



**GCE A level**

1154/01

**ENGLISH LANGUAGE**

**LG4: Analysing and Evaluating Language**

**Modes and Contexts**

A.M. FRIDAY, 24 June 2011

2½ hours

**ADDITIONAL MATERIALS**

In addition to this examination paper, you will need a 12 page answer book.

**INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Answer Section A and Section B.

**INFORMATION FOR CANDIDATES**

Both sections carry equal marks.

In this unit you will be assessed on your ability to:

- select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression (AO1);
- demonstrate understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches (AO2);
- analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language (AO3).

You are reminded that assessment will take into account the quality of written communication used in your answers.

## SECTION A

## Analysis of spoken language

The two texts printed on pages 3 and 4 are examples of interviews or conversations with the leaders of the two main political parties on television and radio during the run-up to the General Election in May 2010.

**Text A** is from *The Alan Titchmarsh Show* shown on ITV1 at 5.00 p.m. on Wednesday 10 March 2010. The programme note billed it as ‘Alan chats to Conservative Party leader David Cameron’. A studio audience was present.

**Text B** is from an interview between Jane Garvey and Gordon Brown, the Prime Minister and leader of the Labour Party, broadcast on *Woman’s Hour*, on BBC Radio 4 on the morning of Monday 15 March 2010. It was the third and last of a series of interviews with leaders of the main parties, entitled: *Winning Women’s Votes*.

**Drawing on your knowledge of the frameworks of language study, analyse, discuss and compare the spoken language of these texts as examples of conversations or interviews with leading politicians.**

**(40 marks)**

## KEY TO TRANSCRIPTIONS

(.)	micropause
(1.0)	pause for time shown in seconds
(.h)	pause with audible intake of breath
{ <i>laughs</i> }	paralinguistic features
<b>sensible</b>	words in bold show emphatic stress
[ <i>unclear</i> ]	unclear speech
// //	overlaps in speech of participants
=	latch-on
ser.	incomplete word
( <i>omitted text</i> )	omitted text

Some question marks have been included to aid greater clarity.

## TEXT A:

(A: Alan Titchmarsh D: David Cameron)

- A: um (.) best qualities (.) of yours (.) what do you think they are? y. you're allowed to be completely immodest now best qualities what are they?
- D: well have you ever met an immodest politician? (.) what a strange thought {*over audience laughter 1.0*} I like to think (.) I (.) I like to think I'm a reasonable person (.) I mean politics to me is about judgement (.) it's about you have (.) a lot of things you care about passionately that you want to do (.) but also a lot of things that are gonna arrive on your plate and you have to make decisions and judgements (.) and I think being **reasonable** (.) being **sensible** (.) ah having a good equilibrium and balance (.) listening to others but then being decisive (.) I I hope I'm a reasonable person
- 5 A: now as you said politicians are very very good at telling what they're good at (.) they are (.) it's **impossible** to get out of them what they think their failings are (.) I once asked Neil Kinnock and he said that's for other people to decide (.) do you admit to any failings? any things you wish you// [*unclear*]
- D: // lots {*1.0 laughter*} but I'm not gonna announce them on prime time television {*2.0 laughter*}
- 15 A: you're all the same (.) you're all the same (.) the **one** thing that is levelled at you and y'know (.) fair enough this was brought out the other day even by generously by Peter Mandelson who said you can't blame a man for his schooling (.) it's what his parents decided on (.) **how** can you **convince** people (.) from Eton and then Oxford (.) {*unclear*} that you're not too posh?
- 20 D: well I think the first thing is (.) don't run away from who you are or your background I'm not ashamed of (.) having a **loving** and warm family and I had a (.) I had **great** advantages when I grew up and I've never denied **any** of them I'm **grateful** for what my mum and dad did for me I went to a **fantastic** school=
- 25 A: =but some people would see it as getting you out of touch with mainstream // thought  
D: // I (.) I would argue (.) that I mean I spend my life travelling round the country representing my constituents I've **never** had (.) trouble (.) relating to people listening to them talking to them understanding **other** people's lives I (.) but I think that's (.) who you are and what you're like rather than where you're from I simply don't believe that (.) just because you went to a particular school you can't understand other people or work for other people I don't (.) I **don't** think that's right
- 30 A: but have you ever had a mortgage?  
D: **yes** (.) I've got a mortgage **now**
- 35 A: on the main house?  
D: I I've actually paid that one {*laughter 1.0*} I (.) I've actually managed to pay that one off but I **have** got a mortgage um my children go to a very good state school (.) just down (.) round the corner from here I **don't** live some (.) some rarefied existence
- A: but presumably you had (.) plenty of financial help from your parents when you were younger? when you were starting out?
- 40 D: I did have some help but I worked as soon as I left university I got a job and I started off renting when I was able to I (.) I bought a flat ah (.) when I was earning a bit more I bought a house (.) I bought a **house** actually to persuade Samantha to marry me I thought that was the best um (.) it **still** took a **year** for her to say yes but ah I got her in
- 45 the end

