



GCE A LEVEL MARKING SCHEME

SUMMER 2022

**A LEVEL
ENGLISH LANGUAGE - UNIT 3
1700U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

WJEC GCE A LEVEL ENGLISH LANGUAGE - UNIT 3 (NEW)

SUMMER 2022 MARK SCHEME

UNIT 3 - LANGUAGE OVER TIME

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 in the Assessment Grids at the end.
- Familiarise yourself with the questions, and each part of the marking guidelines.
- Be positive in your approach: look for details to reward in the candidate's response rather than faults to penalise.
- As you read each candidate's response, annotate using wording from the Assessment Grid/Notes/Overview as appropriate. Tick points you reward and indicate inaccuracy or irrelevance where it appears.
- Explain your mark with summative comments 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 standards set 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.
- Please do not use personal abbreviations or comments, 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

General Instructions – Applying the Mark Scheme

Where banded levels of response are given, it is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s).

Examiners must firstly decide the band for each tested AO that most closely describes the quality of the work being marked. Having determined the appropriate band, fine-tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded.
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria, and all responses must be marked according to the banded levels provided for each question.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. Indicative content outlines some areas of the text candidates may explore in their responses. **This is not a checklist for expected content in an answer, nor is it set out as a 'model answer'**. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement as English specialists to determine the validity of the statement/interpretation in light of the task and reward as directed by the banded levels of response.

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 features of the texts other than those mentioned in the mark scheme.

UNIT 3: LANGUAGE OVER TIME

INFORMATION TEXTS

	AO1	AO2	AO3	AO4
Question 1 (a) – (d)	20 marks	-	-	-
Question 2	-	20 marks	20 marks	20 marks

1. (a) Identify the word class and archaic spelling patterns of the following words using appropriate terminology. [6]

This question tests the candidate's knowledge of word classes and archaic spelling patterns.

Award **one** mark for the correct identification of the word class (up to a maximum of 3 marks) and **one** mark for an appropriate description of the variation (up to a maximum of 3 marks).

EXAMPLE	WORD CLASS	ARCHAIC SPELLING PATTERN
<i>Synce</i> (Text A, I.2)	(subordinating) conjunction (accept adverbial)	-i/y interchange
<i>cramp</i> (Text A, I.5)	adjective/past participle (accept verb)	spelling reflects pronunciation (-ed inflection pronounced /t/ after voiceless phoneme) or sound substitution (accept reference to replacement of -ed with -t if indicating some kind of substitution)
<i>vse</i> (Text A, I.6)	(first person plural) (present tense) verb	-u/v interchange

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

This question tests the candidate's knowledge of word classes, language variation over time, and language change concepts.

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

EXAMPLE	WORD CLASS	LANGUAGE CHANGE	
		DESCRIPTION OF VARIATION	CONCEPTS
<i>wee/we</i> (Text A, II.2/6)	(first person) (plural) pronoun	variation in use of appended (silent) -e	<ul style="list-style-type: none"> • spelling inconsistency • reference to SJ 1755 dictionary
<i>Gaming</i> (Text B, I.6)	(verbal) noun	meaning has broadened in line with PDE leisure pursuits (accept reference to random capitalisation with appropriate linguistic knowledge)	<ul style="list-style-type: none"> • reference to standardisation • reference to cultural change • reference to semantics (broadening)

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

This question tests the candidate's knowledge of word classes/phrases, and frequently occurring EME verb forms and inflections.

Award **one** mark for the correct identification of the form (up to a maximum of 2 marks) and **one** mark for a valid description of the archaic grammatical feature (up to a maximum of 2 marks).

EXAMPLE	FORM	ARCHAIC GRAMMATICAL FEATURES
<i>hath</i> (Text A, l.1)	(3 rd person) (singular) present tense verb (phrase)	<ul style="list-style-type: none"> • 3rd person verb inflection obsolete by the end of EME period (retained longest with frequently occurring verbs e.g. primary verbs) • 3rd person standard southern inflection replaced by northern dialect –s inflection • obsolete inflection • reference to PDE 'has' (tense must be present i.e. not 'to have', 'had')
<i>afford not</i> (Text A, l.21)	negative verb (phrase) (where labelled only as a 'verb', there must be a reference to <u>negative</u> in the explanation)	<ul style="list-style-type: none"> • absence of dummy auxiliary 'do' (in negative VPs) • non-use of periphrastic 'do' (for negatives) • negator (<i>not</i>) follows lexical verb • reference to PDE 'do not afford' (tense of auxiliary must be present 3rd person plural form i.e. not 'does' or 'did')

- (d) **Analyse features of the grammatical structure and punctuation that are typical of Early Modern English in the extract from Text A below. Make three points and select a relevant example to support each point. You must use appropriate terminology to describe your examples. [6]**

This question tests the candidate's ability to identify EME grammatical structures and punctuation features in the extract, and to describe examples cited using appropriate linguistic terminology.

