

# Mark Scheme (Results)

## Summer 2007

GCE

### GCE English Language (6374/01)

AO5ii Analyse and evaluate variations in the meanings and forms of spoken and written language from different times according to context

AO5ii is the most important Assessment Objective in this paper. See below for comments related to each question and note the generic mark scheme for band descriptions. As the generic mark scheme indicates, lower bands may analyse some of the language features possible with a concentration on lexis, layout and graphology. Their approach may be more content-orientated, with some paraphrase. Answers in higher bands may analyse a larger range of levels of language in greater detail with more accuracy and greater awareness of the contextual background. Confidence will be displayed more consistently over a wider variety of texts. Alternative explanations may be offered. The comments for specific questions are suggestions only. Please reward answers which contain valid points not mentioned in the specific mark scheme. Equally answers in higher bands do not have to include all these points.

AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.

AO1 is a generic Assessment Objective. See generic mark scheme for bands. The questions in this examination paper give the candidates the opportunity to show the quality of their written communication. Answers will be largely written in continuous prose and paragraphed, sometimes with sub-headings. Lower band answers are more likely to adopt a check-list methodology. Use of terminology may be less secure. Time will not necessarily be divided equally. Examples, where given, may be lengthy and not always appropriate. Texts may be treated entirely separately, or partial comparisons and contrasts may be made as the answer proceeds. A genuinely integrated treatment is more difficult and typical of higher band answers which may also be confident in use of terms, exemplification and levels of understanding and knowledge. The questions enable the use of a wide range of linguistic terminology.

AO4 Understand, discuss and explore concepts and issues relating to language in use.

AO4 is a subsidiary Assessment Objective in this examination paper. See overleaf for the concepts and issues related to each question and note the generic mark scheme for band descriptions.

## SPECIFIC MARK SCHEME

### Answer EITHER Question 1 OR Question 2.

1. Texts A, B and C all concern lions.

Analyse the language of the texts and the ways in which lions are described in them, taking into account relevant contextual factors.

**AO5ii** The question links with AO5ii by providing the opportunity for candidates to analyse and explore the language of texts from the sixteenth, twentieth and twenty first centuries. Although the texts are written versions, C records direct speech and B contains some speech-like features. Candidates are able to explore variations in language not only according to time and medium but to provenance (Britain, Africa and the U.S.), intended audience, and genre (early 'scientific' information / moralistic narrative / television journalism). All three deal with their subject matter rather differently.

Candidates may focus on some of the aspects of the texts discussed below. However, these features are indicative only - reward anything relevant, capable of substantiation and sensible.

#### Text A

- orthographical variation eg 'greeke', 'vocable', 'beastes'; they may well be confused, as they have been in the past, by 'divers'
- some lexical content reflects the era eg 'virtue', 'hundesmen'
- other terms create lexical field eg 'Mane', 'Lionesse', 'broode'
- unusual use of the article eg 'unless he is thoroughly an hungry'
- pronominalisation - ME relic 'hir', use of male and female third person singular
- slight semantic shift and redundancy eg 'barraine', 'lest'
- formality eg mode of address
- verb form eg 'he be'
- verb inflection eg 'sleepeth', 'sayth', etc
- construction of verb phrase eg 'bringeth forth'
- tone more subjective than modern scientific writing might be eg 'His vertue is in his heart', 'He is very gentle to man...'
- register appropriate to its time, but now seems outmoded eg 'should easily finde him out', 'she lesseneth every broode one'
- variety of sentence structure, including simple eg 'His strength is in his hed' to complex eg 'When he awaketh forth...' and double eg 'The *Lyon*...'
- some familiar metaphorical content eg 'the King'
- reference to learned source, 'Aristotle'.

### Text B

- orthographically standard
- lexis related to context eg name of grandfather 'Xugen-ddi', 'bushes', 'cave'
- movement between third and first person with shifts in narrative from recount to interior monologue
- moments of relative informality created by conversational aspects eg 'Can people have come to the cave?' contrast with other more formal aspects eg 'I can afterwards in the morning return home'
- clear sense of voice arising from lexical choice and phrasing as well as interior monologue
- serious tone occasionally leavened by mildly humorous moments of suspense eg 'And he felt about...'
- register appropriate to context, but seems almost stereotypical of a parable eg 'a man long ago did thus:' with some almost biblical inflections eg 'I will not call out to the people, for I do not know,' and the use of 'And' to start passages, almost like verses in the Bible
- some relic grammar eg 'if people they be'
- syntactical variation evident - lots of complex and double sentences eg 'And the man came...', 'And the lion had come first...'
- the treatment of the lion is a point of comparison with A, which is interesting, given the nearness of the context to the lion's actual habitat, compared with A, which seems to be making secondhand report
- candidates may comment on this form of English appearing to have some aspects generated through translation.

