiding of his house a yeere or two; and knowing her to be carefull in her business, faithful in her dealings, and an Excellent huswife, thought it better to haue her with nothing, than some other with much treasure. In the end, he opened his minde vnto her, and craued her good will. The maid (though shee tooke this motion kindly) said she would do nothing without consent of her parents. Whereupon a Letter was writ to her father, being a poore man dwelling at Alisburie in Buckinghamshire: who being joyfull of his daughters good Fortune speedily came to Newberie, where of her master he was friendly entertained: who shewed him all his seruants at worke, and euery office in his house.

When the old man had seene this great houshold and familie, then he was brought into the Warehouses, some being filled with wooll, some with flockes,[[6]](#footnote-6) some with woad and madder,1 and some with kersies1 readie dyed and drest,[[7]](#footnote-7) beside a great number of others. Sir (quoth the old man), I wis[[8]](#footnote-8) che zee[[9]](#footnote-9) you be bominable[[10]](#footnote-10) rich, and cham[[11]](#footnote-11) content you shall haue my daughter, and Gods blessing and mine light on you both.

But, father (quoth Jacke Of Newberie), what will you bestow with her? Marry, heare you (quoth the old man), I cham but a poore man, but I thank God, because che heare very good condemnation[[12]](#footnote-12) of you in euery place, therefore chil[[13]](#footnote-13) giue you Twentie nobles[[14]](#footnote-14) and a weaning calfe, and when I die and my wife, you shall haue all my goods.

When Jacke heard his Offer, he was straight content, making more reckoning of the womans Modestie than her fathers money; so the marriage day being appointed, all thyngs was prepared for the Wedding; most of the lords, knights, and gentlemen thereabout were inuited thereunto: the bride being attyred in a gowne of sheepes russet,[[15]](#footnote-15) and her head attyred with a Billiment[[16]](#footnote-16) of gold, and her haire as yellow as gold hanging downe behinde her. Shee was led to church betweene two sweete boyes with bride laces and rosemary tied about their silken sleeues.

READING AND APPLYING CONTEXTUAL INFORMATION 2

NOTES

Text A (1618)

Contextual factors

1. Mainwaring was a skilled sailor.
2. He began by hunting pirates, but later became one.
3. He was pardoned by the king.
4. He wrote his book specifically for the King.
5. His aim was to advise the King how he could stop piracy.

Summary

Mainwaring uses his knowledge to advise the King: putting pirates in prison would be expensive and ineffective (pirates are accustomed to being confined on board ship); mass executions could be judged excessive and the King would no longer be able to use such daring men in war. Making them ‘Galley-slaues’, however, would prevent them re-offending. Written proof of enforcement means pirates can return home without consequences, but Mainwaring knows from his own experiences that these ‘notes’ make pirates more violent. He believes any pirate who has received a share of the prizes should be found guilty.

Evidence

**Skilled sailor/pirate – therefore a source of authority on the subject**

* Mainwaring had status as a Captain employing ‘near six or seuen hundred men at one time’ – the size of the modifying enumerators in the noun phrase indicates his high rank; the prepositional phrase ‘at one time’ implies that he could cite other examples to build his case about Perforst-men
* he is a good leader: the post-modified adjective phrase (complement) ‘desirous to serue [him]’ demonstrates that pirates recognised his qualities
* he is reasonable and perceptive: the noun phrase ‘no hurt to me’ indicates his practical approach to Perforst-men; the post-modified adjective phrase ‘desirous to haue men serue me Wyllingly and cheerfuly’ demonstrates his understanding of human nature – he knows how to get the best out of his men.
* he shows an implicit admiration for the men: described using superlative adjectives as the head of a noun phrase e.g. ‘the most Daryng and seruiceable’

**Pardoned by the King/writing a book for the King**

* limited use of the first-person singular pronoun *I* except where he is directly referring to personal experience – this allows Mainwaring to seem detached and objective in his assessments, and to make his personal expertise secondary to the King’s position of authority
* honorifics and the formal second person possessive determiner mark the respect he shows to the King (‘your Highness’, ‘your Majestys …’) – Mainwaring recognises his social position (and his obligations to the King who has pardoned him) even while speaking as an expert
* the apparently emphatic archaic compounded comment clause (‘methinketh’) is hedged – the parenthetical prepositional phrase ‘(vnder correction of your Majestys better judgement)’ places Mainwaring in the position of a subordinate; the comparative adjective ‘better’ emphasises the King’s dominant position; the parenthetical comment clause ‘(me thinketh’) is used to hedge a direct suggestion (‘The way yn this case … ys .. to haue all such committed ..’)
* in writing for the King, Mainwaring is tentative in his suggestions, using modal verbs of possibility (e.g. ‘yt may be thought …’, ‘the State may … want’) and the subjunctive mood (e.g. ‘vnless yt be …’, ‘it were no ill policy …’) – this ensures he is not too authoritative.

