

Sample Assessment Materials

September 2007

GCE English Language

**Edexcel Advanced Subsidiary GCE in English Language
(8EN01)**

First examination 2009

Edexcel Advanced GCE in English Language (9EN01)

First examination 2010



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A Introduction

These sample assessment materials have been prepared to support the specification.

Their aim is to provide the candidates and centres with a general impression and flavour of the actual question papers and mark schemes in advance of the first operational examinations.

B Sample question papers

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SECTION A: LANGUAGE AND CONTEXT

Read the data provided on Pages 2–5 of the Source Booklet and answer the following questions.

1. The text messages were sent to the same person over a few weeks in 2007.

In your response you must refer to these text messages.

For Example

Extract: Nice! Cheers! ≤3

[Person B Text message 9, page 3]

(i) Describe two features of this text message.

1. ≤3 is an emoticon
2. use of graphology to represent sentiment.

(ii) Identify **one** more example of this type of language use from the data provided in the source booklet;

For each of the extracts given:

- (i) Describe two features of this text message.
- (ii) Identify **one** more example of this type of language use from the data provided in the Source Booklet.

- (a) Extract: Yes sounds good

[Person A Text message 4, page 2]

- (i) 1
- 2 **(2)**
- (ii)
- **(1)**

(b) Extract: **Be there** in 10

[Person A Text message 6, page 2]

(i) 1
2 (2)

(ii)
..... (1)

(c) Extract: See **u** soon.

[Person B Text message 3, page 3]

(i) 1
2 (2)

(ii)
..... (1)

(d) Extract: I don't fancy **it**.

[Person C Text message 3, page 4]

(i) 1
2 (2)

(ii)
..... (1)

(e) Extract: **Food chokingly** funny.

[Person D Text message 4, page 5]

(i) 1

2

(2)

(ii)

.....

(1)

(Total 15 marks)

Q1

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3. What does the language use reveal about the identity of the writer?

In your response, you must refer to Person D on page 5 of the Source Booklet.

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blank

Dotted lines for writing.

Q3

(Total 10 marks)

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4. Who wrote Text Message X?

Text Message X

Nice. I figured meadowhall wouldn't be a fount of creativity. Just heading down to firth park and beyond.

Explain your decision by comparing the language use of Text Message X with significant features of the language use in the data given on Pages 2–5 of the Source Booklet.

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Q4

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(Total 15 marks)

TOTAL FOR SECTION A: 50 MARKS

SECTION B: PRESENTING SELF

Read the two texts A and B on pages 6–7 of the Source Booklet and answer the following question.

- 5.** Analyse and compare the ways in which each writer / speaker of text A and B presents herself.

In your response you should include reference to any relevant theories and research.

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Unit 6EN01/1 focuses on the Assessment Objectives A01, A02 and A03 listed below:

| Assessment objectives | AO % |
|---|-------------|
| A01 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression | 25 |
| A02 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches | 25 |
| A03 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language | 50 |

Paper Reference(s)

6EN01/1

Edexcel GCE

English Language

Advanced Subsidiary

Unit 1: Language Today

Sample Assessment Material

SOURCE BOOKLET

Printer's Log. No.

N32854A



W850/XXXX/57570 3/2/2/2

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SECTION A: LANGUAGE AND CONTEXT

Materials for Questions 1, 2, 3 and 4

Text messages from Person A

Text message 1

Jarvis cocker is in my bar...

Text message 2

Ok. Here goes: alloo gobi. Chicken Tikka masala. Chicken vindaloo (or something quite spicy at any rate). 2 Naan. Some Chapatti. Some rice. And maybe 2 Bhaji. And obviously whatever you would like. Thank you!

Text message 3

Ok will do

Text message 4

Yes sounds good, i'll make sure they're fed

Text message 5

Ok I'll check it out

Text message 6

We're on our way now. Kisa was fine but not very well received. Be there in 10

Text message 7

Ok. Might be easier u to call mine tho. Either way i'll see you soon

Text message 8

?!! How's that even possible? When does the new one get found?

