

## Year Twelve English Language Booklet Summer Term 2

### Contents

Wk 1 - Preparing for the assessment

Wk 2- Assessment Week

Wk 3 - Language and the media - bias and representation

Wk 4- More on Representation/Changing Representation

Wk 5 - Language Change and Gender

Wk 6 - Continuing Prescriptivism and Descriptivism

Wk 7 - Reading and Research - Language change and standardisation. Considering context in language change.

Wk 8 - Approaching the exam.

### Week One

This week you will be preparing to write a response to a language change question. To support with this, this week one's work is about reading, annotating, planning and considering varieties of language in two thematically linked texts.

You are assessed on the following skills:-

AO1

Apply appropriate methods of language analysis, using associated terminology and coherent written expression.

AO3

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

A04 Explore connections across texts, informed by linguistic concepts and methods.

### The question

You are advised to spend about 1 hour and 5 minutes on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes writing your response.

Read Texts G and H in your Resource Booklet and answer the following question.

By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the two texts. In your answer, you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.

[36]

Text G is from *The Art of Hair-Dressing, and Making It Grow Fast, Together, with a Plain and Easy Method of Preserving It; With Several Useful Recipes, &c.* by William Moore, a ladies' Hair-Dresser and Perfumer. It was

published in 1780. Text H is from the website of Cosmopolitan, an international women's magazine. This website was accessed in 2012.

## Text G

Text G

( 1 )

THE  
A R T  
OF  
HAIR-DRESSING, &c.

THE chief Cause of bad Hair, is too frequently the Fault of Parents, Nurseries, Tutors, owing to Neglect. Many love to see the Hair lay long down the Back, comb'd in Curles, to do which, are oblig'd to pinch it with hot Irons\*, to the great injury of the Hair, as it dries up its Juices, hinders its Respiration, so that it can't acquire the Strength it would have had, if treated otherwise.

If

\* This is wrong to use such Methods; as in the first Place it puts the Hair out of its rectilinear Course: Secondly, the Usage of warm Irons, not only dries up the Juices, but burns the Hair off in Time, when the Hair is of a tender Age, it will be weaker'd, and stop'd from getting that Strength it would if left much shorter and cut offense.

( 2 )

If curling is required, a more proper Method may be used, that is, putting it in Papers over Night, or on Rollers\*. That pinching of Hair is very injurious I shall prove by the following Experiment: Having tried to bleach a young Person's Hair that had it pinched, and one that had not, I found the pinched Hair to turn to a yellow, or rusty Colour, and the other to a fine white; after which I left it in the Shop some Time, and to my Surprise I found the yellow Call very rotten; by this we may learn to treat the Hair different, as it is apparent that this Body, like others, must, when arriv'd at Maturity, be of Substance to bear the fires of Time, much better than when of tender Growth.

That Parents are to blame in trusting their Children's Hair to be taken Care of by Nurses, Servants, &c. (whose Pervereness and Inattention will not be guided by Reason) without inspecting whither proper Care has been taken of their Children's Hair.

Fifth, it is a general Rule to bind the Hair with Binders made of Woollen, Thread, Cotton,

\* Rollers are very much in Fashion, and are serviceable to any one who travels, as the Hair may be put up in so small a Compass, and not the least injury to it.

( 3 )

Cotton, &c. to fillet the Hair up, or down on the Forehead, this Method wears the Hair off from the Temples, if bound up, and if the Binder is of Woollen, it will ate it off. Secondly, the neglecting to use Pomatum, which is what ought to be done twice a Week, at least, it being as great a Preservative as can be made use of, as it softens the Hair, helps its Growth, by promoting the Respiration and keeping the Head clean. Thirdly, cutting\* at proper times, which is very material. Lastly, the keeping the Head clean, which is of such Consequence, that the neglecting of it, the Head gets so dirty, and full of Pimples, that worke often follows, such as Vermin, scabby Heads, the Hair falling off; and if it does not, it will weaken the Roots, so that it will come off in Time, and leave a very thin Stock that can't be increas'd if ever so tenderly used after.

Moist

\* Cutting a weak Head of Hair is of infinite Service, as it extends the Hair's Roots, makes them of greater Magnitude, so that they will be more firm, less liable to come off, if the Person should be smack'd with Blows. Children's Hair is capable of Extension as they grow up, so that they have the Advantage of older Persons, whose Hair will not come to a greater Bigness, though they use any Art, though it may increase in Growth.

