

Example texts

The texts reproduced here illustrate each of the main quantitative tendencies described in the main article. Texts included under each heading have been selected to be representative of their year group and genre in that they are close to the mean value for their group for that variable. For ease of presentation, we have not preserved all of the formatting features of the original texts and all spelling has been corrected to standard British English.

Part A: CTR

Year 2: Literary

Once upon a time the meerkats had some scorpions. They were full-up and tired so they fell asleep. Suddenly they were in danger but they were all asleep. But suddenly they heard a sound they were not expecting. Quick ILLEGIBLE_TEXT to do the alarm. So they ran away but they were surrounded by predators but they eat them. (Text 2_50c)

Year 2: Non-literary

I want a queen who cares about everyone and who doesn't put good people in jail and who doesn't make children work very hard and punish children and makes sure that everyone has a home and food and a queen that everyone is kind and loving. (Text 5_317b)

Year 6: Literary

As I stepped on to the golden warm beach on Treasure Island I looked at the light sky. The sun was shining brightly on to the Island. I looked up at the abandoned and decayed forest in front of me. No wonder no one came here! It is mid-day. Whilst everyone is unloading the vital equipment quickly I have a look around and I decide to go into the gloomy woods. Quietly but quickly I sneak off. As I enter the woods the rare tropical birds are squawking and singing. The wood is dark and an undesirable smell of rotting fruit. The trees are all covered in dark green ivy. Some of the tall, thin trees have fallen over. I carry on rapidly running. I come across an old, crumbly temple. The entrance has two ancient statues. I walk in slowly. This place looks ruined. I'm exhausted, but as I stop I'm at the edge of a tall and high cliff. I see our boat in the salty blue sea, but there are no people to be seen. (Text 5_334a)

Year 6: Non-literary

Icarus Daedalus Ancient Greece.

Dear Daedalus,

I am writing to you to argue about "the world's best wings". These wings which were delivered in the early morning were not what it said they are. When I opened the box, the wings were used and melted already. I am extremely disappointed with this product. I paid a lot of money for these useless wings. As I removed the product from the packaging, I realised that the wings were broken. To improve your product, I recommend you use a much stronger material and waterproof wings. They would save people's life and also have new adventures. Before giving them to the people, I suggest you check that they are strong and waterproof. I would also suggest to write a minute warning on the box, so people would know the danger. When I used the item it was all wet and dirty. I was immediately disappointed about it and incredibly angry. Now I am asking for my money. Do something about it!

Yours sincerely Personname. (Text 15_855a)

Year 9: Literary

As I walked slowly, alone in the city I felt something. I felt shocked to see everything was destroyed. I smelled the burnt city, that suffocate me, so I couldn't breathe. It stood still like it had no life; it felt like the end of the world. I looked up to the sky, that had once been blue, turned suddenly black in seconds. As I walked further I heard something. Buildings collapsing. Bang! Crash! Thump! Right in front of me. Everywhere I looked I could see ruined rubble, that looked at me to say, the special place I once knew, was gone... In a split second I blanked out, until I heard screaming. William was shouting down my ear, telling me that the creature was coming to get us. I didn't know what to do, I was only 16 years of age. "William, William! What should I do?" I shouted at him. "Just do what is required of you to do." He answered back. "How I am meant to kill this horrific creature, unless you tell me!" No answer. "Please William you're the expert here!" No answer, again. The creature was coming closer and closer, until I felt heavy breathing on me. Help! This villain creature, was huge. It was maybe three times the height of me. It had an ugly face, that now still haunts me in my dreams. At this point, William said nothing still. I felt loneliness and helpless. I thought I was going to die in the next minute or two. My heart thumping hard out of my chest as this ugly thing grasped hold of me. I knew this was the end. Bang! I fell to the ground in a big thump. I was knocked out. I couldn't see, I couldn't hear, I couldn't breathe. I was dead. My eyes began to open. I could see this figure staring at me, it was a big figure. Then that moment I heard someone calling my name. It was William. I was in his arms, he was caring for me. As when I fell I knocked my head on the rubble. It was sore. After a bit, I slowly stood up and when I looked down there it was, the zombie... (Text 4_230)

Year 9: Non-literary

In the extract, Lady Macbeth is presented as very commanding and in charge. This is shown in the quotation "make thick my blood". and "Give him tending; he brings good news". This shows us that she is commanding/telling other people do things for her. This could impact on the audience and make them be more afraid and scared of Macbeth's character because they don't know what she could make people do. Elsewhere in the play, Lady Macbeth is shown as a weaker character in the play. This is shown in the quotation "Out damned spot out I say". This shows that she has completely lost her mind. She is saying this whilst she is sleepwalking and making a washing hands action. The reason for this is because she thinks she has blood on her hands from the murder still. This would make the audience think she's crazy but would also create some tension because no one knows that she has committed a murder. In the extract Lady Macbeth is also presented as, a strong character. The evidence for this is "shake my fell purpose, nor keep peace between" "come to my woman's breast and take my milk for gall" . When she says this it shows that she doesn't care and will do anything. "Come to my woman's breast and take my milk" shows us that she wants to be strong. This could impact the audience in a way that makes them feel like Lady Macbeth is powerful. Elsewhere in the play Lady Macbeth is shown that she wants to be powerful like a man. This is shown in the quotation "unsex me here". This shows that she wants to change so she can have power. (Text 16_876c)