**Advisory purpose – how to stop piracy (providing information and evaluating)**

* does not use the loaded term pirates – the noun phrase ‘The common sorte of seamen’ suggests that everyday sailors made up a pirate crew; he undermines the concept of enforcement in his discussion of ‘Perforst-men’, a subject specific period noun
* establishes why men are prepared to become pirates: the ‘receiued opinion’ is that the crew’ will not be punished (only ‘the Captyn, Master, and yt may be some few of the principal of the company’) – pirates are, therefore, fearless (the paired adverbs ‘wyllyngly and wylfully’ reinforce this)
* presents options to the King: current situation e.g. ‘death and lyberty’ (abstract nouns), ‘to take away the liues … to set them at libertie’ (parallel non-finite clauses); alternatives e.g. ‘imprisonment’ or ‘to make them Slaues’
* semantic field of judgement focuses attention on the theme (stopping piracy): the emphasis is on the importance of justice e.g. noun phrase ‘a just proof’ (that they have shared in the profits) and negative co-ordinating conjunctions linking non-finite clauses ‘neither to punish the innocent, nor to let the guilty escape’; the adverb ‘absolutely’ is an emphatic comment on the comparative ‘as wylling and as guilty …’
* his anecdote about the Perforst-men in his command provides direct evidence to support his case – his account establishes a habitual process through the modal verb ‘would’ in the parallel main clauses ‘I … would give them a note vnder my hand …, Ø and send men aboard …’
* the comparative adjective phrase ‘more violent, head-strong and mutinous’ shows his understanding of pirates when they believe there are no consequences to their actions – the co-ordinated non-finite clauses ‘to commit any outrage …, or exercise cruelty …’ use emotive language to persuade the King.

READING AND APPLYING CONTEXTUAL INFORMATION 2

NOTES

Text B (1597)

Contextual factors

1. The main character is Jack, a weaver.
2. He has become wealthy through hard work, commitment and honesty.
3. He is now a successful merchant in a thriving 16th century business.
4. He meets the father of his bride-to-be and is married.

Summary

As a wealthy widower living in Newbury with a thriving business, Jack could marry any rich woman, but he decided to propose to one of his servants. He knew she was a reliable, careful housekeeper, which was more important to him than money. The girl was happy with his proposal but wanted her parents to agree. Her father, a poor man, came quickly from Aylesbury. Impressed by Jack’s great household and business, he gave his blessing and promised a dowry of twenty gold coins and a calf. A day was set and, when everything was prepared, they were married.

Evidence

**Jack has become wealthy through hard work, commitment and honesty – qualities he values**

* Jack is to choose a bride – the writer’s representation is typical of a patriarchal society: he is dominant (e.g. the opening main clause ‘[he] had the choice …’)
* the extent of his choice highlights his social position e.g. the plural quantity determiner in the noun phrase ‘the choice of many wiues’
* his eligibility as a wealthy widower is reflected in the women he can choose – indicated by post-modifying prepositional phrases ‘of good credit’, ‘of great wealth’ in the possessive noun phrases in parenthesis (qualifying the abstract noun ‘choice’)
* the foregrounded adverb ‘Notwithstanding’ suggests a different side to his character – he chooses a woman with no money because she has qualities he values e.g. ‘carefull in her business, faithful in her dealings’ (post-modified adjective phrases) and ‘an Excellent huswife’ (noun phrase – with thematic capitalisation to emphasise the evaluative adjective).

**Successful businessman – the father of the bride-to-be is shown around Jack’s premises in order to impress him**

* the third person omniscient narrator describes everything the old man sees in positive terms
* the pre-determiner ‘all [Jack’s] seruants at worke’ and the determiner ‘euery office in his house’ underline the extent of what the old man is shown
* Jack’s status is represented by the evaluative modifier in the noun phrase ‘this great houshold and familie’ (a positive representation of Jack and his achievements)
* the use of the plural inflection on the noun ‘Warehouses’ indicates the extent of Jack’s wealth
* the syndetic list of subject specific concrete nouns (ll.12-13) creates a visual symbol of Jack’s wealth – a contemporary audience would recognise the financial significance of the products; the prepositional phrase ‘besides a great number of others’ reinforces the extent of his prosperity
* the direct speech (quoted clause) gives the reader another point of view – having seen everything, the old man describes Jack using the adjective phrase (complement) ‘bominable rich’ (the adverb functions as a positive intensifier – though the old man may be misusing the word).

