Mark Scheme (Standardisation)
Summer 2008

GCE English Language (6376/01)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A: EDITORIAL

Answer EITHER Question 1 OR Question 2

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

AO1   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.

(Total 50 marks)

AO2   In part (i), this question links with AO2 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.

AO3ii   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 'toung', '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.

(Total 50 marks)

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.

AO5ii The analysis of features could include any of the following within relevant frameworks:

- Spelling: additional <e>s eg 'thinges', '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.

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?*

(Total 50 marks)

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.

(Total 50 marks)

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.

(Total 50 marks)

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.

(Total 50 marks)

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.

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	• 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	• 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	• 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	• 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	• 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	• demonstrate some security in understanding of language issues and concepts • discuss a range of ideas • show a largely descriptive approach with some lapses	• 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	• 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	• 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	• 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	• 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	• produce comprehensible written work • produce largely accurate written work • use detailed terminology with appropriate exemplification • produce carefully organised responses	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• analyse precisely and fully in all texts • evaluate incisively • note the complexity in variation and context