



GCE A LEVEL

1700U30-1



S19-1700U30-1

ENGLISH LANGUAGE – A2 unit 3
Language Over Time

MONDAY, 20 MAY 2019 – MORNING

1 hour 30 minutes

1700U301
01

ADDITIONAL MATERIALS

A WJEC pink 16-page answer booklet.

INSTRUCTIONS TO CANDIDATES

Answer **all** questions.

Write your answers in the separate answer booklet provided.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question. You should divide your time accordingly.

You are reminded of the need for good English and orderly, clear presentation in your answers.

Assessment will take into account the quality of written communication used in your answers.

You are reminded that this paper is synoptic and so will test your understanding of the connections between the different elements of the subject.

Language Over Time

Answer Question 1 and Question 2.

Question 1 is divided into four parts: (a), (b), (c) and (d). Answer all parts.

The three texts which follow on pages 4-6 are examples of information texts about pirates. Read Texts A, B and C, then answer **all** parts of the following questions.

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

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

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

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

vsed (Text A, line 4)

cheerfully (Text A, line 18)

wiggs (Text B, line 6)

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

yt/it (Text A, lines 6/11)

cruize (Text B, line 20)

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

I know not (Text A, line 14)

dareth (Text A, line 16)

- (d) Analyse features of the grammatical structure and punctuation that are typical of Early Modern English in the extract from Text A below. Make three points and select a relevant example to support each point. You must use appropriate terminology to describe your examples. [6]

The common sorte of seamen, euen those which wyllingly and wyfully put themselues ynto pyracy, are greatly emboldened by reasone of a receiued opinion, that none but the Captyn, Master, and yt may be some few of the principal of the Company be put to Death. Now synce there is not any meanes vsed betwixt death and lyberty, to punish them, vnless yt be a lyttle lazy imprisonment, which ys rather a charge to your Highnes, than any affliction to them, since their whole lyfe for the most part is spent but in a runnyng Prison, and for that yt may be thought too much effusyon of Bloode, to take away the liues of so many, as may perchance be found together in pyracy, as also for that the State may hereafter want such men, who commonly are the most Daryng and seruiceable in war of all people: and, to set them at libertie is but lycensing them to enter ynto the same waye againe: methinketh (vnder correction of your Majestys better judgement) it were no ill polycy for this State, to make them Slaues, in the nature of Galley-Slaues.

(Text A, lines 1-12)

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 contextual factors shape the way writers in different times present information about pirates. [60]

TEXT A: extract from *The Beginnings and Practices and Suppression of Pirates*, by Henry Mainwaring (1618)

The common sorte of seamen, euen those which wyllingly and wyfully put themselues ynto piracy, are greatly emboldened by reasone of a receiued opinion, that none but the Captyn, Master, and yt may be some few of the principal of the Company be put to Death. Now synce there is not any meanes vsed betwixt death and lyberty, to punish them, vnless yt be a lyttle
 5 lazy imprisonment, which ys rather a charge to your Highnes, than any affliction to them, since their whole lyfe for the most part is spent but in a runnyng Prison, and for that yt may be thought too much effusyon of Bloode,¹ to take away the liues of so many, as may perchance be found together in piracy, as also for that the State may hereafter want such men, who commonly are the most Daryng and seruiceable in war of all people: and, to set them at libertie is but lycensing
 10 them to enter ynto the same waye againe: methinketh (vnder correction of your Majestys better judgement) it were no ill polycy for this State, to make them Slaues, in the nature of Galley-Slaues.²

When I haue had near six or seuen hundred men at one time, and for the most part all taken out of Ships, I know not that I had three Perforst-men.³ Having fetched vp and commanded a Ship,
 15 some of the Merchants men would come to me to tell me they wer desirous to serue me, but no man dareth seem wylling; if by any occasion they should come home to their Country, it would be a benefit to them, and no hurt to me, to haue them esteemed Perforst-men. In which respect I being desirous to haue men serue me Wyllingly and cheerfully, would give them a note vnder my hand to that purpose, and send men aboard to seeme to take them away perforce. These
 20 men are rather welcomed home, vnless by mischance some vnder officer of the Admiralty lyght vpon them, and pillage⁴ them of theyr pryze.⁵ Suche men knowyng themselues to be priuileged by a note are more violent, head-strong, and mutinous, either to commyt any outrage vpon their own Countrymen, or exercise cruelty vpon others. The way yn this case neither to punish the innocent, nor to let the guilty escape, ys (me thinketh) to haue all such commytted, till a just proof
 25 may be made whether they haue receeued shares of the goods or not, more than to supply their necessary wants and wearing clothes; if they haue, they are then absolutely as wylling and as guilty as ys the Commander.