**Meeting the father of the bride**

* the father is described using the adjective ‘poore’ (in contrast with Jack’s status)
* terms of address indicate their relative positions e.g. the old man addresses Jack using the vocative ‘Sir’; Jack addresses the old man using the vocative ‘father’ (a familiar but respectful term of address for an older man, but also indicative of the emphatic declarative ‘you shall haue my daughter’)
* the phonetic spelling reflecting pronunciation (‘cham’) and the character’s misuse of words (‘condemnation’ – emphasis on Jack’s good reputation) in the direct speech represents his lower social status – and makes him a comic character
* the old man’s enthusiasm for his daughter’s prospects is communicated with the adjective phrase ‘joyfull of his daughters good Fortune’ and the adverb ‘speedily’
* typical of the EME period, there are references to God (in the noun phrase ‘God’s blessing’ and the comment clause ‘I thank God’) and to a dowry (noun phrases ‘Twentie nobles and a weaning calfe’)
* Jack’s response emphasises his good values in the non-finite clause juxtaposing the noun phrases ‘the womans Modestie’/‘her fathers money’, and in the bare adverb ‘straight’ (indicating the speed of his decision and his certainty).

**The wedding**

* the focus of the guest list reflects Jack’s status – the emphasis is on men of high standing (plural concrete nouns ‘lords, knights and gentlemen’); the head of the noun phrase (the pronoun ‘most’) emphasises the scale of the wedding
* the wedding is typical of Jack’s (and his bride’s) values: she wears an understated gown made from wool (‘sheepes russet’ – plain, i.e. undyed the colour of the sheep); the only extravagances are the billiment (post-modifying prepositional phrase ‘of gold’) and the boys clothes (noun phrase ‘their silken sleeues’); her hair is a natural beauty (the simile ‘as yellow as gold’).

ASSESSING AO3

The following extracts are discussing Text A, Mainwaring’s advice to King James about the best ways to stop piracy (Unit 3, 2019).

1. Read each extract and identify where there is discussion of relevant contextual factors.
2. Highlight any accurate use of terminology and where textual support is provided.
3. Use the table below to decide whether each response fulfils the criteria for AO3. Write notes on your findings and remember to provide evidence to support your decisions.
4. Can you see ways to improve each response?

|  |  |
| --- | --- |
| **AO3** | |
| ANALYSE | explore the text |
| EVALUATE | make judgements |
| CONTEXTUAL FACTORS | interrogate the situation of production and reception |
| LANGUAGE FEATURES | interrogate the language choices and their impact |
| CONSTRUCTION OF MEANING | engage with details and interpret the texts |

Extract 1

The Early Modern English Text A is written by Henry Mainwaring, who was a skilled seaman and a pirate, so it is expected that he would provide knowledge about being a pirate, through personal experience. Mainwaring references the higher class in society such as the nouns “Majestys” and “Highness” possibly because Mainwaring is writing to advise the King on the best ways to stop piracy so he felt he had to include the higher class as this was important in the period in which it was written. As well as this, it adds to the formality of it which is suitable for writing for the king.

Extract 2

Text A is interesting as it shows almost a double sided view. As Mainwaring is advising a king in how to stop piracy, he can’t paint pirates in an overly glamorous light. However since formerly being a pirate himself with a crew of “near six or seuen hundred men” he can’t help but show some admiration. This is evident as he describes them as “the most Darying and seruiceable in war of all people”. It is evident that his time as a pirate has given him great knowledge which would be of great benefit to King James I. Mainwaring knows that pirates often serve a captain out of choice and that these men make the best crew. This is evident in the phrase “desirous to haue men serue me willingly and cheerfully”. However, he does not want to disrespect the King so he references “your Majestys better judgement”. The views given by Mainwaring very much relate to the context of him previously being a pirate and admiring them. However, he now knows he could well lose his life if he steps out of line.