### Text C

- orthographically standard
- lexis strongly reflects context eg 'Komori Lodge', 'hunting reserves', 'Timbavati'
- some relatively formal terms eg 'destined', 'managed environment'
- use of first person eg 'We', 'me', 'I' and direct address 'you' contributes to conversational tenor
- structure typical of reportage but with added elements of conversational patterning such as question and answer sequences, minor non-fluency in Tucker's last utterance
- varied syntax eg simple statements such as 'Here at Komori Lodge...' combine with other types elsewhere
- some idiomatic terms eg 'trophy hunters'
- tone and attitude of Brown towards her interviewees may draw comment - her approach to Prinsloo is ironic, whereas she appears to see Tucker as a bit of a hero
- moments of inadvertent humour arise when Brown is bitten and there is a loaded and sentimental aspect to the final exchange.

Overall for A05ii, lower band answers may tend to concentrate on spelling, layout and lexis. Higher band answers are more likely to attempt grammatical and other analysis and to comment on the subtleties in tone, register and structure.

- AO1 Assessment of the quality of written communication, the methodological and organisational approach adopted by the candidates, their use of reference and the accuracy of their application of terminology should be used to help determine the mark. Judgements about levels of insight and understanding will also be highly useful here.
- AO4 The question gives the opportunity for candidates to discuss concepts connected with language change, medium, genre, and other issues, even if these aspects are explored indirectly. They may also cover the descriptive / prescriptive debate. Lower band answers in particular may lapse into judgmental attitudes. Higher band answers should be secure in their descriptive stances.

2. Texts D, E and F are all related to football.

Discuss the language of the three texts, taking account of their context and functions.

**AO5ii** The question links with AO5ii by providing the opportunity for candidates to analyse and evaluate language use related to a specific context and to explore the matters covered in the indicative content. The texts are an account from the sixteenth century (D), a written record of part of a television programme interview from the twenty first century (E) and a twentieth century website (F).

#### Text D

- orthographical variation apparent eg 'frendly', 'fyghte', 'waight'
- subject specific lexis eg 'play', 'recreation', 'sport', 'pastime'
- some distinct lexical change eg 'muthering' for murdering, 'picke' for pitch
- first person pronominalisation, but also direct address
- some inflection eg 'dooth', 'careth'
- semantic shift eg 'have him down', 'serve', 'counted'
- syntactical variation from complex to double eg 'I protest...', 'And he that can serve...'
- closes with question, which confirms the exasperated, even dismayed tone of the writer which commenced with the emphatic 'I protest...'
- almost rather delicate in distaste for the rough and tumble of the game eg 'though it be upon hard stones?'

Answers should recognise that this is Early Modern English and they will hopefully comment on the language use accordingly, without simply resorting to assertions about 'archaism', etc. There might be some mileage in contextualising the account in terms of its social and cultural frame, though as always, it is to be hoped that there will be some discrimination of judgement apparent in whatever generalisations may be made.

#### Text E

- orthographically standard
- strong lexical fields specific to region, religion and sport
- some very conversational features eg 'Hi', 'they kind of used to...'
- some idiomatic features in Afifa Saad's language eg 'mates', 'good on you,'
- some features of dialect grammar eg 'we got no problem', 'First day of training'
- almost more American than Australian at times eg 'I play striker', 'she's pretty awesome'
- obvious features of interview format include question and answer sequences.

Responses may sensibly consider the text in the relevant cultural light - broad generalization may be forgivable but answers which rely overly on stereotype are less likely to succeed. There may be some comment about the 'mixed mode' nature of the text - it is written, but has a conversational aspect.

## Text F

- mild orthographical non-standardness eg 'surprisely', 'millenium' due to writer 'over-reaching'
- lexical fields of football and region
- some features of the extract may be considered 'typical' of second language user eg 'Basis on the games so far...', 'In last night Group A final games'
- almost note-form at times, especially in the last paragraph
- hyperbole eg 'Farce of the millenium'
- conversational tenor eg 'Good luck to the indos'
- syntactical variation evident in type of sentences ranging from fragment to double eg 'Farce...', 'Thailand needing a draw...'
- prosodic feature in emboldening of 'farce'
- lack of standard punctuation, especially commas, may draw comment
- tone of the writer and the events which he so deplores create humour.