Three points required – award **one** mark for each point (up to a maximum of 3 marks) and **one** mark for each appropriate example and associated terminology (up to a maximum of 3 marks). A mark can only be awarded for an example where appropriate terminology is used.

Learning ys therefore necessary to render them more agreeable and vsefull in company, and to furnish them with becoming entertainments when alone, that they be not driuen to those miserable shifts, which too many make vse of to put off their Time. And since our Happiness in the next world depends soe farre on those dispositions which we carry along with vs out of this, can Ignorance be a fit preparatiue for Heaven? Is't likely that she whose Vnderstandyng has been busied about nothing but froth and trifles, shou'd be capable of delighting her self in noble and sublime Truths? Let suche therefore as denie vs the improuement of our Intellectuals, take vp his Paradox, who said that Women haue no Soules; which at this time, when they are allow'd to Brutes, wou'd be as unphilosophical as it is unmannerly; or els let them permit vs to Cultiuare and Improve them. There is a sort of Learning which ys worse than the greatest Ignorance: A woman may study Plays and Romances all her days, and be a great deal more knowing, but neuer a jot the wiser.

(Text A, lines 8-19)

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

Candidates making comments on archaic spelling and/or lexis **cannot** receive credit; these are **unacceptable answers**.

EXAMPLE	ARCHAIC GRAMMATICAL STRUCTURE/ PUNCTUATION FEATURE
<i>be</i>	<ul style="list-style-type: none"> • use of subjunctive to indicate hypothetical
<i>be not driuen has been busied are allow'd</i>	<ul style="list-style-type: none"> • use of passive (typical of formality)
<i>her self</i>	<ul style="list-style-type: none"> • reflexive pronoun not yet compounded
<i>suche ... as ...</i>	<ul style="list-style-type: none"> • use of pronoun with cataphoric reference to as relative clause (i.e. 'those who ...' in PDE)
ReICIs: <i>which ... make, who said</i> NCI: <i>that ... shou'd be (capable), that ... haue</i> NFCIs: <i>to put off, to Cultiuat</i> ACIs: <i>(so) that ... be not driuen, since ... depends, when ... are allow'd</i>	<ul style="list-style-type: none"> • frequent use of subordination – with reference to specific types of clauses <p>Explanation must show evidence of linguistic knowledge.</p>
e.g. ll.8-10 multiple clauses: subordinating conjunction (e.g. <i>that</i>) and coordinating conjunction (e.g. <i>and</i>); non-finite clauses (<i>to render, to furnish</i>); relative clauses (e.g. <i>which</i>)	<ul style="list-style-type: none"> • long compound-complex sentence with ellipsis of repeated main clause (<i>Learning ys ... necessary to render ..., and Ø to furnish</i>) • embedded post-modifying subordinate clauses (<i>to render, to furnish, which ... make</i>) • adverbial purpose clause (<i>Ø that</i>) <p>(examples of subordination/coordination should be cited with verbs clearly indicated)</p>
<i>Time Happiness Vnderstandyng Cultiuat Improue</i>	<ul style="list-style-type: none"> • random capitalisation of nouns (thematic significance) • random capitalisation of verbs (emphasis on key actions for women)
<i>Is't</i>	<ul style="list-style-type: none"> • apostrophe used to mark the contraction of the third person pronoun (inverted S/P for interrogative mood) • enclitic
<i>Intellectuals, take vp</i>	<ul style="list-style-type: none"> • comma separating subject (with embedded subordinate clause) from predicator
<i>; which</i>	<ul style="list-style-type: none"> • semi-colon before relative clause (<i>Paradox ... ; which ... wou'd be ...</i>) – where it is separated from the head word by a second embedded clause
<i>There is ... : A woman may</i>	<ul style="list-style-type: none"> • colon between two main clauses (drawing attention to semantic link)

Reward other valid responses where they are accompanied by a relevant example and use appropriate linguistic terminology.