Year 11: Literary

The sweet smell of freshly cut grass fills the nostrils, each blade incised to perfection. The posts of each goal gleam invitingly under the sunlight. The moving honey-comb like shadows chop under the blades of glass as the wind toys with the nets. Thin white lines of chalk stretch around the outskirts of the green, and meet conveniently at the centre. This battlefield has experienced bursts of ecstasy, cries of pain, and groans of despair. It is a place where my emotions can run free, and where burdens and stresses of the outside are temporarily forgotten. As magnificent as it is, if not treated properly it can be as unforgiving and deceitful

as the devil. Sudden rushes of joy can be equally met as quickly as feelings of despair. Yet for today on this visit, there was no such feelings of joy, and those feelings of despair slowly morphed into feelings of embarrassment. And as I take my last few steps on the field, darkness ensues, and the demons created on that pitch torment you, filling you with regret. But within the darkness one light of positivity flickers on and off, glowing upon an imaginary scroll, reading "at least we conceded eight less than last year." Now it's back to our humble home, where the overcast skies embody our mood and where the grass takes shape of a metropolitan city. A home where helpless coaches hopelessly try to get their messages across to a group of footballers. (Text 22_1060f)

Year 11: Non-literary

Dear Editor,

I was rather disappointed to read your article saying that "festivals should be banned". Where I live in the city is very crowded and to get away to the countryside once a year is something I cherish. Although there are issues surrounding behaviour, at almost every festival I have been to there are families all smiling and children having fun, surely these families aren't responsible for this occasional bad behaviour? Furthermore, many of these festivals donate a large amount of money to local charities, and to take away these festivals would have a huge impact on these charities. I am aware of the issue surrounding drug use and illegal substance abuse, but aside from the small minority that do, these places give young people a safe and respectable place to enjoy themselves. A recent study showed that the attendance rate for festivals of over 50 year olds has increased nearly 60%. So the older people can release their inner youth!

Kind Regards (Text 23_1092a)

Part B: Mean frequency for each part of speech

In the following texts, low-frequency words (i.e. those appearing less than 20 times per million words in the Corpus of Contemporary American) appear in red; high-frequency words (those with frequencies of greater than 100 per million words) appear in blue.

B1. Mean adjective frequency

Year 2: Literary

One **sunny** day there was a **fluffy** brown and was flying around the earth. Next she saw a **glowing** missing. Next then when he went **higher** it started to go round and round. Next she saw it was a tumble dryer. Next a **little** girl with her mum. Then the **little** girl said to her mum can we have it and her mum said yes. Finally they took it home and kept it as a pet.

(Text 6_621g)

Year 2: Non-literary

Dear Mum it was great at the zoo. And we saw **large** hungry giraffes and a **large big** rhino and cheetahs living down in the sunshine and the lion. And then we saw the swimming sea lion. Love from Personname.

The weather was so **windy** that my lunch almost flew away. And I learnt penguin's **worst** enemy is **polar** bear. Love from Personname. I felt **cold** and **freezing**. (Text 2_34a)

Year 6: Literary

Deep dark in the forest, was ILLEGIBLETEXT of ILLEGIBLETEXT. Standing in the distance was three silhouettes called Enndlonynn, Gewdolynn and Meralynn of **callous**, **heartless** witches. That is were they live and no one would ever dare to go there. They cast spells, make poisons to kill or turn people into animals or animals into people. Enndloyynn is the eldest witch and the **smallest** one. She has a **mysterious pointy** nose with a **ginormous** wart on it and a one metre **black** hair coming out of it. Gewdolynn is the second **oldest** but the tallest. She makes all the spells and poisons as she is tall so she can peer over the cauldron. Meralynn is the **youngest** but yet the fattest. She has a wart on her neck as **big** as a watermelon and she sings all the songs when Gewdolynn is mixing the spell to bring luck. "The wart has brought a wonderful thought. A drop of blood for a witch's love. The witch's broom glows in the moon casts a spell for the moon, Foot of a human, witch's boil, head of a sunflower, pinch of ILLEGIBLETEXT, stir the spoon under the moon and the poison is all done." Standing in the distance, waiting for King Falk to come through his **shining** silver door, was a man dressed in **deceptive** clothing. Was Xsavider. He wanted to kill King Falk because he wants to be king. Step by step, King Falk came through his door. Xsavider stepped and took out his knife and... he got into action. Lady Kear came out first with her hand out. She managed to turn the knife around. With King Falk Fredrik the frog luckily came and jumped off King Falk and jumped on Xsaverder's shoulder and put a **poisonous** venom into his blood. Everyone was cheering that he was **dead**. Fredrik the frog saved the day. (Text 15_839c)

Year 6: Non-literary

65 million years ago a meteor crashed into Earth. This caused a giant tsunami and the temperature to drop & so there was not much light.

Mammals are **small** and **furry** animals. This helped them when the meteor hit earth because they could burrow underground and eat insects. Mammals are warm **blooded** animals which acts like **central** heating. Because of this they can cope in **cold** weather. Their predators died out because it was too **cold** for them but the number of mammals grew. Mammals are **clever** because they have the **biggest** brains for their bodies. Their parents educate them but they learn through play as well. They are feed milk because it contains all of the vitamins and goodness that they need in.

Reptiles are **scaly**. Their scales keep in moisture but they do not keep in heat which was not too **good** because the meteor cold the earth. In the **cold** reptiles became slow but when it was warm they became fast so they hunt a lot. Lizards and snakes found shelter. Shelter was not need very much for snakes because they have and **natural** anti-freeze. Many months later the sun came back which gave them more energy for hunting. Reptiles are scavengers so they ate the flesh of the **rotting** dinosaurs. (Text 2_62a)

Year 9: Literary

A **cold** and **rainy** November, a crowd of **middle-aged** people gathered around a **rusty** fireplace. Some just arriving, trickles of water escaping strands of their hair. Most investing in Caroline De Ville's story of becoming famous, her voice is like a broken record. But I, lurk around in the darkly **shaded** corners listening in to everyone's speaking, waiting for the Perfect moment to make my existence known. I batted my lightly mascara eyelashes simultaneously with my **glossy** lips moving in sync. Look at all of these losers, sucking up to me like they're some kind of leech. I just put on my **best** face and they believed that I actually liked them. I'm just doing this to make me look **good**. I go up and pour a much **stronger** drink, again and this time it would be my last. I have been planning and waiting to do this for a while now. This can not fail. My lipstick was ruined! Luckily for me I have my makeup bag. I best head to the bathroom to fix it. As I made my way to find the bathroom, I saw this strange man standing across the hallway, blocking my entrance Maybe he knows where the bathroom is. With a light, soft tone in my voice, I politely ask him where the bathroom is. He brings his dirty, **grubby** fingers up and pointed down the hallway. Like that's going to help anything. He took a **large** sip which then he had completely finished his drink and his **croaky** voice sounded "to the left". I nod and thank him. A few moments passed and I completely saw no sign of this "bathroom". I was then starting to worry. I could also feel his presence but I couldn't see him. I decide to turn back because my lipstick isn't the most **important**. I can always wipe it away with my hand and anyway I'm only just going to ruin it again. I turn away from the dimly lit hallway, only to be forcefully held in a grip a man, the man before he said with a **stern** tone; Say your famous last words.