Texts for Question 4

## Text H

### 10 Hair Rules You're Probably Breaking

Whether you're after gorgeous color, a bombshell blowout, or overall superhealthy locks, stylists know the tricks to get you there. Here, they reveal their top must-try tips.

- 1) Find a shampoo that lathers less.** Sudsy doesn't necessarily mean clean—sometimes, it means the opposite. Shampoos that lather too much are often overloaded with moisturizing products, which can leave build-up in your hair, making it look and feel dirtier quicker. So opt for a sulfate-free formula.
- 2) Give your locks a burst of cold.** Before you hop out of the shower, turn the cold water on for a second and quickly rinse it through your strands. It helps seal the cuticle, adding a sleek finish to your locks.
- 3) Play hot-and-cold as you dry.** When using a round brush to dry your hair in sections, start from the roots and dry all the way to the ends, letting the brush linger at the tips of your strands. Let your hair cool off like this on its own for five seconds, then repeat on another section. Alternating between heat and cool-down time helps set your style, and your blowout will have more body.
- 4) Do an at-home glaze between color appointments.** Glazes fill holes and rough spots in your hair cuticles, helping smooth your locks and put moisture back into your hair. This keeps your color shiny and bright so it lasts longer and looks better. Plus, you can snag an at-home kit from your local drugstore.
- 6) Drop the towel.** Keeping wet strands wrapped in a towel for a half-hour as you do your make-up will just cause frizz! The roughness of the cotton forces your hair cuticles open, making them more likely to go

every-which-way. Instead, squeeze out excess water as soon as you're out of the shower, then let your hair air-dry for five or ten minutes before blowdrying.

**7) Apply products 10 minutes before you style.** Whether you're curling, straightening, or whatevering, applying product 10 minutes in advance helps it fully absorb into your strands so you get all of its benefits and more bang for your buck.

**8) Wrap—don't clamp—your hair for quick curls.** When using a curling iron, you don't need to fasten your locks to the barrel. Wrap sections around the iron and hold in place for about 10 seconds to score the same soft, sexy curls.

**9) Use spray bottles as your new lazy-day BFF.** If you wake up and your locks are totally flat or grungy from the day before, just spray the top layer of your hair until damp, and then use a big barrel roundbrush (2 inches or more) to blow your locks dry. You'll score high volume on that top layer, and since it's freshly blown out, you'll create the illusion of all-over smooth hair.

**10) Use dry shampoo a different way.** Instead of waiting until your locks need an dirt-fighting pick-me-up, apply a dab of dry shampoo to your roots immediately after you wash and dry them. Though your hair's already clean, the barrier will stave off the debris and oil your strands will collect throughout the day before it hits. Bonus: It also gives you killer volume.

### Task One

Read these two texts and annotate each of them for the following.

1. Contextual factors
2. Language features
3. Conceptual ideas (power, technology, gender, processes of change)

### Task Two

Create a grid that allows you to compare the features in the two texts across all the language frameworks. Here are some ideas to get you started, you need to come up with more ideas.

Example

Text G	Text H
--------	--------

<p>Lexis</p> <ul style="list-style-type: none"> <li>· Lexical field of hair treatments disease/health – use of archaic lexis e.g. wither/fillets</li> <li>· Use of concrete nouns</li> </ul>	<p>Lexis</p> <ul style="list-style-type: none"> <li>· Lexical field of hair care – could consider the etymology of some lexis – Mohawk</li> <li>· Creativity in language ‘whatevering’</li> <li>· Neologisms</li> <li>· Americanisms</li> </ul>
<p>Grammar</p> <ul style="list-style-type: none"> <li>· Sentence complexity</li> <li>· Non standard past tense verb ‘ate’</li> </ul>	<p>Grammar</p> <ul style="list-style-type: none"> <li>· Imperative Mood</li> </ul>
<p>Orthography</p> <ul style="list-style-type: none"> <li>· Long S</li> </ul>	<p>Orthography</p> <ul style="list-style-type: none"> <li>· American spellings -color</li> </ul>
<p>Discourse Structure</p> <ul style="list-style-type: none"> <li>· Dense sections</li> </ul>	<ul style="list-style-type: none"> <li>· Enumeration</li> </ul>