2. Extended response

AO2	AO3	AO4
20 marks	20 marks	20 marks

In making judgements, look carefully at 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 ones. Look for and reward valid, well-supported ideas which demonstrate independent thinking.

In your response, you must:

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

Analyse and evaluate Texts A, B and C to show how conduct literature written for young women changes over time. [60]

This question tests the candidate's ability to analyse and evaluate the content and meaning of the texts in context, to make meaningful links between the texts informed by language study, and to apply knowledge of relevant concepts and issues in a critical discussion of the writers' language choices and of the effects created.

Overview

Characteristics of a successful response may include:

- clear understanding of the conduct literature genre e.g. advisory purpose, prescriptive content, formal relationship between writer/reader (though some evidence of reduced formality in Text C), emphasis on moral judgement (particularly in Text B)
- perceptive recognition of a range of common genre features across all three texts e.g. modality, abstract nouns, evaluative adjectives, pronouns to establish relationships, subject specific verbs, use of interrogatives/imperatives
- well-chosen, concise textual references that support the points made precisely.
- explicit references to the advice offered e.g. the importance of religious education (Text A), the dangers of too much time spent playing card or dice games (Text B), the benefits of cycling (Text C)
- a clear appreciation that contextual factors shape the content, language, grammatical structures and style of each extract, e.g. the period, contemporary gender attitudes, contemporary references (the *Paradox* about souls, Text A; worthy pastimes for women, Text B; reference to drivers/riders, Text C), moral judgements, relevant examples of semantic change (*Intellectuals*, Text A; *Gaming*, Text B; *gymkhana*, Text C)
- intelligent interpretation of the texts based on close reading (e.g. relevant references to specific details; clear evidence of reflection on the stimulus material)
- assured evaluation (e.g. effect of lexical choices in communicating advice; level of each writer's authority/respect and its effect on the target audience; likelihood of reader responding to advice offered)

- insightful discussion of points of contrast that explore changes in language use over time e.g. relationship with reader (use of pronouns); the significance of religion in Text A vs secular Texts B/C; women writers texts A/C vs male Text B; contrast in tone (engaging/inclusive Text C vs superior/distant Text B); religious/moral vs physical advice; passive vs active recommended pastimes
- intelligent conclusions drawn about the differences e.g. related to the period of each text, the writers' positions as advisors, what the titles of the texts suggest about the target audience/advice, the relative status of women
- a range of terminology, which is used consistently and purposefully
- tightly focused, well-developed analysis of the three extracts in light of the question, with a consistent focus on attitudes, genre and meaning
- clearly focused, fully developed and carefully structured discussion.

Characteristics of a less successful response may include:

- a broad overview of appropriate general concepts e.g. audience, purpose
- recounted knowledge of issues such as religion/gender/social position (i.e. not applied to the question and/or texts)
- limited close analysis with few references to specific textual details (the discussion could be about any example of conduct literature)
- a lack of focus on the question e.g. missing the key words; failing to analyse and evaluate the texts
- inconsistent use of textual references (about half the points made are supported), or the quotations may be overly long
- a lack of engagement with meaning resulting in rather superficial discussion
- general, observational links between the extracts, which are often not based on language study
- a largely descriptive approach, with a summary of content rather than analysis
- some accurate labelling of linguistic features, but with no clear link to the question or to the point being made
- evidence of imprecise or inaccurate linguistic knowledge
- references to irrelevant general features of period language e.g. orthography; observations about sentence type/structure that are not related to meaning
- a limited number of points
- an argument which lacks development, or which is difficult to follow.

Notes

The following notes address features of interest which may be explored, but it is important to reward all valid discussion.

