

Mark Scheme Summer 2008

GCE

GCE English Language (8178/9178)

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6371/01 Textual Commentary

This unit targets Assessment Objective A05i and also assesses A01 and A04.

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.

A05i 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.

A05i 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	AO5 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

6372/01 Desk Study

This unit targets A02 and also assesses A01 and A04.

Task (a)

A national campaign has been launched to raise awareness of the issues surrounding underage drinking. As a responsible post-16 student you have been invited to produce an article for a magazine aimed at young people aged 14-17 which is also likely to be read by their parents. Your article should:

- provide information on the causes and the effects of underage drinking
- give guidance on recognising the signs of alcohol abuse
- encourage those affected by the problem to take positive action to deal with it
- provide details of available help, support and advice.

Your task is to write the article.

Your text should be at least 400 words long.

Task (b)

Explain and comment on the language choices you have made in task (a) order to produce a magazine article aimed at young people aged 14-17 and their parents on the issue of underage drinking.

General Comments

The Desk Study assesses the candidates' skills in comprehension, editing and summarising, their knowledge of audience and purpose and their ability to shape given material to achieve a different outcome through the selection of appropriate genre, format and register. A demonstration of this knowledge is required by the commentary, where candidates have to explain the language choices they have made.

As this unit involves pre-release material, some assessment of the AOs is achieved through the quality of preparation of the source texts, which includes reading for meaning, responding to texts of different types and being aware of different audiences, purposes and contextual meanings.

A02 targets the ability to write for different audiences and purposes.

Task (a) provides opportunities for candidates to write for a clearly defined audience. There are opportunities to slant towards the 14-17 audience and to their parents. The task enables candidates to make practical use of their theoretical knowledge of language in the text for an article that fulfils the informative and persuasive brief and which slants this information to the specified audience.

In Task (b) candidates should comment on the language choices they have made in order to address the requirements of the audience and purpose specified in Task (a). Effective exemplification and explanation of choice should be rewarded highly.

Be prepared for a range of responses and reward those that clearly meet the given audience and purpose.

Responses **might** employ the following features:

- suitable variation in sentence structure and lexis to address the informative and persuasive purpose of the task
- a clear sense of audience and a clear attempt to engage them via address, register and tone
- a clear sense of the article context of the task.

Lower band responses may make limited use of source texts and there may be inconsistencies in register and tone, with a relatively high proportion of unassimilated lifting. Task (a) is likely to make limited concession to the specified audience and purpose. Task (b) is likely to be observational rather than analytical.

Higher band responses will make fuller use of a range of source texts and produce effective and original material. Task (a) should be clearly directed to the specific audience with use of language and layout features that promote accessibility. These may offer some differentiation between the audience of young people and their parents. Task (b) should offer a full explanation of the syntactical, lexical and organisational features employed in Task (a).

A01 is demonstrated by the candidates' quality of writing, their ability to organise the information coherently and to write clear, accurate prose with confident use of appropriate linguistic terminology within the time and word limit.

Lower band answers may show some lack of consistency in expression and sequencing and may demonstrate some lapses in technical accuracy. Answers to task (b) are likely to offer limited exploration of language choice with greater focus on content and layout. There may be some attempt to employ linguistic terminology but this may be random and/or inaccurate.

Higher band responses will produce coherent, accurate and well-structured texts. At the highest level there will be some sophistication in expression and vocabulary. Answers to task (b) will be systematic, possibly using sub-headings as a structure. There should be extensive, confident use of terminology with effective exemplification.

A04 assesses the ability to relate concepts and issues to the language in use. This is demonstrated by the selection of appropriate material, use of suitable format and register in Task (a) and by the explicit discussion of these features in Task (b).

Expect a range of responses which fulfil the brief to produce an article. For example, the text produced in Task (a) might demonstrate:

- awareness of the features of an article
- awareness of the structural devices required to sequence and communicate ideas and to fulfil the persuasive/informative purpose.

Lower band responses may demonstrate some general understanding of the task criteria but there will probably be lapses in tone and structure. Answers to task (b) are likely to be predominantly observational.

Higher band responses will recognise the different functions of writing and offer succinct and effectively slanted text which works within the magazine context to communicate ideas effectively to the given audience. Answers to task (b) will demonstrate confident knowledge of the links between form and function.

Guidelines for assessing the commentary

Look for the following features to reward in Task (b):

- a brief discussion of audience, purpose, context and format linked to decisions made and explanations of approaches taken
- knowledge of language frameworks
- use of appropriate technical terminology
- comments on lexis, grammatical features, syntax, tone, rhetorical devices, figurative language, nuances of meaning, phonological features and any non-standard variations (where applicable)
- discussion of the effectiveness of the features mentioned
- an attempt to show that conscious choices have been made
- consistent exemplification.

Task (b) might take the form of a continuous prose response or a mini-investigation organised systematically under sub-headings.

If the commentary has not been attempted the script is unlikely to achieve a mark higher than Band 3.

If the commentary is wholly observational, vague or fragmentary, the script is unlikely to reach the higher bands.

Assessment Objectives for Unit 2

Bands/ Marks	AO2 demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made	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 awareness of purpose and audience employ inappropriate tone, format, content and/or length use wording of the source material inappropriately focus predominantly on describing content, viewpoint or layout in commentary 	<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"> use writing of limited appropriateness for a specific purpose and audience show some slanting and some selecting of appropriate material and format demonstrate limited ability to use own words make some relevant comments on linguistic choices 	<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"> slant writing towards a specific purpose and audience demonstrate some ability to use appropriate style, format and content within appropriate word limits show understanding of the source material by employing own words to some extent demonstrate awareness of reasons for choices of linguistic features 	<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"> slant writing clearly for specific purpose and audience demonstrate some ability to vary style and select appropriate content for format and length demonstrate thorough understanding of source material by using own words aptly explain choices thoughtfully, drawing on assured knowledge of linguistic features 	<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"> use writing well adapted for purpose and audience show an effective choice of tone, material, format and length create some new text by effective use of own words make wide ranging and explanatory linguistic comments relating to choices made 	<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

6373/02 The Language of the Media

This unit targets AO3i and also assesses AO1 and AO4.

Answer EITHER Question One OR Question Two.

1. Text A is a review of the film *Interview With The Vampire* from *Movie Magazine International*.

Text B is an edited interview with Anne Rice, the cult novelist and author of *Interview With The Vampire*, taken from the website of *Altered Earth Arts Portfolio*.