**Example paragraph comparing lexical fields in each text.**

Both texts have a lexical field of hair and hair treatments, these seem to be similar, both use ‘roots’ and ‘rollers’ (we are however told that these are the new fashion) these specialised lexical choices have remained consistent over time. There are however lexical differences such as the concrete noun ‘pomatum’ in Text G and the compound, ‘sulfate free formula’ in Text H. “Pomatum’ is a hair ointment which suggests that hair care in the 1780s was more about remedies and treatments of hair rather than the 21<sup>st</sup> century aesthetic that we might see today. It appears to be a French borrowed word from ‘pomme’ meaning apple; this may have had a soothing quality. Furthermore this borrowing lends a sophisticated appeal for its implied readers; the literate, the upper-middle classes, those with servants, they would buy into its luxurious appeal. Text Gs implied writer relies on a more scientific approach, with its compound phrase ‘sulfate free formula’ It uses an American spelling, it is unlikely that the online global audience would absolutely understand the chemical term ‘sulfate’, but the representation of an expert identity would be trusted. Furthermore, the alliterative quality of ‘free formula’ is phonologically appealing, a tried and tested advertising technique that hooks the reader. There is also a clear difference between the archaic choices in Text G, such as ‘fillet’ and ‘wither’ – we now associate fillet – with a culinary technique but then it was used to describe a hair band, again it is a French borrowed word, it creates a civilised appeal....

**Task Three**

- Annotate this example, looking at where it meets the needs of each assessment objective.
  - How would you improve this paragraph?
- This example only explores lexical fields – write a full response for a lexis and semantics section.

### **Week Two**

Assessment Week

### **Week Three**

### **Bias and Representation**

For the next two weeks we will be revising some of the work we covered on 'Language in the Media'

Task One

**Here is a list of national newspapers, they each have a party political bias. Place the papers in order from farthest right wing to most left wing on the political spectrum..**

The Sun, The Observer, The Financial Times, The Telegraph, The Times, The Express, The Daily Mail, The Guardian, The Daily Mirror and The Independent.

Bias and representation are key concepts when looking at media texts. Make a note of these two key definitions.

#### **Bias**

A form of prejudice in favour of or against an idea, person or group, expressed through language/images and so on. It can take obvious or implicit forms or a mixture of the two and can arise from what is omitted as well as what is stayed or shown.

#### **Representation**

This is about the ways in which language plays a part in portraying particular groups, communities, experiences, ideas or topics from a particular ideological or value perspective.

Follow this link to see a message from the Headmaster of Eton College

<https://www.etoncollege.com/Introduction.aspx>

Annotate the text considering the ways in which the school wants to present itself to its implied audience.

Make key notes on the following aspects of the multi-modal text.

1. Representation through graphology
  - Refer to the non linear nature of the text.
  - What images are shown to us – what are their connotations?
  - The page layout
  - What does the font style suggest?

- Where do the other links take you? What does this suggest about how they want to present themselves to their implied audience?

## 2. The Register and Lexis

- What kind of lexis is being used? Polysyllabic? High or low frequency?
- Is there a lexical field?
- Are any words or phrases repeated?

## 3. Grammar

- Which sentence type is mostly in use? Why?
- What about the sentence mood?
- Is the voice active or passive?
- What modal choices are included?

## 4. How does this text present power and gender do you think?

### How is Eton College represented in this webpage?

Write up your ideas using your notes and evidence from the text.

### Extension

Find a web page for a different institution (examples - local hospital, cub scouts, supermarket, a music festival website) How do they want their implied audience to view them?

## **Week Four**

The ways in which refugees have been presented in the modern media is interesting to look at.

<https://www.theguardian.com/commentisfree/2017/dec/01/the-guardian-view-on-refugees-and-migrants-solidarity-not-fear>

<https://www.dailymail.co.uk/health/article-185768/Sickly-immigrants-add-1bn-NHS-bill.html>

1. The links above are two different articles about refugees. They each present a different point of view. Read both articles and summarise their points of view in your own words.
2. Choose **one** of these articles and answer the following questions.
  - What representation of refugees is presented in this article? Is it biased? And if so, how?
  - How are the refugees portrayed?
  - How does the context of the text inform the representations that are constructed?
  - How is power visible within the text? How is it presented?
  - What language features contribute to the manifestations of bias that you can detect? (refer back to the language levels/frameworks)

### Changing Representations

Look at this article about Bill Clinton (Hilary Clinton's husband and former president of the USA) It was written when Hilary Clinton was a presidential candidate four years ago.

