



GCE A LEVEL MARKING SCHEME

SUMMER 2025

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

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

WJEC GCE A LEVEL ENGLISH LANGUAGE

UNIT 3: LANGUAGE OVER TIME

SUMMER 2025 MARK SCHEME

General Advice

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by **all**.

Particular attention should be paid to the following instructions regarding marking:

- Make sure that you are familiar with the assessment objectives (**AOs**) that are relevant to the questions that you are marking, and the respective **weighting** of each AO. The advice on weighting appears in the Assessment Grids at the end.
- Familiarise yourself with the questions, and each part of the marking guidelines.
- Be positive in your approach: look for details to reward in the candidate's response rather than faults to penalise.
- As you read each candidate's response, annotate using wording from the assessment criteria as appropriate. Tick points you reward and indicate inaccuracy or irrelevance where it appears.
- Explain your mark with summative comments at the end of each answer. Your comments should indicate both the positive and negative points as appropriate.
- Use your professional judgement, in the light of standards set at the marking conference, to fine-tune the mark you give.
- It is important that the **full range of marks** is used. Full marks should not be reserved for perfection. Similarly, there is a need to use the marks at the lower end of the scale.
- No allowance can be given for incomplete answers other than what candidates actually achieve.
- Consistency in marking is of the highest importance. If you have to adjust after the initial sample of scripts has been returned to you, it is particularly important that you make the adjustment without losing your consistency.
- Please do not use personal abbreviations or comments, as they can be misleading or puzzling to a second reader. You may, however, find the following symbols useful:

E	expression
I	irrelevance
e.g. ?	lack of an example
X	wrong
(✓)	possible
?	doubtful
R	repetition

General Instructions – Applying the Mark Scheme

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

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

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

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

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

Candidates are free to choose any approach that can be supported by evidence, and they should be rewarded for all valid interpretations of the texts. Candidates can (and will most likely) discuss features of the texts other than those mentioned in the mark scheme.

UNIT 3: LANGUAGE OVER TIME

NEWSPAPER REPORTS OF ROYAL EVENTS

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

1. Short questions (AO1)

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

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

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

EXAMPLE	WORD CLASS	ARCHAIC SPELLING PATTERN
<i>ouer</i> (Text A, l.8)	preposition	–u/v interchange
<i>fill'd</i> (Text A, l.12)	(lexical) verb	contracted (past participle) inflection
<i>bonfyres</i> (Text A, l.13)	(plural) noun	–i/y interchange

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

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

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

EXAMPLE	WORD CLASS	LANGUAGE CHANGE	
		DESCRIPTION OF VARIATION	CONCEPTS
<i>royale / royal</i> (Text A, ll.3/6)	adjectives	use of silent appended -e	spelling inconsistency
<i>Regent-street</i> (Text B, l.12)	(proper) noun	- the use of hyphenation for street names - lack of capital for 'street'	- reference to SJ's 1755 dictionary - reference to standardisation - reference to cultural change

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

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

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

EXAMPLE	FORM	ARCHAIC GRAMMATICAL FEATURES
<i>Majesties</i> (Text A, l.2)	- noun (possessive) noun phrase	- omitted apostrophe in possessive (noun phrase) OR - reference to non-standard use of plural <i>-ies</i> inflection
<i>hath</i> (Text A, l.3)	(3 rd person) (singular) present tense verb (phrase)	3rd person verb inflection obsolete by the end of EME period 3rd person standard southern inflection replaced by northern dialect <i>-s</i> inflection (accept reference to PDE 'has' with relevant language change knowledge – must be present tense i.e. not 'had' and 3rd person i.e. not 'have')

- (d) **Describe three features that are typical of Early Modern English grammatical structure and/or punctuation in the extract from Text A below. You must use appropriate terminology to describe your examples.** [6]