## TEXT B:

(J: Jane Garvey G: Gordon Brown)

- J: well the General Election is hoving into view and the budget is only a week or so away (.) so we continue our Winning Women's Vote the ser. series this morning with the last of our interviews with the main party leaders (.) and so it's the turn today of the Prime Minister Gordon Brown (.) in 1997 (.) the women's vote put Tony Blair in Downing Street (.) this is **his** (.) first chance to secure a mandate (.) as PM (.) ah good morning to you
- 5 G: good morning
- J: thank you very much for coming in well the **main** news today is this impending BA strike that's got to concern you obviously (.) the **Transport** Minister Lord Adonis said it was unjustified what do you say about it?
- 10 G: I agree (.) it's the wrong time it's unjustified it's deplorable (.) we should not um have a strike it's not in the (.) company's interest it's not in the workers' interest and it's certainly not in the national ah interest (.) ah so I hope that um (.) this strike will be called off (1.0) (*omitted text*)
- J: now many ah of the people listening to this programme will have been watching Samantha Cameron (.) talking on the television last night about ah her Dave (.) now your own wife Sarah has played a (.) a very high profile role (.) ah in her own right in PR we know she was a very successful (.) PR person (.) had her own business (.) to what degree has she influenced the way in which we have seen the the change in the presentation of your public image?
- 20 G: I think it's **marriage** that's changed me {*laughs*} I don't think it's ah (.) public relations ah techniques // I think it's //
- J: // well I mean // with respect it's marriage to someone who's steeped in PR (.) //who knows exactly what she's doing//
- G: // yeah but (.) but anybody (.) // anybody who knows Sarah knows that ah she's first of all a mother (.) and then she's um (.) does her charities which (.) which are built around a number of causes that she feels very strongly about (.h) ah and then we work very closely together (.) I mean I've said before our **children** (.) are not in in politics therefore we we we don't ah allow them to be photographed because we want them to have an ordinary childhood but Sarah and I **together** have decided (.h) ah that we will um do (.) what we can and ah so she works very closely with me she's a (.) you know **great** ah (.) person (.) I love her very **much** and I think ah (.) we work very well together
- 30 J: did she advise you to do the interview with with Piers Morgan ah (.) the um (.) the very **obvious** and (.h) **upsetting** distress of both of you and your wife during the course of that interview when you you talked about your (.) daughter about the **death** of your first born child your **daughter** was (.) **deeply** uncomfortable as as a viewer for those of us who watched it (.) **why** (.) did you speak publicly about that at **this** time at **this** moment in your life?
- 35 G: be because I felt that er my (.) how people understood me was being mediated by (.) a number of newspapers who were presenting me in a way that (.) was just not **me** and I felt that um (.) I should (1.0h) um be prepared to do (.h) like any other ah person who's in politics ah do interviews (.) open (.) myself to any questions that people had be prepared to answer any questions take on (.h) the difficult issues and and be prepared to show that um y'know (.) there's nobody can be as one-dimensional as as the newspapers are presenting {*laughs*} so I decided that that was the best thing to do and Sarah agreed with me
- 45

**SECTION B****Analysis of written language through time**

The three texts which follow are all extracts from books aimed at children, or their parents, offering rules, guidance and advice on good manners and good behaviour. In the past these books used to be called 'conduct books'.