This is a shortened version of an Indy100 article that imagines former President Bill Clinton being represented in a way which we could consider to be stereotypically female. The full article is here...

<https://www.indy100.com/article/imagine-if-the-media-talked-about-male-politicians-the-same-way-it-does-about-female-ones--Z1LSN97YIZ>

### **Imagine if the media talked about male politicians the same way it does about female ones**

**The husband of presidential candidate Hillary Clinton stole the spotlight on Thursday night with his stunning wardrobe choices.**

Some commentators have already picked up on the sweet political innocence of William 'Bill', the spouse of the new potential president Hillary.

But Bill showed them all. The Arkansas born 69-year-old showed age doesn't matter as he wowed the audience with a sharp two-button suit with wide lapels. The dark jacket contrasted his white shirt and bright red tie - all of which popped and said 'I'm ready to give it all for my wife's future'.

The fetching attire highlighted his muscular arms and winning smile. The black, white, and red combination was matched by fellow man on the stage Tim Kaine. His stylist (still kept secret from the media!) deserves a round of applause.

Those in the media who think Bill is just a clothes horse, be warned. Despite piercing blue eyes he is ready for big changes if Hillary wins in November. Ready for even the White House? When he was just 17 Bill had the honour of meeting president Kennedy, when his sports team were invited to Washington, DC in 1963.

### **Bill was a looker even back then!**

In his address to the Democratic National Convention, president Obama noted that Hillary was more qualified than Bill to be president. Well yeah, she's the wife! He works for a charity at the moment. Impressive, but it's not quite the Situation Room. But, reportedly, Hillary takes a real interest in Bill's work, just as much as she does her own. It's really great for such a busy woman to be so supportive of her husband's career, but Bill also knows it's his job to support her.

Identify the representations contained within the following phrases and explain how the language works to create this.

Language Feature	Example	Representation
Proper noun,		
Semantic field		
Colloquial language		
Gender marked terms		
Your own example		
Your own example		

How is Bill Clinton presented in this article? Does the representation surprise you? Why or why not?

## Week Five

We are going to look again at language change for the next few weeks.

### Language Change and Gender

In what ways do you think language and gender might have changed? How? Why? Write down your ideas.

Look at these two different texts

A)

Bridget Jones's Diary (A novel by Helen Fielding) 1996

Monday 14th August 9st 5 (great, turned into lard mountain for interview, also have spot), alcohol units 0, cigarettes many, calories 1575 (but threw up so effectively 400, approx.) Oh God. Terrified about the interview. I have told Perpetua I am at the gynaecologist – I know I should have said dentist but opportunities to torture the nosiest woman in the world should not be allowed to slip through the net. I am almost ready and merely need to complete my make-up while practicing my opinions on Tony Blair's leadership. Oh my God, who's the Shadow Defence Secretary? Oh fuck, oh fuck. Is it someone with a beard? Shit: telephone. I can't believe it: terrifying telephonic teenager with patronizing South London sing-song going, 'Hel-lo, Bridget, Richard Finch's office here. Richard's in Blackpool this morning so he won't be able to make the meeting.' Rescheduled for Wednesday. Will have to pretend have recurring gynaecological condition. Might as well take rest of morning off anyway

B)

Pride and Prejudice Jane Austen (Chapter 34)

<https://pemberley.com/etext/PandP/chapter34.htm>

Take each of the texts separately first and think about the context. Who wrote it? What genre is it? What is the subject matter? When was it written? How would it have been produced? Who was it originally written for?

Identify examples of archaic, old-fashioned and dialect lexis.

Next start to analyse it using the language levels (lexis, semantics, grammar, phonology, and discourse).

Use the topic specific terminology now to analyse the use of: broadening, narrowing, amelioration, pejoration, weakening, metaphor, idiom, euphemism, political correctness, colloquialism, Latinate, compounding, loan word, slang, descriptivism, prescriptivism

Development task: What are the key variations in the two pieces? What is the effect? How would their audiences have reacted to them? How does a modern audience respond to Austen in this context?