This Day about Noon His most Sacred Majesty King JAMES the second, was Proclaimed by the Mayor, Aldermen, Officers, and Chamberlains in their Formalities and by the Deputy Gouvernor: Which was performed in the presence of our Gouvernour the Right Honourable the Earl of Plymouth, and diuers Gentlemen of the Country, with the greatest Demonstrations of Joy and Duty that Subjects could express. The great Guns about the Town thrice were discharged, and the Day concluded with the Bells ringing Trumpets sounding Musick playing the Conduits running with Claret, and the Evening concluding with Bonfires, and with all Demonstrations of Joy that it be possible to express. [ll. 14-21]

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

Three points required – award **one** mark for each feature/associated terminology (up to a maximum of 3 marks) and **one** mark for each appropriate example/associated terminology (up to a maximum of 3 marks). A mark can only be awarded for an example that clearly and precisely demonstrates a recognisable EME feature.

Responses should show evidence of linguistic knowledge: terminology can be used to describe each EME feature and/or the examples cited.

Do not accept answers that comment on archaic spelling and lexis.

EXAMPLE	ARCHAIC GRAMMATICAL STRUCTURE/ PUNCTUATION FEATURE
<i>was Proclaimed was performed were ... discharged</i>	- frequent use of passive voice (formal tone) - with agent (<i>by/with</i>) – foregrounding object (King James)
<i>it be possible</i>	use of subjunctive (hypothetical)
NFCIs: <i>sounding ..., playing ...</i> RelCIs: <i>Which was performed ... , that ... could express</i>	- frequent use of subordination – with reference to specific types of clauses - range of subordinate clauses is narrow – reflects the repetitive style of the report
e.g. ll.18-21 multiple clauses (specific clauses must be cited)	- long compound-complex sentence (examples of coordination and subordination should be cited) - main clauses (<i>The great Guns <u>were</u> ...<u>discharged</u> ..., and the Day <u>concluded</u> ...</i>) - subordinate clauses e.g. - NFCIs: <i>ringing ... sounding ... playing ... running ... and ... concluding ...</i> - embedded Rel/NFCIs: <i>that it be possible to express</i>
<i>thrice</i>	position of adverb before verb phrase (dated)
<i>Day, Noon, Evening Guns, Bells, Trumpets</i> <i>Proclaimed</i>	- random capitalisation of nouns (time references) - random capitalisation of nouns (thematic significance) - random capitalisation of verbs (emphasis on succession)
<i>Gentle-men</i>	adjective/noun hyphenated – not yet compounded
lines 19-20	omitted commas in syndetic list
<i>the Deputy Gouvernor: Which was performed</i>	- colon before relative clause (PDE would expect comma) - capital letter on subordinating conjunction after colon

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

2. In your response to the question that follows you must:
- explore connections across the texts
 - consider relevant contextual factors and language features associated with the construction of meaning
 - demonstrate understanding of relevant language concepts and issues.

Analyse and evaluate Texts A, B and C to show how newspaper reports of royal events have changed over time. [60]

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

Overview

Characteristics of a successful response may include:

- clear understanding of newspapers e.g. primary purpose to inform i.e. to report a particular royal event(s) (Texts A/B/C); secondary purpose to entertain i.e. to create a sense of occasion and characterise key participants (Texts B/C); the relationship between genre, style and content (informative vs descriptive vs sensationalist)
- perceptive understanding of concepts e.g. unknown, wide, distant audiences; genre features (3rd person pronouns to report on events; no attempt to engage readers directly); dominance of past tense (reporting on completed events); present tense (reporting on current state of affairs – Queen Victoria's health, Text B; Prince Charles' emotional state, Text C; Duke and Duchess of Sussex's desire for independence, Text C)
- confident selection and discussion of issues e.g. attitudes to royalty; cultural references (*Train-Bands*, Text A; descriptions of Queen Victoria's clothes, Text B; communicating by phone, Text C); religion (Text A); class/status (Texts A/C)
- well-chosen, concise textual references that support the points made precisely
- explicit references to the focus e.g. sadness at the death of King Charles and celebrations for the succession of King James (Text A); celebrations for Queen Victoria's jubilee (Text B); family upset caused by the Duke and Duchess's decision to step back from being senior royals (Text C)
- a clear appreciation that contextual factors shape the content, language, grammatical structures, and style e.g. language of humility (Text A); narrative detail (Text B); cultural change making words obsolete (Texts A) or unfamiliar (Text B); religious references (Text A); presenting the Royal Family in conflict (Text C); colloquialisms/journalese (Text C)
- intelligent interpretation of texts based on close reading e.g. relevant references to specific details; clear evidence of reflection on the extracts
- assured evaluation e.g. effect of lexical/stylistic choices in communicating the events; each writer's relationship with the topic
- insightful discussion of points of contrast that explore changes in language use over time: attitudes to royalty e.g. reverence (Texts A/B) vs implied criticism (Text C); content e.g. focusing on emotions (Text C) vs events (Texts A/B); approach e.g. descriptive (Texts A/B) vs sensational (Text C); tone e.g. formal/detached (Texts A/B) vs less formal (Text C); naming of royalty e.g. formal honorifics (Texts A/B) vs formal honorifics and first names (Text C)
- intelligent conclusions drawn about the differences e.g. related to the period of each text; the different secondary purposes; the type of publication (information vs weekly news vs exposé)
- a range of terminology, which is used consistently and purposefully
- tightly focused, well-developed analysis of the three extracts in the light of the question, with a consistent focus on how royal reporting has changed over time
- clearly focused, fully developed and carefully structured discussion.