**Text A** is from *The School of Manners. Or Rules for Childrens Behaviour*, by John Garretson, published in 1701.

**Text B** is from *How to be a lady: a book for girls, containing useful hints on the formation of character*, by Harvey Newcomb, published in Boston, USA, in 1850.

**Text C** is from *yes, please. thanks! (The Essential Guide to Teaching Children Manners)* by Penny Palmano, 'The Expert on Modern Manners', first published in 2004.

**Analyse and compare the use of language in these three texts as examples of books on good manners, behaviour and conduct. In your answer you should consider the contexts, the tenor, the social attitudes, and the attitudes to audience.**

**(40 marks)**

**TEXT A** (from *The School of Manners. Or Rules for Childrens Behaviour*, 1701)

**Chapter V.**

**Rules for Behaviour in Company**

Enter not into the Company of Superiors without command or calling; nor without a bow.

Sit not down in presence of Superiors without bidding.

- 5 Sing not nor hum in thy mouth while thou art in company.

Stand not wriggling with thy body hither and thither, but stedy and upright.

In coughing or sneeing make as little noise as possible.

If thou cannot avoid yawning, shut thy Mouth with thine Hand or Handkerchief before it, turning thy Face aside.

- 10 When thou blowest thy Nose, let thy Handkerchief be used, and make not a noise in so doing.

Gnaw not thy Nails, pick them not, nor bite them with thy teeth.

Spit not in the Room, but in a corner, and rub it out with thy Foot, or rather go out and do it abroad.

Spit not upon the fire, nor sit too wide with thy Knees at it.

- 15 Sit not with thy legs crossed, but keep them firm and setled, and thy Feet even.

Read not Letters, Books, nor other Writings in Company, unless there be necessity, and thou ask leave.

Touch not nor look upon the Books or Writings of any one, unless the Owner invite or desire thee.

Come not near when another reads a Letter or Paper.

- 20 Let thy Countenance be moderately chearful, neither laughing nor frowning.

Laugh not aloud, but silently Smile upon occasion.

Walking with thy Superior in the house or Garden, give him the upper or righthand, and walk not just even with him cheek be joll, but a little behind him, yet not so distant as that it shall be troublesome to him to speak to thee, or hard for thee to hear.

- 25 Look not boldly or willfully in the Face of thy Superior.

To look upon one in company and immediately whisper to another is unmannerly.

Stand not before Superiors with thine hands in thy pockets, scratch not thy Head, wink not with thine Eyes, but thine Eyes modestly looking straight before thee, and thine Hands behind thee.

Be not among Equals froward and fretful, but gentle and affable.

**TEXT B** (from *How to be a lady: a book for girls, containing useful hints on the formation of character*, 1850)

## CHAPTER VII. BEHAVIOR AT TABLE.

DID it ever occur to you to inquire why all civilized people have their food prepared at particular hours, and all the family sit at table together? Why not have the food prepared, and placed where every one can go and eat, whenever he pleases, by himself? One great advantage of having a whole family sit together, and partake of their meals at the same time, is, that it brings them together in a social way, every day. But for this, and the assembling of the family at prayers, they might not all meet at once for a long time. In a well-regulated family, also, it is a means of great improvement, both of mind and manners. It is, in fact, a *school of good manners*. You will perceive, then, how very important it is, that your behavior at table should always be regulated by the rules of propriety. If you acquire vulgar habits here, or practise rudeness, you will find it difficult to overcome them; and they will make you appear to great disadvantage.

I shall mention a few things to be observed, at the table, by one who would maintain a character for good breeding. And, first of all, be not tardy in taking your place at the table. In a well-regulated family, the master of the family waits till all are seated before he asks a blessing. When called to a meal, never wait to finish what you are doing, but promptly leave it, and proceed to your place. Above all, do not delay till after the blessing, and so sit down to your food like a heathen.

