

## UNIT 3: Language Over Time

### MARK SCHEME

#### General Advice

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners*: sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by **all**. Particular attention should be paid to the following instructions regarding marking.

- Make sure that you are familiar with the assessment objectives (**AOs**) that are relevant to the questions that you are marking, and the respective **weighting** of each AO. The advice on weighting appears at the start of each Section and also in the Assessment Grids at the end.
- Familiarise yourself with the questions, and each part of the marking guidelines.
- The mark-scheme offers two sources of marking guidance and support for each Section:
  - **'Notes' on the material which may be offered in candidates' responses**
  - **Assessment grid, offering band descriptors and weightings for each assessment objective.**
- Be positive in your approach: look for details to reward in the candidate's response rather than faults to penalise.
- As you read the candidate's response, annotate using details from the Assessment Grid/Notes/Overview as appropriate. Tick points you reward and indicate inaccuracy or irrelevance where it appears.
- Decide which band **best fits** the performance of the candidate **for each assessment objective** in response to the question set. Give a mark for each relevant assessment objective and then add each AO mark together to give a total mark for each question or part question.
- Explain your mark with an assessment of the quality of the response at the end of each answer. Your comments should indicate both the positive and negative points as appropriate.
- Use your professional judgement, in the light of decisions made at the marking conference, to fine-tune the mark you give.
- It is important that the **full range of marks** is used. Full marks should not be reserved for perfection. Similarly there is a need to use the marks at the lower end of the scale. No allowance can be given for incomplete answers other than what candidates actually achieve.
- Consistency in marking is of the highest importance. If you have to adjust after the initial sample of scripts has been returned to you, it is particularly important that you make the adjustment without losing your consistency.

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- In the case of a rubric infringement, mark all the answers and then delete the lowest mark commensurate with the fulfilling of the rubric. **Please write "rubric infringement" on the front cover of the script.** At the end of the marking period send a list with full details of the rubric infringements to the WJEC GCE English Subject Officer: please explain clearly the nature of the difficulty and give centre and candidate number.
- If you wish to refer a script to the Principal Examiner for a second opinion, if, for example, poor handwriting makes fair assessment difficult, then write "Refer to P/E" on the front of the script. Send a note of the centre and candidate number to the WJEC GCE English Subject Officer at the end of the marking period.
- Please do not use personal abbreviations, as they can be misleading or puzzling to a second reader. You may, however, find the following symbols useful:
 

|        |                    |
|--------|--------------------|
| E      | expression         |
| I      | irrelevance        |
| e.g. ? | lack of an example |
| X      | wrong              |
| (✓)    | possible           |
| ?      | doubtful           |
| R      | repetition         |

The following guidelines contain an overview, notes, suggestions about possible approaches candidates may use in their response, and an assessment grid.

The mark scheme, however, should not be regarded as a checklist.

Candidates are free to choose any approach that can be supported by evidence, and they should be rewarded for all valid interpretations of the texts. Candidates can (and will most likely) discuss parts of the texts other than those mentioned in the mark scheme.

**Language Over Time**  
**NEWSPAPER REPORTS**

|                                       | <b>AO1</b> | <b>AO2</b> | <b>AO3</b> | <b>AO4</b> |
|---------------------------------------|------------|------------|------------|------------|
| <b>Question 1</b><br><b>(a) - (d)</b> | 20 marks   | -          | -          | -          |
| <b>Question 2</b>                     | -          | 20 marks   | 20 marks   | 20 marks   |

**General Notes**

In making judgements, look carefully at the separate sheet with the marking grid, and at the Overview and Notes which follow. We may expect candidates to select some of the suggested approaches, but it is equally possible that they will select entirely different approaches. **Look for and reward valid, well-supported ideas** which demonstrate independent thinking.

**1. Short questions (AO1)**

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

Mark scheme: award **one** mark for each correct answer from the table below.

| <b>EXAMPLE</b>                      | <b>WORD CLASS</b> | <b>ARCHAIC SPELLING PATTERN</b>      |
|-------------------------------------|-------------------|--------------------------------------|
| <i>Majesties</i><br>(Text A 1.7)    | proper noun       | -ie for -y possessive, no apostrophe |
| <i>interrupted</i><br>(Text A, l.5) | past participle   | doubling                             |

- (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]**

Mark scheme: any **four** points from the table below – award one mark for each.

