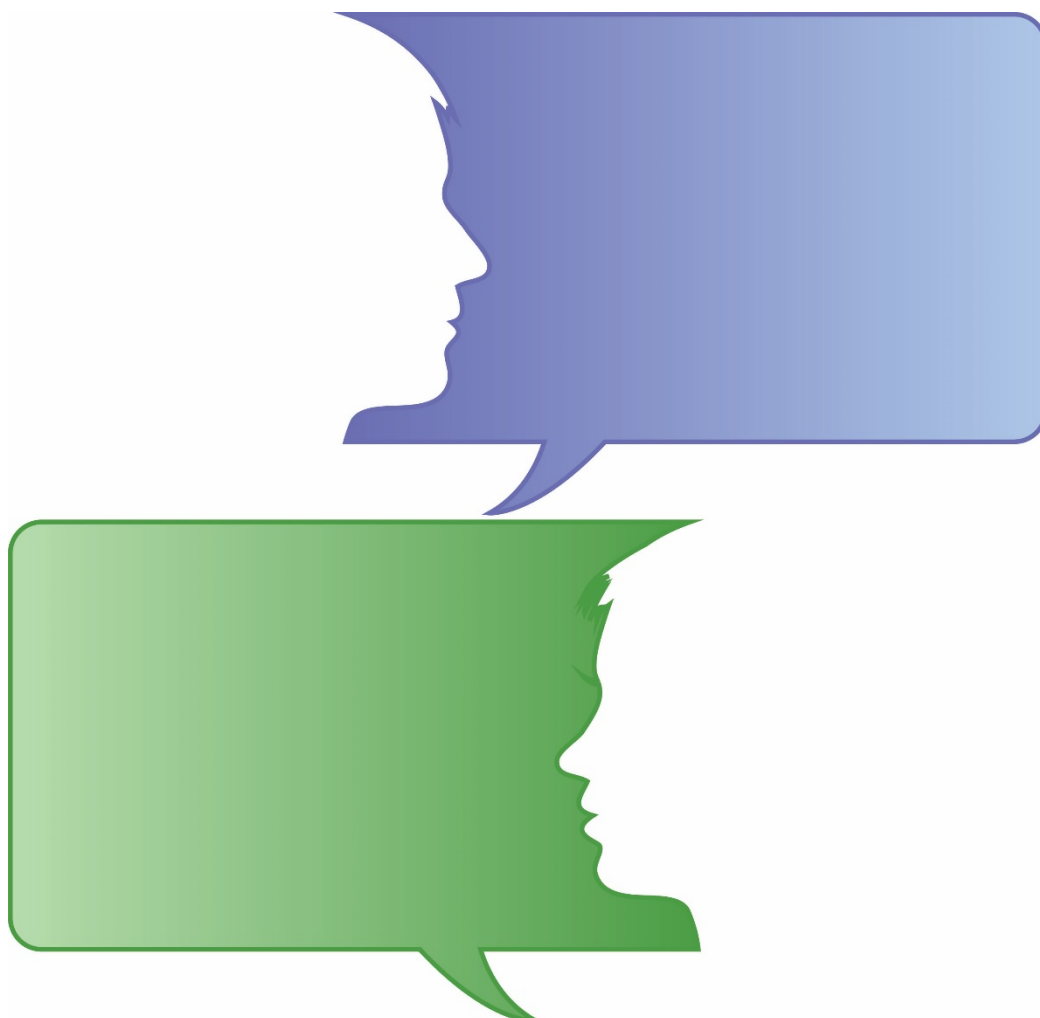


A-level ENGLISH LANGUAGE

Hub school network meeting

Worksheets

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Worksheet 1: Sentence structure analysis

Analysis of clause structures is often an indicator of a high-level answer. However, students who ‘feature spot’ frequently neglect to focus on either the impact of the identified structure on the reader, or how the clause structures draw attention to particular words/phrases. Often, this is where the most fruitful analysis lies:

‘Many students did not look at sentence and clause features. Of those who did, not all were able to use such descriptions to explore how the texts were conveying meanings and representations.’

Report on the exam, 2019

First, practise identifying sentence structures by completing the table below.

