**A level ENGLISH LANGUAGE**

**Component 2**

**CPD 2019**

**Section A: Language Change Over Time**

Keyconsiderations

SUMMARY

Candidates had clearly been well prepared, and their knowledge of language change was sound. There was evidence of some distinctive responses with candidates engaging with the texts and writing meaningfully about examples of fiction written to engage and entertain readers of the time.

The aim now should be to ensure that candidates learn to apply their knowledge rather than recount it, to engage further with the meaning of the texts, and to use a wide range of terminology to support the points they make.

In preparation for next year’s Component 2 examination, centres may find it useful to think about the following areas:

Teaching and learning

* candidates need to practise close reading of EME and ModE texts
* candidates need to practise careful reading and application of contextual material provided to help them to understand and interpret texts
* grammar teaching should be an integral part of every lesson to prepare candidates for using a range of terms to support their textual analysis.

Examination technique

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

EXAMINATION FEEDBACK

OVERVIEW

There was evidence that candidates had been well prepared for Component 2 Section A and most responses demonstrated:

* familiarity with the genre (fiction extracts)
* a range of language change knowledge
* a reasonable grasp of word classes and some grammatical terminology.

For **Question 1a-d**, successful responses:

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

In less successful responses:

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

For **Question 2**, successful responses:

* were well shaped, and clearly addressed the question focus
* engaged closely with details of the texts, rather than broad discussion of genre conventions, supported by well-chosen, concise textual references
* linked contextual factors directly to content and meaning
* used issues as a means to explore links between texts
* used a range of terminology to underpin points made.

In less successful responses:

* candidates did not always engage in close reading of the texts and rubric to support understanding
* they did not engage with details of the texts
* they recounted language change knowledge instead of analysing and interpreting the texts
* they did not use a range of terms, but instead focused on labelling word classes
* they did not keep a close focus on the question throughout the response.

RECOGNISING A successful RESPONSE

QUESTION 1(a)

**Identify the word class and archaic spelling patterns of the following words using appropriate terminology.**

*haue poore wooll*

Example 1

haue is a dynamic verb (to have), here the letters u and v are interchangeable. Wooll is a concrete noun and there is a double final consonant (ll) whereas in present day we would use a single consonant. Poore is a defining adjective and includes the use of an appended –e at the end of the adjective.

Example 2

The verb ‘haue’ has a u/v interchangeability. The adjective ‘poore’ has an appended –e. The concrete noun ‘wooll’ has a double final consonant.

Example 3

Haue – verb –u/v interchange. Poore – adjective – appended e. Wooll – noun – double final consonant.

RECOGNISING A successful RESPONSE

QUESTION 1(b)

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

*shee/she writ*

Example 1

The second person pronoun ‘shee’ with an appended –e, contrasted with the same second person pronoun without the appended –e in the next line suggests that at this time there were still variations of spelling due to the lack of dictionaries.

The concrete noun ‘nobles’ is an example of an archaism. It could have been a new word/neologism at that time as new words were needed for new concepts. We don’t use this noun now due to the fact we use notes and coins therefore we have new words for new concepts.

Example 2

The two varying spellings of the third person pronoun ‘shee/she’ demonstrates how spelling was not widely standardised before the Great Vowel Shift.

Nobles, a plural concrete noun, is a differing form of currency to that of PDE. It shows how abbreviations, such as the pound sign, were not yet invented and are yet to come of use during the Modern English period.

Example 3

Shee/she – pronoun – this shows the process of standardisation due to the variation in spelling.

Nobles – concrete noun – this shows the archaic lexis that was used which has now changed due to standardisation and the invention of Johnson’s dictionary as the text was written before Johnson’s dictionary, 1755.

RECOGNISING A successful RESPONSE

QUESTION 1(c)

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

*kind writ*

Example 1

The defining adjective ‘kind’ is postmodifying the abstract noun ‘motion’. In modern day English we would use it as a premodifier, therefore the syntax of this phrase is unusual and different to present day.

The dynamic verb ‘writ’ is the non-standard version of the dynamic verb ‘written’, this shows a clear tense difference to present day.

Example 2

The adjective ‘kind’ has the omission of the final suffix –ly as in PDE it would be said ‘kindly’.

The verb ‘writ’ is written in the wrong tense form.

Example 3

Kind – adjective: syntax has changed as the adjective is usually before the noun in PDE.

Writ – verb: shows the present tense verb whereas PDE would use the past tense inflection of ‘-en’ to form ‘written’.

RECOGNISING A successful RESPONSE

QUESTION 1(d)

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

Read the examples and decide where marks can be awarded.