Text A: *A Serious Proposal to the Ladies* (1694)

Lexical sets (nouns): linked to religion (e.g. *GOD, Souls, the next world, Heaven*) and education (e.g. *Thynking, Thoughts, Faculty*)

Terms of address: no direct address – formality typical of EME texts; engagement with reader through rhetorical questions; implicit address to unnamed man l.15 (italicised possessive determiner suggests disagreement)

Abstract nouns (frequent use to reflect abstract/theoretical nature of discussion): emphasis on education (e.g. *Vnderstandings, Educatyon, Learning, improuement, Intellectuals, knowledge*); given the period, education proposed is religious (e.g. *Souls, noblest Object, Truths*); appreciation of God – typical of period (e.g. *gratitude*); references to secular activities establish contemporary position of women who are denied opportunities for improvement (e.g. *Trifles, Gayties, shifts, Follies* – negative connotations); repetition of *want* emphasises critical omissions in women's lives; repetition of *Ignorance* reinforces writer's plea for the importance of education

Concrete nouns (very narrow range): central to argument e.g. *Brutes* (accepted that animals have souls and therefore illogical and disrespectful to suggest women don't); *Plays and Romances* (indicative of a different kind of knowledge – worldly rather than spiritual, and therefore misguided)

Adjectives (critical to argument): opening establishes spiritual equality between men and women (e.g. *intelligent* – defining); God as focus of education (e.g. *noblest (Object)* – superlative); emphasis on the kind of education currently denied to women (e.g. *ingenious* – positive connotations); moral life vs secular (e.g. *becoming, noble, sublime vs miserable*); emphasis on women's potential (e.g. *rational*)

Pronouns: third person references to God (e.g. *he, him, himselfe* – no capitalisation); inclusive first-person plural – establishing connection between writer and reader (e.g. *wee/we* + possessive determiner *our*); broad reference to people who deny women opportunities (*suche ... as denie vs ...* - typical EME structure); third person plural – distancing effect i.e. people who criticise women for foolishness while denying them opportunities to learn (e.g. *they*, l.21)

Adverbs: arguing a case (e.g. *therefore* – repeated); intensification of argument (e.g. *so* l.8); evaluative judgement of contemporary women who spend time on secular activities – negative connotations, but not personal attack (e.g. *vnworthily* – l.4, in emphatic position in front of lexical verb); emphasis on time scale (e.g. *shortlie* – importance of using mind; *neuer* – impossibility of improvement by reading stories); criticism of men who blame women – lack of fairness in their position (e.g. *justlie*)

Noun phrases (head in bold): a surprising number are simple establishing a strong thematic focus (e.g. **Women, Men, our Thoughts, Trifles and Gayties, Exercise, Learning**); pre-modified NPs highlight critical concepts (e.g. *intelligent Souls, their noblest Object, secular Affairs, becoming entertainments, noble and sublime Truths, A rational mind* – random capitalisation has semantic function); post-modified (e.g. PrepPs: *the generality of Feminine Conuersations, the practice of the greatest Follies*) and pre- and post-modified NPs (e.g. RelCIs: *those miserable shifts, which ..., a sort of Learning ... which ...*) provide detail in argument

Verb phrases: present perfective to establish argument's fundamental religious principles (e.g. *hath giuen, hath not denied*); present tense for accepted principles (e.g. *enlarges, exalts, ys, depends*) and current practice (e.g. *renders, serues*); passive voice – agents omitted, but implied references to unjust patriarchal society (e.g. *bee forbidden, be not driuen, are allow'd*); passive voice – object foregrounded to emphasise women's potential (e.g. *will be employ'd ... be satisfy'd*) i.e. central message: important to offer women wider opportunities

Modal verb phrases (typical of genre): repeated use of modal *should/shou'd* to challenge contemporary thinking about correctness (ll.1, 2, 14); modal *wou'd* (l.17, consequences of hypothetical stance); modal *will* (l.22, certainty of argument – italicised for emphasis)

Complements/predicative adjective phrases (critical to argument): suggestion that brain becomes less effective if not used – a surprisingly modern concept (e.g. *cramp't and lessened*); negative representation of women lacking a suitable education (e.g. *so insipid and foolish*); emphasis on result of denying women education i.e. incapable of independence (e.g. solitude is *so insupportable* – evaluative); strong advisory mood (e.g. *necessary to render them more agreeable and vselfull*); challenge to patriarchal worldview – particularly addressed to unnamed man and *his Paradox* (e.g. *unphilosophical, unmannerly*); criticism of contemporary culture – reading stories (e.g. *worse than the greatest Ignorance*)

Adverbials: foregrounded ACIs are used to highlight 'truths' on which writer bases her argument (e.g. *Since GOD hath giuen ...*, *Synce he hath not denied ...*, *as Exercise enlarges ...*, *since our Happiness ... depends ...*)