Characteristics of a less successful response may include:

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

This is not a checklist. Reward other valid approaches.

Notes

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

Text A: The London Gazette (1684)

Semantic fields: linked to reverential tone e.g. *Subjects/obedience/Acclamations* (nouns), *yielding* (verb), *ouer vs* (prepositional phrase); linked to military gun salutes e.g. *in Arms* (prepositional phrase), *The great Guns about the Town* (noun phrase), *discharged* (past participle verb)

Lexical sets: honorifics linked to royalty (deferential tone) e.g. *Your Sacred Majesty*, *our gracious Souereign*, *His most Sacred Majesty*; honorifics linked to public officials reflecting (high status of the events) e.g. *Mayor, Alderman, Chamberlains, the Earl of Plymouth*

Proper nouns: repeated references to *King JAMES* – the focus of the report (name capitalised to reflect status); references to cities where celebrations were held e.g. *Winchester, Kingston vpon Hull, Birmingham*; reference to a central location for the proclamation e.g. *Market-cross*; dates (abbreviated with full stop) e.g. *Febr.*; references to *God*

Abstract nouns: linked to death (mourning) e.g. *death, memorie, loss*; linked to succession (celebration) e.g. *Joy, Duty, Solemnity, Acclamations*; time e.g. *afternoon, Euening, Day*; relationship between subjects/monarch (hierarchical) e.g. *Promises, Protection, obedience*

Concrete nouns: linked to succession e.g. *Throne* (metaphorical); linked to celebrating crowds (plural forms) e.g. *Inhabitants, Subjects, People*; linked to high-status officials e.g. *(Scarlet) Gowns, Gentle-men of the Country, Clergy of this Citie*; linked to celebrations e.g. *bonfyres, Bells, Guns, Conduits, Claret*

Adjectives: (few are descriptive – mainly building deferential attitude): linked to death of King Charles e.g. *late* (defining), *euer happy, great* (commemorative); emphasising divine right e.g. repetition of *Sacred/vndoubted*; respectful – emphasising status e.g. repetition of *royale/gracious*; reverential e.g. *Loyal, Dutiful, Louing*; expressing celebratory mood e.g. *most happy/greatest* (superlatives), *infinite, loud*; idiomatic e.g. *long and prosperous*; defining (descriptive detail) e.g. *Scarlet, small, diuers, great*

Pronouns: first person plural pronoun *We* to establish common response to events (death and succession)

Deixis: (demonstrative determiners): anaphoric reference to the death of King Charles – *that great loss*; repetition of *This* referring to a specific time and place

Adverbs: intensifier – *highly*; reverential – *Humbly*; deictic – *here; thrice*

Noun phrases: (head in bold): some simple (e.g. *This **afternoon**, the **Town**, much **Joy***), but most are long with multiple modification – typical of EME period, particularly in the formal address of the first paragraph (e.g. *most Loyal and Dutiful **Subjects** that are ... affected ... (RelCI), your Gracious **Promises** of royal Protection to all your ... (PrepPs)*

