

# Mark Scheme (Results)

## January 2008

GCE

### GCE English Language (6371/01)

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

Answer EITHER Question 1 OR Question 2.

1. Describe and interpret the distinctive language features of Texts A and B. In your answer comment on the ways in which the spoken and written language features are adapted to suit the context, participants/readers and purpose.

Remember to make use of appropriate terminology.

(Total 50 marks)

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**AO5i** Candidates are asked to describe and explain 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 may show some awareness of the link to context. Higher band answers will show awareness 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 eg overlapping
- latching on: suggesting familiarity in the family situation
- minimal responses: 'mmm'
- filled pauses: 'er', 'em'
- self correction: 'got the trains (.) got the names of the trains'
- initiator: 'now'
- repetition: for reassurance 'okay okay'
- elision/contraction: 'I'm', 'don't'
- elliptical phrases: 'Thomas my favourite', 'I like blue train'
- non-standard grammar: 'he's broke'
- deixis: 'this Mum', 'here'
- pronouns: reference to the train using name, third person 'he' and 'it'
- self-reference: 'watch how Mummy's ...'
- interrogatives: 'what do you want'
- declaratives: 'I'll put the washing down'
- imperatives: 'put it down', 'look'
- orders prefaced with the exclamative 'no', 'no wait'
- adjacency pairs
- colloquial vocabulary: 'yucky fingers', 'poor old Gordon'
- metaphor: 'butter fingers'
- basic vocabulary mainly mono and disyllabic
- premodification: 'red train', 'green one'
- vocative: direct address used by children and mother to draw attention
- terms of endearment: 'love'
- prosodics: lengthened syllable used to draw attention
- paralinguistics: giggling from the little girl.

**Context:** the conversation is informal and reflects the dynamics in a family. The children are playing with their toys whilst the mother is dealing with the laundry before her help is requested. The situation is used to deal with their requirements and to teach them.

**Purpose:** the children request the help of their mother and the ensuing exchanges enable the mother to impart information to the children.

**Audience:** the participants are related and are familiar with one another. The mother directs the conversation in places.

## Text B

Language features may include:

- pronouns: 'our', 'we' (self referral); 'they' (referring to swimming clubs), 'its' (referring to another pool); direct address 'your', 'you'
- present tense: simple present
- sentence type: a range of sentence types including minor
- declaratives: 'Swimming is a perfect part...'
- exclamatives: ... 'to build water confidence with floats, toys and fun!'
- modals: 'may be' (used to indicate choice), 'you can enjoy', 'you can take advantage'
- listing: 'Lane Swimming, Club Swimming and Swim Time' and 'babies, toddlers and parents'
- alliteration: 'perfect part', 'specific sessions', 'Family fun', 'swim safely'
- imperatives: 'Splash out', 'Don't forget', 'Contact your local pool now'
- politeness strategies used to soften some imperatives: 'Please note', 'Please refer'
- elision: 'Don't forget', 'There's no excuse'
- ellipsis: headings are explained using elliptical phrases '**Aquafit** [is] Rhythmic exercise to music'
- pre-modification: 'perfect session', 'great stamina builder'
- subject specific lexis: 'active lifestyle', 'stamina builder', 'toning', 'cardiovascular workout'
- colloquial language: 'kids'
- pun: 'water babies'
- repetition of certain lexis to establish name: 'Swim Programme', '...Splash'
- typography: headings in bold to introduce the various sessions available.

**Context:** the local authority provides information about the swimming activities offered.

**Purpose:** the sheet has a dual purpose: to provide information about local swimming activities available and also to promote and positively encourage a healthier lifestyle with the focus being on enjoyment.

**Audience:** the facts are presented in a style that will appeal to a wide audience.

- 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 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: 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. Describe and interpret the language features in Texts C and D. 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)

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**AO5i** 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 may show some awareness of the link to context. Higher band answers will show awareness 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):

- non-fluency features: overlapping
- latching on: reflects familiarity
- minimal responses: 'okay'
- back channelling: 'mmm (.) yeah'
- filled pauses: 'em, er', 'like'
- self correction and reformulation: 'if you're looking for (2.0) d'you wanna go ...'
- discourse markers: 'right'
- elision/contraction: 'you're', 'd'you'
- ellipsis: 'over their house'
- anaphoric reference: 'remember we saw it...'
- deixis: 'like that', 'there's a good one here'
- demonstrative pronouns: 'that', 'those'
- repetition: 'no (.) no (.)' for emphasis
- adjacency pairs
- imperatives: 'look'
- interrogatives: 'what's that like...'
- declaratives: 'this one comes out as being the best'
- shared knowledge: '...one of those home cine. cinemas like (1.0) Michael and Gillian have...'
- colloquial language: 'do you fancy getting', 'I'm easy', 'flip through', 'best off getting'
- subject specific lexis: 'DVD', 'home cinemas', 'hi fi', 'speakers', 'CDs', 'LCD'
- non-standard spelling reflects pronunciation: 'wanna', 'yeah'
- prosodics: lengthened syllable emphasises the negative 'no'; stressed words direct attention: 'here **this**'
- indecipherable speech: muffled reading.

**Context:** The conversation is informal and reflects familiarity and shared knowledge.

**Purpose:** Speaker M wishes to inform whilst speaker F tries to broaden knowledge by questioning. The text is also transactional.

**Audience:** the participants are very familiar with each other as reflected in the constant overlapping, latching on and interrupted utterances.

## Text D

Language features may include:

- proper nouns: 'Hornbeam', 'England', 'Somerset and Wales' add authenticity
- nouns in apposition: 'Hornbeam *Carpinus betulus*'
- latinise lexis
- subject specific lexis: 'pollarded or coppiced', 'buds', 'lobed bracts'. Glossary explains some words
- polysyllabic lexis
- present and past tense
- variety of sentence types used
- modal: 'can grow to 30m'
- declarative sentences: statement of facts
- pre-modification: 'mature trees'
- predicative qualifiers: 'the buds are slender and pointed'
- alliteration: 'sends up stands of snake-like', 'long lobed', 'hard horn-like'; other alliteration is incidental: 'beech buds'
- comparative: 'smaller' used twice; other comparisons made and clarified using examples: 'The buds are slender and pointed, like beech buds, but smaller, and often chequered brown and green.'
- simile eg 'like bunches of tiny bells'
- hyphenated words: 'snake-like', 'horn-like', 'leaf-fall'
- compounded words: 'hornbeam', 'windmills'
- parenthesis
- adverbial of time: 'often' repeated throughout
- graphology: images supplement the information
- typography: italics used for latinise lexis and bold type highlights the name of the species.

**Context:** extract from a 'pocket guide' to trees.

**Purpose:** to provide information about different species of tree to aid identification as well as supply basic details.

**Audience:** people with an interest in the countryside and trees.

- 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. As in Question 1 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 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.

**Assessment Objectives for Unit 1**

<b>Bands/ Marks</b>	<b>AO5i distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context</b>	<b>AO1 communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression</b>	<b>AO4 understand, discuss and explore concepts and issues relating to language in use</b>
<b>Band 1 1-10</b>	<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>
<b>Band 2 11-20</b>	<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>
<b>Band 3 21-30</b>	<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>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 31-40</b>	<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>
<b>Band 5 41-50</b>	<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>



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