



GCE A level

1154/01

ENGLISH LANGUAGE

**LG4: Analysing and Evaluating Language Modes
and Contexts**

P.M. MONDAY, 11 June 2012

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 political language used in Question Time sessions in Parliament (The House of Commons and the Welsh National Assembly). The sessions allow the Prime Minister or the Welsh First Minister to receive and respond to questions asked by MPs or Assembly Members.

Text A is from the Prime Minister's Questions in the House of Commons on Wednesday 19 January 2011. The session was controlled by the Speaker, John Bercow.

Text B is from the First Minister's Question Time from the National Assembly for Wales in Cardiff on Tuesday 18 January 2011. The session was controlled by the Deputy Presiding Officer, Rosemary Butler. The First Minister, Carwyn Jones, is a member of the Labour party.

Drawing on your knowledge of the frameworks of language study, analyse, discuss and compare the spoken language of these texts as examples of political language used in parliamentary Question Time sessions. (40 marks)

KEY TO TRANSCRIPTIONS

(.)	micropause
(1.0)	pause for time shown in seconds
(.h)	pause with audible intake of breath
{noise}	paralinguistic features
down	words in bold show emphatic stress
pa.	incomplete word
(omitted text)	omitted text

Some question marks have been included to aid greater clarity

TEXT A (Prime Minister's Questions, House of Commons)**S: The Speaker, John Bercow****EM: Ed Miliband, Leader of the Labour Opposition****DC: David Cameron, Conservative, the Prime Minister**

S: Ed Miliband (3.0)

EM: Mr. Speaker can the Prime Minister guarantee (.) that under his NHS plans (.) hospital waiting times (.) will not rise? (1.0)

5 DC: we want to see waiting times and waiting lists (.) come **down** (.) and what I'd say (.) what I would say to (.) the (.) right honourable gentleman (.) is the whole aim of these NHS reforms (.) is to make sure (.) we get the **value** for the money (.) we put in (.) now I have to ask him (.) it's quite clear now (.) that Labour don't

10 S: I apologise for interrupting the Prime Minister (.) at last week's Prime Minister's Questions a ten year old constituent of mine (.) came observed and asked me afterwards (.) why do so many people **shout** their heads off? (.) it's rude and it shouldn't happen (.) the Prime Minister (1.0)

15 DC: I'd er (.) love to know what your answer was Mr. Speaker (.) um (.) but the point is this (.) we are putting the money in (.) 10.6 **billion** extra during this parliament (.) money which by the way (.) the Labour Party doesn't support (.) but we wanna get **value** for that money (.) because frankly today (.) we don't have the right cancer outcomes we don't have the right outcomes (.) in terms of heart disease (.) we want to do **better** (.) now is he in favour of reform (.) or is he gonna oppose it all? (3.0)

20 EM: Mr. Speaker I notice he **didn't** answer the question (1.0) pa. patients want to know something quite simple (.) how long (.) will they have to wait for treatment (.) because they **all** remember (.) waiting for **years** under the last Conservative government (1.0) and they know that we have the shortest waiting times in **history** because of what the last Labour government did (.) now now if he thinks his reforms are so good (.) why can't he give us a simple guarantee (.) that waiting times (.) will not rise? (2.0)

25 DC: I'll tell you how waiting times will rise (.) if we stop putting the money into the NHS (1.0) yes and this is what his shadow (.) his shadow chancellor isn't here today (.) but what his shadow chancellor said about **our** spending plans (.) to increase NHS spending (.) by more than inflation every year (.) he said there is no logic or rationale to it (.) **that** is the answer (*omitted text*)

30 EM: Mr. Speaker he obviously hasn't noticed (.) people aren't convinced by his reforms (1.0) even (.) even the GPs sitting on his **own** benches said this is like tossing a hand grenade (.) into the NHS (3.0) isn't isn't the truth Mr. Speaker (.) that just like on every other issue (.) we get broken promises from this Prime Minister (.) he's breaking his promise on no top-down reorganisation of the NHS (.) he's breaking his promise on no real on a real terms rise in NHS funding (.) he's breaking his promise on the promise of 3,000 (.) more more midwives (.) and he's breaking his promise (.) to put patients first (.) it's the same old story (.) you **can't** trust the Tories on the NHS (3.0)