There are similarities in the personal natures of the texts and the attitudes of the various parties to the game which seem to suggest that it has managed to provoke similarly heartfelt responses over the intervening centuries.

Overall, lower band answers are more likely to concentrate on spelling, layout and vocabulary. Higher band answers may be more aware of significant grammatical and syntactical features. They are also more likely to comment on contrasts or comparisons within and between texts.

**AO1** Assessment of the quality of written communication, the methodological and organisational approach adopted by the candidates, their use of reference and the accuracy of their application of terminology should be used to help determine the mark. Judgements about levels of insight and understanding will also be highly useful here.

**AO4** The question gives the opportunity for candidates to discuss concepts such as language change, medium, genre, language use according to purpose, and audience. Higher band answers are likely to show a greater awareness than lower band answers of the background issues associated with the contexts of the extracts.

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
<b>Band 1</b> 1-10	<ul style="list-style-type: none"> <li>demonstrate limited ability to analyse variation with a tendency to observe</li> <li>show partial or total misunderstanding of context</li> <li>demonstrate minimal ability to evaluate</li> </ul>	<ul style="list-style-type: none"> <li>show minimally accurate expression and/or limited vocabulary</li> <li>use some inaccurate spelling, punctuation errors and loose sentence structure</li> <li>stray from the question partially or wholly</li> <li>repeat points and/or ramble in structure and illustration, with a tendency to narrate</li> <li>use minimal key linguistic terminology</li> </ul>	<ul style="list-style-type: none"> <li>show minimal awareness of major concepts and issues</li> <li>discuss general issues in a limited way</li> <li>demonstrate some confusion and errors in judgement</li> </ul>
<b>Band 2</b> 11-20	<ul style="list-style-type: none"> <li>attempt to analyse and evaluate some variation with some appropriacy</li> <li>demonstrate some security in understanding of more familiar texts</li> <li>demonstrate some ability to assess</li> </ul>	<ul style="list-style-type: none"> <li>use some accurate expression and some appropriate vocabulary</li> <li>show basically accurate spelling and punctuation and some fluency in sentence structure</li> <li>cover some relevant points</li> <li>show some organisation</li> <li>show limited accuracy in use of key linguistic terms with some illustration, even if long or sometimes inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate a limited understanding of some key concepts and issues</li> <li>discuss some familiar situations</li> <li>attempt to explore but with some lapses</li> </ul>
<b>Band 3</b> 21-30	<ul style="list-style-type: none"> <li>show a largely sound analysis of a fairly wide variety of texts</li> <li>demonstrate accuracy in discussing a range of texts with a growing awareness in a range of contexts</li> <li>show some evaluation</li> </ul>	<ul style="list-style-type: none"> <li>use technically accurate expression and appropriate vocabulary</li> <li>show mainly accurate spelling and punctuation with control over sentence structure</li> <li>answer mainly relevantly</li> <li>use logical argument and structure</li> <li>show a sound grasp of key linguistic terms and mainly appropriate illustration</li> </ul>	<ul style="list-style-type: none"> <li>show assured understanding of key concepts and issues</li> <li>discuss a range of situations</li> <li>explore with some consistency</li> </ul>
<b>Band 4</b> 31-40	<ul style="list-style-type: none"> <li>show thorough and detailed analytical skills in a wide range of texts</li> <li>demonstrate firm contextualisation of a variety of texts</li> <li>show thoughtful evaluation</li> </ul>	<ul style="list-style-type: none"> <li>use apt expression and vocabulary</li> <li>show accurate spelling, punctuation and well controlled sentences</li> <li>employ coherent organisation</li> <li>cover many relevant points</li> <li>use accurate key linguistic terms with effective illustration</li> </ul>	<ul style="list-style-type: none"> <li>show consistent understanding of key concepts and issues</li> <li>discuss a wider range of situations</li> <li>show effective exploration</li> </ul>
<b>Band 5</b> 41-50	<ul style="list-style-type: none"> <li>analyse precisely and fully in all texts</li> <li>evaluate incisively</li> <li>note the complexity in variation and context</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate some sophistication in expression and appropriate vocabulary</li> <li>use technically accurate spelling and punctuation with relevantly framed and well controlled sentence structure</li> <li>use well shaped organisation</li> <li>answer fully and relevantly</li> <li>show a wide-ranging accurate use of key linguistic terms with very apt illustration</li> </ul>	<ul style="list-style-type: none"> <li>show thorough understanding of key issues and concepts</li> <li>demonstrate an awareness of the complexity and range</li> <li>explore in detail</li> </ul>





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