Example 1

Given that the extract is written in the EME there is morphology such as ‘Notwithstanding’. Throughout the extract there is random capitalisation, for example ‘Wherupon’ ‘Letter’, Fortune’. Most of the capitalisation is found in the common nouns which was common in the EME era. Semi-colons and commas were used to break up the complex sentences. Long sentences was a convention in this era.

Example 2

Using lots of commas rather than full stops are one typical feature of Early Modern English. Lines 1-5 consistent use of commas and semi-colons. This could be due to the lack of set way of writing what is formal or informal.

Random use of capital letters which has been used for proper nouns such as ‘Jacke’ however capital letters on nouns such as ‘Letter’. This would be due EME not fully standardised thus, inconsistent and random use of capital letters.

Another feature typical of EME would be lack of apostrophes such as womans – correct way it is woman’s.

Example 3

The extract shows evidence of random capitalisation, particularly of nouns such as ‘Offer’ and ‘Letter’. The extract also shows the lack of the possessive apostrophe such as ‘mens’ which would be ‘men’s’ in PDE. There are no speech marks used for dialogue such as “But father…what will you bestow with her?” unlike PDE.

RECOGNISING A successful RESPONSE

Teaching and learning activity for Question 1 (a-d)

1. Write your own short questions and mark scheme for the following extract written in the Early Modern English period.

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

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

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

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

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

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

READING AND APPLYING CONTEXTUAL INFORMATION

The following is a full Band 5 response to Question 2.

1. Read through and identify where there is discussion of relevant contextual factors.
2. Highlight any accurate use of terminology and where textual support is provided.
3. Identify connections drawn between texts.
4. Use the table below to decide where the response fulfils the criteria for AO3. Write notes on your findings and remember to provide evidence to support your decisions.
5. The response scored slightly lower in Band 5 for one AO in comparison to the other two. Can you work out which and think of the advice you would give the candidate to improve this?

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| **AO3** |
| **ANALYSE** | explore the text |
| **EVALUATE** | make judgements  |
| **CONTEXTUAL FACTORS** | interrogate the situation of production and reception (when? where? who?). How is the rubric information (provided) used to inform response? |
| **LANGUAGE FEATURES** | interrogate the language choices and their impact \* |
| **CONSTRUCTION OF MEANING** | engage with details and interpret the texts |

*\*Note – terminology is assessed under AO4 for this question*

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| --- |
| **Text A** is an extract from *The Pleasante Historie of John Winchcomb,* a novel by Thomas Deloney published in 1597. It is the story of John Winchcomb (known as Jack), a weaver who becomes wealthy through hard work, commitment and honesty. Jack inherits his master’s cloth-making business and becomes a successful merchant – in the sixteenth century, woollen cloth was the main export industry in England. In this extract, Jack meets the father of his bride-to-be. |
|  |
| **Text B** is an extract from *Great Expectations*, a novel by Charles Dickens published in 1861. It is the story of Pip, who has been brought up by his sister and her husband, a poor blacksmith called Joe. When he is a teenager, Pip is given a fortune by a mysterious benefactor so that he can go to London and become a gentleman. Throughout the novel, Pip describes and reflects on key moments in his life. In this extract, Joe is visiting Pip and his friend Herbert in London. |
|  |
| **Text C** is an extract from *Pigeon English*, a novel by Stephen Kelman published in 2011. It is the story of Harri Opoku, an eleven-year-old boy who has recently moved to a housing estate in South London from Ghana in Africa. The language he uses blends Ghanaian English with London youth speak. In this extract, Harri describes some of the new experiences he has in London. |

All extracts are examples of fictional books and hold conventional features of fiction such as positive evaluative adjectives such as in the pre-modified indefinite noun phrase in A: ‘An Excellent huswife’. The positive evaluative adjective ‘excellent’ modifies the concrete noun ‘huswife’ which may illustrate what Jacke expected from her. This is also shown in B in the adverbial phrase ‘you look wonderfully well’. The degree adverb ‘wonderfully’ pre-modifies the evaluative adjective ‘well’ to further illustrate how Joe looks. This could also perhaps highlight the idea that Pip hasn’t seen Joe for a while as he seems surprised at his appearance. The use of evaluative adjectives is also seen in C such as the non-standard neologism compound ‘dope fine’ and ‘brutal’. The use of evaluative adjectives are conventional of a fictional story in order to emphasise details and form images in the readers’ minds. It also helps highlight the narrator’s or characters’ emotions and perspectives so the reader can develop their understanding of these.