Clause/Sentence type	Example from the text
Minor sentence: a stand-alone subordinate clause	
Simple: one main clause	
Compound: two main clauses joined by a co-ordinating conjunction or semi-colon	
Complex: one main clause and (at least) one subordinating/dependent clause	
Compound-complex: at least two main clauses, plus at least one subordinate clause	

Now, compare these extracts from two student responses to Paper 2 Q3, June 2019: ‘Analyse how language is used in **Text A** and **Text B** to present views about accents.’

Both students attempted to consider the use of a ‘main clause’ or ‘simple sentence’.

How effectively does each student ‘use such descriptions to explore how the texts were conveying meanings and representations’? What advice could you give to each student to improve?

Example responses to Paper 2 Q3, June 2019

Student A

Both texts also touch on the class element of language and accents. Text A uses the adjective 'posh' and quote, the main clause 'It's a class statement'. Text B is slightly more subtle, attributing regional accents ~~with~~ ~~to~~ to '[people]' of a particular social standing' (noun phrase). This noun phrase implies that regional accents are used more by people of a lower class.

Student B

reader to immediately grasp the ideas the writer is presenting. The heading of Text A is a short, declarative, simple sentence, "Accent-shy Brits anxious to talk 'posh'." The omission of the stative verb "are" makes the headline shorter and snappier, engaging the reader in the idea of the article. The vagueness of the headline also pushes the reader to keep reading to find the specifics. This suits the purpose of the article, which is to inform the reader on the issue in an engaging way. The headline of Text B is also a short, declarative, simple sentence which states, "The way we speak can change our life." The purpose of this is not to engage the reader as much as it is to persuade them. The target reader of this article is someone who is curious about receiving elocution lessons and is researching if it is the right idea for them. The purpose of this article is essentially to be an advertisement for thetutorpages.com, intended to persuade people to pay for their services.

Worksheet 2: Changing structures

The examples which follow use Text A, 'Gerraway with accentism – I'm proud to speak Yorkshire' by Katie Edwards (page 19).

One way to consider why the author has chosen a clausal structure is to change it.

What is now being highlighted, that was perhaps 'hidden' before? What does this tell you about the writer's views, or the way the subject matter is being **represented**?

Remember, in an exam answer it is essential that you analyse the writer's **original** choices.

Worked example: Complex sentence

Original text (Text A)	Rearranged structure
Despite attempts to stamp it out at school and in the workplace, my dialect is alive, kicking and bloody gorgeous.	My dialect is alive, kicking and bloody gorgeous, despite attempts to stamp it out at school and in the workplace.
Attention is drawn to:	Attention is drawn to:
Verb: 'stamp' Nouns: 'school', 'workplace'	Personal pronoun: 'my' Adjective triple: 'alive, kicking, [and bloody] gorgeous'
Effect of original structure	
The subordinate clause at the front of the sentence places the emphasis on the negative presentation of the threats to the dialect. The verb 'stamp' implies an abuse of power: a threatening force against a vulnerable dialect. This is heightened by the personification of the dialect itself as 'alive,' implying it is working hard to save itself. By giving the dialect the main clause, Edwards subtly underpins her belief in its strength. This is further highlighted through the first person possessive pronoun 'my,' showing she is proud to claim ownership.	

Worked example: Compound sentence

Original text (Text A)	Rearranged structure
I was told time and again that it is disappearing: “true” Yorkshire English is scarce, fragile and imperilled.	“True” Yorkshire English is scarce, fragile and imperilled; I was told time and time again that it is disappearing.
Attention is drawn to:	Attention is drawn to:
Effect of original structure	

Worked example: Simple sentences in sequence

Original text (Text A)	Rearranged structure
Viewing these as “slang” compared to standard English is plain wrong. All dialects and accents are linguistically valid.	
Attention is drawn to:	Attention is drawn to:
Effect of original structure	

Worksheet 3: Playing with punctuation

The examples which follow use Text A, 'Gerraway with accentism – I'm proud to speak Yorkshire' by Katie Edwards (page 19).

Each of the quotations below has had its punctuation removed.