Explore the ways in which the writers of the texts have used language to establish a relationship with their target audiences.

You should discuss the effect of:

- register and formality
- grammatical features
- lexical features
- spoken language features
- any other features of the texts you feel are effective in conveying the opinions of writers/speakers and in engaging the interest of the target audiences.

AO3i is the principal assessment objective of this unit and requires candidates to investigate texts on different levels of language by applying relevant language frameworks, supported by the use of appropriate terminology.

Candidates might refer to the following techniques/strategies.

Examiners please note that this is an indicative list only in providing guidance on the kind of features that may be relevant. Look for and reward other relevant responses.

Register and formality

Text A

The review by Monica Sullivan adopts an informal register and a familiar relationship with the audience indicated by the first person anecdote in the opening paragraph eg 'I screamed bloody murder.'

The tone changes to a more formal, detached approach in paragraph two with an appraisal of the film's characteristics, 'Neil Jordan's intelligently directed, elegantly mounted story', returning to a more subjective, opinionated style in the final paragraph, 'How is anyone going to accept this crafty bloodsucking minx?'

Text B

This is a more formal interview with the purpose of gaining information. The discourse has a regular question-answer structure of adjacency pairs. The interviewer, Wiater, directs and controls the conversation but allows Rice to hold the floor. Wiater uses questions to manage the conversation and to indicate topic shifts. The language has a relatively high degree of formality, with some polysyllabic and abstract lexis eg 'phenomenal', 'pleasure', 'passion', although Rice does employ some familiar clichés and more casual common non-standard expressions eg 'it opened a door', 'quit', and the domestic comparison of 'as if you were making soup'. The high degree of fluency suggests that the interview was pre-planned.

GRAMMATICAL FEATURES

Text A

The grammatical complexity reflects the purpose of the review genre ie to communicate detailed information economically eg

- subordinate adverbial clauses
- adverbial phrases
- periodic sentences
- pre- and post-modification
- lengthy noun phrases
- proper nouns.

The first sentences of paragraphs 1 and 2 are good examples of this type of complexity.

Text B

Short and minor sentences predominate in Rice's responses.

Discourse markers and monitoring features are used to structure the interview eg 'So', 'You know', 'But'.

The fronted conjunctions 'But' and 'And' are used frequently by Rice to emphasise a point. She employs rhetorical features of repetition, imperatives and questions in her advice to would-be writers (lines 36-37).

The syntactic parallelism and tense change from present continuous to past tense at the end of the interview demonstrate her commitment and determination ie 'I'm going to become a writer. I was a writer'.

LEXICAL FEATURES

Text A

There is much subject-specific lexis related to vampirism and horror movies eg 'vampire', 'bloodsucking', 'coffin', 'pre-dawn breakfast' and also generic lexis of film reviews eg 'revival screening', 'directors', 'sets', 'costumes', 'performance', 'movie'.

The use of proper nouns identifying actors and directors suggests shared knowledge with the readers.

Text B

Lexical choices to some extent are focused on the craft of writing with less subject specific lexis than in Text A. Rice refers to concepts linked with the craft of writing eg 'fantasy', 'reality', 'image'.

Rice discusses abstract emotions eg 'pain', 'pleasure', 'passion'.

Adjectives are used sparingly but to create impact eg 'exciting', 'gripping'.

She uses the pejorative adjective 'ludicrous' to describe her rejections.

There is some informal lexis, 'stuff', but far less colloquial in tone than Text A.

SPOKEN LANGUAGE FEATURES

Text A

- a written text which suggests a dialogue with the reader
- first person approach
- includes personal opinion 'I mean'
- colloquial address to the audience ie 'STUPID'
- capitals to suggest spoken exclamations ie 'NOT SCARY' and 'STUPID'
- parentheses for asides
- elision eg 'didn't', 'it's'
- uses the generic 'you'
- compound word 'outacted'.

Text B

- high degree of fluency (absence of usual non-fluency features)
- use of elision reduces the formality eg 'you've', 'hadn't'
- conversation is cooperative and cohesive
- regular, organised turn-taking without interruptions or overlaps.

OTHER FEATURES TO ENGAGE THE AUDIENCE AND CONVEY OPINION

Text A

The writer uses humour as her main method of engaging with the audience eg

- writer employs both satire and sarcasm eg 'it's the vampire, STUPID', 'the lightweight Mr Cruise', 'can rest easily in their coffins', 'pre-dawn breakfast', 'a nothing part'
- colloquial expressions eg 'I screamed bloody murder'
- clichéd phrase 'all style and very little substance'

Text B

The interviewer guides Rice into giving an insight into her approach to writing. The reader is engaged by the personal, self-referential approach and the opportunity to share her experiences. The tone is therefore serious and lacks the flippancy of Text A. Rice is discussing something which is personal and important to her whereas the writer of Text A is providing a critical appraisal which is judgemental.

Lower band answers may be less discriminating in their selection and application of frameworks and may be less confident in recognising and explaining grammatical complexity. Expect use of technical terminology to be less precise in answers at this level and exemplification may be limited. There could be a listing of features with only limited attempt to explain their effects.

Higher band answers should be more searching in their investigation and are more likely to provide balanced coverage of the bullet points. In answers at this level there might be more awareness of the sophisticated grammatical techniques in Text A (but clause analysis is unlikely to be helpful unless specifically linked to purpose and effect). In higher band answers look for competent explanations of the management of the interview in Text B. There is likely to be more detailed exemplification and much closer, consistent textual references in higher band answers.

A01 assesses the candidates' subject knowledge and their quality of language, organisational skills and the ability to use and apply technical terminology appropriately and accurately. In lower band answers knowledge of technical terminology is likely to be less secure. Answers at this level may show less confidence in handling discussion of grammatical features. Coverage may be unbalanced. The more complex language structures of Text A may not be dealt with in any detail or could be referred to without any clear explanation of effect.

Higher band responses should provide a more consistent analytical approach to the texts and are likely to be more extensive and specific in their use of linguistic terminology. Expect a more sophisticated discussion of the genres of pre-planned interviews and film reviews in answers at this level.

assesses the candidates' ability to interpret the material and to extend from A03i to discuss the pragmatics of language related to the audience of the texts and the intentions of writers and speakers.