All three texts also contain dialogue which would be conventional for fictional novels to enable interaction between characters. For example, A uses dialogue in order to characterise the prospective father-in-law and his thoughts such as ‘I cham but a poore man’. The simple declarative contains the pre-modified indefinite noun phrase ‘a poore man’. The defining adjective ‘poore’ helps build the backstory of the character and his daughter which helps the reader to understand why the father is agreeing with the marriage to a wealthier man. Dialogue is also used in B in the form of interrogatives such as “Joe, how are you, Joe?” and “Pip, how AIR you, Pip?” The repetition of the vocatives ‘Joe’ and ‘Pip’ in each simple interrogative implies the excitement of the two individuals who perhaps haven’t seen each other for some time but were once very close. The fact that Joe doesn’t respond to Pip’s interrogative but instead asks Pip how he is first could perhaps hint at Joe’s affection for Pip as he wants to see how he is before the conversation continues. This could emphasise Joe’s love for Pip as he brought him up and so would likely be a father figure to him. C also uses dialogue such as ‘me: “we are in the tuuuu:be!”’. This helps emphasise the narrator’s excitement at new experiences which helps the reader form an image of the narrator and understand his thoughts. The use of dialogue in all of the texts are usual features for a fictional novel as it allows the reader to understand the thoughts and presentation of different characters and presents a chance to introduce new characters.

The tenor for each text slightly differs, for example, A is more formal. This is shown through the polysyllabic lexis such as the archaic compound ‘thereunto’ and the polysyllabic dynamic verb ‘appointed’. The use of the formal tenor could perhaps be to further emphasise Jacke’s wealth and likely new higher class position which helps illustrate his new formality and the fact that he is now an important person. Text B holds a more casual tenor compared to A, shown through the use of simple imperatives such as ‘”Give me your hat”’. The use of Joe’s idiolect in the dialogue such as the verb ‘AIR’ and the adjective ‘close’. This creates a more casual tenor which could illustrate the relationship between Joe and Pip as they would likely be close as Joe brought him up. It could also hint at Joe’s background of being of a lower class as he is a ‘poor blacksmith’. The tenor of C holds more informality than the other texts shown by the use of non-standard neologisms such as the evaluative adjective ‘hutious’ and the compound ‘dope-fine’. This is further emphasised by the use of Harri’s idiolect such as the elision in ‘asweh’ and the dynamic verb ‘chook’. C also contains cultural allusion in the proper noun phrase ‘asasabonsam’s teeth’ to refer to a folklore from his home country. All of this makes the tenor informal and emphasises Harri’s childlike nature to further emphasise his age of eleven years old. It may be expected for his voice to be written the way he would speak due to his young age but also include stories his parents may have told him for entertainment. The writers have carefully crafted the tenor to make the novels more engaging and enables the forming of an identity for the protagonists. This allows the reader to form a relationship with the character and to make their journey throughout the novel more interesting.

The texts also entertain their readers through the use of parenthetical structures such as ‘(though she took the motion kind)’ in A and ‘taking it up carefully with both hands’ in B. The declaratives enable the writers to include more detail about the characters and their actions which may be crucial to their role and identity in the novel. The example quoted from A emphasises the daughter’s pleasant and positive nature and may also imply that she is marrying for love as she still hesitated to get married as her parents had not given consent despite Jacke’s wealth. The declarative from B could imply Joe’s caring and soft nature, reinforced by the manner adverb ‘carefully’. Text C uses parenthetical structures such as in the polysyndetic list ‘…when I saw the tunnels and all the lights and people…’ to emphasise Harri’s awe of arriving in London and getting used to the culture such as ‘the tube’. This is conventional in this genre to include extra detail and enable the readers to envision the scene being described.

Harri’s childlike nature is further reinforced in C through the use of the lexical field of Haribos in the list ‘cola bottles, worms, milkshakes…’ which could emphasise that he didn’t have this back home. This engages the reader as it makes them sympathise with Harri as he is excited about sweets which may be deemed “simple” by some readers if they were born in a wealthier area as they may take this simple pleasure for granted. Harri is also slightly humorous through his beliefs which reflect a child’s thoughts such as the concrete noun ‘creatures’ that ‘live in the tunnels’ as well as the declarative with prepositional phrase ‘I’m going to sleep inside it’. This engages the reader due to the slight humour that can be taken from Harri. The reader remains engaged in A through the use of lists such as ‘with bride laces and rosemary tied about their silken sleeves’. This emphasises the wealth she is going to marry into which is further reinforced with the simile ‘hair as yellow as gold’. The defining adjective ‘gold’ holds positive connotations and could hint at her wealth after marriage but could also hint at ‘victory’ as gold is a loaded word with positive connotations. This could imply that she is in a ‘winning’ or ‘excellent’ position in life due to marriage. B also uses a simile ‘…like a birds-nest within it’ with another prepositional phrase. This emphasises how delicate Joe was with the hat which could imply that it was expensive or sentimental. The use of lexical fields in A related to wealth such as ‘gold’, ‘silken’ and ‘rich’ also help to emphasise the wealth of Jacke. The use of lexical fields and similes in all of the texts help entertain the readers as it enables them to connect with the characters as their emotions are emphasised. This is conventional for fiction readers as it is vital to engage the reader so they continue reading and perhaps even form an emotional attachment to the characters so they can relate to the story more.