I quickly bring the **soaked** cloth to her mouth and waited for her to drop out of consciousness. I drag her almost, **lifeless** body to the bathroom and lock it. I checked twice. I took out all of my **necessary** tools and placed her in the bathtub. "She'll look so pretty when she's **dead**" I thought to myself. I took my knife and started slicing away... I drained it, the blood so much blood, it was so **beautiful**. I treasured the moment for a second or two. The deed is done. (Text 16_887a)

Year 9: Non-literary

Shakespeare shows conflict in the prologue when he presents the hatred between the two families: "from ancient grudge break to **new** munity". Shakespeare may have done this to build tension which would have made the reader carry on reading to find out what will go on with the two families later on in the play. This could make the contemporary audience think that the two families will argue and fight until someone is **victorious**, because that is the sort of thing they were used to. Whereas, the modern audience will be thinking that they will just argue and cause mayhem and anger, because killing people nowadays can get you into a lot of trouble. The word 'ancient' suggests that something is very **old** or that something could be going on for a **long** time before. However, another interpretation is that someone could be very ancient/old. Shakespeare could be suggesting about the two families. This links with the two families and their long lasting hatred against each other. Shakespeare uses the theme of love to show the two teenagers, "Romeo and Juliet": "A pair of star-cross'd lovers take their

life". Shakespeare may have done this to show how much they do love each other but they must die because of the hatred between their two families. For the contemporary audience, they may feel that this is normal because things back then may have had to happen. However, the modern audience would have been shocked by the fact that they will have to take their lives for their love. The word 'star-crossed' implies that they are a **nice loving** star but with the **bad** things crossed on them. Another interpretation is that the two lovers and their love may not turn out well and may just be **pointless**. Shakespeare could be suggesting this. even though they make out that they love each other so much, all the **bad** things on their shoulders could make their relationship a failure. Shakespeare uses the prologue to give a briefing of the story and makes the reader feel excited about the book. (Text 7_471c)

Year 11: Literary

Walking through the dark, **cold**, **desolate** street in the **dead** of the night in the quietness of winter creates an **eerie** anxiety overall. The perception of solitude and not knowing who or what is lurking around every corner. The streets surrounding you appear to be closing in on you while you are stuck in a **deafening** silence. You increase the speed of your walk. To get away from the outside world, the unknown. To return to a place where you truly belong, home. Peoples homes can be very **different**, some can be **big** or **small** yet no matter what size or what it is, it is **good** enough for you to return to. After long **hot** summer days you always return. After the **icy** temperatures you return home. My home lies among many others on the same street, all **identical**, all camouflaged away waiting for your return. My home has a layer of dust covering it from the **toxic** London air. My home, which was once many **vibrant** colours, has now just turned into a **forgettable** grey. Its **hidden** in the vast network of London boroughs, **forgettable** to anyone else apart from me. My street is lined with cars which disappear every morning and reappear every evening. The street is filled with sounds of cars speeding by on the **main** road nearby. Occasionally the sounds of footsteps rushing across the street are heard. Yet during the night there is a **comforting**, familiar silence that allows sleep. This **accustomed** situation can only be experienced at one place, at home. When I turn the corner and I see the familiar sight of my house I feel a sense of warmth that throws away the winter. When I open the door and walking through into my house I smell the familiar scent of my home, where I belong. I look around at the furniture, where it always has been, which truly belongs to me in the same way I belong to the house. No matter where I have been in the day, what I have done I know that my house will always be there for me to return to. The place where I truly belong, my home. (Text 22_1058f)

Year 11: Non-literary

Jane Austen uses many **different** ways to present attitudes towards men. Austen compares and contrasts men to portray the attitudes towards men. Mr Bingley was **good** looking... Mr Darcy... tall person, **handsome** features. Austen describes men in the novel as **handsome** and attractive, however, she describes Mr Bingley as having an **easy**, **unaffected** manner whereas she describes Mr Darcy as Proud. This **large** difference between the men is used to present attitudes towards men. Mr Darcy was seen as completely opposite compared to Mr Bingley and so the attitudes towards them were **different**. As a reader, we are forced to immediately love Mr Bingley and dislike Mr Darcy. Later on in the novel, Mr Wickham a soldier is also compared with Mr Darcy as Mr Wickham was romanticised and made to seem perfect in contrast with Mr Darcy. However, as the book goes on, we know that Mr Wickham is actually not perfect and has many flaws which is **worse** than Darcys. Wickham is also one of the **main** reasons that Darcy is made to seem so **bad** towards Lizzy as he feeds Lizzy with complete lies and makes Lizzys judgement on Darcy negative. Austen also uses language to present attitude towards men. Principal People is the alliteration used to describe those

Bindley associates himself with. The use of the alliteration makes him more **angelic** and **heroic** compared to Mr Darcy. The word Prouddest is also used to describe Mr Darcy and his personality. The uses of the est ending makes the reader impression on Darcy worsen than it already is. Austen uses humour to present Mr Collins into the novel. Mr Collins is introduced into the exam straight after Mr Wickham and the structure of the novel can be used to compare the two men. Both men are unappealing, not very well **mannered** and do not act **gentlemanly**. However, Mr Collins blatantly and openly shows his behaviour by constantly complimenting Lady Catherine de Bourgh and ridiculing the servants. Mr Wickham however lacks his flaws with lies, but is seen exposed of and shows his true colours. (Text 20_1021d)