Both Texts A and B aim to entertain their readers, although the more obvious purpose of both texts is to inform and to give a point of view. Both assume a degree of shared knowledge with their audience, and familiarity with their particular genre. This is indicated by the high proportion of subject specific lexis in Text A and the insider knowledge needed for Text B. It is assumed that readers will be familiar with Rice and her work. Both texts employ colloquial and informal features, which suggest a relaxed, intimate relationship with their audiences, although these are limited in Text B. The writer of Text A does also demonstrate subject knowledge and adopts the superior position of the expert. Humour is evident in Text A through the use of satire, sarcasm, subversion of expectations and anti-climax.

Lower band answers are likely to be less confident in their explanations of how the texts' producers create a relationship with their audiences, although there probably will be some awareness and discussion of the informal features in both texts. Answers at this level may be less specific in identifying precisely the techniques used to create humour in Text A eg expect vague references to 'funny' or 'sarcastic'.

Higher band answers should show more perception in their recognition of the pragmatics of texts and could be more precise in their identifying of techniques and their intended effects. In answers at this level look for wider exemplification and a more discriminating discussion of the ways in which language creates meaning and reflects attitudes.

2. Text A is an advertisement for the high street store Matalan which appeared in *The Observer* newspaper's Sunday magazine supplement.

Text B is an article about recording the eating habits of school pupils, taken from the Channel 4 website and originally printed in the *Daily Star* newspaper.

Investigate the language used by the writers/speakers of the texts to capture the interest of their target audiences.

You should discuss:

- audience and purpose
 - grammatical and structural features
 - lexical features
 - phonological features
 - the links between graphology and language.
-

AO3i is the principal assessment objective of this unit and requires candidates to investigate different texts on different levels of language by applying relevant language frameworks, supported by the use of appropriate terminology.

Candidates might refer to the following techniques/strategies.

Examiners please note that this is an indicative list only in providing guidance on the kinds of features that may be relevant. Look for and reward other valid responses.

AUDIENCE AND PURPOSE

Text A

- an example of involvement advertising which attempts to persuade the audience to support the brand by adopting an intimate, familiar tone, sharing the readers' problems and suggesting a solution
- an advertorial ie an advertisement which appears to be an article
- the target audience is parents with school age children.

Text B

- a newspaper article aimed at those with an interest in new trends in schools and also those interested in children's nutrition
- it exhibits many generic features of tabloid journalism and adopts a 'human interest' angle.

GRAMMATICAL AND STRUCTURAL FEATURES

Text A

- headline masquerades initially as a school report
- underline adopts a friendly, 'inclusive' tone with 'we' and suggests an understanding of the readers' dilemma
- opens with an anecdote based on shared experiences
- poses a question which is answered by a short simple sentence for impact 'It appears so'

- develops into a persuasive argument for buying children's clothes at Matalan
- introduces technical details to suggest expertise
- closes with practical contact details and the brand logo
- fronted adverbials give cohesion 'Luckily', 'Obviously', 'Probably'
- listing to demonstrate the range 'Pintuck blouses, wrap skirts, sequin fur-trimmed jackets'
- employs rhetorical device of tripling 'good design, durability and decent value for money'
- negatives and syntactic parallelism used to convey positives 'won't stain', 'won't tear'
- the additive conjunct 'Again' in the initial position evaluates Matalan's achievements
- some use of parenthesis to add extra information and give the impression of confiding in the reader
- repetition of shop name throughout acts as a reminder to the reader.

Text B

- elliptical headline featuring a colloquial word 'Dabs'
- first paragraph qualifies the headline and introduces the topic
- gives first person reactions through quoted speech
- introduces some facts and figures 'around 200 schools', '£50,000 biometric scanning system', '100 teaspoons of sugar'
- closes with a related case study of 'Three violent 14-year-old tearaways'
- frequent use of noun phrases and noun phrase in apposition to clarify details of the people involved and to emphasise the human interest angle 'telly chef Jamie, 29', 'Pupil George Tebbutt, 12'
- sentence structure is varied with simple, compound and a number of complex sentences with subordinate relative and adverbial clauses
- adverbial phrases emphasise low cost 'from just', 'as little as', 'from only'.

LEXICAL FEATURES

Text A

- lexis connected with school life 'A+FOR ATTITUDE', 'the top of the class on this score'
- semantic field of high street fashion and design 'bright shopping emporiums', 'fashionistas', 'sassy design'
- reference to Miuccia Prada assumes shared knowledge and flatters the reader
- subject specific technical jargon associated with textiles 'hardworking fabrics', 'Acticool technology'
- common idiomatic phrases 'scared the living daylight', 'one hit', 'back to school', 'one part of the equation' maintain the informal, familiar tone
- uses the colloquial 'kids' for children
- personifies the store 'Matalan doesn't expect'.

Text B

Lexis is often non-standard and employs shortened forms for impact and informality.

- colloquial lexis 'Dabs', 'kids', 'scoffed', 'fussed', 'telly'
- familiar term of address 'Jamie'
- hyphenated compound word 'hi-tech'
- uses animal metaphors 'tamed' and 'wolfed'
- includes some technical terms 'biometric scanning system', 'gluten-free', 'low fat'.

PHONOLOGICAL FEATURES

Text A

- alliterative phrases eg 'style and substance', 'dark and dusty', 'stress-free and stylish'
- alliterative noun phrases also aid description: 'tempestuous teenager', 'nervous new starter'
- direct address 'you' used throughout suggests a conversation with the audience.

Text B

- frequent use of quoted speech gives immediacy
- use of dashes to replace punctuation
- common colloquial forms mimic spoken language 'scoffed', 'fussed', 'lads'.

LINKS BETWEEN GRAPHOLOGICAL FEATURES AND LANGUAGE

Text A

- pictures relate to the topic of school clothes and activities
- captions employ familiar clichés to capture the attention of the audience 'Anyone for tennis', 'Jump to it'
- alliteration employed in 'Art attack'
- varied font size maintains visual interest
- the brand name 'Matalan' is given a prominent position at the end of the advertisement.

Text B

- web page features provide related links with key words from the article
- pictures illustrate the new system
- varied font sizes and short paragraphs give the text a reassuringly brief appearance.

Lower band answers may be limited in their selection and application of frameworks. Expect answers at this level to be less confident with the analysis of grammatical features. Lower band responses may underestimate the sentence complexity of Text B by assuming that a tabloid article will feature mainly simple and compound sentences. Technical terminology may be restricted to the more obvious terms and exemplification may be limited.