Extract 3

Text A is very specific as it was written to advise the King, thus there is direct address with the respectful honorific “your Majestys better judgement” (a possessive noun phrase). As Mainwaring works for the King following his pardon, he offers advice on what he believes should be the punishment for piracy. The verb phrase “put to Death” with thematic capitalisation of the abstract noun illustrates that the death penalty was the social norm, highlighting the cruel and harsh sentencing culture of the time. However, Mainwaring does not argue for the death penalty but advises that the King use pirates’ skills to his advantage. The co-ordinated superlative adjectives “most daring and seruiceable” are a persuasive tool designed to make the King feel what pirates could do to benefit him as part of the kingdom. The alliterative noun phrase “a little lazy imprisonment” with its undermining adjectives illustrates that sending pirates to jail is not enough. Instead, he suggests they are made slaves. This would be seen as unacceptable in today’s society, but the parallel non-finite clauses “neither to punish the innocent, nor to let the guilty escape” imply that slavery is a fair and middle-ground punishment in the Early Modern English period.

Extract 4

Text A is from Early Modern English as we can see by the inclusion of archaic suffixes such as “-e” in the noun “sorte”. This highlights the time period in which Mainwaring was writing. The extract continues with this archaic grammatical feature with incorrect spellings such as “wyllyngly” and “themselues”. The purpose of the extract is to inform and educate people about pirates which at the time would have been high selling due to the lack of knowledge. The writer was a skilled seaman who was commissioned to hunt pirates but eventually became a pirate himself. His act of joining piracy was pardoned by King James I in 1616. Henry Mainwaring’s book only took two years to write and publish which demonstrates the knowledge he gained. This highlights the narrative tone in which he presents his information because he can deliver his knowledge from a personal account. The portrayal of pirates being loyal and “desirous” to their captains displays piracy as hard working commitment and highlights the pirates as followers of their commanders as a way of surviving out at sea.

ASSESSING EXTRACT 1

identifies period

The Early Modern English Text A is written by Henry Mainwaring, who was a skilled seaman

 sticking closely to info on paper, but some sense of context

and a pirate, so it is expected that he would provide knowledge about being a pirate,

basic observations

through personal experience. Mainwaring references the higher class in society such as the

valid reference but discussion lacks development

nouns “Majestys” and “Highness” possibly because Mainwaring is writing to advise the King

lacks engagement

on the best ways to stop piracy so he felt he had to include the higher class as this was

basic evaluation

important in the period in which it was written. As well as this, it adds to the formality of it

 sensible, but lacks development

which is suitable for writing for the king.

**KEY**

terminology

textual support

|  |  |
| --- | --- |
| **Extract 1** | |
| ANALYSE  (explore the text) | little evidence of analysis – sticking closely to the information on the paper (recounting rather than analysing) |
| EVALUATE  (make judgements) | broad – expectations (knowledge based on ‘personal experience’); relevance of class in the period (‘important’); recognition of formality (‘suitable’) |
| CONTEXTUAL FACTORS (interrogate the situation of production and reception) | demonstrates awareness of Mainwaring’s background (skilled seaman and pirate) and of his specific reader (King James) |
| LANGUAGE FEATURES (interrogate the language choices and their impact) | few specific examples – reference to honorifics is sound, but discussion lacks development |
| CONSTRUCTION OF MEANING  (engage with details and interpret the texts) | little sense of what the text is about – lacks close focus on the details of the text |
| AREAS FOR IMPROVEMENT | * apply the information * avoid generalisations by engaging more fully with the text * address a wider range of points * use a wider range of appropriate terminology |

ASSESSING EXTRACT 2

evaluatingevaluating

Text A is interesting as it shows almost a double sided view. As Mainwaring is advising a

evaluating

king in how to stop piracy, he can’t paint pirates in an overly glamorous light. However since

using contextual information  engaging with details

formerly being a pirate himself with a crew of “near six or seuen hundred men” he can’t help

interpreting  engaging with details

but show some admiration. This is evident as he describes them as “the most Darying and

evaluating

seruiceable in war of all people”. It is evident that his time as a pirate has given him great

evaluating

knowledge which would be of great benefit to King James I. Mainwaring knows that pirates

 interpreting (evidence of close reading)

often serve a captain out of choice and that these men make the best crew. This is evident in

engaging with details

the phrase “desirous to haue men serue me willingly and cheerfully”. However, he does not

 interpreting engaging with details

want to disrespect the King so he references “your Majestys better judgement”. The views

some repetition

given by Mainwaring very much relate to the context of him previously being a pirate and

broad engagement

admiring them. However, he now knows he could well lose his life if he steps out of line.