Adjective phrases: emphatic statement of emotion e.g. *possible to express*

Verb phrases: dominated by the past tense (reporting completed events) e.g. *were*; present tense for opening declaration e.g. *presume/Congratulate, pray*; repeated use of passive (typical of formal tone) e.g. *are ... affected* (present – ongoing emotional effect), *was Proclaimed* ('by' + agent in emphatic position at the end of the clause), *was performed/were discharged* (no agent – subject not important); modal e.g. *could express* (emphasis on extent of celebration)

Prepositional phrases: descriptive detail e.g. *in their Scarlet Gowns*; time references e.g. *in the Euening, about Noon*; 'with'/'by' agents in passive sentences e.g. *by the Mayor and Aldermen, with the Gentry and Clergy*

Grammatical mood: dominated by declarative (providing information); subjunctive (prayer e.g. *God grant*), optative – expressing a wish (e.g. *it be possible ...*); imperative *pray*

Syntax: (typical of period and formal context, content and tone): long compound-complex/complex sentences with frequent use of subordination e.g. relative clauses (*that are ...affected, Which was performed*) and non-finite clauses (*accompanied ..., ringing ... sounding ... playing ...*) – structures are repeated making the report formulaic (in keeping with the purpose i.e. celebrating the succession in cities across the country)

Word order: foregrounded coordinating conjunction (l.7) – emphasis on third main clause linked to subject pronoun *We* (e.g. ... *presume ... and Congratulate. And pray ...*); foregrounded time adverbials – focus on the celebratory events (e.g. *This afternoon, This Day about Noon*); emphatic position of adverb before the verb phrase e.g. *thrice* (drawing attention to the scale of the celebration)

Genre: early example of a newspaper focusing on information (e.g. emphasis on time, place, participants) with some descriptive detail (e.g. clothes, celebratory sounds, the fountains running with wine); formal tenor typical of period attitudes to royalty

Historical/period factors: formal opening address – very long subject with embedded subordinate clauses (separated from main clause verb *presume* by a comma); the use of hyphenation for place names and the lack of capital e.g. *Market-cross*; parenthesis marking divine/ancestral rights to the throne e.g. (*Your vndoubted Right*); references to God e.g. *God hath been pleased to take to Himself* (death of King Charles), *pray God grant ...* (prayer for King James' reign); capitalised relative pronoun *Which* following a colon to divide the sentence (focus on proclamation; focus on the attendees).

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

Text B: The Cambrian News (1887)

Semantic fields: linked to celebration – positive reception e.g. *cheers, cheering, shouts* (nouns), *waved* (verb); negative effects – reflecting scale of celebration/crowds e.g. *being thrown from his restless horse* (post-modifying non-finite clause), *fatal injuries, many attacks of fainting* (noun phrases); sense of procession (developing narrative – large scale, popular event) e.g. *proceeded, passed into, passed through* (verbs), *Along the entire route* (prepositional phrase), *procession* (noun)

Lexical sets: honorifics linked to royalty – respectful e.g. *The Queen, Her Majesty* (formal capitalised noun phrase titles)

Proper nouns: frequent reference to places – emphasis on location adds to narrative style (e.g. procession route: *Buckingham Palace, Westminster Abbey, Piccadilly*; places linked to notable events e.g. in London – *Constitution-hill; Grosvenor-place*; around the country – *Dover, Pontefract*); names of notable people e.g. *Lord Lorne* (formal with honorific – high status), *Comerford* (surname, no title – member of the public); reference to the day (*Tuesday*)

Abstract nouns: linked to the formal occasion e.g. *service, jubilee, duties*; linked to the crowd's response e.g. *liveliness, heartiness, disappointment* (reflecting support for the Queen)