Higher band answers should be more searching in their investigation. There is likely to be more perception in identifying the genre of Text A. In answers at this level look for more detailed exemplification and much closer, consistent textual reference.

- AO1** assesses the candidates' subject knowledge, quality of language, organisational skills and the ability to use and apply technical terminology appropriately and accurately. In lower band answers knowledge of technical terms may be insecure with some inaccurate application. Coverage of the texts and of the bullet points may be uneven. Higher band responses should provide a more consistently analytical approach to the texts and are likely to be more extensive and specific in their use of linguistic terminology. There could be a more sophisticated awareness of the genres and mixed genres of the texts in answers at this level.

AO4 assesses the candidates' ability to interpret the material and to extend from AO3i to discuss the pragmatics of language related to the audiences and purposes of the texts.

The primary purpose of the two texts is very distinct as Text B aims to inform with a human interest angle whereas Text A has the underlying and primary purpose of promoting the brand, although both texts employ an informal, friendly and familiar tone to establish a comfortable relationship with their audiences. Light-hearted humour is evident throughout Text A.

Lower band answers may offer vague explanations of how the text producers achieve this relationship but expect discussion of informal language features in answers at all levels. Higher band answers should show more perception in their awareness of the pragmatics of the texts: there could be explicit discussion of how the sub-textual message in Text A is conveyed. Answers at this level may also note the reversal of readers' expectations achieved by the initial appearance of Text A. Answers at this level may also be less subject to preconceptions regarding the features of tabloid journalism. Higher band answers should demonstrate careful reading and more confident assimilation of the texts. Look for a more detailed, discriminating discussion of the ways in which language creates meaning and reflects purposes.

Assessment Objectives for Unit 3b

Bands/ Marks	AO3i know and use key features of frameworks for the systematic study of spoken and written language	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"> demonstrate minimal attempt to use key features of frameworks for studying spoken and written language cover features unsystematically and unevenly or leave significant gaps employ frameworks partly or wholly inappropriately 	<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"> use some key features and frameworks demonstrate some limitations in systematic approach use checklist approach to the study of spoken and written English and/or show some gaps 	<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"> use a selection of significant key features from the appropriate frameworks with some accuracy attempt to be systematic but with some inconsistencies use frameworks largely appropriately 	<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"> choose key features from quite a wide range of frameworks show a systematic approach to the material employ frameworks appropriately and accurately 	<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"> demonstrate a well-chosen selection of a wide range of key features from relevant frameworks have accurate and systematic application to spoken and written texts employ frameworks effectively to give full coverage 	<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

Answer EITHER Question 1 OR Question 2.

1. Texts A, B and C are all concerned with creatures which live in the sea.

Analyse the ways in which the speakers and writers use language in the texts, taking into account relevant contextual factors.

AO5ii The question links with AO5ii by providing the opportunity for candidates to analyse and discuss texts from the seventeenth and twenty-first centuries as well as a folk-tale. Although all three are written, they contain clear attempts to recapture speech. Candidates are able firstly to explore variations in language not only according to time and medium but to purpose, intended audience and genre (reportage or story-telling) and secondly to assess these representations.

Candidates may focus on some of the aspects of the texts discussed below. However, these features are indicative only - anything relevant, capable of substantiation and appropriate should be rewarded. Overall for AO5ii, lower band answers may tend to concentrate on spelling, layout and lexis. Higher band answers are more likely to attempt grammatical and other analysis.

Text A

Seventeenth century account; intended to describe / inform / explain. Targeted at general adult educated audience with likely appeal for those in the contemporary frame with specific interest in 'exploration' or the sea. At least mildly anecdotal, though with some concessions to what would then have been a scientific register.

- orthographical variation eg 'smoake', 'yt', 'bancks'
- some archaic language eg 'thrit'
- obvious lexical field eg names of fish
- listing of nouns eg 'porpois, seales, stingraies, brets'. Some of these are unusual eg 'comfish'
- some terms which appear less appropriate to modern audience eg 'savages'
- use of adjectives may draw comment eg 'reasonable good'
- relic grammar eg 'there be'
- variant structures in verb phrases eg 'the savages use to boyle'
- pronominalisation eg 'our people' might be said to enhance the 'them and us' aspect of the text. The use of 'he' to characterise the 'Shadde' is almost comic, perhaps, to a modern audience more used to the neuter third person singular
- quite a lot of idiomatic phraseology eg 'a good spoone meat', 'hanging one upon another's tails'
- simile eg 'like needles to name'
- use of adverbial continuer seems outmoded eg 'thereby'
- prepositional phrases used to modify in ways that we would now consider unusual eg 'of a yard long'
- variation in syntax - all declaratives; some complicated multiple sentences such as the final excerpt on crabs where the semi-colon separating the final two clauses might now be replaced by a full stop. This is typical, to an extent, of the punctuation differences. The text is structured like a text book, with headings and definitions, though the substantial amount of subjective material probably lessens its impact as a reference for a modern audience.

Text B

Twenty-first century broadcast intended to describe / inform / explain. Targeted at general audience (probably adult) with broad appeal as this was a news / current affairs programme.

- **orthographically standard**
- obvious lexical fields eg names of fish, scientific terms eg 'mapping the undersea mountain ranges and taking samples of the exotic marine life found there'
- listing of nouns, sometimes for humorous purposes eg 'blobfish, hagfish, viperfish, dragonfish, slickheads, snotheads, crustheads, jewel squid'
- stereotypical Australian idiom eg 'G'day', 'find a feed'
- some obvious speech features eg 'um'
- ellipsis evident in Negus's first few utterances eg 'Don't know any of them intimately myself'
- Negus makes odd attempt at 'interactivity' with the abbreviated imperative 'First, hands up if you have any idea at all what a blobfish is' which creates some minor humour, as does his apparent lack of regard for Simon Watt who only 'claims he has some answers for us' (all of this adds to a fairly chatty opening)
- mixture of the scientifically formal and conversational eg Norman's utterances 'In one month we ended up collecting samples of 500 species of fish and 1,300 species of invertebrates', 'This one's great.', 'they have to communicate with their mates'
- at least one unexpected exclamatory utterance from Norman: 'Oh, yuck!'
- vivid language and frames of reference in places eg Norman's idiomatic 'so that's the common stuff'; eg figurative 'It's like a 'Mr Men' character' and eg clichéd 'If an alien came and landed...'
- various features apparent in the syntax - variation in type and function of sentences evident eg the minor sentence in Negus's opening: 'Or a snothead, or maybe a giant sea spider' and Norman's use of the comment clause: ' ... I mean, they're all things that evoke instantly a feeling of monsters of the deep.'