B2. Mean adverb frequency

Year 2: Literary

Zappee the shark felt angry and **then** he decided to sneak **up** on the other fishes and he said "ooh ooh ooh ooh ooh ooh!" **Then** the shark felt angrier than **ever**. **Then** he stopped slapping the other fish. And **then** he went to call the other fish and **then** he said sorry to them and **then** they all lived happy **ever** after. The fish returned from that day they all lived happy **together** and **then** he made sure the other fish were safe. Who would you go with terrible slappy shark would you? (Text 24_1120a)

Year 2: Non-literary

Dear Romeo. I am going to drink a special medicine but I will sleep for 2 days. **Here** is the plan. Oh Romeo didn't leave any poison for me. **Then** we can get married. Juliet loves Romeo and wants to marry him **too so** they decided **not** to fight. But Juliet's family thinks that's Juliet is dead. Romeo heard that Juliet is dead. Romeo is **so** upset. **Too** late Juliet had waked **up**. **Why** are you a Montague. But I will **still** love you, we will stick forever. They are sad because they miss each other. I will **always** give my vote to you **hopefully** use **just only** you. I hope you will be **still** with me **how** Romeo didn't get the message they are **both** dead **together**. Love Juliet. (Text 15_832c)

Year 6: Literary

I am Philomena - the king's daughter - and **right now**, I feel like the **most** luckiest girl in the whole world. My dad gives me anything I could wish for. I have **so** many silk dresses and **even**, some of them are literally made of gold. One day, Silenus (a friend of Dionysus, the god) came to visit us in the palace. Dad was **so** happy seeing him. **So** Silenus stayed with us for a night and in the morning, when it was time for him to go, Silenus offered Dad a wish! But Dad asked him to give him time to think. After a while, Dad went **out** for a walk as the sun was shining bright. The rays shone **down** on him and that's **when** he said, "I wish I had a power like the sun". When he returned **home**, he felt hungry. He reached **out** for an apple it. He had turned it into gold. I ran to him feeling sorry for him because he would be hungry. Before I knew it, I had turned into gold. Dad ran out of the palace and started weeping. Dionysus felt sorry and forgave him. **Then** it was **back** to normal. (Text 15_845b)

Year 6: Non-literary

We went to the College to grow microbes in petri dishes. We divided the petri dish into three sections **then** we added a finger with compost **on** in section one. And in section 2 we put a finger with nothing on it and in section three we put a finger with antibacterial gel. They were put **back** in the college over the weekend. We observationed that the finger with compost grew the **most**. And the finger with nothing on it grew **quite** a lot but the finger with the antibacterial grew **little**. My conclusions is that we must wash our hands because if we don't we'll have all the bad ones all over us. **So** wash your hands. (Text 6_446i)

Year 9: Literary

It was dark and gloomy. The sun was setting. I was waiting. It was quiet; **almost too** quiet. It was cold as the Antarctic. I started moving but at that same time I heard something... I started running but I ran into a broken car. I fell arm first and I thought I broke my arm. It would **not** move. Someone shouted Jordan behind me. I turned **around** and there was a head cut **off** tied to string from a tree! Something tapped me on the shoulder. I turned **around**; there was no-one **there**... **Suddenly** I heard screaming from a river. I looked. There was a girl. I jumped **in** and saved her. We were **both** wet and cold. I told her we had to run for shelter and get a fire going. **So** we ran to the nearest building. I looked **back**. It looked like she was a zombie and

she jumped on me, trying to bite me. I head-butted her and she fell **then** I struggled to get **up** and pegged it. I slipped and fell in a humongous ditch. **Then** ghosts started chanting kill him, kill him, kill him. I looked **about then** a horse ran **so** I ran to it and jumped on it. I rode it to the ditch and jumped and ran in the middle of a bridge. I was surrounded by zombies... (Text 4_285)

Year 9: Non-literary

A new subject has been born into this world; Should children of a school age be working? Along with local councillors, I have come to the agreement that they should **not** be working at all. They should be focused on their school work and helpful to their parents. Working for money comes **later**. **Why** do I/we believe this? There will be a quantity of disagreements **so** let's start with education, which I know will lure some people **in**. On average, children are expected to indulge in their education every day for 3-5 hours **not** including school. Children who take a duty upon them and act at this 9 / 10 get all As in their GCSEs. Other children who are in the working businesses roughly achieve **not even** 2 hours or **sometimes** none regarding their working cycle. Those children manage to get Cs/Bs and **sometimes** As but **not as** much as those who take time to educate themselves **further**. The disagreement to this is that people say children need the experience **sooner** or **later**, **so why** try and abolish that for them? **Well**, children are vulnerable, it's **too** much pressure. Yes the experience will be great but is it **really** necessary to push them into the real world **now** so they have no childhood left. Everything that stays in their head is money - no chemistry, maths, English, physics, just money. It seems weird, **right**? And what happens if this obsession goes **too** far and they want to leave their school ASAP? Yes that is scary. **Now** we need to make sure this doesn't happen... **ever again**... **Just** think, those jobs **down** at the "Chippy" or in "Tesco" they consume time and require no real talent at all. Every day/hour spent **there** devours a whole new block of learning/understanding - they'd be stuck with these jobs forever! And **now**, if they didn't have these jobs, all that dead time would be used as an advantage. By the time the children are 18, they could become a NASA scientist. All of this could/can be achieved by a simple abolishment of children working. What do children **really** desire money for anyway? Unless they were thinking of applying to Oxford. **Well then**, **why don't** they work extremely hard with no pressure from work/evil bosses and achieve all As - Oxford would be begging to fund them with those results. **So**, **just** think, is 4.00 a day - **maybe** three days a week, 12 days a month - **really** worth their education? Your education? (Text 3_130)