Concrete nouns: (building narrative approach): repetition of *crowd(s)/crush* to demonstrate popular support; description of the Queen's clothing reflecting public interest in a significant figure (celebrity status) e.g. *broché, silk, tablier, satin, lace* (luxury items); emphasis on pageantry (patriotism) e.g. public (*windows, stands, handkerchiefs, flags, ships, bunting, bonfire*) and military displays of support (*regiments, bands, troops*)

Adjectives: emphasis on the extent of the popular public response e.g. *entire* (repeated), *animated, enormous* (repeated), *prolonged, enthusiastic*; to intensify the public response e.g. *still greater, great, serious*; reflecting attitudes to Queen Victoria e.g. *loyal*; narrative descriptive detail e.g. dress (*striped, black, white* – formal, striking); horse (*restless*), stands (*gaily bedecked*), bonfire (*huge*); dramatic (*fatal*); praising the Queen e.g. *long, arduous, short* (reflecting her dedication), *excellent* (reassuring public)

Pronouns: (limited use): absence of third person pronouns to reference the Queen – repeated use of the noun phrase *Her Majesty* instead (formal title); third person pronoun *he* used to refer to a member of the public (l. 17); first person plural editorial *we* (formal, authorial tone)

Adverbs: focusing on place e.g. *Here* (i.e. *Trafalgar-square* – key landmark in procession); to intensify the comparative adjective e.g. *still (greater)*; to reflect the celebratory, doting mood of the public e.g. *gaily, fervently* (occurs before lexical verb – focus on public mood); conjunct *however* to mark change in tone

Noun phrases: (head in bold): some simple noun phrases (e.g. *the crowd, spectators, the country, a bystander*), but mainly longer pre- and post-modified noun phrases where description is the focus e.g. *a thanksgiving service on the occasion ... , an enormous crowd, which commenced ...*

Adjective phrases: (head in bold): descriptive detail – emphatic position e.g. *gay with bunting*

Verb phrases: (typical of newspaper report): dominated by simple past – reporting on a completed event (e.g. *proceeded, added, wore, passed*); frequent use of passive (formal tenor – typical of ModE) e.g. *was/were received* (foregrounding the Queen), *was witnessed/was observed* (subject omitted – general reference to spectators not needed), *were occupied* (object moved to the front – focus on creating visual images for the reader); implied references to other sources (adds authority) e.g. *have heard* (present perfective), *(it) was noticed* (impersonal structure); past perfective to recount event before the procession (*had climbed*); present tense to refer to the Queen's health after the event (*is*)

Prepositional phrases: frequent use to mark the movement of the procession (creates a sense of scale) e.g. *from Buckingham Palace to Westminster Abbey, along Piccadilly, through Regent-street ... to Trafalgar-square, along the entire route, at Grosvenor-place*; time references e.g. *on Tuesday morning* (momentous occasion), *in the afternoon/in the daylight* (emphasis on the spoilt bonfire); 'by' + agent in passive sentences to foreground the Queen (*by enormous crowds*) and the displays of patriotism (*by spectators*)

Grammatical mood: declarative throughout – narrating a special occasion

Syntax: the first/last paragraphs are dominated by main clauses with little subordination (perhaps to engage reader) e.g. ll. 2-3 (compound) 4-5/24 (simple); paragraphs 2/3 are more typical of ModE with frequent subordination – carrying the weight of the narrative e.g. *being thrown, to see* (non-finite clause), *which commenced, that continued, where ... was experienced, who ... waved ... and joined, which greeted ... , which ... have heard* (relative clauses), *though ... sustained* (adverbial clause)

Word order: (narrative effect): foregrounded adverbials e.g. *Along the entire route, at Hyde-park-corner, Here* (place); *As they passed ...* (focus on the Queen); *In every town and village* (emphasis on the wide scale of the Queen's support)

Genre: narrative approach – emphasis on descriptive details; simple noun phrase headline (neutral tone); editorial first-person pronoun *we* (authorial status); focus on the Queen's procession, but also on dramatic events (building narrative) e.g. Lord Lorne thrown from his horse, Comerford falling from the scaffolding, people fainting, the bystander who set the bonfire alight too early (perhaps maliciously?)