Punctuate the quotation then think about the effect of your choices. What have you drawn attention to? What does this tell you about the writer's views, or the way the subject matter is being **represented**?

Remember, in an exam answer it is essential that you analyse the writer's **original** choices.

- A. Despite attempts to stamp it out at school and in the workplace my dialect is alive kicking and bloody gorgeous
1. Structure of the sentence(s):
 2. What is this structure attempting to draw attention to/how is it representing the author's views?
- B. I was told time and again that it is disappearing true Yorkshire English is scarce fragile and imperilled
1. Structure of the sentence(s):
 2. What is this structure attempting to draw attention to/how is it representing the author's views?
- C. Viewing these as "slang" compared to standard English is plain wrong. All dialects and accents are linguistically valid.
1. Structure of the sentence(s):
 2. What is this structure attempting to draw attention to/how is it representing the author's views?

Worksheet 4: Linking AO2

The examples which follow use Text A, ‘Gerraway with accentism – I’m proud to speak Yorkshire’ by Katie Edwards (page 19).

Perhaps the biggest area of weakness for Q4 (Q3 for AS students) is bringing new ideas, research or theories to the opinion piece. These should link to the Q3 articles for A-level (and to the source text for AS).

‘The mean mark for AO2 rose but was still below the AO2 marks in Section A. More students recognised the need to integrate explicit linguistic knowledge into a text for a non-specialist audience. Many struggled to select and deploy knowledge effectively however.’

Report on the exam, 2019

In the table on the following page are a number of quotations taken from the source. In the next column, note down any AO2 ideas you can think of which relate to them.

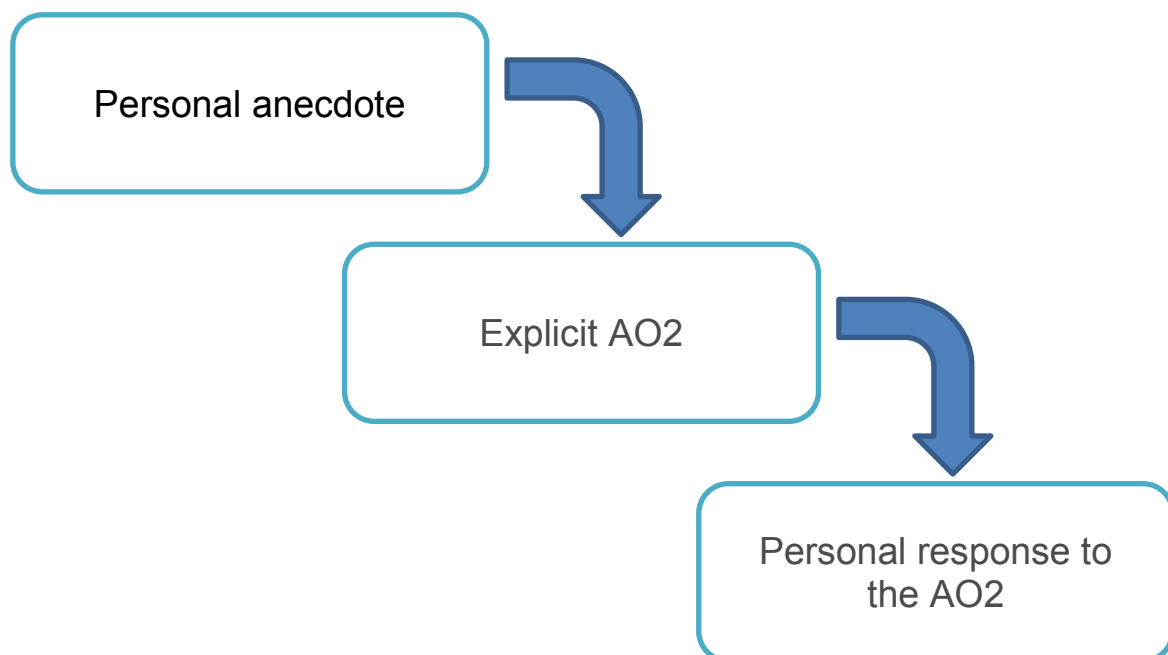
Text A	A02 link(s)
<p>We're used to these trite "wi' nowt taken owt" portrayals of regional dialect.</p>	
<p>I was told time and again that it is disappearing: "true" Yorkshire English is scarce, fragile and imperilled.</p>	
<p>For many it seems to symbolise a time when communities were close-knit and common identity was bolstered by a shared use of language.</p>	
<p>It's vibrant and evolving – but it's also disparaged and denigrated by those who find it uncouth, a signifier of backwardness or poor education.</p>	

Worksheet 5: Presenting new ideas

The example which follows uses Text A, ‘Gerraway with accentism – I’m proud to speak Yorkshire’ by Katie Edwards (page 19).

