

# Mark Scheme (Results) January 2007

GCE

GCE English Language(6371/01)

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

Answer EITHER Question 1 OR Question 2.

1. Text A is a transcription of a conversation between three adults about a digital camcorder. Text B is taken from the inside cover of the novel *Daughter of Fortune* by Isabel Allende.

Describe and interpret the language features in Texts A and B. In your answer comment on how spoken and written language features suit both the audience and purpose.

Remember to make use of appropriate terminology.

(Total 50 marks)

---

- 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. Scripts 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 show awareness of the link between form and function and their response 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, interruptions
- latching on suggesting familiarity
- minimal responses: 'aha', 'yeah', 'mmm'
- filled pauses: 'em', 'er'
- back channelling: 'mmm'
- self correction: 'did you er (.) was it a recommended make'
- discourse marker: 'right'
- elision/contraction: 'you'd', 'd'you'
- ellipsis: 'used it quite a lot'
- deixis: 'how to use that'
- interrogatives: 'why d'you need to do that'
- declaratives: 'I need to video that'
- imperatives: 'look', 'open that door'
- adjacency pairs
- shared knowledge reflected in use of exophoric reference
- tag questions: 'don't I', 'didn't we'
- colloquial vocabulary: 'hey', 'stuff', 'yep', 'kids'
- subject specific: 'digital video recorder', 'viewfinder', 'lens cap', 'zoom'
- repetition: 'round (.) and round (.) and round',
- hedges: 'and that', 'stuff'
- idioms: 'she's no spring chicken'
- non-standard spelling reflects pronunciation: 'nah'
- prosodics: lengthened syllable used to heighten sound effect; stressed syllable to aid pointing 'that' and also used to command attention 'look'.

**Context:** the conversation is relaxed with obvious familiarity reflected in the lack of politeness strategies.

**Purpose:** speaker B wishes to receive instructions on how to use a digital camera. Speaker A issues instructions and reacts to the feedback from speaker B. C mainly asks questions seeking to learn at the same time.

**Audience:** the informal relaxed style with mainly monosyllabic, disjointed utterances suggests the participants are totally at ease with one another.

## Text B

Language features may include:

- declaratives: 'Isabel Allende lives in California'
- pronouns: third person 'she' and 'her' referring to Allende; 'You' and the reflexive 'yourself' used to encourage would-be readers
- first person reflects personal opinion
- a variety of sentence types used
- assonance: 'mean seam'
- alliteration: 'big bold', 'dazzling descriptive'
- metaphor: 'sink into the folds of her narrative'
- sustained metaphor: 'mined the .....nugget of a book'
- syndetic listing: 'Memory and imagination and myth'
- asyndetic listing: 'narrow, mean seam'
- pre-modification: 'good story', 'big bold nugget'
- post modification: 'tale of the heart', 'cast of colourful characters', 'the story remains fresh and original'
- adverbs: 'well told',
- rhetorical question: 'Who has any resistance to Isabel Allende's stories?'
- comparisons made to writers and artists: 'she echoes Balzac'.
- repetition: 'It seduces and beguiles in exactly the same way that romantic novels are supposed to seduce and beguile'
- repetition of certain words: 'storyteller', 'story'
- polysyllabic lexis
- hyperbole: 'the tumult can be exhausting'
- antithesis: 'the beginning of a journey of self-discovery, not the end', 'high-class soirees to brothels, revolutionary meetings and opium dens'
- intensifier: 'very'
- comparatives: 'harder'
- superlatives: 'best'
- punctuation: a range used
- typography: italics used for names of newspapers and titles of books.

**Context:** as the inside cover of the novel it provides factual biographical information and then opinion in the form of reviews.

**Purpose:** it encourages the prospective buyer to purchase and read the novel. It aims to inform, persuade and promote.

**Audience:** the prospective reader.

- 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 the language, their use of terminology and their coherence. Higher band answers will reflect clear understanding of the study of language in a response, confidently using the appropriate terminology. A well organised answer may take the form of an essay, but could also be constructed under headings. Candidates should provide relevant evidence from the texts to support their comments.
- AO4** Candidates will satisfy this assessment objective by demonstrating a descriptive rather than a prescriptive approach to language in their ability to comment on: differences between spoken and written language, perceived audience and purpose relating to language use. Lower band answers may demonstrate some awareness that language varies according to use. Higher band answers will show full awareness of the two modes and their differences. Candidates will demonstrate their knowledge of the complexity of the texts justifying their views through exploration of language in use.

2. Text A is an extract of a conversation between two adults.  
Text B is an extract from *The Highway Code*.

Describe and explain the distinctive language features of Texts A and B.  
In your answer comment on the ways in which the spoken and written language features are adapted to the nature of their context, audience and purpose.

Remember to make use of appropriate terminology.