Historical/period factors: references to unfamiliar clothing (e.g. *broché, tablier*); like Text A, hyphenation for place names and lack of capital (e.g. *Regent-street*); semantic change e.g. *gay* (adjective); respectful tone – less humble than Text A but nevertheless honouring/glorifying the Queen (accepting her elevated position).

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

Text C: The Mirror (2020)

Semantic fields: associated with money – focus of report (reflects different attitude to royals – implicit criticism rather than reverence) e.g. *millions of pounds, hundreds of thousands of pounds, £2.4 million bill, small fortune* (noun phrases), *financially independent* (adjective phrase)

Lexical set: family relationships – making the royals seem more familiar e.g. *son, daughter-in-law, grandmother, father, brother* (nouns)

Proper nouns: names of places e.g. *Sandringham, Windsor, Frogmore Cottage, Buckingham Palace* (royal residences); names of key participants e.g. first reference formal with honorific reflecting status/respectful attitude (*Prince Charles, the Prince of Wales, Prince William, Duke of Cambridge*); following references using first name – more familiar attitude than Texts A/B (*Charles*); more familiar/less reverential first reference to the younger royals – typical of sensationalist reporting which presents them as well-known celebrities (*Meghan, Harry*); later references to their titles (*the Duke and Duchess of Sussex, Prince Harry*); use of first/family name (*Meghan Markle*) to reflect her pre-marriage ‘commoner’ status; repeated formal references to *the Queen* – no use of ‘Her Majesty’

Abstract nouns: (more common because of the conceptual nature of the topic): focus of report (e.g. *income, lifestyle, (public) funds*); repeated references to spoken interactions (e.g. *meeting, talks*); euphemistic reference to the ‘crisis’ (*issue*, l.20); emphasis on emotional response (e.g. *hurt*, l.16)

Concrete nouns: (less common – emphasis is not on physical events): linked to money e.g. *money, taxpayer, bill*; linked to excessive expenditure e.g. *home, wedding*; linked to the genre e.g. *statement, headlines*

Adjectives: (very different to Texts A/B – less evidence of a reverential attitude): some defining e.g. *official, senior, private, royal* (repeated ll.20/27), but most selected to sensationalise the family conflict e.g. *crunch, crisis, historic, unprecedented, bombshell*; implying judgement of the Sussexes (*public, lavish, big, celebrity*); intensifier (*great*, l.16); drawing attention to the change in their lives (*new*)

Enumerators: large figures to shock e.g. *millions of pounds, hundreds of thousands of pounds, a £2.4 million bill*; age of participants (typical of tabloid newspapers)

Pronouns: the Queen is referred to with the third-person singular *she* (unlike Text B)

Deixis: temporal – making the report topical e.g. *now* (adverb), *today, this week, today’s* (noun phrases)

Adverbs: defining the Sussexes’ desire for independence e.g. *financially*; using emotions to familiarise the royals e.g. *dearly*

Noun phrases: (head in bold): far more straightforward than in Texts A/B, reflecting changes in the nature of newspapers (designed to engage a wide readership with limited time to read) e.g. many are simple (*their **lifestyle**, senior **royals**, the **family***); modification tends to be less complex (*an official statement*, pre-modified; *his **son** who he loves dearly*, post-modifying RelCl; *the first time Ø Harry had met ...*, pre- and post-modified with a NCl; *a range of issues to be discussed*, post-modifying PrepP/NFCl)

Adjective phrases: (emphatic position): repetition of *hurt* (ll.1, 3, 28) – reference to royal emotional responses, making the participants seem familiar rather than distant; focus on the change in the Sussexes’ lives e.g. *financially independent*

Verb phrases: (more varied than Texts A/B – purpose is more wide-ranging): present tense e.g. related to ongoing emotional states (*is, loves, supports*) and the Sussexes’ current position (*do not want to rely on, say, want to be ... and step-back*); past tense e.g. to create narrative (*stumped up, spent*) and report information from the source (*spoke out, claimed, told*); passive with ‘by’ + agent e.g. to place end focus on participants (*was attended*, ll.13/23-4), to foreground the Queen (*is said*); passive without agent to focus on *issues/crisis talks* rather than participants (*to be discussed*); modal expressing hypothetical – imagined future (*would have preferred*)