Syntax (formal – typical of period): most sentences are complex with frequent use of subordination e.g. *Since ... hath giuen, as ... enlarges, that ... be not driuen* l.10 (ACIs providing information to support argument); *that renders* l.7, *which ... carry, who ... said* (RelCIs); *to render, to furnish* (NFCIs); *that ... shou'd be* ll.13-14 (NCI)

Grammatical mood (unexpected given the advisory nature of the genre): high number of interrogatives (ll.1-4, 6-8, 11-15, 20-2) – the writer has to challenge the status quo in order to assert her view about women's education; the only imperatives (third person impersonal directives e.g. *Let suche ... take vp ... or ... let them permit ...*) are used to cement the argument – readers are given a loaded choice i.e. support the 'unphilosophical' belief that women have no souls, or allow them *to Cultiuat and Improue* their souls (thematic capitalisation of the verbs)

Rhetorical features (frequent use to add weight to argument): rhetorical questions – encouraging readers to agree with writer's position; thematic juxtaposition (e.g. *their noblest Object/Trifles and Gayties; vse not/have none to vse; more knowing/neuer a jot the wiser*); parallel structures to emphasise message (e.g. *so inspid and foolish/so insupportable; to render ... to furnish ...*); emphatic use of fronted conjunctions (e.g. *And*); after a sequence of sentences with fronted subordinate clauses, the unmarked main clause (*Learning ys ...*, l.8) is emphatic; polysyndeton (ll.19-20) and parataxis (l.22) create strong thematic statements

Genre: title NP clearly establishes readership (*Ladies*) and the purpose of the text (*Advancement*); the modifiers set the tone (e.g. *Serious, True and Greatest*); advice is implicit rather than direct (e.g. criticism of secular – conversation, time-wasting, reading); emphasis on spiritual advice; woman writer offering advice to women (respectful) – observes failings, but blames men/society for not allowing them opportunities to improve themselves

Historical/period factors: challenge to patriarchal views of society and to contemporary philosophical thought; emphasis on religious/spiritual education; period pastimes for women (reading plays and romances) and their social role (being *vselfull in company*).

This is not a checklist. Credit other valid interpretations where they are based on the language of the text, display relevant knowledge, and use appropriate analytical methods.

Text B: *A Letter of Genteel and Moral Advice to a Young Lady* (1751)

Lexical sets: nouns: morally appropriate contemporary leisure activities for women (e.g. *Needle-work, Cookery, Music, Singing*) vs fashionable leisure activities (e.g. *Gaming, Cards*); verbs: focus on entertainment (e.g. *entertain, divert, plays*)

Semantic fields: judgemental language communicated through adjectives (e.g. *useless, tedious*) and verbs (e.g. *impairs, perverts, corrupts*)

Terms of address: some limited use of direct address to engage reader

Abstract nouns (frequent use reflecting abstract argument): activities – frequently with negative connotations (e.g. *Gaities, Diversions, Amusement, Recreation* vs *Accomplishments*); moral concepts which form the basis for the writer's opinions/advice (e.g. *Mischief, Disgrace, Moderation, Prudence, Reputation, principles*); emphasis on contemporary social conventions (e.g. *Custom, Fashion*); focus of advice (e.g. *Health, Body, Mind*); repeated references to time (e.g. *Time, Day, Night, Hours*); criticism of gaming (e.g. *Inconveniencies*)

Concrete nouns (very few – focus is on concepts rather than things): physical items associated with gaming (e.g. *Cards, Purse*)

Adjectives: identifying morally appropriate activities (e.g. *innocent* – evaluative, repeated); emphasis on the negative consequences of late nights (e.g. *bad, ill-mix'd, ill-tim'd*); suggestion of excess/self-indulgence (e.g. *surfeit*)

Pronouns: second person references to create relationship (synthetic personalisation, e.g. *you, yourself* + possessive determiner *your*); explicit sense of writer and his opinions established through first person references (e.g. *I*)

Adverbs: suggest writer's advice is balanced (e.g. *far from*); arguing case (e.g. *rather, Secondly, Thirdly, farther*); emphasis on restraint (e.g. *sparingly*); tentative acceptance of gaming (e.g. *sometimes*), but repeated criticism of the corrupting influence of gaming (e.g. *often, always, too often, frequently*); establishing bad habits (e.g. *late*)