## Week Six

### More on prescriptivism and descriptivism

Last term we looked at attitudes towards language change and we explored the definitions of descriptivism and prescriptivism.

Check out this short clip of a prescriptivist and a descriptivist discussing the use of slang.

<https://www.youtube.com/watch?v=l8vD8dvjNxM>

Summarise their key arguments in your own words.

Consider these ideas in light of factors that affect language change.

Look at the following statements.

How would a prescriptivist and a descriptivist respond to them? Write down what you think each of them might say, aim to back up your ideas with evidence.

Young people's use of language over time.

The influence of American English.

How accents and dialects have changed over time.

New words entering the dictionary.

Look at this article, it is from the OED quarterly and it outlines the decision making process of how a new word ends up in the dictionary.

### **How are words added to the OED?**

Words come into the English language in all manner of ways. The *Oxford English Dictionary's* mission is to record all of these word stories, capturing their development as they continue to unfold.



*Learn about the journey of OMG from invention to inclusion in the OED with our interactive feature.*

For a word to be considered for inclusion in the *OED*, it must first be added to the dictionary's 'watch list' database. Contributions to this watch list come from an enormous **variety of sources** – from the *OED's* own

reading programmes to crowdsourcing appeals with the general public, and increasingly from automated monitoring and analysis of massive databases of language in use.

The *OED*'s editors consider thousands of word suggestions from these sources every year, reviewing each and every one. Words that have not yet accumulated enough evidence for permanent record in the *OED* remain on the watch list for continued monitoring, while suggestions for words with sufficiently sustained and widespread use are assigned to an editor.

Editors begin by reviewing the information gathered so far for their assigned word before embarking on their own research to trace the word's development. This research might lead them to search newspaper archives, online forums, academic studies, magazines, law tracts, recipe books, or social media for published evidence of the word. If a key example is available in a library or archive beyond digital access, editors also have the opportunity to enlist the help of the *OED*'s network of researchers, who are based at institutions around the world, to track down the elusive example.

Once an editor has pieced together a detailed picture of the word, they begin to draft the dictionary entry to record it in the *OED*. For words without an existing *OED* entry, this begins with the word itself – called the **headword** – and includes its pronunciation, forms, etymology, definition, example quotations, and any other senses or associated phrases it may have. For new senses of existing words, these are included in their chronological position in the entry, with the definition and example quotations.

This work involves several specialist teams at the *OED*, such as the pronunciation editors, who create the **audio files** and transcriptions that reflect a word's most common pronunciations, and the bibliographers, who **review the quotations** to ensure that sources are cited accurately.

Once the dictionary entry has been signed off by each team, it is passed on to the finalization team, which includes the dictionary's Chief and Deputy Chief Editors, for the final stamp of approval before it takes its place in the *OED*.

Completed entries are published in quarterly updates on **OED Online**, and each update is accompanied by release notes looking at key themes and notable new additions from the latest crop of words.

Some *OED* words from the past 2 years.

- Jafaican, n. and adj.: A non-Jamaican person who adopts or identifies with aspects of Jamaican culture, esp. in a way regarded as contrived or inauthentic.
- omnishambles, n.: Chiefly in political contexts: a situation that has been comprehensively mismanaged, or is characterized by a series of blunders and miscalculations...
- Jedi, n.: In the fictional universe of the Star Wars films: a member of an order of heroic, skilled warrior monks who are able to harness the mystical power of the force.
- simples, int.: Used (usually immediately after a statement giving a solution to a problem) to indicate that something is very simple or straightforward to do...
- sumfin, n. and adv.: = something, n. (in various senses).
- Humblebrag *-noun* an ostensibly modest or self-deprecating statement whose actual purpose is to draw attention to something of which one is proud.  
"social media status updates are basically selfies, humblebrags, and rants"

1. Where have these words come from? How have they been formed? e.g. Jafaican is a blended word of Jamaican and fake.
2. Do you agree with their inclusion in the dictionary? Why or why not?
3. How do these words reflect our changing societal values?