The text is entirely familiar in terms of its generic structure potential with the introduction then cutting to interviewee and interviewer, whose utterances then follow a conventional pattern. The register is mixed, with plenty of examples of conversational patterns and more formal structures. To an extent, it is mediated. It should provide a number of points of comparison to Text A in particular.

Text C

A folk-tale, which it is hard to place in terms of era, it has some timeless elements as well as a other factors which seem to suggest the hand of a Victorian at times, for instance

- orthographical variation used to create the stereotypically Scottish voice of the selkie-maiden eg 'thur's inny', 'cinno', 'amung me ain folk'
- obvious lexical field of the shore eg 'ebb' (though this is used in a less familiar noun sense), 'clear water', 'sand and rocks'
- some subject-specific, regional language eg 'selkie-folk'
- some conventions of the folk-tale genre apparent in the phrasing eg 'So it came to pass that one fine day', 'No sooner had he left the ebb'
- the voice of the selkie-maiden is effectively recreated in the diction and phrasing of her utterance
- imagery typical of genre: 'Huge tears ran from her large dark eyes and trickled down her ivory cheeks', 'skins as white as snow'
- some turns of phrase seem more formal or old-fashioned eg 'all, save one', 'She was a most pitiful sight'
- variation in the syntax apparent in type only (the whole passage is declaratives apart from the selkie-maiden's exclamation) - simple sentences eg 'The Goodman crept closer to their basking rock' which are used for stylistic purposes.

This is clearly different to Texts A and B in provenance, style and content. It is quite unashamedly not, for example, scientific. It is probably the most crafted of the three (though Text A has some flourish, plainly). There should be plenty to say about it and candidates ought not to ignore it.

- AO1** Lower band answers may communicate basic levels of understanding and insight, using some appropriate terminology and coherent expression, but tending towards observation as opposed to analysis and lapsing into generalisation. Higher band answers may offer penetration and supported by the application of relevant terminology and evaluation. Their expression may lucid and even striking.
- AO4** The question gives the opportunity for candidates to show their knowledge about genre, language change and regional variation. Lower band answers may focus on unsupported or personalised interpretations. Higher band answers are likely to show detailed awareness of the of the extracts and the issues surrounding the language.

2. Texts D, E, F and G are song lyrics. In all four, the voice is that of a forlorn lover.

Analyse and evaluate the texts, commenting on the variations in their language.

AO5ii The question links with AO5ii by providing the opportunity for candidates to compare, analyse and explain texts from Middle, Early Modern and Modern Englishes. 2E and 2F have aspects. Although all are written, 2F and 2G particularly contain features commonly associated with speech. Candidates are able to explore variations in language not only according to time and place but to region, intended audience and genre.

Candidates may focus on some of the aspects of the texts discussed below. However, these features are indicative only - anything relevant, capable of substantiation and appropriate should be rewarded. Overall for AO5ii, lower band answers may tend to concentrate on spelling, layout and lexis. Higher band answers are likely to attempt grammatical and other analysis.

Text D

An extract from a lyric.

- orthography typical of its era ('wyth', 'sygh', 'gan', 'sodenly') and may reflect pronunciation
- lexis also appropriate to its timeframe, and unfamiliar ('abreyde', 'smert', 'attelest', 'anon', etc.)
- semantic field of 'peyne' and 'sekenes'
- use of first person pronouns makes this more intimate and personal
- first sentence commences with 'And' - this will inevitably attract comment
- syntactical inversion in 'that nygh for sorowe deyde' (better answers may see this as dictated by the rhyme scheme)
- broadly iambic pentameter
- tonally 'typical' of the genre (lamenting).

Text E

- orthographical variation eg 'loe', 'burne'
- lexical fields of fire and water provide contrast eg 'Fire!', 'burne', 'scorching', 'Ocean', 'streames', 'quench'
- context bound reference to three of England's major rivers
- pronominalisation archaic in first person possessive eg 'mine empty idle brain'
- use of central metaphorical conceit embellished by the biblical overtones of the third and fourth verses and the personification of the rivers
- rhetorical flourish in evidence eg ' Fire, fire, fire!"
- strong sense of voice - the narrator is patently anguished and at times, this lyric seems almost like an evangelical sermon. Some candidates might observe that there is a touch of melodrama about the whole thing
- syntactical variation apparent in the exclamatory opening, the imperatives eg 'Come Trent and humber...', 'See...' and the many declaratives
- sentences are a mixture of complex eg 'Loe here I burne...' and multiple eg 'Come Trent and humber...'
- some syntactical inversion eg 'all the Rivers backward flye' - this is obviously dictated by the rhyme scheme
- iambic tetrameter apart from exceptions such as the first lines of verses one and three
- the rhyme scheme might draw comment in as much as there are hints of phonological variance perhaps relating to the Great Vowel Shift (GVS) eg 'Thames / streames'.

Text F

- a 'Blues' lyric - many features typical of the Black English Vernacular (BEV) dialect most closely associated with this musical genre are apparent in the language
- orthography reflects phonology eg 'wanna', 'gonna'
- lexis uncomplicated and familiar with strong thematic field associated with the lovelorn
- a lot of the language has negative connotations eg 'double trouble', 'don't feel good', 'Drove me'
- pronominalisation obviously first person
- direct address of listener: 'Well you had trouble'
- mainly statements, but one interrogative (with the effect of making the lyric conversational), an exclamation and an imperative 'Play it for me boys!' - this has the effect of an exophoric reference, perhaps, as it is obviously an instruction to the other musicians
- obvious dialectal features include double negative: 'Don't love me no more'; omission of auxiliary verb: 'What you gonna do...', 'I been lovin''; clipping: 'lovin''; idiom: 'Don't pay me no mind', 'Well must I had now'
- rhyme and rhythm apparent but probably even more a function of the musical accompaniment than in the previous cases
- figurative features include metaphor: 'Your heart in my hand' (one assumes this isn't actually a literal desire) but there is not much other evidence of 'poetic' language
- strong voice created and a second one, that of the narrator's father, briefly introduced.