Year 11: Literary

The carriage jolted to a stop. My body lurched **forward** as the bag in my hand fell to the floor. I **frantically** steadied myself as I reached to the floor to grab my possession. Immediately I opened **up** the tattered bag and dove my hand deep into its content. My heart beat lowered as my hand wrapped itself around it. Picking myself **up**, making sure that the bag was **tightly** within my grip, I **cautiously** opened the door and peered outside. As I had suspected, the rain was **furiously** lashing **out** from the sky, banging **down** on to the cobbled streets, making thunder-like noises for each drop. On the side of the road, where a huge pit must have been, murky coloured water had all gathered **up**, forming water bubbles as more drops fell on top. I placed my foot on to the street as a huge gust of wind blew straight past me, **nearly** knocking me **down**. I **then** regained my balance and when I glanced **up**, I noticed my house. **Well**, what used to be my house. The rainwater had been falling for days **now**, my walls have been drenched in them. Some of the tiles were barely hanging **on** as a few of them must have **already** crashed **down** into my house. My heart sank as I started to question what I would do **now**. I tilted my head to look at the bag and I froze. (Text 20_1021b)

Year 11: Non-literary

One turning point in the Clifton Suspension Bridge's history was **when** Hawkshaw and Barlow took over the building and designing after Brunel's death, in memory of Brunel. They rejected his bridge design and created a stronger structure, hanging from a re-worked three chain system. This was capable of carrying **much** heavier loads. This is important for the site because without these changes, the bridge **wouldn't** be able to hold modern traffic. Another reason that this had a big impact on the bridge was because if they **hadn't** taken **over**, it **probably** **wouldn't** have been finished. This is because they kept running out of money. Hawkshaw and Barlow are one of the main reasons that the bridge was **actually** completed, which makes this turning point **very** important. This has affected the site **locally**, because it has **now** been a Bristol landmark for 150 years, and is one of the **most** iconic bridges in the world. Without the help from Hawkshaw and Barlow completing Brunel's idea, it would **never** have become **so** iconic as it is **today**. It has **also** affected it **locally** because it has brought tourism to Bristol because it has **also** got a lot of national importance. For example it is important **nationally** because it is a landmark in Victorian engineering, and is **very** important in history, which is partly because of Hawkshaw and Barlow. (Text 21_1044b)

3. Mean noun frequency

Year 2: Literary

When the white **dragon** flew off to a huge white **mountain** the mountain had a dark cave in it. Then he fell fast asleep and the evil **dragon** twitched his ears. Another **dragon** hovered with a **wisp** of snow on a steep **mountain**. Freddie the ice **dragon** and his **owner** went to a **field** full of his **kind** of **dragons**. Freddie played with all of them until it was **time** to go and when he got home he fell fast asleep on a stone.

(Text 6_636d)

Year 2: Non-literary

Long ago in 1605 there was a mean **King** called **King** James I and there was a very sneaky **man** called Guy. There was other **plotters**. Robert Catesby was the **leader** of the **plotters**. Then Guy Fawkes went into the **cellar** of the **Houses** of Parliament and also put 36 barrels of **gunpowder**. Next Guy Fawkes hid behind the 36 barrels of **gunpowder**. Suddenly Lord Monteaagle received a **letter** and said there's **man** who's trying to blow up the **king**. You must burn this **letter**. **King** James I called his **soldiers** to find that sneaky **man** and they found Guy Fawkes in the **cellar**. So they then executed them pulled Guy Fawkes' **head** that couldn't move. His was on a **spike**.

(Text 2_43a)

Year 6: Literary

The **servants** woke me; as they do every **day**; to give me my breakfast. Then I went to get changed into my rose red dress. There was a random **knock** on my **door**... I answered. It was my dad and Silenus. We all sat down. Silenus said "Thank you so much for your **kindness**. I'm going to grant you a **wish**. What would you like?" My dad answered and said "Can you grant a **wish** so everything I touch is gold please?" Silenus replied "Ok I will grant it but I don't think it's a good **idea**." My dad hugged me and I was gold. I knew it wasn't a good **idea**. Because now I feel sad for my dad because he won't be able to eat. I told him it wasn't a good **idea** so then after 2 **days**.

(Text 15_839b)

Year 6: Non-literary

Charles Darwin was born in 1809 in Shrewsbury. He was a young independent **boy**. His dad was a **doctor** and he wanted Darwin to be one as well. But unfortunately his **mum** died when Darwin was the **age** of 8. Darwin loved **nature** and watching the **bugs** closely. Darwin went to Edinburgh **University** but soon left because he couldn't stand **blood**. After that, he went to Cambridge to study about **nature** and that's where the **Theory** of Evolution was born. His **Theory** opposed religious thinking. To prove this, he set out finding **evidence** such as teeth and bones. He set up experiments to prove his **theories**. Eventually **people** believed in his **theory**. Darwin travelled to 8 **countries** for experiments. Darwin wrote 5 text **books** about his **theory**. Sadly Darwin died in 1882. If you don't know what he looks like you can find Charles Darwin on a 10 **note**. **People** still talk about the **Theory** of Evolution today and the **story** of Charles Darwin and his **life** of **science**. Darwin noticed that some of the **fossils** he found shared similar features such as **claws** teeth and armour.

Pink **fairy armadillo** The natural **history** of these **tortoises** are curious and needs **attention**.

The **day** was glowing hot but I found **tortoises** that weighed 200 pounds. Galapagos **tortoise**

(Text 5_328c)

Year 9: Literary

Jamie and Billy eagerly looked at the tape. They brushed the dust off it. They read the label aloud "Government meeting". They put the tape in the projector. There was a speaker plugged in but no sound. They moved the speaker and it boomed into life. The two boys were startled. They turned the volume down and listened. On the screen it showed a date, but only a year which was 2015. There was tall but skinny man talking. He said "Today is the new day. Today is the day we put fear into our society." A man in a laboratory coat walked across a science study. In one hand he held a small needle with an injection. In the other hand he had a green solution. He placed the green solution in the injection. Another scientist said "Who is the test subject." The other scientist replied "It is me!" They continued to talk and then the scientist who was about to inject himself said his name. "My name is Dr Frank Goosebury." He then injected himself. Almost instantly he passed out. Monitors checking his heartrate began to flash and beep. The doctor re-awoke after many shocks to the heart. He was gasping for breath as if he had been submerged under water. As the medics left he got up. They told him to sit down. He put his arms to the side of the chair but restraints were then put over his arms. They put a film on and he watched all of it. They said did you enjoy the horror film. He started to see things scary things...