## **Week Seven**

### Research and reading

Make notes on these 2 articles from the EMC magazine website. Details of how to log on are on Insight,

This is an article about an important 20 year period in the history of the English language. Reading and making notes will enable you to develop your arguments around standardisation and codification in English. <https://www.englishandmedia.co.uk/e-magazine/articles/15561>

This is an article by Adrian Beard about language change, it is about the best ways in which you can think about the importance of context. <https://www.englishandmedia.co.uk/e-magazine/articles/14796>

## **Week Eight**

### **You should be able to apply the following skills**

**Focus is on changes to English from 1600**

- Should know about the main contextual factors affecting changes to the English language
- Understand and evaluate standardisation from the 18<sup>th</sup> century to present day.
- Apply and select a range of linguistic methods, key concepts to spoken and written texts from 1600 onwards

**How and why language changes – (standardisation – attitudes to language change etc..)**

- Ideas behind lexical changes and where new words come from.
- Know about semantic change (the processes)– how words might have changed their meanings

**You should know about changes in written style**

**You should know about changes in speech styles**

## Read Texts L and M, they are Ofsted Reports

You are advised to spend about 1 hour and 5 minutes on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes writing your response.

Read Texts L and M and answer the following question.

By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 18th and 21st century. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.

Text L (This would have been handwritten)

Inspected on June 29th 1933.

Report by HMI. Sir Roger Curtis.

Before the former Head Mistress left on appt to another school under the authority, she had raised the general condition of the school considerably above the level indicated in the last report. Under her successor, who has now been in charge for some eight months, the instructional side of the work has been maintained at least at its former efficiency, while a definite advance is noted in certain educational aspects. Thus, the children are now more self-reliant, they display initiative above the ordinary, & their range of interests & activities has widened. As an example of these good qualities it may be mentioned that the older children, entirely of their own volition & without assistance from their teachers or other adults, organised a bazaar earlier in the year, from which a profit of some £7 resulted. Through this commendable enterprise, the school now possesses a good gramophone & country dance records & there is something in hand for future needs. Points in the work which deserve favourable comment are the deliberate & well enunciated reading & recitation, the pleasing variety & quality of the exercises in Handiwork & the willing & fluent oral response. There is still improvement in writing & figuring, but the scope of the arithmetic is broadening satisfactorily. The infants are very well managed & taught.

Text M (Ofsted report from 2003)

Overall effectiveness of the school Grade: 1

For many years this popular school has provided high quality education for its pupils. In its centenary year, it continues to be outstanding. Pupils talk warmly about its happy atmosphere; parents and staff members value highly the 'strong sense of belonging to a mutually supportive community'. Apart from the accommodation, all areas of the school's provision are of excellent quality. This means that pupils take delight in learning and develop into articulate, thoughtful young people who are ready to take their place in the world. Their all round levels of achievement are exceptional. Strong leadership and management at all levels have ensured that the transition to the new headteacher has been virtually seamless. The school has many strengths but one of the greatest secrets to its success is the unusually strong respect, flexibility and teamwork among staff, all of whom have the children as their number one priority.

Most children enter Reception with the expected skills for their age. National test results at the end of Years 2 and 6 have consistently been above average or higher for the past five years, with well above average proportions of pupils achieving the higher levels at both key stages. This is outstanding, and current standards are similarly high. In 2007,

particular strengths were the standards of pupils' writing in Key Stage 1 and mathematics at Key Stage 2. The progress made by pupils with learning difficulties and/or disabilities, a high proportion of the year group, and by boys was first-rate. One of the reasons for such success is the early diagnosis of individuals' needs, including those who are gifted or talented, followed by highly effective action to help each one reach their potential. High standards are achieved not only in tested subjects but also in ICT, sport and the arts. A rich curriculum with much use of visits, visitors and hands-on experience brings pupils' learning vibrantly to life and entices them to want to find out more. A typical comment is, 'You learn things but you don't realise you are because it's so much fun'.

Pupils' enjoyment of learning and school life is evident throughout the day. They pay excellent attention in lessons, participate keenly in the wide range of extra activities, and behave with real consideration for others. They play energetically and the school council is full of bright ideas, such as Fruity Friday to complement the Walking Wednesday, to persuade their peers to eat more healthily. Pupils move very safely around the awkward site and cramped classrooms. They form strong relationships, valuing each person's qualities and are eager to offer help. They make the most of the many opportunities to contribute to the community whether through the school newspaper, organic gardening, swimming to raise funds for new ICT equipment or participation in village events. In response to staff's outstanding care and guidance, pupils flourish and grow in confidence. Their high self-esteem and well honed working habits are keystones that support their academic achievement.