**KEY**

terminology

textual support



|  |  |
| --- | --- |
| **Extract 2** | |
| ANALYSE  (explore the text) | analysis is underdeveloped – linguistic focus is quite narrow in range |
| EVALUATE  (make judgements) | sensible evaluation – the duality of the POV (‘interesting’); Mainwaring’s knowledge as a basis for advising the King (‘of great benefit’) |
| CONTEXTUAL FACTORS (interrogate the situation of production and reception) | uses the contextual information sensibly – explores the specific target audience and purpose, Mainwaring’s position as a captain and the value of Mainwaring’s personal experience |
| LANGUAGE FEATURES (interrogate the language choices and their impact) | some sound discussion underpinned by some relevant textual support – exploration of quotations lacks development |
| CONSTRUCTION OF MEANING  (engage with details and interpret the texts) | engaging with meaning and making sensible points – Mainwaring’s implicit ‘admiration’ for his fellow pirates; a recognition that most men serve willingly and choose to be pirates; an understanding of the relationship between writer and reader (‘does not want to disrespect the King’) |
| AREAS FOR IMPROVEMENT | * very limited use of terminology to underpin comments * discussion could be more wide ranging (e.g. no references to punishment options or ‘perforst-men’) |

ASSESSING EXTRACT 3

evaluating

Text A is very specific as it was written to advise the King, thus there is direct address with

 evaluating engaging with details

the respectful honorific “your Majestys better judgement” (a possessive noun phrase). As

using contextual information interpreting

Mainwaring works for the King following his pardon, he offers advice on what he believes

 overviewengaging with details

should be the punishment for piracy. The verb phrase “put to Death” with thematic

applying knowledgecultural context

capitalisation of the abstract noun illustrates that the death penalty was the social norm,

evaluating

highlighting the cruel and harsh sentencing culture of the time. However, Mainwaring does

close reading

not argue for the death penalty but advises that the King use pirates’ skills to his advantage.

engaging with details evaluating

The co-ordinated superlative adjectives “most daring and seruiceable” are a persuasive tool

interpreting

designed to make the King feel what pirates could do to benefit him as part of the kingdom.

engaging with details evaluating

The alliterative noun phrase “a little lazy imprisonment” with its undermining adjectives

interpreting – could go further

illustrates that sending pirates to jail is not enough. Instead, he suggests they are made

 evaluating

slaves. This would be seen as unacceptable in today’s society, but the parallel non-finite

engaging with details

clauses “neither to punish the innocent, nor to let the guilty escape” imply that slavery is a

 evaluating  identifying period

fair and middle-ground punishment in the Early Modern English period.

**KEY**

terminology

textual support

|  |  |
| --- | --- |
| **Extract 3** | |
| ANALYSE  (explore the text) | analysis is well developed – linguistic focus is productive |
| EVALUATE  (make judgements) | confident evaluation – tone (‘respectful’); penal system (‘cruel and harsh); language choices (‘persuasive’, ‘undermining’); attitudes to slaves (‘unacceptable’ vs ‘fair and middle-ground’) |
| CONTEXTUAL FACTORS (interrogate the situation of production and reception) | uses the contextual information effectively – explores the specific target audience and purpose, Mainwaring’s pardon, and punishments typical of the period |
| LANGUAGE FEATURES (interrogate the language choices and their impact) | sustained focus on language underpinned by apt textual support |
| CONSTRUCTION OF MEANING  (engage with details and interpret the texts) | engaging with meaning and making confident points – Mainwaring’s analysis of the value of various punishments; the potential for the King to use pirates’ skills for the benefit of the state |
| AREAS FOR IMPROVEMENT | * a few places where discussion could have been developed (e.g. why sending pirates to jail was not a suitable punishment) |

ASSESSING EXTRACT 4

 identifies period description of spelling not relevant in Q2

Text A is from Early Modern English as we can see by the inclusion of archaic suffixes such

as “-e” in the noun “sorte”. This highlights the time period in which Mainwaring was writing.

prescriptive missing focus

The extract continues with this archaic grammatical feature with incorrect spellings such as

 missing target audience

“wyllyngly” and “themselues”. The purpose of the extract is to inform and educate people

missing purpose broad point

about pirates which at the time would have been high selling due to the lack of knowledge.

sticking very closely to information on the paper  
The writer was a skilled seaman who was commissioned to hunt pirates but eventually

became a pirate himself. His act of joining piracy was pardoned by King James I in 1616.

observational point

Henry Mainwaring’s book only took two years to write and publish which demonstrates the

broad understanding perhaps??

knowledge he gained. This highlights the narrative tone in which he presents his information

valid point

because he can deliver his knowledge from a personal account. The portrayal of pirates

some basic interpretation broad point - no textual support

being loyal and “desirous” to their captains displays piracy as hard working commitment and

 broad point

highlights the pirates as followers of their commanders as a way of surviving out at sea.