40 DC: the same old usual (1.0) **feeble** (.) pre-scripted lines (5.0) he (.) he practises them (.) practise them every week I'm sure they sound **fantastic** in the bathroom mirror (1.0) the fact (.) the fact is (.) as we can see (.) **this** government (.) is putting the money into the NHS (.) they don't support **that** (.) **this** government is cutting the bureaucracy in the NHS (.) they don't support **that** (.) **this** government is **reforming** the NHS so we've got the **best** in Europe (.) they don't support **that** (.) so that is his policy (.) **no** to the money (.) **keep** the bureaucracy (.) **don't** reform the NHS (1.0) I'd go back to the blank sheet of paper

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Note: there is almost continuous background noise from members of the House, and pauses of one second and longer are marked by an increase in this noise: the longer the pause, the louder the noise.

TEXT B (First Minister's Question Time, Welsh Assembly)**RB: Rosemary Butler, Deputy Presiding Officer****AJ: Ann Jones, Labour, Vale of Clwyd****CJ: Carwyn Jones, Labour, First Minister****PB: Peter Black, Liberal Democrat, South West Wales**

RB: ah (.) Ann Jones (2.0)

AJ: thank you Deputy Presiding Officer First Minister I welcome the Labour led (.) um (.) government's commitment to continue to commit to a lo. National Health Service (.) and to kee. and to keep that funding of the National Health Service (.) based on public (.) s. sector principles and values (.) having listened to David Cameron's announcement on NHS reforms in England (.) I'm sure many who work tirelessly in the NHS in Wales (.h) would be interested to hear him (.) q. quote the NHS as second rate (1.0) First Minister will you give us an assurance that a Labour led assembly (.) will **continue** (.) to fight in Wales to make sure that the NHS in Wales (.) is based on the point of need and free at the point of charge for those who need it (1.0)

CJ: absolutely we take an approach ah in Wales where we see the public services of ah Wales are staying truly public and the NHS is ah part of that (.) ah I missed part of your question there Ann ah (.) I could hear the the Liberal Democrats talking to each other (.h) ah they're not very loud 'cos there are not many of them I expect ah **after** May we'll be be ah (.) faced with a wall of silence {(2.0) *noise from members*}

RB: ah question six (.) Peter Black {(2.0) *noise from members*} thank you {*noise*} question six Peter Black

PB: thank you Deputy Presiding Officer will the First Minister make a res. (.) a statement on exam results in Wales

CJ: yes Peter external examination results for our young people continue to show general positive progress (1.0)

PB: well thank you for that answer First Minister I note that your your your response that they (.) make progress I note also that every summer when (.) exam results **do** come out we get a a statement from your government (.) um congratulating obviously the students for the very hard work and the good results that they they they achieve (.) but also the notion that we are continuing to get better exam results (.) eh in both England and Wales (.) how do you reconcile these results with the the recent (.) um (.) publication of the **Pisa**¹ Report which shows that our education (.) system in Wales is effectively a **basket** case (.) and and that it needs major a major overhaul to put right

CJ: (1.0) what an insult to all the parents all the teachers all the nursery assistants **all** those who work in schools they're all a **basket** case (.h) according to the Liberal Democrats what a (.) what an inelegant and clumsy way of putting a question but (.) you know all right I'll try and deal with the question that Peter meant to ask before his unfortunate faux pas there (.) it **is** (.) it's not clear (.) why it is that as our GCSE results improve (.) that the Pi Pisa figures **are** where they are it's clear that i. (.h) what appears to be happening (.) is that in order to pass **exams** (.) it's not (.) always necessary to demonstrate the key skills that Pisa examines now that is a serious question that does need to be (.) does need to be **looked** at (.) we know that our GCSE resul. results are improving (.) we know as far as the Pisa figures are concerned (.) ah we want to catch up with the rest of the UK (.) I mean someone said that apparently we're at the **bottom** of the Pisa table we're **not** at the bottom of the Pisa table by a long (.) by some **chalk** (.h) but ah clearly we know that there's work to be done and we want to work with the teaching profession in order to ah (.) improve our schools (.) improve our Pisa results (.h) rather than have a **go** at them which is what you've just done

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¹Pisa: Programme for International Student Assessment: 3-yearly surveys of 15 year olds in the world's principal industrialised countries, assessing the knowledge and skills essential for full participation in society.

