

Mark Scheme (Results)

Summer 2008

GCE

GCE English Language (6371/01)

This unit targets Assessment Objective AO5i and also assesses AO1 and AO4.

Answer EITHER Question 1 OR Question 2.

- 1. Describe and interpret the distinctive language features of Texts A and B. In your answer you should comment on the ways in which the spoken and written language features are adapted to suit the context, audience and purpose.**

Remember to make use of appropriate terminology.

(Total 50 marks)

AO5i Candidates are asked to describe and interpret the significant language features of the texts, demonstrating in their answer the ability to distinguish between the written and spoken features. Responses in the lower mark bands are likely to concentrate on simple language features and layout and show some awareness of the link to context. Higher band answers will probably be more aware of the link between form and function and their responses will demonstrate confident understanding of language features.

Text A

Answers may include knowledge of the following language features (these are not exhaustive):

- non-fluency features: overlapping, interruption
- latching on reflects a willingness to move the exchange forward
- self-correction: ‘and once it’s zoomed in does it (.) do I have to do anything’
- false start: ‘that that so that’ll’ (shows uncertainty)
- prosodics: emphasis on ‘smile’ signals a photograph is about to be taken, lengthened sound on ‘oh’ signals surprise
- contractions
- imperatives reflect instructive nature: ‘push the erase button’, ‘hang on’, ‘smile’
- interrogatives used to gain further information ‘what’s that one for’ or confirmation ‘and left takes it back does it’
- non-standard grammar: ‘yous’
- dialectal vocabulary: ‘pinny’
- non-standard spellings reflect pronunciation: ‘wanna’, ‘gotta’
- idiolectal expressions: ‘mind you’, ‘come hither’
- deixis: ‘these top buttons here’
- subject-specific vocabulary re. photography: ‘zoom in’, ‘view’, ‘erase’, ‘image’, ‘camera’
- repetition of syntactical structures: ‘I’ve moved it’, ‘You’ve moved it’, ‘dunno’
- simple pre-modification: ‘the little play button’

Context: The conversation is an exchange between a mother and her adult son; the son is showing his mother how to use a new camera.

Purpose: S is informing and instructing M about the new piece of equipment.

Audience: The participants are obviously familiar with one another. S takes the lead in the exchange.

Text B

Language features may include:

- numbered points set out method in a logical way
- bold lettering indicates important details
- capitalised lettering represents buttons found on the machine itself, 'ON', 'OFF'
- numbers represented by numerals
- formal register 'care should be taken to ensure'
- subject specific vocabulary: 'water tank', 'pressure cap', 'filter holder'
- repetition of key words allows reader to follow easily: 'filter' repeated 5 times in point 4
- imperatives reflect the instructive nature: 'unscrew the pressure cap'
- second person pronouns: 'your coffee machine'
- adverbs make instructions more precise: 'lightly', 'firmly'
- pre-modification: 'the washable metal filter', 'the filter holder spout'
- compound complex sentences: 'When the filtering process is complete remove the glass jug...'
- unintentional alliteration: 'set the strength selector'
- modal verbs: 'care should be taken' (advises caution), 'the orange light will glow (confirms the process)
- diagram links with the language to make finding components more simple.

Context: A set of guidelines for using a new coffee machine.

Purpose: To instruct and provide specific information on using the coffee maker.

Audience: Users of the coffee maker.

AO1 will be demonstrated by the ability to structure a coherent, sequenced response, identifying and describing relevant features of the texts and using accurate terminology to describe both spoken and written English. Lower band answers may vary in accuracy with regard to terminology, illustration and expression. Higher band answers are more likely to reflect clear understanding of the study of language, confidently using terminology, appropriate illustration and well-controlled expression. A well organised answer may take the form of an essay, but could be constructed under headings.

AO4 Answers will satisfy the assessment objective by demonstrating a descriptive rather than a prescriptive approach to language in their ability to comment on: the differences between spoken and written language; perceived audience and purpose relating to language use. Lower band answers may demonstrate some ability to explore language related concepts. Higher band answers will show full awareness of relevant issues and will be able to justify their views through exploration of language in use.