Prepositional phrases: to draw attention to place e.g. *at Sandringham, at the Queen’s estate in Norfolk* (location of meeting), *in Windsor* (the Sussexes’ home on which large sums have been spent); to sensationalise the effect of the conflict e.g. *around the world*; to emphasise the royal division e.g. *from the family set against into the family*

Grammatical mood: declarative throughout (typical of a report)

Syntax: mostly complex sentences, but not as long as in Texts A/B e.g. *claimed* (MCI) Ø ... *spent* ... (NCI), *which was attended* ... (RelCI) ll.12-13; only one simple sentence ll.23-5

Word order: foregrounded PrepPs e.g. *Despite all this* – implicit criticism of the Sussexes; *Following today's crunch talks* – bringing the report to a conclusion with a focus on the Queen's supportive response (implicit praise for her set against implied criticisms of the Sussexes)

Genre: attention-catching headline – emotive/sensational language, familiar names; repetition of reporting verbs e.g. *says, said, told*; repeated references to the journalist's informants e.g. *source* (unnamed); extensive use of journalese to dramatise; direct quotations marked with double speech marks (providing evidence to validate); single speech marks for colloquialisms (e.g. *'topping up'/'top up', 'step-back'*) and to highlight a perhaps unexpected word (e.g. *'hurt'* – implying the Sussexes' actions are not justified)

Historical/period factors: more colloquial language than the earlier texts e.g. idiomatic *small fortune/gone out of his way*, phrasal verb *stumped up*, use of the subject relative pronoun *who* rather than object 'whom' (l.17); journalese e.g. *spoke out* (suggesting public revelation – set against *released* implying a formal, mediated declaration), *engulfed* (dramatising situation); cultural reference e.g. *dialling in by phone* (NFCI); reducing the distance between the royals/public readership by focusing on family relationships and conflict e.g. words associated with feelings (*loves dearly, embrace*); implicitly critical references e.g. *the taxpayer* (working people), *footing a £2.4 million bill* (connotations of a large/unreasonable amount which has been run up by someone else).

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

Assessment Grid: Unit 3, Question 2

BAND	AO2	AO3	AO4
	Demonstrate critical understanding of concepts and issues relevant to language use 20 marks	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning 20 marks	Explore connections across texts, informed by linguistic concepts and methods 20 marks
5	17-20 marks - Detailed critical understanding of concepts - Perceptive discussion of issues - Confident and concise selection of textual support	17-20 marks - Confident analysis of contextual factors - Productive discussion of the construction of meaning - Perceptive evaluation	17-20 marks - Insightful connections established between texts - Sophisticated overview - Effective use of linguistic knowledge
4	13-16 marks - Secure understanding of concepts - Some intelligent discussion of issues - Consistent selection of apt textual support	13-16 marks - Effective analysis of contextual factors - Some insightful discussion of the construction of meaning - Purposeful evaluation	13-16 marks - Purposeful connections established between texts - Detailed overview - Relevant use of linguistic knowledge
3	9-12 marks - Sound understanding of concepts - Sensible discussion of issues - Generally appropriate selection of textual support	9-12 marks - Sensible analysis of contextual factors - Generally clear discussion of the construction of meaning - Relevant evaluation	9-12 marks - Sensible connections established between texts - Competent overview - Generally sound use of linguistic knowledge
2	5-8 marks - Some understanding of concepts - Basic discussion of issues - Some points supported by textual reference	5-8 marks - Some valid analysis of contextual factors - Undeveloped discussion of the construction of meaning - Inconsistent evaluation	5-8 marks - Makes some basic connections between texts - Rather a broad overview - Some valid use of linguistic knowledge
1	1-4 marks - A few simple points made about concepts - Limited discussion of issues - Little use of textual support	1-4 marks - Some basic awareness of context - Little sense of how meaning is constructed - Limited evaluation	1-4 marks - Limited connections between texts - Vague overview - Undeveloped use of linguistic knowledge with errors
0	0 marks: Response not credit worthy		