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

The three texts which follow are all letters, or extracts from letters, written to people with whom the writers were in love.

Text A is from a letter written on 26 February 1653 by Dorothy Osborne (1627-1695) to William Temple (1628-1699). Both came from upper class families, and both their fathers had knighthoods. The couple fell in love in 1648, but both families opposed the marriage on economic grounds. As a result, they conducted an intermittent and largely secret courtship, in the last two years of which (1652-1654) they wrote frequent letters to each other. Dorothy was under intense pressure by her family to marry a husband of their choosing, but her love for William Temple remained constant, and they finally married on 25 December 1654. Her letters were often playful and teasing.

Text B is a letter from the Romantic poet, John Keats, written on 13 October 1819, to Fanny Brawne. He had been in love with her for about a year, but prospects of marriage seemed remote because he earned little from his poetry at that time. Keats was 23 years old at this time, and Fanny was 19. They were secretly engaged.

Text C is a letter written in the spring of 1919, from Zelda Sayre (born 1900) to F. Scott Fitzgerald (born 1896), who later became famous as an American novelist. The couple had fallen in love in June 1918, and they had become formally engaged in February 1919, though Zelda was unwilling to marry and live on Scott Fitzgerald's very small salary. His prospects improved the following year and they married in April 1920. Zelda was a celebrated belle and daughter of an Alabama Supreme Court judge. Scott Fitzgerald later stated that he 'fell in love with a whirlwind'.

Analyse and compare the use of language in these three texts as examples of letters from people in love. In your answer you should consider the contexts, the tenor, and the attitudes of the writers.

(40 marks)

TEXT A (*Dorothy Osborne to William Temple, Saturday 26 February 1653*)

S^r

I was soe kinde as to write to you by the Coachman, and let mee tell you, I think
 'twas the greatest testimony of my freindship that I could give you, for truste mee I
 was soe tyr'd with my Journy, so dosed¹ with my Colde, and soe out of humor with
 5 our parteing, that I should have done it with great unwillingnesse to any body else.
 I lay a bed all next day to recover my self, and risse² a thursday to receive your letter
 with y^e more Ceremoney. I founde noe fault with the ill writeing, 'twas but too Easy to
 reade, my thought³, for I am sure I had done much sooner then I could have wished,
 10 but in Earnest I was heartily troubled to finde you in soe much disorder⁴. I would
 not have you soe kinde to mee, as to bee cruell to your self, in whome I am more
 concern'd; noe, for godsake let us not make afflictions of such things as these, I am
 affrayde wee shall meet with too many Reall on's.

[omitted text]

You say nothing how your Sister do's, w^{ch} makes mee hope there is noe more of
 15 danger in her Sicknesse. pray when it may bee noe trouble to her, tell her how much I
 am her servant, and have a care of your self this colde weather.

[omitted text]

Your fellow Servant⁵ kisses your hands and say's if you mean to make love to her olde
 20 woman this is the best time you can take, for shee is dyeing; this colde weather kills
 her I think. it has undone mee I'me sure in Killing an Old Knight⁶ that I have bin
 wayteing for this seven yeare, and now hee dy's and will leave mee nothing I beleeve,
 but leaves a Rich Widdow for somebody. I think you had best come a woeing to
 her, I have a good interest in her and it shall bee all imployed in your Service if you
 25 think fitt to make any addresses there. but to bee sober now againe, for godsake send
 mee worde how your Journy⁷ goes forward, when you thinke you shall begin it, and
 how longe it may last, when I may expect your comeing this way, and of all things
 remember to provide a safe addresse for your letters when you are abroade. this is a
 strange confused one I beleeve, for I have bin call'd away twenty times since I sate
 30 downe to write it to my father whoe is not very well. but you will pardon it, wee are
 past Ceremoney, and Excuse mee if I say noe more now but that I am tousjours la
 mesme, that is Ever