Noun phrases (head in bold): many simple (e.g. **Accomplishments, Gaming, Custom, Disgrace, the Health** – often with thematic capitalisation); pre-modification clearly communicates writer's attitudes (e.g. *ill'mix'd Company, ill-tim'd Diversions, an innocent Amusement, good principles*); post-modification is less grammatically complicated than many ModE texts – perhaps because of the advisory purpose (e.g. *the innocent Diversions of Life, by which you may ..., and Ø prevent ...* [PrepP+RelCIs], *a particular Taste and Genius for these Arts* [PrepP])

Complements/predicative adjective phrases: fronted AdjP suggesting the range of appropriate feminine activities (e.g. *Various*); emphasis on not wasting time (e.g. *useless or tedious*); description of acceptable activities (e.g. *worthy of your Care ...*); advisory focus on balance (e.g. *but not Ø of all your Time*); expectation that young women are polite and respectful in company (e.g. *complaisant*)

Verb phrases: dominated by present tense – focus on contemporary issues (e.g. *are, is, unbends, confirms*); one perfective establishing change in custom which has an ongoing effect (e.g. *has introduced*); modal *may* suggests possibility (l.16) – tentative statements about the 'innocence' of gaming; periphrastic 'do' with 'nor' introducing an emphatic negative statement (e.g. *(Nor) do ... fail ...*)

Passive voice: foregrounds thematic objects (e.g. ... *Gaming ... ought to be avoided, ... playing at cards, is ... practised, All pleasures are abus'd*) – corrupting activities

Adverbials: prepositional phrases establish case (e.g. *in general, in general Terms*) and suggest cultural judgements (e.g. *into Fashion, in hopes of winning*); parallel fronted adverbial *if* clauses (ll.21-2) emphasising immorality of gaming

Syntax: first paragraphs are made up of one complex sentence – importance of appropriate activities (e.g. ... *are ...*, *by which you may lengthen ... and Ø prevent ...*); most sentences are compound-complex with rhetorically balanced clauses designed to convince reader of writer's logic (e.g. *Though ... is [ACI] ... which ... ought to be avoided ...[RelCI]; yet, since ... has introduced ...[ACI], I am ... dissuading [MCI]... to accommodate [NFCI]...; but ... advise [MCI] ... to be ... [NFCI], and to comply [NFCI]..., while ... have [ACI]*); emphatic simple (II.18-19) and compound (II.19-20) sentences

Grammatical mood: declarative (authoritative tone) – emphatic statement of opinions as facts

Rhetorical features: frequent use of contrast e.g. *Vexation/Delight, Body/Mind, Thought/Health*; hyperbole – overstatement to shock readers (e.g. *many other criminal Practices*); asyndetic listing (II.3-4) of appropriate pastimes; example of *Lady* (II.21-2) – criticism explicit (e.g. *Trade/Recreation*); pun on *Price* (e.g. *winnings vs Reputation = figurative*)

Genre: title/subtitle – weighted language (e.g. *Genteel, Moral, useful*) and dictatorial tone (e.g. *system, Rules, Method*); advisory (e.g. *ought to ...* i.e. modal – implied duty; *advise*); indirect directives (e.g. *to be complaisant ... to comply*); tone – period politeness token (e.g. *I beg leave to advance ...* i.e. false humility); connotations of *Accomplishments* (positive) vs *Amusement/Gaities/Diversions* (negative – implicit judgement of pastimes)

Historical/period factors: denotation of *Gaming* (period specific); emphasis on moral – text written by religious figurehead (e.g. *Reverend* – honorific); male POV (authoritative/dictatorial – little sense of engagement with female audience); implied gender attitudes (e.g. patronising tone of NP *the Fair Sex*); questionable scientific premises for 21st century reader (e.g. *staying up late softens the Understanding*).

This is not a checklist. Credit other valid interpretations where they are based on the language of the text, display relevant knowledge, and use appropriate analytical methods.