Text G

- a popular Caribbean song
- spelling reflects pronunciation ('gal', 'mek', 'yuh', 'han')
- lexically uncomplicated once the dialect is recognised - none of the words are difficult
- use of standard objective pronoun as the subject ('mi' for 'I') typical of the variety, as is the non-standard agreement of 'me never see yuh'
- apart from capitalisation, it is wholly unpunctuated, possibly reflecting the fact that it was a 'spoken' text originally
- some use of imperatives ('Come mek me hold yuh hand')
- repetition and rhythm pronounced and probably clearly driven by the music
- the cultural reference to 'Peel head John Crow' is well known in the Caribbean, but much less familiar to other audiences one imagines
- tonally slightly different to all of the other lyrics, but much simpler than 2D, 2E and 2F.

AO1 These texts ought to provide considerable potential for comparison and contrast, focusing on the language features referred to above, but possibly also some of the pragmatic and factors involved.

Lower band answers may communicate basic levels of understanding and insight, using appropriate terminology and coherent expression. Higher band answers may offer penetrating perceptiveness, supported by good application of relevant terminology and evaluation. Expression may be fluent, lucid and even striking.

AO4 The question gives the opportunity for candidates to show their knowledge about genre, language change and regional variation. Lower band answers may focus on the obvious issues associated with the contexts of the extracts. Higher band answers are likely to show awareness and sensitivity.

Assessment Objectives for Unit 4

Bands/ Marks	AO5ii analyse and evaluate variations in the meanings and forms of spoken and written language from different times 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"> demonstrate limited ability to analyse variation with a tendency to observe show partial or total misunderstanding of context demonstrate minimal ability to evaluate 	<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"> attempt to analyse and evaluate some variation with some appropriacy demonstrate some security in understanding of more familiar texts demonstrate some ability to assess 	<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"> show a largely sound analysis of a fairly wide variety of texts demonstrate accuracy in discussing a range of texts with a growing awareness in a range of contexts show some evaluation 	<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"> show thorough and detailed analytical skills in a wide range of texts demonstrate firm contextualisation of a variety of texts show thoughtful evaluation 	<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"> analyse precisely and fully in all texts evaluate incisively note the complexity in variation and context 	<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

6376/01 Editorial and Language Topics

Section A: EDITORIAL

Answer EITHER Question 1 OR Question 2

This Section targets A02 and also assesses A01, A03ii, and A05ii

A01 See generic mark scheme for comments on quality of written communication. Answers should generally be in two parts.

Question 1:

1. The text below is from Richard Verstegen's *A Restitution of Decayed Intelligence*, 1605. In the extract he discusses 'borrowing' from other languages.

- (i) Rewrite the text in modern English so that it would be suitable to appear alongside the original in an Advanced Level English Language textbook on the history of English.
- (ii) Select appropriate language frameworks and systematically analyse the differences between the original and your rewritten version. Comment briefly on the usefulness of the approach you have taken.

A02 In part (i), this question links with A02 by providing the candidates with an opportunity to rewrite an extract from a seventeenth century book by Richard Verstegen which contains comments on language change. The audience consists of students of Advanced Level English Language. Lower band answers may make few changes or may omit or stray too much from the original. They may misunderstand some of the vocabulary of the original or not modernise sufficiently. Higher band answers should understand and capture much of the content of the original. The wording and phraseology are likely to be more idiomatically modern English.

Part (ii) allows for a linguistic commentary explaining language choices.

A03ii Candidates need to select appropriate language frameworks in the second part of the question to analyse the changes they have made to the original text. The exact selection will obviously depend on the text they produce and the approach they decide to take. Candidates are likely to be able to find something to say on the orthography, vocabulary, phraseology, semantics, syntax and grammar of the original compared to their rewritten version.

Lower band answers may omit to select some significant frameworks and/or may select other frameworks which are not totally relevant. They may concentrate on spelling and punctuation with some mention of vocabulary. Higher band answers will cover a wider selection of appropriate frameworks in some detail and are more likely to be more aware of subtle changes in meaning and idiom.

AO5ii Features which may be identified and exemplified within the various frameworks could include any of the following, although these are not exhaustive.

- Orthography: <y> for <i> eg 'tyme', 'lyke', 'yf'; doubling eg 'wee', 'bee', 'woords', 'wel'; non-final S for <s> eg 'some', 'lesse'; <v> for <u> initially eg 'vs', 'vp'; omission and addition of <e> eg 'falne', 'bettred'; word divisions eg 'it self'; <c> in 'sencible'; 'then' for 'than'; lack of full stops and use of semi-colon and commas; summary in margin; use of ampersand and parenthesis
- Vocabulary: archaic or rare eg 'vnto', 'therein', 'thereby', 'albeit', 'withall', 'faine'; ironically lexis in the rewrite may be even more Latinate eg 'adopted' for 'mingled', 'excluded' for 'left out', 'improved' for 'bettred'
- Phraseology: not modern idiom eg 'stay and limit', 'falne', 'of late', 'put to'.
- Semantic change: eg 'language' for 'tounge', 'foreigners' for 'strangers', 'mingled' now usually for people not words, 'would' for 'should'
- Syntax: long sentence in the original with conjunctions eg 'and', 'but', 'which', 'if'; non-finite constructions eg 'saying...'
- Grammar: archaic third person singular present tense inflection eg 'hath'; declarative with 'do' eg 'do lyke'; post-modification 'since the tyme of Chaucer' may be rewritten as pre-modification eg 'since Chaucer's time'; negative in original with noun eg 'no language' rather than verb eg 'it isn't a language'.

Lower band answers may make limited links between language and function. The exploration may centre on one or the other or patchily on both. Higher band answers will generally show a greater awareness of historical context. Comments are more likely to be made relating to the needs of the audience of the rewrite.

Question 2:

2. The text is from *Positions Concerning the Training Up of Children* by Richard Mulcaster, 1581.
- (i) Rewrite the extract in modern English to appear in a book about child-raising.
- (ii) Select appropriate language frameworks and systematically analyse and evaluate the changes you have made, commenting on the usefulness of the approach you have taken.
-

AO2 In part (i), the question links with AO2 by providing the opportunity for candidates to rework a late sixteenth century extract on training children for a modern audience interested in child-raising. Lower band answers are likely to show misunderstanding of some of the original and may produce a word for word paraphrase with long sentences. Higher band answers should be able to transform the original into a fluent, modern idiomatic version with helpful attempts at the meaning of any obscure phrases so that it can be easily understood by a modern readership.

Part (ii) allows for a linguistic commentary explaining language choices.