| <b>EXAMPLE</b>                           | <b>WORD CLASS</b> | <b>DESCRIPTION OF VARIATION</b>                       | <b>LANGUAGE CHANGE CONCEPTS</b>  |
|--|-------------------|---|--|
| <i>Septemb/Septemp</i><br>(Text A, l. 3) | • proper noun     | • archaic abbreviation<br>• inconsistent abbreviation | • spelling inconsistency<br>• reference to 1755 dictionary<br>• reference to standardisation |
| <i>unwearidly</i><br>(Text A, l. 25)     | • adverb          | • phonetic  |  |

- (c) Describe the form and the archaic grammatical features of the following examples using appropriate terminology. [4]

Mark scheme: any **four** points from the table below – award one mark for each.

| EXAMPLE                       | FORM   | ARCHAIC GRAMMATICAL FEATURE  |
|-------------------------------|--|--|
| <i>hath</i><br>(Text A, l.6)  | <ul style="list-style-type: none"> <li>3<sup>rd</sup> person (singular) present tense verb (phrase)</li> </ul> | <ul style="list-style-type: none"> <li>3<sup>rd</sup> person verb inflection obsolete by the end of EME period</li> <li>3<sup>rd</sup> person standard southern inflection replaced by Northern dialect –s inflection</li> </ul> |
| <i>beat</i><br>(Text A, l.33) | <ul style="list-style-type: none"> <li>past tense verb</li> </ul>  | <ul style="list-style-type: none"> <li>archaic form of past participle (i.e. not beaten)</li> </ul>  |

- (d) Analyse features of the grammatical structure and punctuation that are typical of Early Modern English in the extract from Text A below. Make four points and select an appropriate example to support each point. [8]

*On the second instant, at one of the clock in the Morning, there hapned to break out, a sad and deplorable Fire in Pudding-lane, neer New Fish-street, which falling out at that hour of the night, and in a quarter of the Town so close built with wooden pitched houses spread itself so far before day, and with such distraction to the inhabitants and Neighbours, that care was not taken for the timely preventing the further diffusion of it, by pulling down houses, as ought to have been; so that this lamentable Fire in a short time became too big to be mastered by any Engines or working neer it. It fell out most unhappily, too, That a violent Easterly wind fomented it, and kept it burning all that day, and the night following spreading itself up to Grace-church-street and downwards from Cannon-street to the Water-side, as far as the Three Cranes in the Vintrey.*

(Text A, lines 9-18)

Mark scheme: **four** points required – award **one** mark for each point (up to a maximum of 4 marks) and one mark for each appropriate example (up to a maximum of 4 marks)

| EXAMPLE   | ARCHAIC GRAMMATICAL STRUCTURE/ PUNCTUATION FEATURE   | UNACCEPTABLE ANSWERS   |
|---|--|--|
| <ul style="list-style-type: none"> <li><i>Pudding-lane</i></li> <li><i>New Fish-street,</i></li> <li><i>Grace-Church-street</i></li> </ul>  | <ul style="list-style-type: none"> <li>use of hyphens in road names</li> </ul>   | <ul style="list-style-type: none"> <li>comments on archaic spelling and lexis</li> </ul> |
| <ul style="list-style-type: none"> <li><i>Morning, Neighbours</i></li> <li><i>Engines</i></li> <li><i>Pudding-Lane</i> (l.3)</li> <li><i>That</i></li> <li><i>Easterly</i></li> </ul> | <ul style="list-style-type: none"> <li>random capitalisation of common nouns</li> <li>contrast with standard use for proper nouns</li> <li>capitalisation of conjunction</li> <li>capitalisation of adjective</li> </ul> |  |
| <ul style="list-style-type: none"> <li><i>one of the clock,</i></li> </ul>  | <ul style="list-style-type: none"> <li>contraction of preposition</li> </ul>   |  |
| <ul style="list-style-type: none"> <li><i>which falling out...</i></li> </ul>   | <ul style="list-style-type: none"> <li>embedding of clauses</li> </ul>   |  |
| <ul style="list-style-type: none"> <li><i>It fell out...</i></li> </ul>   | <ul style="list-style-type: none"> <li>archaic expression/impersonal verb phrase</li> </ul>  |  |
| <ul style="list-style-type: none"> <li><i>(...spreading) itself</i></li> </ul>  | <ul style="list-style-type: none"> <li>use of reflexive pronoun</li> </ul>   |  |
| <ul style="list-style-type: none"> <li><i>...,and</i></li> </ul>  | <ul style="list-style-type: none"> <li>frequent use of commas before conjunction 'and'</li> </ul>  |  |
| <ul style="list-style-type: none"> <li><i>was not taken, be mastered</i></li> </ul>   | <ul style="list-style-type: none"> <li>use of passives (formality)</li> </ul>  |  |

Award other valid responses where they are accompanied by an appropriate example.