‘My 12-year-old niece, Ella, attends a local high school much like mine and she’s regularly told off for using dialect. Recently, after she was overhead telling her sister “Yer reyt annoying, you”, she was warned by a teacher that she wouldn’t get a good job if she didn’t “speak correctly”. Of course, to “speak correctly” here means to use standard English.

‘Is the teacher wrong? Unfortunately there’s evidence to suggest not. Alex Baratta, a linguist at the University of Manchester, researches accentism and has found that some employers in sectors such as law and the media do discriminate against speakers of regional dialects. Viewing these as “slang” compared to standard English is plain wrong. All dialects and accents are linguistically valid. Standard English, which is basically the dialect of middle- and upper-class southerners, is only considered to be the “correct” form because it carries the highest social prestige. Should we tolerate what amounts to linguistic profiling in recruitment? Nay, gerraway wi’ thi. There’s no way to justify this biased behaviour.’



1. Identify where and how the author has signposted these changes in focus.
2. Choose another linguistic concept/issue/piece of research and practise the same structure.

Worksheet 6: Signposting A02

There are numerous ways to signpost to the reader (and the examiner) that you are about to introduce a new A02 idea, or to build on a previous one.

1. **Relative clause or embedded clause which post-modifies the researcher's name (also works to pre-modify):**

David Rose, a linguist, suggests that of the Estuary English (the accent that commonly was spoken near to the river) will be the future RP of ~~that~~.

2. **Glossing the linguistic features or providing context/examples:**

For those that don't know, Received Pronunciation is best described as the 'posh' way that some members of society speak. For example Theresa May. It involves placing your P's and Q's in all the right places and is generally associated with being upper class.

3. **Using a discourse marker:**

It was also found in Labov's Martha's Vineyard Study that age impacted use of language.

Worksheet 7a: Getting the balance right

Look at this response.

Using two highlighters, colour code:

- where the student has achieved AO2 (knowledge/ideas/research)
- where they are focusing more on AO5 (making an enjoyable but informative read, catering to a non-specialist reader).

Please note this is not the entire response.

Standard English; A World Gone Mad!
puzzled at the increased
demand for elocution lessons.

Tuesday 4th June 19

Think of Britain. What do you see?
Tea? The Queen? Union Jack Flag? Posh Accents?

NO? it's not what I see either. When I think
of Britain I think of Ant and Dec, Queen (as in the
world famous band), Mo Farah, and Me! All of us
so diverse in culture, occupation, gender and
accent but all with one thing in common.
Being British.

Page 1/3

[Student goes on to introduce and explain Standard English and RP, including examples, before a brief explanation of dialect levelling.]

[...]

It puzzles me that people want to remove their accents through elocution lessons. In a recent study it was found that those with a received pronunciation accent were seen to have higher authority but were often described as untrustworthy and sly. Whereas those with regional accents, such as Geordie were described as friendly, trustworthy and kind. So much so that now the majority of air call centres in the UK are in Newcastle.

So why are we trying to delete such ~~beautiful~~ beautiful accents? Well the reason is unknown really, there is no logical explanation for the decline in use of accents. The spread/travel of people may have an influence, we are less focused as a community group when we are more aware of that community.

Page 2/3

[Student introduces and discusses social network theory, with explicit reference to Milroy.]

[...]

It was also found in Labov's Martha's Vineyard Study that age impacted use of language. Older members of the community faded their accents in order to have better relationships with the tourism trade whereas younger members of the community brought back the strong rural accent in order to distance themselves from the tourists.