Text C: *The Girls' Empire: An Annual for English speaking Girls all over the World* (1909)

Lexical sets: nouns linked to physical activities (e.g. *sports, pastimes, exercise*); verbs linked to hypothetical scene (e.g. *hedge ... in, block, breathe down, dash*)

Semantic fields: linked to theme (e.g. nouns – *bicycles, cycling, machine, the cyclist*; verbs – *to cycle, riding*); focusing on enjoyment (e.g. *favourite, smiling* – adjectives; *a pleasure, amusement* – nouns)

Terms of address: direct address second person pronouns (e.g. *you, yourself*) and possessive determiners (e.g. *your*) – synthetic personalisation evident

Abstract nouns: reflecting on case for cycling (e.g. *appearances* – superficial; *health/growth* – physical benefits; *pleasure* – personal satisfaction); cycling as curative (e.g. *delicacy, ill-health*); emphasis on personal judgement (e.g. *common sense*); advisory tone (e.g. *moderation, temptation, excess, fault, warning*); emphasising girls' agency (e.g. *business, pride*); opportunities for girls (e.g. *show, gymkhana, event*)

Concrete nouns: thematic (e.g. *bicycles, machine*); to emphasise the physical benefits (e.g. *backs, shoulders* – plural forms indicate references to types); other road users causing girls problems (e.g. *Riders, drivers, pedestrians, horses, dogs*) – emphasis on girls' ability to manage all situations; references to target audience (e.g. *girls* – neutral; *maidens* – connotations of youth, innocence)

Adjectives (fewer and now less judgemental): emphasis on physical (rather than spiritual) qualities (e.g. *tall, straight, sturdy vs delicate, bent, stooping*); emphasis on personal pride (e.g. *our best* – ll.1-2, functioning as head of noun phrase); promoting value of cycling (e.g. *(no) more beneficial* – comparative; *desirable*); providing information (e.g. *growing, front*, – defining); implicit criticism (e.g. *clever*)

Pronouns: first person plural *we* (+ possessive determiner *our*) – sense of unity; second person *you* (+ poss det *your*) – engages readers with the problems of physical excess and with imagined situations (e.g. encountering other road users; gymkhana)

Adverbs: discourse markers (e.g. *Now, now, Then* – makes tone more conversational); authoritative tone (e.g. *certainly, completely, invariably, absolutely*); intensifiers (e.g. *so* 1.13, *very, hugely* – emphatic); advisory (e.g. *sternly*)

Noun phrases (wide range – head in bold): simple in descriptive analogy (e.g. ***Riders, drivers, dogs***); advisory (e.g. ***mistress*** of the situation, the desirable ***attitude***); often heavily modified (e.g. ***less*** of delicate girls [PrepP] ***overdoing*** [NFCI] ***themselves and being*** [NFCI] ...; the ***cyclist*** who gets blamed [RelCI] – carrying important thematic information)

Verb phrases: present tense – engaging with topical issue (e.g. *want, ache, hedge ... in, block*); frequent use of stative verbs – emphatic statements (e.g. *is, 's*); passive voice where subject reference is general (e.g. *being forbidden, have been ... cured*); modal *should* to communicate hypothetical/desirable situations (e.g. *should like, should hear, should ... see*); advisory modals (e.g. *must use ... Ø avoid, should be ... resisted*); emphatic modals (e.g. *will find*); modal *may* to establish a general truth (e.g. *may be (sure)*)

Prepositional phrases: arguing case to convince readers – often formal (e.g. *in the light of, in many cases, with regard to, in all cases, by all means*); reflecting emphasis on girls' agency (e.g. *on top* – idiomatic)

Complements/predicative adjective phrases: results of over-exercise (e.g. *too limp and fatigued* – lack of moderation); advisory (e.g. *wrong* – evaluative); positive reinforcement (e.g. *hugely beneficial to your ordinary riding*)

Adverbials (emphasising key information – often listed): fronted conditional clauses – establishing situations where girls need to make judgements (e.g. *If your limbs ache, and you feel ...*); fronted adverbial clauses – hypothetical situations where girls can show control (e.g. *though drivers hedge you in, though pedestrians ...*)

Syntax (typical of period formality): wide range of sentence structures – often compound-complex with sequences of subordinate clauses (e.g. *If we did [ACI], we should hear [MCI] ... overdoing [NFCI] and being forbidden [NFCI] ... to cycle [NFCI], and should ... see ... [MCI]*); one simple to highlight advice (e.g. *let me ... utter ...*); where the grammatical subject is made up of asyndetically-listed non-finite clauses (e.g. *To be at home ..., to feel ...*), the demonstrative pronoun (anaphoric reference) creates a separate main clause which functions like a simple sentence (e.g. *... that is the desirable attitude*) – makes message clearer