2. Describe and interpret the distinctive language features of Texts C and D. In your answer you should comment on the ways in which the spoken and written language features are adapted to suit the context, audience and purpose.

Remember to make use of appropriate terminology.

(Total 50 marks)

AO5i Candidates are asked to describe and interpret the significant language features of the texts, demonstrating in their answer the ability to distinguish between the written and spoken features. Responses in the lower mark bands are likely to concentrate on simple language features and layout and show some awareness of the link to context. Higher band answers will probably be more aware of the link between form and function and their responses will demonstrate confident understanding of language features.

Text C

Answers may include knowledge of the following language features (these are not exhaustive):

- overlapping and latching on suggest familiarity and willingness to talk
- false start: 'if we give (.) if we give the performance'
- contractions
- recycling / hesitation: 'I remember w. when', 'y. you know'
- initiator used to begin a new turn: 'well'
- discourse markers: 'I mean', 'like'
- elision: 'cos'
- declaratives used to state opinions: 'if we get beat off Everton we've got no chance'
- tag question: 'aren't they'
- colloquial and dialectic vocabulary: 'yeah', 'man' (L26) 'aye', 'get in', 'crap'
- euphemistic terms 'chuffin' '
- idiomatic terms: 'an unknown quantity', 'a good bet'
- figurative use of language 'kicking uphill this half'
- non-standard spelling reflects pronunciation: 'summat'
- shared knowledge of teams and players: 'Everton', 'Portsmouth', 'Lyler', 'Dave Brown'
- subject-specific vocabulary re. football: 'first half', 'a point', 'striker', 'winger'
- some pre-modification: 'an experienced midfield general', 'a much more forward thinking side'
- pronouns: 'we' (inclusive when interlocutors discuss their team), 'they' (exclusive when discussing another team).
- superlative: 'greatest'

Context: An informal conversation between two friends on the topic of their football team.

Purpose: To express and exchange opinions in a familiar and humorous way.

Audience: A private exchange involving only the interlocutors.

Text D

Language features may include:

- abbreviations: 'lb' (pounds), 'apps' (appearances), 'gls' (goals)
- formal vocabulary: 'superfluous', 'annals', 'precision', 'dovetailing'
- informal vocabulary eg nickname 'Gabbers'
- figurative use of language 'twilight of his career', 'explosiveness'
- subject specific vocabulary 'goal', 'play-off', 'capped'
- vocabulary with new meaning in football context: 'post', 'score', 'sent off', 'penalty', 'season', 'leg', 'substitute'
- third person: 'Marco is one...', 'His finest moment...'
- proper nouns: 'Bootham Crescent', 'Denis Smith', 'Greece'
- shared knowledge 'including Raich and Julio'
- superlatives: 'the most exciting sight', 'his finest moment'
- adverbials of time and place: '...as a substitute for Marco in a game at Leeds in 1989.'
- non-finite pre-modification: 'Sounding Italian but Nottinghamshire-born with an Italian father, Marco was...'
- past tense
- coinage: 'top-scorer'
- alliteration: 'Sunderland's solitary season', 'pace and power'
- declaratives used to provide factual information
- listing: 'taking in stops at Birmingham City, Oxford, Stoke, Greece...'
- graphology: text has 3 sections: image, statistics, main text
- numbers represented by numerals
- layout similar to encyclopaedia entry.

Context: A page from a reference book concerning one of the players of Sunderland Association Football Club.

Purpose: To inform and provide a permanent reference which may also enhance loyalty to the club.

Audience: Fans of the player or football club, or people conducting research on the topic.

AO1 will be demonstrated by the ability to structure a coherent, sequenced response, identifying and describing relevant features of the texts and using accurate terminology to describe both spoken and written English. Lower band answers may vary in their understanding of the study of language, their use of terminology and their coherence. Higher band answers are more likely to reflect clear understanding of the study of language confidently, using terminology in a structured response. A well organised answer may take the form of an essay, but could be constructed under headings. Candidates should provide relevant evidence from the texts to support their comments.