Maybe Britain needs to be more like that. A nation united in its values but proud of its roots. We shouldn't have to "dumb down" our accents in order to appease the government.

At the end of the day, doctor, nurse, paramedic we would let them all help us regardless of accent. So I pledge to the people of Great Britain that you become proud of your accents. Debate lexical differences, joke about pronunciation but embrace all accents as part of Britain's identity.

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Worksheet 7b: Annotated student response

Article to be published in: an online Blog

Standard English; A World Gone Mad! ✓

puzzled at the increased demand for elocution lessons. ✓

Tuesday 4th June 19 ✓

Think of Britain. What do you see?
Tea? The Queen? Union Jack Flag? Posh Accents? ✓

NO? it's not what I see either. ✓
When I think of Britain I think of Ant and Dec, Queen (as in the world famous band), Mo Farah, and Me! All of us so diverse in culture, occupation, gender and accent but all with one thing in common. Being British. ✓

AO5 Appropriate headline and standfirst: indicates argument and introduces author.

AO5 Use of questions to engage, plus relevant examples. Not yet linguistic in nature, however.

It puzzles me that people want to remove their accents through elocution lessons. In a recent study it was found that those with a received pronunciation accent were seen to have higher authority but were often described as untrustworthy and sly. Whereas those with regional accents, such as Geordie were described as friendly, trustworthy and kind. So much so that now the majority of air call centres in the UK are in Newcastle.

So why are we trying to delete such ~~beautiful~~ beautiful accents? Well the reason is unknown really, there is no logical explanation for the decline in use of accents. The spread of travel of people may have an influence, we are less focused as a community group when we are mixed up of that community.

AO2

Accent reduction and some findings from matches in guise. Level 4 as considers alternative views of RP (authority but untrustworthy)

AO5

Questions to structure argument.

AO2

Broad references to levelling and social groups.

It was also found in Labov, Martha's Vineyard study that age impacted use of language. Older members of the community faded their accents in order to have better relationships with the tourism trade whereas younger members of the community brought back the strong rural accent in order to distance themselves from the tourists.

AO2

Secure details of Labov and some awareness of effect of accommodation.

Maybe Britain needs to be more like that. A nation united in its values but proud of its roots. We shouldn't have to "dumb down" our accent in order to appease the government.

AO5

Personal view, but not clearly linguistic in focus.

At the end of the day, doctor, nurse, paramedic we would let them all help us regardless of accent. So I pledge to the people of Great Britain that you become proud of your accents. Debate lexical differences, joke about pronunciation but embrace all accents as part of Britain's identity.

AO5

Appropriate tone ('At the end of the day') and clear personal viewpoint.

AO2 Recognition of multiple accents as 'part of Britain's identity'.

Examiner commentary

AO2: Student uses a range of studies with some supporting detail (Labov, Milroy). Demonstrates some attitudes to standard and non-standard language use, including some illustration of alternative viewpoints. Some awareness of accommodation in Labov comments. Overall low Level 4 as student meets some of the Level 4 bullet points, but without substantial support ("detailed knowledge") from Level 3 ideas.

Awarded 13 marks

AO5: Often maintains an appropriate tone, but at times a little more formal – especially when introducing learned knowledge. Ideas not fully transformed, but there is some good shaping and student works very hard to make the text engaging.

Awarded 7 marks

Text A: 'Gerraway with accentism – I'm proud to speak Yorkshire' by Katie Edwards from *The Guardian*, June 2019

Despite attempts to stamp it out at school and in the workplace, my dialect is alive, kicking and bloody gorgeous.

Hopefully you haven't subjected yourself to *Still Open All Hours*, the mystifyingly popular sequel to the classic Ronnie Barker comedy series of the 1970s–80s. If you have endured a whole episode then you'll know that the Yorkshire dialect is a key element of the show's humour. I watch David Jason's Doncaster-based japes with a stony face. Perhaps the charm of the series is lost on me because I'm bored out of my chuffing mind by seeing Yorkshire's working-class communities parodied for comic effect.