AO3ii Candidates need to select frameworks appropriate to their analysis of the changes they have made when answering the second part of the question. Likely frameworks could include spelling, archaic vocabulary, 'polite' phraseology, semantic change and differences in grammar. Lower band answers may have a limited coverage of these or make inappropriate framework choices. They may concentrate on spelling. Evaluation could well be a repetitive summary rather than an assessment of approach. Higher band answers will choose relevantly and concentrate on a wide ranging analysis of the significant language levels. They are likely to delve more deeply into the reasons for the decisions they have made when re-working the material.

The analysis of features could include any of the following within relevant frameworks:

AO5ii

- Spelling: additional <e>s eg 'things', 'minde'; doubling eg 'healthfull'; elision eg 'curtsie'
- Vocabulary: archaic eg 'wherewith', 'herafter', 'upon', 'maidens', 'bestow'; metaphorical eg 'frute'
- Word structure: eg 'healthfull', 'traine'
- Phraseology: formulaic politeness eg 'give me leave', 'curtsie and kindnesse'
- Semantic change: eg 'furniture', 'furnished', 'preserved', 'sorts', 'admit', 'consider'.
- Grammar: subjunctives eg 'be appointed', 'they be content'; relative pronoun 'which' with people eg 'persons which'; modal 'shall'; objective form 'whom'; third person singular present tense ending eg 'claimeth'; 'But' starting a sentence; long sentences; use of colons; many passive and comparative constructions.

Lower band answers are likely to focus more on spelling and lexis. Answers may be observational and demonstrate a lack of awareness of the historical context. Higher band answers will be more wide ranging and will develop explanations of points more, relating forms to functions and context. In particular, comment might be made on gender issues. They are likely to be more confident in their discussions of semantic and grammatical change.

Section B: LANGUAGE TOPICS

Answer ONE question from this Section

This Section targets A04 and also assesses A01

AO1 See generic mark scheme for comments on quality of written communication. Answers are expected to be in essay format and show linguistic knowledge by using language terminology. Lower band answers may tend to stray and be unstructured. Higher band answers are likely to argue a case more coherently.

3. A Professor of Linguistics has recently written a book called *Why Can't Anybody Spell?*

Explore, with examples, the reasons why English speakers have difficulties with spelling. As a student of English Language, give your views about the title of the book *Why Can't Anybody Spell?*

AO4 This question links with AO4 by providing candidates with the opportunity to discuss the topic of spelling difficulties. Answers are likely to range through the various reasons for English spelling being regarded as difficult, for example, the mismatch between the number of letters and the number of sounds, borrowing from different languages with different conventions, spelling being 'frozen' a number of centuries ago, phonetic change meaning spelling does not match pronunciation, changing views towards correct spelling, the foibles of lexicographers in the past, homophones and homographs, some spellings reflecting lexical links rather than phonetic ones, and the range of accents of spellers. Some candidates may discuss issues relating to those with dyslexic tendencies.

Lower band answers may not explore the topic widely and in depth. They may be unable to substantiate with examples of words. Explanations will probably lack detail and may show confusion especially with regard to historical information. Views about the title of the book may be prescriptive.

Higher band answers are likely to be more wide ranging, with more examples and detailed explanations. Some of these answers may show proficiency in the use of the IPA. Views are likely to be considered and more balanced. They may show an awareness of the 'catchy' nature of the title of the book which overstates the case.

4. Last November, one local council changed the name of the ceremony for switching on their Christmas lights by using the phrase 'winter lights' instead.

Using this example and a range of examples of your own choosing, describe and explain why some words and phrases in 'politically correct' areas have been changed. Having studied English Language, give your views about such changes.

AO4 This question links with AO4 by providing candidates with the opportunity to discuss language and 'political correctness'. The lead-in to the question focuses on the religious aspect and changes in society, with a greater awareness that English speakers do not necessarily have a Christian background. Candidates are expected to comment on this example, even if briefly, although some lower band answers may not do so. The question asks for a range of examples, so examiners could expect a discussion from some or all of the areas linked to gender, race, age, disability, sexual orientation, mental health and so on. There is a huge range of possibilities. Examples might include 'headmaster', 'coloured', 'dodderer', 'spastic', 'queer', 'schizo' or similar illustrations.

Lower band answers may show a limited awareness of the range of areas, and may give few relevant examples. The discussion of context may be thin and the case argued could be difficult to follow or unbalanced.

Higher band answers will probably cover a range of areas or focus on a few areas but in some detail. They will generally show a good awareness of reasons for the changes and are less likely to be led astray by humorous or extreme examples. Some answers may include a technical description of word derivation and etymology. Views may be incisively or lucidly argued.

5. 20 billion text messages are sent around the world each month. An eminent academic claims to have already noticed a drop in standards of grammar and spelling, and confusion over style among his students.

Write an essay describing and giving examples of the language change brought about by text messaging. Give your views about whether the increase in the popularity of this mode of communication has brought about a decrease in its quality.

AO4 This question links with AO4 by providing candidates with the opportunity to discuss the effect that text messaging has had on English. Candidates are likely to be able to give plenty of examples of changes in spelling, punctuation, vocabulary and grammar. It is hoped that views will be descriptive rather than prescriptive, with an acknowledgement that language will change because of technology, and an awareness that this language change is neither progress nor decay. Candidates should also be able to comment on appropriate style or code-switching.

Lower band answers may be able to give examples but are less likely to be able to use technical descriptions when discussing many of them. Comments may be limited to spelling. Even where views are descriptive, there may be some lapses into prescription with an agreement with the question that language is declining in quality.

Higher band answers are likely to be able to give a wider range of examples of texting language, covering a variety of levels of language. More technical terms will be used in descriptions. The second part of the question is likely to be discussed in a more thoughtful way, with a greater likelihood of comments being made about changes of style in appropriate contexts. Views should be largely descriptive in stance.

6. A speaker in a recent radio programme suggested that school pupils should be taught to speak only Standard English, and that they should be taught to use an RP accent whenever appropriate.

Explain, with examples, some differences between Standard English, an RP accent and a local dialect and accent known to you. Comment on the opinion of the radio speaker regarding the teaching of Standard English and RP.

AO4 This question links with AO4 by providing candidates with the opportunity to discuss Standard English and RP alongside a local accent and dialect. The focus on describing Standard English may well be on features it has which are not in the local dialect. Typical grammatical examples could be single negatives, some verb endings and past forms, fewer or more pronouns, marked plurals, and so on. Comments about vocabulary may concentrate on the use of words in the dialect which are archaic or have an etymology relating to other varieties or languages, such as that spoken by the Vikings or various Anglo-Saxon tribes.