Grammatical mood (more varied): interrogative (ll.3-5) – guiding reader response; imperatives – typical of advisory texts i.e. instructive (e.g. *know, Remember, make up ..., enter into*); polite formal suggestion (e.g. *let me ... utter ...* – first person imperative)

Rhetorical features: tripling of non-finite clauses to set unifying goal (e.g. *to have ..., and to hold ..., and to look ...*) – polysyndeton creates emphasis; parallel non-finite clauses to indicate strong sense of self – girls in control (e.g. *To be at home ... to feel ...*, ll.13-14); emphatic fronted conjunctions (e.g. *But ..., And ...*); advisory contrasts (e.g. *an aid to health and sturdy growth/a pleasure, showing off/prowess*)

Personal sense of writer: comment clauses (e.g. *I suppose, I wonder*)

Genre: repetition of plural noun *Girls'/Girls* in title establishes a sense of ownership; sense of unity in pre-modified PrepP *all over the World*; advice is now more direct (use of imperatives); explicit focus on physical activity as a source of health (e.g. *exercise/have been...cured*); clearly established goals (e.g. *we all want to have ...*); advisory modals (e.g. *must, should*); advisory tone (e.g. *a word of warning*);

Historical/period factors: physical rather than spiritual advice; little sense of moralising – the only adjective with judgemental connotations is in a negative structure (*no matter to be ashamed of*); *mistress* – consciously gendered language (i.e. rather than 'master') giving girls agency and suggesting they are in control; less formal tone – contracted verb phrases (e.g. *it's*), *get* passive (e.g. *gets blamed*), stranded preposition (*to be ashamed of*) and discourse markers (e.g. *Now*, l.2; *now*, l.22); period idiom (e.g. *bad form*); semantic narrowing of *gymkhana*.

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Assessment Grid: Unit 3, Question 2

BAND	A02	A03	A04
	Demonstrate critical understanding of concepts and issues relevant to language use	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning	Explore connections across texts, informed by linguistic concepts and methods
	20 marks	20 marks	20 marks
5	<p>17-20 marks</p> <ul style="list-style-type: none"> Detailed critical understanding of concepts Perceptive discussion of issues Confident and concise selection of textual support 	<p>17-20 marks</p> <ul style="list-style-type: none"> Confident analysis of contextual factors Productive discussion of the construction of meaning Perceptive evaluation 	<p>17-20 marks</p> <ul style="list-style-type: none"> Insightful connections established between texts Sophisticated overview Effective use of linguistic knowledge
4	<p>13-16 marks</p> <ul style="list-style-type: none"> Secure understanding of concepts Some intelligent discussion of issues Consistent selection of apt textual support 	<p>13-16 marks</p> <ul style="list-style-type: none"> Effective analysis of contextual factors Some insightful discussion of the construction of meaning Purposeful evaluation 	<p>13-16 marks</p> <ul style="list-style-type: none"> Purposeful connections established between texts Detailed overview Relevant use of linguistic knowledge
3	<p>9-12 marks</p> <ul style="list-style-type: none"> Sound understanding of concepts Sensible discussion of issues Generally appropriate selection of textual support 	<p>9-12 marks</p> <ul style="list-style-type: none"> Sensible analysis of contextual factors Generally clear discussion of the construction of meaning Relevant evaluation 	<p>9-12 marks</p> <ul style="list-style-type: none"> Sensible connections established between texts Competent overview Generally sound use of linguistic knowledge
2	<p>5-8 marks</p> <ul style="list-style-type: none"> Some understanding of concepts Basic discussion of issues Some points supported by textual reference 	<p>5-8 marks</p> <ul style="list-style-type: none"> Some valid analysis of contextual factors Undeveloped discussion of the construction of meaning Inconsistent evaluation 	<p>5-8 marks</p> <ul style="list-style-type: none"> Makes some basic connections between texts Rather a broad overview Some valid use of linguistic knowledge
1	<p>1-4 marks</p> <ul style="list-style-type: none"> A few simple points made about concepts Limited discussion of issues Little use of textual support 	<p>1-4 marks</p> <ul style="list-style-type: none"> Some basic awareness of context Little sense of how meaning is constructed Limited evaluation 	<p>1-4 marks</p> <ul style="list-style-type: none"> Limited connections between texts Vague overview Undeveloped use of linguistic knowledge with errors
0	0 marks: Response not credit worthy		