READING AND APPLYING CONTEXTUAL INFORMATION

**Read the contextual information below and make a list of key factors that will help in understanding and interpreting the texts that they introduce.**

The three texts which follow are examples of information texts about pirates.

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

**Text B** is an extract from *A General History of the Pyrates* by Captain Charles Johnson written in 1724. Little is known about the writer, but his knowledge of pirates and life at sea suggests he was a sea captain. His book focuses on pirates of the time and was a best-seller. In this extract, he writes about Edward Teach (1680-1718), who was also known as Blackbeard.

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

**Section B: English in the Twenty-First Century**

Keyconsiderations

SUMMARY

Candidates had clearly been well prepared, and their knowledge of Twenty-First Century English was sound. There was evidence with some distinctive responses with candidates engaging with the data and writing meaningfully about posts on a BBC Sport Online comment thread.

The aim now should be to ensure candidates maintain a specific focus on the medium (this year, the BBC website) and genre (this year, comment threads), to apply knowledge, rather than recount it, and to use a wider range of terminology to support their points.

In preparation for next year’s Component 2 Section B examination, centres may find it useful to think about the following areas:

Teaching and learning

* candidates need to use contexts provided to shape responses
* candidates need to keep a sharp focus on the medium and genre as referenced in the question
* candidates should avoid general speculation regarding opinions on Twenty-First Century English
* candidates should apply a wider range of terminology – both linguistic and conceptual – to underpin analysis.

Examination technique

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

EXAMINATION FEEDBACK

OVERVIEW

There was evidence that candidates had been well prepared for Component 2 Section B and most responses demonstrated:

* familiarity with the genre (posts on comment threads)
* a range of Twenty-First Century language knowledge and concepts
* a reasonable grasp of word classes and some grammatical terminology.

For **Section B,** successful responses:

* were clearly organised and fluently, accurately expressed
* had an explicit focus on context and genre
* analysed the data closely using appropriate linguistic and conceptual terminology
* used issues as a means to explore links between texts
* demonstrated clear knowledge of the medium and associated concepts.

In less successful responses:

* candidates did not always use the contexts provided to shape analysis
* they did not maintain a sharp focus of the medium and genre as referenced in the question
* they engaged in broad discussion of attitudes to Twenty-First Century language
* they did not use a range of terms, but instead focused on labelling word classes.

COMPARING PARAGRAPHS

Read the following extracts taken from responses to Section B.

Rank order the three examples from top to bottom based on your assessment of the effectiveness of the candidates’ use of the contextual information provided to introduce the set of data.

*Read the following set of data which gives examples of posts on a BBC Sport Online comment thread, and answer the compulsory question below. The contributors were discussing a football match in which Crystal Palace (The Eagles) heavily defeated Hull City.*

Example 1

Online comment thread is a common way to talk to people by interacting with some comments. The augmentation is that the sender can talk to whoever else they wish. Some constraints that may stop longer comments is the word count. There is sometimes a word count limit so senders shorten sentences down to fit one post. Language can affect the situation of the topic, but also it can be affected by the participating roles.

Example 2

The posts show examples of an online platform that enables fans and other individuals to comment on the specific sport viewed. The use of the comment thread will enable individuals to comment on the football as much as they want to and when they want to as it will post instantly – a feature of the synchronicity of the platform. The informality of comments may be conventional for the platform as the users can remain anonymous behind self-chosen usernames.

Example 3

Texts 1-6 all demonstrate the quality of writing online as a whole – not very ‘good’ or standard for the most part. When combining the already existing ‘text talk’ with anger or excitement sparked by a football game, it can create a mass of non-standard comments with little, to no grammar.

COMPARING PARAGRAPHS

Read the following Band 5 extracts taken from responses to Section B.

In order to organise an effective response and avoid unnecessary repetition, candidates may wish to use the contextual material provided to group the data.

Consider the different ways in which each response uses the contextual material to organise a highly effective response.