**2. Analyse and evaluate what Texts A, B and C show about the changing nature of newspaper reporting.**

In your response you must also:

- 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.

**(60 marks)**

**Overview**

This section is focused on the language of the three texts, which are all newspaper reports of fires.

Reward comparisons between the texts, and analysis, understanding and evaluation of the effectiveness of the writers' use of language, together with sensible awareness and comment on the tenor of the extracts, the differing styles of reporting, the influence of the contexts on the use of language, and analysis and knowledge of differences of language over time.

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

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

## Notes

The main focus is the exploration of language in specific contexts from different periods, and on similarities and differences in the use of language to report appropriately on fires. There are a lot of points that could be made, and the following notes are intended merely to suggest possibilities of approach. They are by no means exhaustive, and it is important to have an open mind and to be prepared to accept other points, if they are sensible, based on the language of the texts, and display an ability to apply knowledge and to use analytical methods.

### Text A (*The London Gazette*, September 8<sup>th</sup>, 1666: the Great Fire of London).

**Overview:** There is a brief but clear outline of the actual spread of the fire and how it came to be put out, with details of roads and areas affected. The King is very much at the heart of the report and is seen as taking charge with tireless efforts, assisted by the nobility and gentry. The social divisions of the time are very clear. The references to God's favour and blessing reflect the religious beliefs of the period. The fire was serious enough to interrupt the normal course of the paper. The paper sees itself as satisfying the concerns of His Majesty's subjects by its report. Interestingly, the report covers several days, as the paper covers a whole week's news.

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

**Pre-modifying adjectives:** *sad, lamentable, deplorable, indefatigable*

**Editorial reference to this paper**

**Minor sentence** in heading: *Published by Authority*

**Repetition:** *lamentable, sad*

**Error** in type setting: *sad in deplorable*

**Vivid lexis** to dramatise the fire: **adjective:** *violent*; **verbs:** *fomented, burning, raging, seizing*; **noun phrase:** *bright flame*; **noun:** *vastness*

**Lexis showing concern** for the people affected: *distraction, distracted, poor, distressed*

**Lexis referring the efforts of the King, nobility and gentry:** NPs: *indefatigable and personal pains, personal care*; V: *helping*; Av+V: *unwearidly assisting*; Adverbial: *never despairing or slackening*

**Adverbs:** *unwearidly, unhappily*

**Much formal lexis:** *lamentable, diffusion, distraction, remedies*, etc. and much that is simple and straightforward: e.g. *sad, big, fell out, great*, etc.

**Noun:** *Engines* (cf other texts)

**Adverbials:** *By the favour of God; by the blessing of God*

**First person plural pronoun we:** could refer to the paper's view (the proprietorial 'we'), or to the paper and its readers together (more a generic 'we')

**Lexical contrasts in nouns and noun phrases** to show the social divisions: *Subjects, the poor distressed people* on the one hand, and on the other: *His Majestie, His Royal Highness, Nobility, Gentry, the Lords of the Council*

**Passive verbs:** e.g. *(it) hath been thought fit; (it) was observed; (many attempts) were made; (a stop) was put; (it) was beat down and extinguished*

**Syntax:** most sentences are markedly longer and more complex than is the practice in modern newspaper reporting. Most sentences have a very large number of clauses, including many participial non-finite ones, many adverbial ones and many relative ones. There is also a high degree of co-ordination within the complex sentences. Only the last sentence could be seen as simple, though this has a pair of verbs, which could be analysed as compound (be tolerant here).

**Text B (a report in *The Caledonian Mercury*, March 31<sup>st</sup>, 1800)**

**Overview:** Although the report is over 200 years old, a modern reader has no difficulty in following it. The syntax is much more complex on the whole than in modern papers, but there is an attempt to dramatise the fire to make it vivid to read, and to focus on the human-interest aspect of the two men trapped – though without any personal details such as names, ages, addresses, etc., which would be modern practice. Tenor is reasonably formal, but much of the lexis is simple and high-frequency. There are only a few examples of archaic lexis, but a lot of the expression seems archaic to the modern reader. The mechanics of putting out the fire – with engines and hoses, seems surprisingly modern.