The table is a place for easy, cheerful, social intercourse; but some children make it a place of noisy clamor. It does not appear well for a very young person to be forward and talkative at table. You should generally wait till you are spoken to; or, if you wish to make an inquiry or a remark, do it in a modest, unassuming way, not raising your voice, nor spinning out a story. And be especially careful not to interrupt any other person. Sensible people will get a very unfavorable impression concerning you, if they see you bold and talkative at table. Yet you should never appear inattentive to what others are saying.

By cultivating a close observation, and studying to know and anticipate the wants of others, you will be able to do things in a genteel and graceful manner, without appearing obtrusive or forward.

Study *propriety*. If asked what you will be helped to, do not answer in an indefinite manner, saying, you "have no choice;" for this will put the master of the house to the inconvenience of choosing for you. Do not wait, after you are asked, to determine what you will have, but answer promptly; and do not be particular in your choice. To be very particular in the choice of food is not agreeable to good breeding. Never ask for what is not on the table. Do not make remarks respecting the food; and avoid expressing your likes and dislikes of particular articles. One of your age should not appear to be an epicure. Show your praise of the food set before you, by the good nature and relish with which you partake of it; but do not eat so fast as to appear voracious. Never put on sour looks, nor turn up your nose at your food. This is unmannerly, and a serious affront to the mistress of the table. Be careful to use your knife and fork as other people do, and to know when to lay them down, and when to hold them in your hands. Be careful not to drop your food, nor to spill liquids on the cloth. Do not leave the table before the family withdraw from it, unless it is necessary; and then, ask to be excused. Neither linger to finish your meal, after you perceive the rest have done.

TEXT C (from *yes, please, thanks! (The Essential Guide to Teaching Children Manners)*, 2004)

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### How to Behave in Public

#### Restaurants

5 Nothing can ruin a good restaurant meal quicker than badly behaved children. If parents have not taught their children table manners at home, then why do they inflict them on the defenceless public who have decided to spend their hard-earned cash on a meal out?

10 What makes some parents think that their children are going to sit still for an hour around a dining table, when they have never sat still at home for longer than ten minutes and that was with the TV on? It is especially unfair on the children who have no idea how to behave in any other way. Think of it from their point of view. They are told that they are going to a restaurant with their parent(s) for a treat, and they are berated the entire time they are there for behaving the way they are allowed to at home. Mixed messages are very confusing for children.

15 However harmless parents may think it is for their children to be allowed to run around the restaurant, it is highly annoying for the staff, inconsiderate for other diners and dangerous to the children in case they have a hot meal or a tray of drinks spilt on them. Parents must be considerate and conscientious.

20 As your children gradually learn how to eat correctly at home you can start taking them to restaurants. But take it slowly. Do not, for instance, take your youngsters anywhere too exclusive on their first outing. Start with casual, child-friendly places like pizza restaurants or cafes, and as you all gain confidence, gradually move on to more formal restaurants, and choose one near home in case of tantrums (theirs or yours).

Eventually, when your children do know how to behave at a table, a trip to an adult restaurant will be a very exciting treat for them. However, leaving nothing to chance, it is advisable, before you get to the restaurant, to run through what is expected of them and what they must try to remember:

- 25 \* It is adults' time, and very best table manners would be appreciated.  
 \* Try and keep voices down.  
 \* To say 'Good evening,' to the waiter/waitress, looking them in the eye.  
 \* To try not to fiddle with their knife and fork, and not to play with the salt, pepper or sugar.  
 \* To turn off all mobile phones, and no texting at the table.  
 30 \* No arguing.  
 \* To remember to say, 'Please,' and 'Thank you.'

If you know fizzy drinks make your children hyper, give them water or orange juice. Sit siblings that are likely to antagonize each other as far apart as possible and if you have a child that is still struggling with a knife and fork, seat them next to you or your partner, so you can help them.

*Reproduced from 'yes, please, thanks! (The Essential Guide to Teaching Children Manners)', 2004, Harper Collins.*