(Text 4_250)

Year 9: Non-literary

Q1: a) One reason for conscientious objection was religion. Religious people refused to hurt another of God's own creations, even if they were German as, in the ten Commandments, they are told "Thou shalt not kill" and they refuse to go against God's word. b)

Another reason for conscientious objection is pacifism, where a person believes that you "Can not fight evil with evil". Pacifists believe violence and war are never the answer and that dilemmas can be solved through other means and ways. Q2) In WW1 conscientious objectors were treated as cowards that were betraying their country. To expose their cowardice, when the CO is in public a woman would approach him and give him a white feather. The white feather symbolised cowardice and the fact that a woman, someone of the weaker sex, gave the man the feather made it all the more humiliating. It could also be mailed to them. 16,000 conscientious objectors tried to be granted exemption by going to a tribunal court. Tribunal courts were brutal and biased, they consisted of 5 wealthy men who were usually over 40. An ex-army member, who would have most likely fought in something similar to war and consequently be biased, would be present as well. The ex-army member would be more brutal to COs especially pacifists as he would believe you are letting your country down with your cowardice. The men would typically ask the CO a question to challenge their morals e.g. "What if your mother was shot by the Germans?". Most men would usually break. From the 16,000 men who tried to be granted exemption, 15,600 were turned away. 14,100 agreed to do anything other fight like dig trenches, or help wounded soldiers- making them alter - nativists, and 1,500 men still refused (the absolutists) and were sent to jail. 10 of the absolutists died in prison and 63 died after their release. The 10 COs that died in prison were subjected to torture. They would be put into solitary confinement and would be starved and be deprived of sleep. This would cause the men to get diseased, go mad, and, well, die. After release, 63 of the men died. The COs sent to jail were absolutists who completely refused to fight, or do any other work so it was seen as a crime.

(Text 13_714b)

Year 11: Literary

Parties are for feeling invincible, carefree "thought the Joker as he cunningly made his way towards the entrance. A sadistic grin laid upon his face as he saw people begin to cower

in **fear** at his arrival. Each of his **steps** towards the crowd seemed harmless, but the Joker could never be harmless. "Why'd the **party** stop so suddenly?" the Joker said, with a devious **hint** in his **voice**. A cry of **distress** interrupted the deafening silence and snapped the guests out of their shocked **state**. A sinister laugh erupted through the Joker's **mouth**. Barbarically, a **gunshot** pierced through, the **sound** echoing off the **walls**. All it took was a **bang** and the crowd would flinch in terror. "Pathetic" mockingly, the Joker **thought**. Manipulating the **gun** around his **hand**, he slithered around, almost snake like. The **aroma** of **fear** and **sense** of **death** spread around like **wildfire** - everyone was petrified. Reluctantly, the innocent guests parted as the Joker carelessly pointed his **gun** and paced around slowly. "Okay, stop!" a **voice** called with little **hesitation**. "Hello beautiful" smugly grinning, he circled around the **woman**, like she was his **prey**. Appearing brave, the **woman** looked him in the **eye**. At this **point**, all rational **thoughts** had left her **mind** as she braced herself for **death**. Batman appeared behind him. "You're going to love me" a vengeful **voice** spoke. The Joker grabbed the **woman** by her **hair**, **pain** shooting through her **body**. Holding the **woman** hostage, he teasingly ILLEGIBLETEXT the knife to her neck. "Let her go" the deep **voice** said again sternly. Batman plummeted the Joker towards the cold, marbled **floor**. Arising, the Joker rapidly pulled out his knife again pushing and ILLEGIBLETEXT anyone who got in his **way**. The knife sliced through the air, catching Batman in his **grasp**. Next, Batman punched the Joker, causing him to stumble. An opening had arose, bam! Repeatedly Batman punched and punched until he could do it no more. It was ultimate **defeat**. Conceitedly, the Joker spat out with what **energy** he had left. "I can never die, you'll never kill me." Another vicious laugh put everyone on **edge**. "Could it really be over?" the same doubt raced through the guests' **minds**, Batman's included. **Seconds** passed in silence. Batman spun around as he heard a loud noise. The Joker's **body** was gone... (Text 23_1091f)

Year 11: Non-literary

Source 1 was most useful as it gave me a **method** with the same variables as my investigation. Whereas **source two** did not use the same variables but did give a clear **risk** assessment and equipment **list**. The **amount** of **water**. You should **test** both **ends** of the **values**. You can also see if the independent variable is affecting the dependent variable. Lastly check to see if your **results** are reproducible. **Method**: firstly boil the **kettle**. Then fill the **beaker** to 100ml and then put the **thermometer** in the **beaker** and wait to it gets to 95C. Start a **timer** for 10 **minutes**. Take the temperature again after 10 **minutes** repeat for same temperature 5 **times**. Then repeat each temperature 3 **times**. The **beaker**, **time** and volume of **water** should stay the same. The second temperature is 55C. Do this to avoid any **anomalies**. Measure at 95C, 90C, 85C, 80C, 75C, 70C, 65C, 60C, 55C. **Kettle**. This will be used to boil the **water** to 100C then I wait to it gets to 95C. **Timer**: used to measure out the 10 **minutes**. **Thermometer**: which is used measuring the temperature of the **water**. **Beaker**: which will be used to put the **water** in. **Measuring cylinder**: to measure the **amount** of **water**. The measurements I am going to take are how long it takes for the **water** to reach the second temperature. The **way** I will make this a fair **test** is by carrying the investigation out the same **amount** of **times** for each temperature in C and each measurement should be read after a 10 minute **period** and lastly the same **amount** of **water** should be used. The independent variable is the starting temperature of **water** (C). The **control** variables are: the **amount** of **water**, the **size** of **beaker** and the **time**. The dependent variable is the temperature **change** after 10 **minutes**. Broken **glass**. Cuts. Do not touch and tell **teacher**. Hot **water**. Burns. Handle it carefully. Spillages. Slipping over. Tell **teacher** or put a **sign** near it. If you compare your **results** you can see if you have a similar **pattern** to them. Also you can see if you have any an anomalous **results**. If you do not have similar **results** you know you have done something wrong. (Text 12_650)