**TEXT 1:** (POSTED BY girldancing, CRYSTAL PALACE SUPPORTER)

**TEXT 2:** (POSTED BY GetALife, CRITIC OF CRYSTAL PALACE FANS)

**TEXT 3:** (POSTED BY Eagle77, CRYSTAL PALACE SUPPORTER)

**TEXT 4:** (POSTED BY ithasnthappenedyet, CRITIC OF AN INDIVIDUAL CONTRIBUTOR)

**TEXT 5:** (POSTED BY sports\_mad, SPORTS TEACHER)

**TEXT 6:** (POSTED BY bostyle55, HULL CITY SUPPORTER)

Example 1

Texts 1,3 and 6 are all supporters of football teams however 1 and 3 support Crystal Palace while 6 supports Hull City. Text 1 uses a simple declarative that could be interpreted to be patronising in ‘at least they tried’ and 3 celebrates the win with the use of pseudo-prosody in ‘EEAAGGLLEESS!!!’. The use of the capitalisation in the exclamatory represents the excitement of the fan and emulates face-to-face interaction – a feature of the virtuality of the platform. Virtuality is also shown in in text 6 by the Hull fan who criticises his own team with the hyperbole ‘Gutted, no passion, no fight… ☹ ☹ ☹’. The abstract nouns ‘passion’ and ‘fight’ emphasise that Hull City lacked the qualities needed to win. The use of the emojis add paralinguistic features and the individual’s emotions emulating face to face interaction.

Example 2

Texts 2 and 4 both direct criticism towards different individuals: Text 2 criticises Palace fans directly with the interrogative ‘How fickle can you get…’, the use of synthetic personalisation through the second person pronoun ‘you’ addresses the group of fans directly, expressing the opinion of the poster. The use of the unusual collocation ‘HIPPO HEAD’ insults them indirectly through a criticism of the manager. Text 4 also shows criticism which could highlight ‘internet trolling’ in which an individual contributor is being mocked. This is shown in ‘@thelegendlad…you really are pathetic’. Use of the @ sign enables the writer to ‘tag’ the other user so that they are directly linked to the comment.

Example 3

Text 5’s use of language is no doubt influenced by the writer’s position as a ‘sports teacher’ and, as such, we see a level of formality in his post that is typical of such a position. Despite being a ‘Palace fan’, he remains sympathetic – seen in the short declarative ‘hope to see Hull fighting back before long’ that conveys the level of general respect required as a teacher posting publicly. We also see expertise with the sports metaphors ‘imploded within their play’ and ‘soaked up any pressure’, perhaps acting as jargonistic expression to convey that expertise. However, the teacher does use some initialism in the noun phrase ‘v. careless errors’, perhaps indicating some level of convergence to the medium where informality is expected, while still maintaining Standard English.

COMPARING PARAGRAPHS

Read the following extracts taken from responses to Section B.

Rank order the three examples from top to bottom based on your assessment of the effectiveness of the candidates’ use of the contextual information provided to identify the writer of each text – their usernames.

Example 1

In every extract provided a conventional feature of social media is shown within the username of each commenter. For example text 1 is posted by ‘girldancing’, text 3 by ‘Eagle77’ and text 5 by ‘sports\_mad’ etc. The use of pseudonymity by using a fictitious name online keeps the user anonymous if they wish. This is a common feature especially on twitter where users create dedicated pages to a certain topic/person.

Example 2

It is possible, looking at the username ‘girldancing’, that this writer is female, perhaps providing an explanation for her sympathy for the other team in the simple declarative ‘You’ve kinda gotta feel a bit sorry for Hull’ as women stereotypically care more about the feelings of others and are less competitive, according to gender theory. Also the hedges ‘kinda’ and ‘a bit’ are typical of women’s speech, according to Lakoff.

Example 3

‘Eagle77’ is a username that fits a supporter of Crystal Palace as their nickname is the Eagles. I imagine he was born in 1977, which is why he has chosen that name. He uses a pun in the verb phrase ‘flying high’ to emphasise his happiness at their win and also typical features of computer based language such as the clipping ‘mo’ and the initialism ‘COYP’ which is typical in football as it means ‘come on you Palace’. He also uses capitalisation and repetition of ‘PALACE’ to make it sound like a football chant along with the first person plural pronoun ‘We’ to appeal to other supporters and make it seem like they are a united group.

1. effusyon of Bloode: bloodshed, slaughter (idiom) [↑](#footnote-ref-1)
2. Galley-Slaues: slaves used to row a galley ship [↑](#footnote-ref-2)
3. Perforst-men: men who had been captured and forced to be pirates against their will [↑](#footnote-ref-3)
4. pillage: take goods violently using force [↑](#footnote-ref-4)
5. pryze: something seized or captured by force, especially in war (obsolete) [↑](#footnote-ref-5)