**KEY**

terminology

textual support

|  |  |
| --- | --- |
| **Extract 4** | |
| ANALYSE  (explore the text) | little evidence of analysis – sticking closely to the information on the paper |
| EVALUATE  (make judgements) | a prescriptive use of ‘incorrect’; misapplied description of Text A as ‘high selling’ |
| CONTEXTUAL FACTORS (interrogate the situation of production and reception) | basic awareness of Mainwaring’s background (skilled seaman and pirate, received a pardon from the King – reproduced almost exactly from paper) |
| LANGUAGE FEATURES (interrogate the language choices and their impact) | few specific examples – discussion lacks development |
| CONSTRUCTION OF MEANING  (engage with details and interpret the texts) | little sense of what the text is about – a few broad points (lacks engagement) |
| AREAS FOR IMPROVEMENT | * avoid observational points about spelling * reflect on specific meaning of text rather than making broad points * use terminology to underpin comments |

KEY TERMS

PRONOUNS VS DETERMINERS

pro-, prefix

Latin, ‘for’, ‘on behalf of’

Linguistics.  [After [pronoun *n.*](https://www.oed.com/view/Entry/152548#eid28202738)] Prefixed to grammatical terms to denote that an element is used in place of another for the sake of conciseness, esp. to avoid repetition.   
 <https://www.oed.com/view/Entry/151666#eid28458827>

**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.

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

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

Task

1. Circle the possessive forms in the Facebook posts on the next page. Then identify whether they are

* possessive noun phrases
* possessive pronouns
* possessive determiners.

1. The set of data below is made up of posts from a range of different Facebook pages.

Read the data then answer the question below. You should use appropriate terminology and provide relevant supporting examples.

**Use your knowledge of contemporary English to analyse and evaluate the ways in which contextual factors affect how writers use language in these Facebook posts.**

**TEXT 1 (Vicki J. Hurst – personal page, shared cat meme)**

I am telling you. I’m not a cat. My mom says I’m her baby and my mom is always right.

**TEXT 2 (Amazon Kindle – sponsored)**

Browse a new selection of Kindle Books discounted to £1 each. Read on your Kindle or download our free Kindle Reading app to read on a tablet, phone or device.

**TEXT 3 (Cool Creativity – group page, craft projects)**

I wish my school had such amazing ideas!! Let your kids teachers know about their site when you go to school today.

**TEXT 4 (Deb Davies – personal page)**

Sam Garwood his birthday was fab – happiest 6yr old ever couldn’t of aksed for more lots of fab pressies yours was favrite!!!

**TEXT 5 (Local Landscape & Seascape Photographers – group page, photo sharing)**

camera or Phone its all about “THE EYE” and his is always good

**TEXT 6 (Irish Wildlife Trust – group page, environmental charity)**

Everything on Earth is borrowed … There is no “mine” or “Yours” … there is only “Ours” … Even Time Is borrowed. We kill over a Plot of Land, that belongs only to our Mother Earth. All you have is what you came with … and what you will leave with … Your Spirit.   
 Native American proverb

**TEXT 7 (Joyce Edmunds – group page, local village)**

they parked in our street riverside a few of them but we didn’t have no problems

**TEXT 8 (Contact seller – group page, local sell and swap shop)**

Stunning prom dress from City Prom in purple Excelent condition. Size 12 but I would say it’s fit a 10 to. Was my daughters. Hers went down well with mates. Not too much bling. Fitted style pick up Monmouth. £26

**TEXT 9 (Dave Bright – personal page)**

My daughter said her friend's kid's teacher said he always gives 110%. Daughter said "I hope that wasn't his maths teacher"

**TEXT 10 (Buttercup Education – group page, early years outdoor education)**

It's a new week and we are so excited for all of the fun we have planned for our little Buttercups. Don't forget we have Stay & Play sessions at both our sites. It's a great way to get to know us, or just come along for their next outdoor adventure!

FACEBOOK POSTS

POSSESSIVE FORMS

possessive noun phrases possessive pronouns possessive determiners

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download our free Kindle Reading app to read on a tablet, phone or device.

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I wish my school had such amazing ideas!! Let your kid’s teachers know about their site

when you go to school today.

**Julie Davies (personal page)**

Sam Garwood his birthday was fab – happiest 6yr old ever couldn’t of aksed for more lots of

fab pressies yours was favrite!!!

**Joyce Edmunds (group page – local village)**

they parked in our street riverside a few of them but we didn’t have no problems

**Irish Wildlife Trust (group page – environmental charity)**

Everything on Earth is borrowed … There is no “mine” or “Yours” … there is only “Ours” …

Even Time Is borrowed. We kill over a Plot of Land, that belongs only to our Mother Earth.