#### Approaching the question

##### Step One

###### First reading...

Answer some basic questions about the contexts of the two texts.

1. When were they written
2. Who is the target audience
3. What is the purpose? Is there a secondary purpose?
4. What is the form?
5. What is the mode/register?
6. What values/ideologies/conceptual ideas can you see? (Think about power/gender/change/technology)

##### Step Two

Read the texts and annotate with ideas about the following:-

- Lexis and semantics
- Grammar
- Orthography, capitalization and punctuation
- Discourse structure

Issues around representation and pragmatics are probably best being woven into the main body of the essay.

##### Step Three

Create a grid where you can compare the language features used in both texts. Do this for each language framework.

You won't have time to do all this preparation in the real exam but it is good practice to be thorough and systematic in these early attempts at the question.

Here is an exemplar on lexis and semantics

Both Inspection reports use field specific lexis, Text F uses, 'reading, recitation and arithmetic', these show immediately that this document is one concerning education. Whilst the words are recognisable, there are some archaic usages, recitation, undergoing a weakening and perhaps emphasising some social and educational priority changes that have happened over the years, children are now not expected to memorise and recite learned pieces off by heart. Text G, similarly uses educational specialised lexis to create a formal tone around the report, 'key stages' 'subjects' curriculum' 'ICT', these phrases have been coined in recent years and are accessible to a keen audience. The formal quality of the report conveys the message that this is a serious document which takes into account the mixed audience of students, teachers and parents as well as other interested parties, it is a public document. Whilst Text F also adopts a formal tone, this is slightly undermined by the content of the report, in which we are told the school raised funds for a 'gramophone and country dance records', this again reveals something about the changing nature of 20<sup>th</sup> century education. There are semantic differences, with Text F discussing "Head Mistress" and Text G referring to 'the Leadership Team', this evokes a multi-partied approach to education, showing that there are a number of expert adults managing the children's education Whereas "head Mistress' carries connotations of a strict matriarch, this further highlights differences in power relationships between school and the people they accommodate....

Now have a go at a full response to the question.

English Language paper 2 and full mark response (2).pdf 5 / 68

Answer all the questions in this paper.

**SECTION A – Child language acquisition**

You are advised to spend about 40 minutes on this section.

Read **Text A** in your **Resource Booklet** and answer the following question.

- Using the appropriate terminology to explain your findings, examine the language development stage of the child participant as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of the utterance. Use your knowledge of theories and concepts of child language acquisition to support your answer. [20]

**SECTION B – Language in the media**

You are advised to spend about 40 minutes on this section.

Read **Text B** in your **Resource Booklet** and answer the following question.

- Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text. [20]

**SECTION C – Language change**

You are advised to spend about 1 hour and 5 minutes on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes writing your response.

Read **Texts C and D** in your **Resource Booklet** and answer the following question.

- By detailed analysis of the writing in both passages, discuss and illustrate the variations in language use and style. How does the language in each text, as well as how contextual factors influence the way meaning is constructed. [20]

**END OF QUESTION PAPER**

English Language...pdf Year Twelve Bookl...pdf OCR\_Exam\_prep\_...pptx OCR Exam Prac C...pptx Show all X

08:47 21/05/2020

English Language paper 2 and full mark response (2).pdf 17 / 68

**SECTION C – Language change**

**Text C**

**Text C** is an extract from the Treaty of Fort Laramie (1851), made between representatives of the US government and leaders of different groups of Sioux Native American Indians about land ownership.

Redonnet General William T. Sherman, General William S. Harvey, General Alfred Sully, General D. H. Henshaw, General John B. Sanborn, and Samuel F. Tappan, duly appointed commissioners on the part of the United States, and the different bands of the Sioux Nation of Indians, by their chiefs and leaders, whose names are hereto subscribed, they being duly authorized to do the premises.

**Article I**

From this day forward all war between the parties to this agreement shall for ever cease. The government of the United States desires peace, and its honor is hereby pledged to keep it. The Indians desire peace, and they now pledge their vow to maintain it.

If bad men among the whites, or among other people subject to the authority of the United States, shall commit any wrong upon the person or property of the Indians, they shall at once be taken into custody and removed to the nearest military post, to be there held to answer to the Commissioner of Indian Affairs at Washington city, accused at once to cause the offender to be arrested and punished according to the laws of the United States, and also reimburse the injured person for the loss sustained.