(Total 50 marks)

---

- A05i** Candidates are asked to describe and interpret the distinguishing language features of the texts demonstrating in their answer the ability to distinguish between the written and spoken features. Scripts 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 show awareness of the link between form and function and their response 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, interruptions
- latching on reflects familiarity
- minimal responses: 'hm', 'hey', 'mmm'
- filled pauses: 'em', 'er', 'y'know'
- self correction and reformulation: 'came over in the fifties (.) very similar (.) looking for work (.) very similar'
- discourse marker: 'so'
- adjacency pairs
- tag question: 'shall I'
- hedges: 'and that'
- elision/contraction: 'd'you', 'I'll'
- ellipsis: 'aim for reasonable (1.0) price wise', 'next month okay'
- non-standard spelling reflects pronunciation: 'dunno', 'nah'
- colloquial language: 'me kip', 'knackered', 'right laugh', 'sure', 'funny y'know', 'are you game', 'let me tell you about it'
- subject specific: 'weekend away', 'recommended hotels', 'accessible'
- non-standard syntax: 'are you not knackered'
- deixis: 'that', 'this'
- vocative: 'Babs'
- shared knowledge: 'I'll let the girls know'
- topic change
- prosodics: lengthened syllable used to intensify initial lack of interest 'nah' and used for dramatic effect on 'absolutely'; stress on 'luxury' heightens dramatic effect and 'this' is presumably accompanied with hand gestures
- paralinguistics: laughter demonstrates the casual nature of the conversation.

**Context:** relaxed conversation between two female friends. The conversation develops naturally so that more than one topic is discussed.

**Purpose:** discourse is primarily transactional and information is exchanged as specific questions are asked.

**Audience:** the participants in the conversation.

## Text B

Language features may include:

- pronouns: direct address 'you' used when giving instructions (points a to f); children referred to as 'they' in the informative introduction; 'It' refers to the Green Cross Code; reflexive 'themselves'
- simple sentences in the main with use of minor sentences for highlighting sections; some compound and complex sentences used to elaborate on detail
- declarative sentences give information: 'The Green Cross Code gives advice on crossing the road.'
- imperatives: 'Stand on the pavement near the kerb.'
- Imperatives softened by initial adverbs: 'First find'
- modal: 'should', 'can', 'will'
- conditional: 'if anything is coming'
- present tense
- adverbs: 'see you clearly', 'quickly', 'safely'; adverbs of place: 'near', 'across', adverbs of degree: 'how far', 'how far away', 'too close'
- intensifier: 'very quickly'
- comparatives: 'safer'
- pre-modification: 'safe place'
- listing: 'subways, footbridges, islands ...'
- parenthesis: '(see Rule 23)'
- subject specific lexis: 'traffic', 'road', 'Zebra', 'Pelican and Puffin crossings', 'traffic lights'
- repetition 'looking and listening', 'safe', 'traffic'
- punctuation: use of dashes
- graphology: information subdivided, sequential organisation
- typography: main instruction in bold, additional details in ordinary type.

**Context:** the information is provided in a booklet.

**Purpose:** referential, to inform and instruct.

**Audience:** can be used by parents to teach or a general audience.

**A01** 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 evidence from the texts to support their comments.

**AO4** Candidates will satisfy this assessment objective by demonstrating in their response the appropriate attitude towards the study of speech and writing by following a descriptive approach. Lower band answers may demonstrate an awareness that language varies according to use. Higher band answers will be fully aware of the differences between spoken and written language and how it changes to suit audience and purpose. They will also be able to justify their views.

Bands/ Marks	AO5i distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context	AO1 communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression	AO4 understand, discuss and explore concepts and issues relating to language in use
Band 1 1-10	<ul style="list-style-type: none"> <li>show minimal ability to distinguish and describe some variation</li> <li>misinterpret some or all texts</li> <li>demonstrate minimal awareness of context</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>
Band 2 11-20	<ul style="list-style-type: none"> <li>show some ability to distinguish and describe</li> <li>demonstrate some relevant interpretation of some texts</li> <li>attempt to link some language forms to functions and contexts in a limited way</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>
Band 3 21-30	<ul style="list-style-type: none"> <li>describe a range of forms and meanings with some accuracy</li> <li>show awareness of context</li> <li>be able to compare and contrast varieties</li> <li>demonstrate largely sound though underdeveloped interpretations</li> </ul>	<ul style="list-style-type: none"> <li>answer mainly relevantly</li> <li>use technically accurate expression and appropriate vocabulary</li> <li>show mainly accurate spelling and punctuation with control over sentence structure</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>
Band 4 31-40	<ul style="list-style-type: none"> <li>identify, describe and distinguish clearly</li> <li>show with accuracy a thoughtful awareness of context</li> <li>describe a wide range of contrasting meanings and forms</li> <li>link meanings and forms to a thoughtful interpretation</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>
Band 5 41-50	<ul style="list-style-type: none"> <li>make effective and accurate descriptions and interpretations</li> <li>show a detailed awareness of context</li> <li>differentiate the meanings and forms thoughtfully and in detail</li> <li>use wide ranging evidence</li> <li>link meanings and forms seamlessly</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>