Key accent features in a number of local accents relate to dropping or adding certain consonants and displaying earlier or later stages of Great Vowel Shift monophthongisation or diphthongisation. Again explanations may relate to historical patterns of settlement. It is difficult to explain differences without the aid of the IPA but some candidates will attempt to do so.

Views about the relative ease of teaching a standard dialect as opposed to a standard accent may emerge. Most candidates are likely to be aware of the social reasons behind the statement in the lead-in to the question. An awareness of style shifting may be apparent.

Lower band answers may show some confusion between accent and dialect. They may concentrate on vocabulary and have some difficulties with points about grammar and accent. There may not be much awareness about the reasons for the differences. Views may lapse into prescription.

Higher band answers are likely to describe a wider range of features with examples and technical terms covering a variety of levels of language. The definitions of and background about Standard English and RP should be clearer but there is less likelihood of digression into learnt material which is not entirely relevant to the question. Views should be well argued and generally consistently descriptive.

Assessment Objectives for Unit 6

Bands/ Marks	AO4 understand, discuss and explore concepts and issues relating to language in use	AO1 communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression	AO2 demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made	AO3ii apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken	AO5ii analyse and evaluate variations in the meanings and forms of spoken and written language from different times according to context
Band 1 1-10	<ul style="list-style-type: none"> demonstrate limited ability to understand and explain specific concepts and issues have unadapted, vague and/or thin ideas explore in a totally or partially unconvincing way 	<ul style="list-style-type: none"> produce partially or totally incomprehensible written work show inaccuracy and lack of control make limited use of detailed terminology and exemplification show poor planning with some evidence of repetition 	<ul style="list-style-type: none"> demonstrate limited expertise and accuracy in writing for less familiar purposes and audiences with a tendency to add extraneous material or omit essential information show some insecurity in style and understanding of source material attempt to explain the choices made by drawing on limited knowledge of linguistic features but with a tendency to be non-linguistic 	<ul style="list-style-type: none"> demonstrate limited or no ability to select appropriate basic frameworks show limited, loose or no aims in applying the frameworks and exploring the material explore the frameworks minimally use non-evaluative comments about approaches taken 	<ul style="list-style-type: none"> demonstrate limited ability to analyse variation with a tendency to observe show partial or total misunderstanding of context demonstrate minimal ability to evaluate
Band 2 11-20	<ul style="list-style-type: none"> demonstrate some security in understanding of language issues and concepts discuss a range of ideas show a largely descriptive approach with some lapses 	<ul style="list-style-type: none"> produce mainly comprehensible written work with some lapses in argument show some accuracy and control make some appropriate use of detailed terminology with some exemplification show some evidence of shaping 	<ul style="list-style-type: none"> select appropriate style for less familiar purposes and audiences, although not consistently show partial assimilation of source material with some literal paraphrase relate some linguistic choices to explanations of their use 	<ul style="list-style-type: none"> show a choice of partially relevant frameworks for the study of language at different levels use narrow, diverse or over general aims explore the frameworks but with some inconsistencies use some evaluative comment 	<ul style="list-style-type: none"> attempt to analyse and evaluate some variation with some appropriacy demonstrate some security in understanding of more familiar texts demonstrate some ability to assess
Band 3 21-30	<ul style="list-style-type: none"> demonstrate consistency in understanding of concepts and issues show some depth of knowledge of a range of concepts and issues use a descriptive approach when discussing concepts and issues 	<ul style="list-style-type: none"> produce comprehensible written work produce largely accurate written work use detailed terminology with appropriate exemplification produce carefully organised responses 	<ul style="list-style-type: none"> adopt a largely appropriate and accurate style for a variety of less familiar, specific purposes and audiences show understanding of source material in carrying out editorial tasks draw on knowledge of linguistic features to explain in some detail and comment on choices made 	<ul style="list-style-type: none"> demonstrate appropriate choice of aims and frameworks apply the frameworks systematically, bearing aims in mind explore various levels in some detail draw relevant evaluative conclusions 	<ul style="list-style-type: none"> show a largely sound analysis of a fairly wide variety of texts demonstrate accuracy in discussing a range of texts with a growing awareness in a range of contexts show some evaluation
Band 4 31-40	<ul style="list-style-type: none"> demonstrate a thoughtful and consistent understanding which incorporates an overview explore in detail a wide range of specific concepts and issues show a descriptive approach and an awareness of different viewpoints concerning concepts and issues 	<ul style="list-style-type: none"> produce fluent and logical written work produce technically accurate written work use detailed and complex terminology with well chosen and thoughtful exemplification produce well ordered responses 	<ul style="list-style-type: none"> write in persona for a variety of specific purposes and audiences show comprehensive understanding of source material in carrying out editorial tasks explain and comment in detail on choices made, drawing on extensive knowledge of linguistic features 	<ul style="list-style-type: none"> show a clear overview and focus in the selection of frameworks apply the frameworks systematically with a clear focus on aims demonstrate some research skills in systematic exploration and detailed explanation show clear insight in evaluating approaches 	<ul style="list-style-type: none"> show thorough and detailed analytical skills in a wide range of texts demonstrate firm contextualisation of a variety of texts show thoughtful evaluation
Band 5 41-50	<ul style="list-style-type: none"> demonstrate complex understanding involving theories or research have incisive explanations in the exploration of a wide range of issues show balanced awareness of a variety of viewpoints 	<ul style="list-style-type: none"> produce lucid written work show great accuracy in written work make focused use of detailed and complex terminology with precise and effective exemplification produce cogent, engaged and well argued responses 	<ul style="list-style-type: none"> show expertise and great accuracy in writing in an individual and sustained manner for a variety of less familiar, specific purposes and audiences demonstrate in-depth understanding and judicious use of editorial skills to transform the source material into a new text use incisive and detailed linguistic comments on choices made 	<ul style="list-style-type: none"> demonstrate an effective selection of a range of significant frameworks apply the frameworks systematically to effective aims show precise, detailed and full exploration of the material with an awareness of alternative solutions and 'grey' areas demonstrate a questioning attitude with sharp insights into the usefulness of approaches taken 	<ul style="list-style-type: none"> analyse precisely and fully in all texts evaluate incisively note the complexity in variation and context

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