4. Mean verb frequency

Year 2: Literary

One day the a meerkat mob was **sleeping** happily. The lookout post was asleep too! Suddenly a lion **came**. The lion **got poisoned** by a cobra. Suddenly the meerkats woke up. They **ran** as fast as they could but they **got gobbled** up. The end. (Text 2_52c)

Year 2: Non-literary

Long ago in 1605 there was a very naughty king and he like **bossing** people about. The plotters were **led** by Robert Catesby and they **decided** to **kill** King James the First. So they **asked** Guy Fawkes to **help** them **kill** King James the First because he **knows** about gunpowder. So he **said** yes. They were so happy. Then he **listened** to Robert Catesby when he **spoke** to them.

(Text 2_49a)

Year 6: Literary

At the first tweet of sunlight, I **went** up to the top deck to **mop** the old wooden floor boards. Before I could **start**, I noticed black and grey clouds **dotted** around the everlasting sky. It didn't **take** long before the clouds **started** to **join** like a duvet cover. I **felt** worried. I **felt** very nervous that the storm was **going** to **come**. Therefore I rang the old metal bell to **alert** all the crew members and the captain that a gale was **going** to **come**. The captain rushed out of the cabin and **looked** up to the sky and shouted "**brace** yourselves!" Orders were **given** and my job was to climb the yardarm to **shorten** the sail. I **felt** anxious and had butterflies flying in my tummy. While climbing the yardarm, I **looked** down on all the crew members rushing around everywhere. Once I **got** to the top I efficiently **shortened** the sail. Just as I **thought** my chore had **ended**, an enormous gust of wind rushed past me and nearly **pushed** me off the yardarm but luckily I **held** myself on. Then I climbed back down to the top deck. As soon as the storm **come**, a tidal wave wooshed onboard. Then the captain **lost** control and **hit** a the planted rocks. There was an enormous flood in the cargo hold! The captain **told** me to block the hole so I **went** down to the cargo hold and swam through the dirty cold water and **filled** the hole with a barrel. I then had to **go** up and down with a bucket to **empty** the water from the cargo hold and **chuck** it overboard. When I **got** all the water out, I **went** up to the top deck to **see** if the captain was alright. On top deck it is a world of chaos, rain, crew members and water. It was a very cold and tiresome place. Now I must **end** because my best friend Tom **fell** overboard. I must now have a good night's sleep in my broken, soggy hammock because I will **need** to **start** my first chore of **repairing** the ship and cleaning it up from the storm. (Text 6_440a)

Year 6: Non-literary

In 2010 the volcano Eyjafjallajokull Eyjafjallajkull **erupted** on a glacier in Iceland. It **disrupted**, not only Europe, but many other places around the world, **stopping** planes flying with its terrible ash cloud. Many tourists couldn't **leave** and had to **sleep** in airports. The many villages around the volcano were **evacuated** for a few days, whereas tourists had to **sleep** in airports for one or two weeks. 4000 flights were **stopped** and over 600,000 people were **effected**. An Italian tourist **said** "I had to **sleep** under a row of disgusting seats". A few people **ended** up **trying** to sue the airports. The reason this was all happening was because big clouds of ash were blocking plain routes across the Atlantic ocean. On Friday 22nd April 04:00 the first flight was able to **leave**. "When I landed I was so happy I **started laughing**" **said** a British traveller coming into Heathrow. Many people were celebrating their arrival to their home countries. Volcanologists **say** that the volcano may **erupt** in the future. I **hoped** you **enjoyed** this summary of what **happened** last week. (Text 17_932d)

Year 9: Literary

The city, people, tragedy, the disease and the so long awaited cure. Fortunately, I got away from this mad, mad mess before things got really tough. As I stumble through the rubble remains, I stop and look around. London, my home city, used to be a happy place - believe it or not. We used to stay out in the summer nights. We'd do things like: rollerblading in our favourite sports centre; travel down to Brighton beach, and we'd even go to fairgrounds! Then it all changed...

Suddenly, a weight tonne of battered bricks came tumbling down, down, down, down from an old building. Some were burnt to a crisp, like a moth to a flame. The aroma filled the air with a thick stench of burnt flesh blood, sweat and tears. There really has been a struggle. Then, I turn down a dark, droopy diseased alleyway. Every blood stained cranny is so tired and helpless. I turn to face a giant metal door. It's jammed. I sigh and push hard on the cold, yet oddly heartless metal door. The door pushes open ILLEGIBLETEXT though they're in pain. Could this get any more creepy? I flick on the switch of my torch, I start to walk faster, faster and faster, looking round for any form of life. I hear someone... something? "Oh my god," I stutter. I'm not alone. My ears detect heavy breathing, unsteady but fastly paced walking. Without hesitation my legs try to take me further and further away from the grumbling and the groaning. I came to a halt. A dead end. The end? My hands scramble to the damp concrete wall, looking for an exit. The "thing's" pace quickens getting closer, closer and closer to me; I need to fight this. Will I make it through. This is not the end. (Text 4_176)