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

**Evaluative pre-modifying adjectives to dramatise the fire and its effects:** *extensive, destructive, irresistible, distressing* (also used as complement), *painful*

**Dramatic or significant nouns:** *fury, a shell, exertion, alacrity, anxiety, agonies, despair*

**Dramatic verbs:** *defeated, clung, rage, fly, burst, cut off, quit, forced, screaming*

**Other pre-modifying adjectives:** *precipitate (flight) astonishing (effect),*

**Adverbs:** *fortunately, immediately, rapidly, entirely*

**Fronted adverbials:** *Yesterday morning, about two o'clock* (and some fronted adverbial clauses)

**Lexical set of fire:** *fire, flames, alarm, fire-drums, engines, pipes*

**Nouns** to refer to the buildings: *house, tenement, property, windows, stair case*

**Passive voice:** *was discovered, was wrought, was prevented, were observed, were enabled, was got under, was occasioned*

**Formal relative pronoun:** *to which (they clung)*

**Alliteration:** *forced to fly...flames; the full force of the fall; distressing beyond description*

**First person plural pronoun:** *we* (proprietary 'we')

**Capitalisation:** follows modern practice for proper nouns, (other than initial capitals).

**Syntax:** more varied than in Text A, with several simple sentences, and some compound with only two clauses (e.g. *The fire was got under...but broke out again*). However, many sentences are long and complex, with very many clauses

The newspaper is tentative where facts are not known for certain: e.g. *appear to have been*

**Historical/archaic aspects:**

**Archaic expressions:** e.g. *(anxiety) filled the breast, were obliged, to quit their hold, was got under, the exertions were made to the utmost, was occasioned*

**Archaic lexis:** *shifts* (nightclothes), *fire-drums, the city guard* (in context), *wrought* (in context), *stair case* (two words), *storey, (in the) forenoon*

**Archaic grammar: past participle:** *awoke*

**Dash** before a sentence: *–From*

**Tenor:** mostly quite formal, but most polysyllabic lexis is quite high-frequency, and there is much use of monosyllabic high-frequency lexis too: e.g. *the fire was got (under)...soon got it*

**Unusual syntax:** placing of adverb *only: a few minutes had only elapsed* (rather than 'only a few minutes had elapsed' or 'a few minutes only...'; also in: *only one of them had an arm broken* (not 'only an arm')

**Punctuation** mostly follows modern practice, but one sentence uses a comma, where we would have a full stop: *, only one of them had an arm broken*

**Paragraphing:** mostly much longer than in modern practice, but two relatively short ones

**Text C (report from *The Times Online* website of July 10<sup>th</sup>, 2006)**

**Overview:** The report is quite restrained, but there is some use of dramatic lexis, though more in the direct quotations than by the writer(s) of the article. A major focus is on interviewing witnesses and spokespersons for direct responses, and there is a high level of direct speech. The report seems to be partly original reporting, and partly a summary of other reports, including TV. A strong human interest angle, with reactions from several individuals. The report appears to be factually accurate and covers all the main details of the fire.

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

**Short paragraphs:** mostly with one or two sentences

**Passive voice:** *was not known; were taken; were closed off*

**Unusual noun:** *nexus*

**Americanisms: nouns:** *block, coffee cart*; and possibly **adverb:** *across (from the building)*

**Direct quotations** from witnesses or spokespersons – in inverted commas

**Indirect reported speech:** *He said he saw...*

**Proper nouns** for those interviewed

**Noun phrases in apposition:** e.g. *Yaakov Kermaier, 36, a resident in a building next door; Thad Milonas, 57*

**Pre-modified noun phrases** conveying information concisely: *White House spokesperson Tony Snow; TV host Larry King*

**Similes:** *like a bomb, like an earthquake*

**Dramatic verbs:** *collapsed, explode, were trapped*

**Vivid pre-modifying adjectives:** *heavy black (smoke), thunderous, bleeding, deafening*

**Vivid noun phrases:** *thunderous explosion; a deafening boom*

**Repetition:** *not immediately; building(s)* – six times

**Adverb** to avoid untrue assertion: *reportedly*. Similarly the **verbs:** *did not appear to be*

**Elision:** *I've* in quoted speech

**Minor sentence quoted:** *In a few seconds, finished*

**Very basic reporting verb:** *said* (used eight times) – but also *told* and *described*

**Informal zero-marking of noun clause and relative clause:** *he said he saw* (no 'that'), *...two bleeding women he helped* (no 'whom') also *said he was outside*. The writer mostly avoids using 'that'