¹effusyon of Bloode: bloodshed, slaughter (idiom)

²Galley-Slaues: slaves used to row a galley ship

³Perforst-men: men who had been captured and forced to be pirates against their will

⁴pillage: take goods violently using force

⁵pryze: something seized or captured by force, especially in war (obsolete)

TEXT B: extract from *A General History of the Pyrates*, by Captain Charles Johnson (1724)

Captain Edward Teach, assumed the Cognomen¹ of Black-beard, from that large Quantity of Hair, which, like a frightful Meteor, covered his whole Face, and frightened America more than any Comet that has appeared there a long Time.

This Beard was black, which he suffered to grow of an extravagant Length; as to Breadth, it came up to his Eyes; he was accustomed to twist it with Ribbons, in small Tails, after the Manner of our Ramilies wiggs,² and turn them about his Ears: In Time of Action, he wore a Sling over his Shoulders, with three brace of Pistols, hanging in Holsters like Bandaliers;³ and stuck lighted Matches under his Hat, which appearing on each Side of his Face, his Eyes naturally looking fierce and wild, made him altogether such a Figure, that Imagination cannot form an Idea of a Fury,⁴ from Hell, to look more frightful.

We shall relate two or three more of his Extravagancies,⁵ by which it will appear, to what a Pitch of Wickedness, human Nature may arrive, if its Passions are not checked. In the Commonwealth of Pyrates, he who goes the greatest Length of Wickedness, is looked upon with a kind of Envy amongst them, as a Person of a more extraordinary Gallantry, and if such a one has but Courage, he must certainly be a great Man. The Hero of whom we are writing, was thoroughly accomplished this Way, and some of his Frolicks of Wickedness, were so extravagant,⁶ as if he aimed at making his Men believe he was a Devil incarnate.

Those of his Crew who were taken alive, told a Story which may appear a little incredible; however, we think it will not be fair to omit it, since we had it from their own Mouths. That once upon a cruize,⁷ they found out that they had a Man on Board more than their Crew; such a one was seen several Days amongst them, sometimes below, and sometimes upon Deck, yet no Man in the Ship could give an Account who he was. It seems, they verily believed it was the Devil.

One would think these Things should induce them to reform their Lives, but so many Reprobates⁸ together, encouraged and spirited one another up in their Wickedness, to which a continual Course of drinking did not a little contribute.

¹Cognomen: a nickname

²Ramilies wiggs: a style of wig with a long plait and bows

³Bandaliers: belts worn by soldiers which had little cases containing gunpowder

⁴a Fury: an evil spirit

⁵Extravagancies: abnormal, socially unacceptable qualities (obsolete)

⁶extravagant: strange; improper (obsolete)

⁷cruise: a voyage or journey between two specific places which a ship makes regularly

⁸Reprobates: sinful people

TEXT C: an extract from *The Best-Ever Book of Pirates*, by Philip Steele (1997)

Port Royal. Jamaica

In the 1660s Port Royal became famous for its lawlessness. The smelly streets of the port were filled with drunken merchants, cruel slave traders, sailors with squawking parrots, gamblers and rogues, and swaggering buccaneers (another name for pirates). The most famous buccaneer to
 5 base himself in Port Royal was a Welsh rogue called Henry Morgan. Morgan was given official backing to raid the Spanish towns on the mainland. Between 1668 and 1671 Henry Morgan led his men on raids against Puerto Principe, Portobello, Maracaibo, and Panama.

Henry Morgan was now a privateer (a shipowner who had permission from the government to raise large armies of buccaneers). Because of this, the authorities in Jamaica chose to ignore
 10 his illegal acts of piracy and cruelty. He was knighted by King Charles II and was even made Lieutenant Governor of Jamaica. A heavy drinker, Morgan died in 1688. After his death Jamaica no longer needed its unruly buccaneers. Indeed, Port Royal now became famous as the place where pirates were captured, tried and hanged.

God's punishment?

15 On June 7, 1692 the busy streets and wharves of Port Royal suddenly fell silent. And then the whole earth shook and rumbled. Taverns collapsed and warehouses packed with sugar and tobacco fell into the harbour. The sea flooded into the town. As news of the earthquake spread, people claimed that Port Royal was being punished for its sins.

Women pirates

20 Three pirates were among many brought to trial in Jamaica in November 1720. One, John Rackham, was found guilty and hanged. The other two were found guilty, but were let off – when the court found that they were both expecting babies. Their names were Mary Read and Anne Bonny. Read and Bonny had been brought up as boys, so they were used to dressing in men's clothes and found them better for life at sea. They fought violently with cutlasses, axes and
 25 pistols, and became the best-known women pirates of all time.

END OF PAPER

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