Your affectionate

freind & servant
 D Osborne

¹*dosed*: stupefied (pronounced 'dozed')

²*risse*: rose (pronounced 'riz')

³*my thought*: methought

⁴*in soe much disorder*: so much upset

⁵*Your fellow Servant*: Jane Wright, Dorothy's companion. William Temple referred to her as his 'fellow servant' (with regard to Dorothy)

⁶*an Old Knight*: Sir William Briers, rich and childless, who had 'promised' to marry Dorothy if his wife died

⁷*your Journy*: (to Sweden)

TEXT B (*John Keats to Fanny Brawne, 13 October 1819*)

25 College Street

My dearest Girl,

5 This moment I have set myself to copy some verses out fair. I cannot proceed
with any degree of content. I must write you a line or two and see if that will
assist in dismissing you from my Mind for ever so short a time. Upon my soul I
can think of nothing else – The time is passed when I had power to advise and
warn you again[s]¹ the unpromising morning of my Life – My love has made me
selfish. I cannot exist without you – I am forgetful of everything but seeing you
again – my Life seems to stop there – I see no further. You have absorb'd me. I
10 have a sensation at the present moment as though I was dissolving – I should be
exquisitely miserable without the hope of seeing you. I should be afraid to separate
myself far from you. My sweet Fanny, will your heart never change? My love, will
it? I have no limit now to my love – You[r]¹ note came in just here – I cannot be
happier away from you – 'Tis richer than an Argosy of Pearles. Do not threat me
15 even in jest. I have been astonished that Men could die Martyrs for religion – I
have shudder'd at it – I shudder no more – I could be martyr'd for my Religion
– Love is my religion – I could die for that – I could die for you. My Creed is
Love and you are its only tenet – You have ravish'd me away by a Power I cannot
resist: and yet I could resist till I saw you; and even since I have seen you I have
20 endeavoured often “to reason against the reasons of my Love².” I can do that no
more – the pain would be too great – My Love is selfish – I cannot breathe without
you.

Yours for ever

John Keats

¹ the bracketed [s] and [r] are editor's corrections

² a quotation from *'Tis Pity She's a Whore*, a play by John Ford

TEXT C (*Zelda Sayre to F. Scott Fitzgerald*)

Spring 1919

Sweetheart,

5 Please, please don't be so depressed – We'll be married soon, and then these
lonesome nights will be over forever – and until we are, I am loving, loving every
tiny minute of the day and night – Maybe you won't understand this, but sometimes
when I miss you most, it's hardest to write – and you always know when I make
myself – Just the ache of it all – and I can't tell you. If we were together, you'd
10 feel how strong it is – you're so sweet when you're melancholy. I love your sad
tenderness – when I've hurt you – That's one of the reasons I could never be sorry
for our quarrels – and they bothered you so – Those dear, dear little fusses, when I
always tried so hard to make you kiss and forget –

15 Scott – there's nothing in all the world I want but you – and your precious love – All
the material things are nothing. I'd just hate to live a sordid, colorless existence
– because you'd soon love me less – and less – and I'd do anything – anything –
to keep your heart for my own – I don't want to live – I want to love first, and live
incidentally – Why don't you feel that I'm waiting – I'll come to you, Lover, when
you're ready – Don't don't ever think of the things you can't give me – You've
20 trusted me with the dearest heart of all – and it's so damn much more than
anybody else in all the world has ever had –

25 How can you think deliberately of life without me – If you should die – O Darling –
darling Scott – It'd be like going blind. I know I would, too, – I'd have no purpose in
life – just a pretty – decoration. Don't you think I was made for you? I feel like you
had me ordered – and I was delivered to you – to be worn – I want you to wear me,
like a watch-charm or a button hole bouquet – to the world. And then, when we're
30 alone, I want to help – to know that you can't do anything without me.

I'm glad you wrote Mamma. It was such a nice sincere letter – and mine to St.
Paul¹ was very evasive and rambling. I've never, in all my life, been able to say
anything to people older than me – Somehow I just instinctively avoid personal
things with them – even my family. Kids are so much nicer.

30 All my heart –
I love you

¹St. Paul, Minnesota, USA, Scott Fitzgerald's residence at this time