AO4 Answers will satisfy the assessment objective by demonstrating a descriptive rather than a prescriptive approach to language in their ability to comment on: the differences between spoken and written language; perceived audience and purpose relating to language use. Lower band answers may demonstrate awareness that language varies according to use. Higher band answers are more likely to show full awareness of the two modes and will be able to justify their views through exploration of language in use.

Assessment Objectives for Unit 1

Bands/ Marks	AO5i distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context	AO1 communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression	AO4 understand, discuss and explore concepts and issues relating to language in use
Band 1 1-10	<ul style="list-style-type: none"> show minimal ability to distinguish and describe some variation misinterpret some or all texts demonstrate minimal awareness of context 	<ul style="list-style-type: none"> show minimally accurate expression and/or limited vocabulary use some inaccurate spelling, punctuation errors and loose sentence structure stray from the question partially or wholly repeat points and/or ramble in structure and illustration, with a tendency to narrate use minimal key linguistic terminology 	<ul style="list-style-type: none"> show minimal awareness of major concepts and issues discuss general issues in a limited way demonstrate some confusion and errors in judgement
Band 2 11-20	<ul style="list-style-type: none"> show some ability to distinguish and describe demonstrate some relevant interpretation of some texts attempt to link some language forms to functions and contexts in a limited way 	<ul style="list-style-type: none"> use some accurate expression and some appropriate vocabulary show basically accurate spelling and punctuation and some fluency in sentence structure cover some relevant points show some organisation show limited accuracy in use of key linguistic terms with some illustration, even if long or sometimes inappropriate 	<ul style="list-style-type: none"> demonstrate a limited understanding of some key concepts and issues discuss some familiar situations attempt to explore but with some lapses
Band 3 21-30	<ul style="list-style-type: none"> describe a range of forms and meanings with some accuracy show awareness of context be able to compare and contrast varieties demonstrate largely sound though underdeveloped interpretations 	<ul style="list-style-type: none"> use technically accurate expression and appropriate vocabulary show mainly accurate spelling and punctuation with control over sentence structure answer mainly relevantly use logical argument and structure show a sound grasp of key linguistic terms and mainly appropriate illustration 	<ul style="list-style-type: none"> show assured understanding of key concepts and issues discuss a range of situations explore with some consistency
Band 4 31-40	<ul style="list-style-type: none"> identify, describe and distinguish clearly show with accuracy a thoughtful awareness of context describe a wide range of contrasting meanings and forms link meanings and forms to a thoughtful interpretation 	<ul style="list-style-type: none"> use apt expression and vocabulary show accurate spelling, punctuation and well-controlled sentences employ coherent organisation cover many relevant points use accurate key linguistic terms with effective illustration 	<ul style="list-style-type: none"> show consistent understanding of key concepts and issues discuss a wider range of situations show effective exploration
Band 5 41-50	<ul style="list-style-type: none"> make effective and accurate descriptions and interpretations show a detailed awareness of context differentiate the meanings and forms thoughtfully and in detail use wide ranging evidence link meanings and forms seamlessly 	<ul style="list-style-type: none"> demonstrate some sophistication in expression and appropriate vocabulary use technically accurate spelling and punctuation with relevantly framed and well controlled sentence structure use well-shaped organisation answer fully and relevantly show a wide ranging accurate use of key linguistic terms with very apt illustration 	<ul style="list-style-type: none"> show thorough understanding of key issues and concepts demonstrate an awareness of the complexity and range explore in detail

For more information on Edexcel and BTEC qualifications please contact
Customer Services on 0870 240 9800
or <http://enquiries.edexcel.org.uk>
or visit our website: www.edexcel.org.uk

Edexcel Limited, trading as Edexcel. Registered in England and Wales No. 4496750
Registered Office: One90 High Holborn, London WC1V 7BH