If bad men among the Indians shall commit a wrong or depredation upon the person or property of any one, white, black, or man, subject to the authority of the United States, they shall at once be taken into custody and removed to the nearest military post, to be there held to answer to the Commissioner of Indian Affairs at Washington city, accused at once to cause the offender to be arrested and punished according to the laws of the United States, and also reimburse the injured person for the loss sustained.

If any man among the whites, or among other people subject to the authority of the United States, shall commit any wrong upon the person or property of the Indians, they shall at once be taken into custody and removed to the nearest military post, to be there held to answer to the Commissioner of Indian Affairs at Washington city, accused at once to cause the offender to be arrested and punished according to the laws of the United States, and also reimburse the injured person for the loss sustained.

If any man among the Indians shall commit a wrong or depredation upon the person or property of any one, white, black, or man, subject to the authority of the United States, they shall at once be taken into custody and removed to the nearest military post, to be there held to answer to the Commissioner of Indian Affairs at Washington city, accused at once to cause the offender to be arrested and punished according to the laws of the United States, and also reimburse the injured person for the loss sustained.

**END OF QUESTION PAPER**

English Language...pdf Year Twelve Bookl...pdf OCR\_Exam\_prep\_...pptx OCR Exam Prac C...pptx Show all X

08:46 21/05/2020

**Text D** is an online article, posted in 2016, reporting on the moment when war veterans, asked for forgiveness from Native American Indians, it was posted on a US website, owned by a digital media company.

**In A Healing Moment, Veterans Apologized To Native Americans And Asked For Their Forgiveness**  
**"We've hurt you in so many ways."**

Christina Jan Lin | @christajlin  
Dec 06, 2016

After months of sweltering rubber bullets, tear gas, and water cannons, as well as a conflict for food at Shred Stone Camp, protesters against the Dakota Access Pipeline (DAPL) scored a momentous New Year's Eve victory. Many veterans joined an attempt to show DAPL to pass under Lake Oahe in protest of the pipeline's route since it was proposed, arguing that it posed a threat to both water and sacred burial sites. What was initially a struggle for clean water rights turned into a fight for Native and sacred burial sites. What was initially a struggle for clean water rights turned into a fight for Native and sacred burial sites.

And they won.

Celebrating the announcement alongside the self-declared "warrior protesters" were about 2,000 veterans who traveled to Standing Rock over the weekend. Organized by Wes Clark Jr. and Michael A. Weiss, the veterans themselves, the 2,000-strong group was there to act as "human shields" for the protesters as they gathered for the New Year's Eve celebration.

But that's not all they did there. Clark, an army vet, says, "I'm a former Marine. I know how to do something long overdue but rarely ever acknowledged by people in power: making an apology. It's not easy, but on the grounds, committed against them."

Clark said:

"We came. We fought. You. We took your land. We placed treaties that we broke. We stole minerals from your sacred lands. We blazed the faces of our presidents on your sacred mountains. We tried to pollute your Earth. We've hurt you in so many ways. We didn't respect you. We are at your service and we beg for your forgiveness."

The video has been shared and liked thousands of times, and many Twitter users commented on how moving their apology was.

Christina Jan Lin (@christajlin) and @detroitgirl have left Native Americans far behind as others reap the benefits of globalization of social media. The video has been shared and liked thousands of times, and many Twitter users commented on how moving their apology was.

Christina Jan Lin (@christajlin) and @detroitgirl have left Native Americans far behind as others reap the benefits of globalization of social media. The video has been shared and liked thousands of times, and many Twitter users commented on how moving their apology was.

Christina Jan Lin (@christajlin) and @detroitgirl have left Native Americans far behind as others reap the benefits of globalization of social media. The video has been shared and liked thousands of times, and many Twitter users commented on how moving their apology was.

Christina Jan Lin (@christajlin) and @detroitgirl have left Native Americans far behind as others reap the benefits of globalization of social media. The video has been shared and liked thousands of times, and many Twitter users commented on how moving their apology was.

Christina Jan Lin (@christajlin) and @detroitgirl have left Native Americans far behind as others reap the benefits of globalization of social media. The video has been shared and liked thousands of times, and many Twitter users commented on how moving their apology was.