We're used to these trite "wi' nowt taken owt" portrayals of regional dialect. *Still Open All Hours*, like *Last of the Summer Wine*, stands in a long tradition of hackneyed portrayals of bolshy but benign Yorkshire-sounding characters offering gentle, down-to-earth "by 'eck, lad" humour" with their hilarious flat vowels.

This week, I'll present an episode of Radio 4's *Tongue and Talk* series, focusing on Yorkshire dialect. During the interviews for the programme, I heard many people lament the death of the sounds and words that comprise it. I was told time and again that it is disappearing: "true" Yorkshire English is scarce, fragile and imperilled. For many it seems to symbolise a time when communities were close-knit and common identity was bolstered by a shared use of language.

I was told that these days barely anyone uses authentic Yorkshire dialect, save for a few enthusiasts and older people. And yet I hear it, and use it, all the time. Yorkshire English isn't an archaic form of speech, lost along with the region's heavy industry and economic prosperity. It's vibrant and evolving – but it's also disparaged and denigrated by those who find it uncouth, a signifier of backwardness or poor education.

I was born in Mexborough, Doncaster – just a stone's throw from where *Still Open All Hours* is set, in fact – and I went to a comprehensive school in Rotherham. I'm now an academic at the University of Sheffield, although I regularly receive horrified emails from those who've heard me speak wondering why on earth I was given a job in a university when I sound, and I quote, "like you've never even attended school". These attitudes used to upset me, but nowadays I couldn't give a toss; my accent and use of dialect words gives me a strong sense of connection to the people and places I love. My Nannan and Auntie Annie spoke like me and they were bloody brill; if it was good enough for them then it's good enough for me – and it should certainly be good enough for anyone else.

I might not care much about the opinions of those who insult me and the way I speak, but I do care about how these prejudices affect others, especially children. Like the people I interviewed, I often had my dialect "corrected" at school by teachers. "Gee o'er nah" we'd say to the lads who'd twang our bra straps in class. Rather than telling those lads off, our teacher would be more concerned about our use of dialect. "Gee o'er nah," sir would say, in a parody of our speech, "is not proper English." You might like to think that the days of belittling regional dialect are long gone, but those of us who use it know that's far from the truth.

My 12-year-old niece, Ella, attends a local high school much like mine and she's regularly told off for using dialect. Recently, after she was overhead telling her sister "Yer reyt annoying, you", she

was warned by a teacher that she wouldn't get a good job if she didn't "speak correctly". Of course, to "speak correctly" here means to use standard English.

Is the teacher wrong? Unfortunately there's evidence to suggest not. Alex Baratta, a linguist at the University of Manchester, researches accentism and has found that some employers in sectors such as law and the media do discriminate against speakers of regional dialects. Viewing these as "slang" compared to standard English is plain wrong. All dialects and accents are linguistically valid. Standard English, which is basically the dialect of middle- and upper-class southerners, is only considered to be the "correct" form because it carries the highest social prestige. Should we tolerate what amounts to linguistic profiling in recruitment? Nay, gerraway wi' thi. There's no way to justify this biased behaviour.

My interviewees are all very proud of their Yorkshire roots and quite rightly so. Each of them felt that it was essential that children carry on the linguistic legacy and be taught to recognise and celebrate their heritage. Which is not to say that dialect is merely an emblem of history and fixed identity. It's also something that's diverse and dynamic.

I did speak to a few older blokes in flat caps who wouldn't look out of place on the set of *Last of the Summer Wine*, but I also met Sharena Lee Satti, a poet of Indian and Pakistani heritage who reads her work in Bradford dialect. And there's Toria Garbutt, a punk poet from Knottingley, who uses dialect in her work not only to celebrate her regional identity but also to rail against classism and sexism. In her poem 'Dares Not to Dream', Garbutt tells us that "shit sticks in corners of forgotten towns" where "old women, weathered as wellies, sit by thi sens, sup pints at eleven. No coffee mornings for these old lasses, no OAP yoga classes – they've come 'ere to forget, they've come to put their minds at rest ... And they're strong as Yorkshire tea."

Garbutt knows in her bones what I've learned by talking to people across Yorkshire: our dialect is alive, kicking and bloody gorgeous.

Katie Edwards is a lecturer in the School of English at Sheffield University.

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Notes

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