All you have is what you came with … and what you will leave with … Your Spirit.   
 Native American proverb

**Local Landscape & Seascape Photographers (group page – sharing photographs)**

camera or Phone its all about “THE EYE” and his is always good

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Buttercups. Don't forget we have Stay & Play sessions at both our sites. It's a great way to

get to know us, or just come along for their next outdoor adventure!

KEY TERMS

COMMA SPLICING

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, or a connecting word must be added.

I **ran around** after the baby all day, it **was** tiring.

finite VP finite VP

MCl MCl

two main clauses → full stop NOT comma OR add connecting word

I **ran around** after the baby all day. It **was** tiring.  
 two separate main clauses (full stop)

I **ran around** after the baby all day, which **was** tiring.  
 relative pronoun (relative clause)

I **ran around** after the baby all day and it **was** tiring.  
 co-ordinating conjunction

TASK  
COMMA SPLICING

1. Read the extract below and identify where there are comma splices.
2. Analyse and evaluate how the writer uses comma splices and other linguistic techniques to characterise the main protagonist. You should use appropriate linguistic terminology in your response.

The extract is taken from *Pigeon English*, a novel by Stephen Kelman published in 2011. It is the story of Harri Opoku, an eleven-year-old boy who has recently moved to a housing estate in South London from Ghana in Africa. The language he uses blends Ghanaian English with London youth speak. In this extract, Harri describes some of the new experiences he has in London. (EDUQAS Component 2, 2019)

We always go to the market on Saturday. It’s all outside so you get proper cold waiting for Mamma to pay, you have to keep your mouth closed to stop your teeth escaping.

The launderette is a shop just for washing machines. It’s at the bottom of Luxembourg House. The washing machines don’t belong to any one person, they’re for everybody who lives in the flats. You have to pay them money to make them work.

I swear by God, I thought I was dreaming at first. It didn’t even feel real. I thought under the ground was just mud and bones and the creatures who live there, when I saw the tunnels and all the lights and people, I just had to pinch myself. There was even a man playing a violin. He had long hair in a ponytail even if he was a man. Asweh, the whole thing just felt brutal. Have you ever been on the tube? There’s a million people everywhere all going too fast. They don’t talk to you, they just chook2 you out of the way with their elbows. The stairs you go down are moving, they’re the same as the ones at the airport. You can pretend like it’s asasabonsam’s teeth3 trying to eat you.

1 brutal: exciting fun 2 chook: jab   
3 asasabonsam’s teeth: a vampire-like monster in West African folklore

NARRATIVE  
COMMA SPLICES

We always go to the market on Saturday. It’s all outside so you get proper cold waiting for Mamma to pay, you have to keep your mouth closed to stop your teeth escaping.

The launderette is a shop just for washing machines. It’s at the bottom of Luxembourg House. The washing machines don’t belong to any one person, they’re for everybody who lives in the flats. You have to pay them money to make them work.

I swear by God, I thought I was dreaming at first. It didn’t even feel real. I thought under the ground was just mud and bones and the creatures who live there, when I saw the tunnels and all the lights and people, I just had to pinch myself. There was even a man playing a violin. He had long hair in a ponytail even if he was a man. Asweh, the whole thing just felt brutal. Have you ever been on the tube? There’s a million people everywhere all going too fast. They don’t talk to you, they just chookyou out of the way with their elbows. The stairs you go down are moving, they’re the same as the ones at the airport. You can pretend like it’s asasabonsam’s teeth trying to eat you.

COMMAS IN EME TEXTS

Using appropriate linguistic terminology, explain the function of the commas in the following Early Modern English extracts.

**TEXT 1** is an extract from a handbill published in 1652 when the first coffeehouse in London was opened by Pasqua Rosee. Handbills were a popular form of advertising in the seventeenth and eighteenth centuries.

THE Grain or Berry called Coffee, groweth upon little Trees, only in the Deserts of Arabia.  
 It is brought from thence, and drunk generally throughout all the Grand Seigniors Dominions.1  
 It is a simple innocent thing, composed into a Drink, by being dryed in an Oven, and ground to Powder, and boiled up with Spring water.

1 the Grand Seigniors Dominions: the Grand Seignior was the ruler of Turkey

**TEXT 2** is an extract from *The Pleasante Historie of John Winchcomb*, a novel by Thomas Deloney published in 1597. It is the story of John Winchcomb (known as Jack), a weaver who becomes wealthy through hard work, commitment and honesty. Jack inherits his master’s cloth-making business and becomes a successful merchant – in the sixteenth century, woollen cloth was the main export industry in England. In this extract, Jack meets the father of his bride-to-be.