Year 9: Non-literary

People that didn't want to go to war were known as conscientious objectors. A reason that they would not want to go would be of their religious beliefs. An example of this would be the 10 commandments "Thou shall not kill". Another reason for a conscientious objection would be that they would be a pacifist. Pacifists were disliked by ex-army men or current army men. Even though they wouldn't fight they still could dig trenches or become medics. Only alternativists would do this. Conscientious objectors were treated badly. Throughout World War One people viewed them as cowards. People were always trying to get them to go and fight for the country. Evidence of this would be the propaganda around Britain. There would be posters around villages and cities, trying to persuade conscientious objectors to go to war by making them ashamed. A good way to do this would be by posters saying that they were disappointing the women. Furthermore some conscientious objectors were even sent to prison, tortured or both. Absolutists would not give into torture. Absolutists were COs who didn't want to be medics or dig trenches because if they healed soldiers they would be causing more death. Some ways of torture would be buried in the ground for days also getting put in a sack and getting thrown into muddy water, then pulled out by a rope 8 times. Prison guards were ex-army and would treat COs badly because they didn't like them. 10 conscientious objectors died whilst in prison. Finally there was another way of making COs ashamed or insulted. People would mail a white feather to them. The white feather represented men being cowards. It was an insult. It was even more insulting when a woman gave you the white feather in public. It was insulting because the women they meant to protect was calling them cowards. These are some of many ways COs were treated badly during WW1. People treated them like cowards just because they were a pacifist or it was against their religion. (Text 13_732d)

Year 11: Literary

The roaring waves, which were once **calm**, now **become** ferocious, like a tame cat **turned** savage. **Battering** the innocent cliffs and jagged rocks with amendable force. They used to explode comfortably, **lulling** at the said rocks, as if to **say** a pleasant greeting. Now all they **leave** is destruction in their wake. Ridiculously resistant rocks and sharp cliffs have **seen** their fair share of life, being beaten repeatedly by these animalistic waves who **take** no prisoners. Yet now, after time has been **ticking** away slowly, they are **battered** and bruised, damaged and destroyed as if they are a shell of their earlier selves. These rocks have eyes and on stormy days like these they're **seen** unimaginable scary things that would **scar** you for life. **Howling** silently, in an angry whisper, is the wind that **plagues** the coast. It's the soundtrack that has no volume control, that you can't monitor the sound of it, it's just always there. Sometimes it **howls** at your ears, screaming that it's there and reminding you of all the damage that it can do to your house that's precariously **perched** on the top of a cliff. Yet another times, and these are the worst ones, it just silently **whistles** into your ears a blood **curdling** tune mocking you at just how much damage it can do. It's a promise of things to **come**, of the thing you fear the most. Once fluffy, now a thick layer of clouds hang over your head like a conscience, a debt that must be **paid**. They **act** as a blanket; not the cosy kind that **comes** to mind. You **feel** trapped, tangled, claustrophobic, underneath this suffocating blanket that just re-enforces the fact that there is no escape. Feelings of dread start to **conjure** up in the pit of your stomach **tinted** with a hint of fear as you **try** to convince yourself that everything is **going** to be okay. These feelings **keep rising** like a disease until you **find** yourself **gasping** for air struggling to **calm** down. Regret **fills** me with a solemn dread as I **sit** in the house **watching** the scene **unfold** out my transparent window. Loneliness consumes me and it **dawns** on me just how alone I am in times like these. No one around me: all on my own. The girl who **lives** in the house on the top of the cliff. (Text 13_758b)

Year 11: Non-literary

The Trees by Phillip Larkin is a poem **describing** trees, which, with the support of structure and literary techniques, **seem** to symbolise the cycle of life, continuity and death. This idea of life and death is **brought** back through hints hidden and **engraved** into the dimension of this poem. The poem **starts** with a refreshing and vivid idea of anticipation and hopefulness. The trees are coming into leaf/Like something almost being **said**; are the first two lines of the poem. The simile **compared** the sprouting leaves as something almost being **said**. The writer **seems** to deliberately **use** the word almost (instead of not **using** it) to **evoke** a feeling of doubt and of fear that its maybe not **going** to be. However, the smart **use** of the present participle being **adds** to the intro an idea of smooth continuity, thus **projecting** the fear and doubt into a room full of hope and optimism. Furthermore, the following line **brings** to the poem an idea of relief and innocent peacefulness. The recent buds relaxed and spread instantly **make** the reader **feel** comfortable. Words in this line such as relax and spread are long and smooth when **read** aloud. Contrastingly, the next line **gives** a sudden brutal end to all the innocence and calm smoothness of the previous lines. Their greenness is a kind of grief is a surprising line. Firstly, the contrast is **brought** with the two words greenness and grief. The e sound in greenness is much longer than the e sound in grief, thus **reflecting** an abrupt without warning end to this relax and spread part of the poem. Also, I've **used** the word innocence a few times, but this idea is **brought** to its peak with the word greenness. This is because it **evokes** the idea of youthfulness and this of innocence to the dark sides that life can **bring**. The word grief also **brings** an end to all the anticipation explored earlier. **Going** along the flow of the poem, an idea of legacy and destiny is **added** to this already intricately complex poem. Their yearly trick of **looking** new/is **written** down in rings of grain is a clever line referring to the yearly patterns within a logs cross-section. The lone fact that every year a line is marked onto the log, **brings** to the reader a thought that it is **written** down forever and cant be **changed**. This in

turn **means** that it is the trees destiny to **age** and thus it has an end: death. The idea of rings of grain is also **reflected** into the rhythmic pattern of the poem abba. This could symbolise the rings of the trees and this it **going** one step closer to death with every ring. In the last paragraph of the poem, Larkins choice of language and imagery help **bring** the trees back to life. The writer **uses** the word castles which could symbolise the idea of a safe, strong, hidden, powerful place or being. Also, the sibilance fullgrown thickness and thresh emphasise the idea of life, **contrasting** the idea of death in paragraph two. Fullgrown thickness is also a tautology. The last line **Begin** afresh, afresh, afresh **ends** the poem with the very pleasant idea of life. (Text 22_1054b)