**More formal relative pronoun:** *whose (newborn baby escaped)*

**Personal first person pronouns:** *I* (used by most interviewees) and plural *we* used by the Government spokesman to refer to the authorities

**Syntax varied:** some simple, some compound, but most still complex, though with far fewer clauses than Texts A and B

**Tenor:** mostly reasonably formal. Slight informality in direct speech

References to TV reports and to reporters

**Contemporary nouns and noun phrases** (compared with Texts A and B): *TV, beauty salon, ambulances, rescue unit*



## Assessment Grid: Unit 3: Question 2

| <b>BAND</b> | <b>AO2</b><br><b>Demonstrate critical understanding of concepts and issues relevant to language use</b><br><br><b>20 marks</b>   | <b>AO3</b><br><b>Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</b><br><br><b>20 marks</b>   | <b>AO4</b><br><b>Explore connections across texts, informed by linguistic concepts and methods</b><br><br><b>20 marks</b>  |
|-------------|--|---|--|
| <b>5</b>    | <b>17-20 marks</b> <ul style="list-style-type: none"> <li>Detailed critical understanding of concepts (e.g. genre)</li> <li>Perceptive discussion of issues (e.g. social attitudes)</li> <li>Confident and concise selection of textual support</li> </ul> | <b>17-20 marks</b> <ul style="list-style-type: none"> <li>Confident analysis of contextual factors</li> <li>Productive discussion of the construction of meaning</li> <li>Perceptive evaluation</li> </ul>      | <b>17-20 marks</b> <ul style="list-style-type: none"> <li>Insightful connections established between texts</li> <li>Sophisticated overview</li> <li>Effective use of linguistic knowledge</li> </ul> |
| <b>4</b>    | <b>13-16 marks</b> <ul style="list-style-type: none"> <li>Secure understanding of concepts (e.g. genre)</li> <li>Some intelligent discussion of issues (e.g. social attitudes)</li> <li>Consistent selection of apt textual support</li> </ul>             | <b>13-16 marks</b> <ul style="list-style-type: none"> <li>Effective analysis of contextual factors</li> <li>Some insightful discussion of the construction of meaning</li> <li>Purposeful evaluation</li> </ul> | <b>13-16 marks</b> <ul style="list-style-type: none"> <li>Purposeful connections established between texts</li> <li>Detailed overview</li> <li>Relevant use of linguistic knowledge</li> </ul>       |
| <b>3</b>    | <b>9-12 marks</b> <ul style="list-style-type: none"> <li>Sound understanding of concepts (e.g. genre)</li> <li>Sensible discussion of issues (e.g. social attitudes)</li> <li>Generally appropriate selection of textual support</li> </ul>                | <b>9-12 marks</b> <ul style="list-style-type: none"> <li>Sensible analysis of contextual factors</li> <li>Generally clear discussion of the construction of meaning</li> <li>Relevant evaluation</li> </ul>     | <b>9-12 marks</b> <ul style="list-style-type: none"> <li>Sensible connections established between texts</li> <li>Competent overview</li> <li>Generally sound use of linguistic knowledge</li> </ul>  |
| <b>2</b>    | <b>5-8 marks</b> <ul style="list-style-type: none"> <li>Some understanding of concepts (e.g. genre)</li> <li>Basic discussion of issues (e.g. social attitudes)</li> <li>Some points supported by textual references</li> </ul>                            | <b>5-8 marks</b> <ul style="list-style-type: none"> <li>Some valid analysis of contextual factors</li> <li>Undeveloped discussion of the construction of meaning</li> <li>Inconsistent evaluation</li> </ul>    | <b>5-8 marks</b> <ul style="list-style-type: none"> <li>Makes some basic connections between texts</li> <li>Rather a broad overview</li> <li>Some valid use of linguistic knowledge</li> </ul>       |
| <b>1</b>    | <b>1-4 marks</b> <ul style="list-style-type: none"> <li>A few simple points made about concepts (e.g. genre)</li> <li>Limited discussion of issues (e.g. social attitudes)</li> <li>Little use of textual support</li> </ul>                               | <b>1-4 marks</b> <ul style="list-style-type: none"> <li>Some basic awareness of context</li> <li>Little sense of how meaning is constructed</li> <li>Limited evaluation</li> </ul>                              | <b>1-4 marks</b> <ul style="list-style-type: none"> <li>Limited connections between texts</li> <li>Vague overview</li> <li>Undeveloped use of linguistic knowledge with errors</li> </ul>            |
|             | <b>0 marks:</b> Response not credit worthy or not attempted  |   |  |