But, father (quoth Jacke Of Newberie), what will you bestow with her? Marry, heare you (quoth the old man), I cham1 but a poore man, but I thank God, because che2 heare very good condemnation3 of you in euery place, therefore chil4 giue you Twentie nobles5 and a weaning calfe, and when I die and my wife, you shall haue all my goods.

1 cham – phonetic spelling to reflect pronunciation (I am)

2 che - phonetic spelling to reflect pronunciation - I hear

3 condemnation: mistaken use of a similar sounding word - commendation (praise)

4 chil: phonetic spelling to reflect pronunciation - I will

5 nobles: gold coins

Text 1

comma separating subject and verb where the subject contains a subordinate clause (typical of EME)

THE Grain or Berry called Coffee, groweth upon little Trees, only in the

comma separating adverbial (PrepP modified by adverb) from rest of  
 clause – to emphasise rare/exclusive product (uncommon in PDE)

Deserts of Arabia.

comma before ‘and’ – perhaps to focus attention on   
 the contrasting adverbials of place – the PrepPs   
 ‘from thence’ and ‘throughout …’   
 (Oxford comma still used in PDE)

It is brought from thence, and drunk generally throughout all the Grand

Seigniors Dominions.

comma separating non-finite SCl (post-modifying ‘thing’??) from MCl

It is a simple innocent thing, composed into a Drink, by being dryed in

MCl comma separating A from related NFCl

(uncommon in PDE)

an Oven, and Ø ground to Powder, and Ø boiled up with Spring water.

Oxford commas – to indicate the stages of the process clearly (polysyndeton)

Text 2

comma separating a vocative from the main clause (still used in PDE, but would have a second comma after the vocative)

MCl

But, father (quoth Jacke Of Newberie), what will you bestow with her?

comma separating quoting clause ‘(quoth …)’ from quoted clause ‘what will you …?’ (still used in PDE)

comma separating an interjection from the main clause (still used in PDE)

MCl

Marry, heare you (quoth the old man), I cham …

MCl MCl

comma dividing two main clauses – comma splice  
 (loose structure of speech – still used by PDE novelists)

comma before the co-ordinating conjunction ‘but’ (still used in PDE)

I cham but a poore man, but I thank God, because che heare very good

MCl comma before subordinating   
 conjunction ‘because’ (uncommon in PDE)

condemnation of you in euery place, therefore chil gue you …

MCl

comma dividing two main clauses – comma splice

(characterisation – lower status)

comma before ‘and’ (Oxford comma still used in PDE)  
 i.e. if the conjunction co-ordinating nouns (‘… nobles   
 and … calfe’) is distinguished from the conjunction   
 co-ordinating clauses, the sentence is easier to read

therefore chil giue you Twentie nobles and a weaning calfe, and

when I die and my wife, you shall haue all my goods.

MCl

comma separating adverbial clause from main clause (in PDE, we would normally also have a comma at the beginning of the clause before the conjunction ‘when’ OR no commas)

1. effusyon of Bloode: bloodshed, slaughter (idiom) [↑](#footnote-ref-1)
2. Galley-Slaues: slaves used to row a galley ship [↑](#footnote-ref-2)
3. Perforst-men: men who had been captured and forced to be pirates against their will [↑](#footnote-ref-3)
4. pillage: take goods violently using force [↑](#footnote-ref-4)
5. pryze: something seized or captured by force, especially in war (obsolete) [↑](#footnote-ref-5)
6. flockes, woad and madder, kersies: terms related to the woollen industry [↑](#footnote-ref-6)
7. drest: prepared for use [↑](#footnote-ref-7)
8. I wis: indeed (obsolete adverb) [↑](#footnote-ref-8)
9. che zee: phonetic spelling to reflect pronunciation - I see [↑](#footnote-ref-9)
10. bominable: clipping of ‘abominable’ [↑](#footnote-ref-10)
11. cham: phonetic spelling to reflect pronunciation - I am [↑](#footnote-ref-11)
12. condemnation: mistaken use of a similar sounding word - commendation (praise) [↑](#footnote-ref-12)
13. chil: phonetic spelling to reflect pronunciation - I will [↑](#footnote-ref-13)
14. nobles: gold coins [↑](#footnote-ref-14)
15. sheepes russet: plain woollen cloth [↑](#footnote-ref-15)
16. Billiment: decorative edging sewn onto headdresses [↑](#footnote-ref-16)