Text message 9

On our way part bay horse now. The appointment is @ 2. we have brown bread too

Text message 10

How's everything going for you? We got the tiles today. Also we're not going to make it to beccy's do as kisa is babysitting maisy and i'm working sorry

Text message 11

Nearly ready. Let me know when you get off bus and i'll meet you, (if you want to save a little time)

Text message 12

Ok I think its on properly. ;)

Text message 13

Will do. I'll get them by tomorrow

Text message 14

Just got your txt. I'm alright for the lift thanks

Text message 15

Getting the bus in a minute. Should be home in the next 45 minutes. I hope Spikes been ok for you (and himself)

Text message 16

Yeah it was good. Not quite what i expected but good. We're on the 75 that drops us off by the pheasant.

Text messages from Person B

Text message 1

Spike poorly. Slept with jonny and i last night. Just making breakie now. Need to get to a store @ some point for milk, etc. but i reckon we'll mostly hang in living room since its warmest. ;)

Text message 2

Wanna come round for lu around 12 or 1? ;)

Text message 3

Already did.
Cheers! See u soon.
;)

Text message 4

Doors unlocked.
Spikey sleeping.

Text message 5

When were u planning to bring lu back? <3

Text message 6

U can collect lu @ half 9. not sure what i'm doing about spike yet. He was up a few times last night and miserable and covered in snot this morning. Which sucks cuz i had a bunch to do today- not that that's going very well either. :(

Text message 7

How are u guys making out? Will we see ya soon? <3

Text message 8

We're getting up now. If u took them to museum, how soon do u want to go? I'm gonna get in tub while jonny feeds them. Are u sure u'll be okay with the 2 of them? ;)

Text message 9

Just got that. Anyway i'm finishing up here, them i'll dress the kiddies and head down. ;) Nice. Cheers! <3

Text message 10

Not feeling too hot myself. But we all kinda ate same things so...

Text message 11

Hi! Hope ur having a good day @ work. Just wanted to let u know that both kiddies are @ school. Hopefully they'll stay til 4. I'm working on my act and tommy is loading the skip! Horray! <3

Text messages from Person C

Text message 1

Happy birthday to you. Birthday lunchen this week?

Text message 2

Is tonight still a goodun.

Text message 3

I think I'll be away, but I don't fancy it. I'm with my sis, call u when I get back.

Text message 4

Haven't had enuf interest yet. Viv never made it. I bought books from both, u can peep anon.

Text message 5

Our Jarvis is editing Observer music mag.

Text message 6

Had 2 texts from u at 1, but 2 blank screens also, which wuz pizzling!

Text message 7

Big stress. Can meet 7ish.

Text message 8

Fancy the Sizzlers Swing Orchestra tonight?

Text message 9

Been doing ferry things sans phone. I like going out with u 2, but no fan of our Sasha. Say 11 ziz.

Text message 10

Got tickets.

Text message 11

Hi, i'm at my sisters, back sat. yes lets do summit, which day do u go.

Text message 12

See u then. Yes i spotted it, even tho i'm in the room at the top.

Text message 13

Macfly are doing the openair concert, glad I'll be locked indoors.

Text message 14

Alles in Ordnung bei Dir?

Text message 15

U into Joanna Newsom, she plays Man Jan 15.

Text message 16

Nope, call me when u hit the ranch.

Text message 17

Call u am, off to French

Text messages from Person D

Text message 1

Am stood in arrivals hall in Luxor, v exciting. 7 pampered nites down th Nile with silent flunkies. Appalling but i need a quiet sojourn. Wil ring u wen I get bak. Xx

Text message 2

Alz, glad 2 hear ur alive nd flourishin. Egpt was discomfitin nd half hol was toiletbound til 3 days ago. Big Si got marid 5 days ago, i best man 4 6th time. Wil speak soon. R xx

Text message 3

Al, nt sure wat u meam by use u tube nd cambridg uni? Want 2 c borat bt am havin v quiet time in hills near scarboro so nthin 2 do culturally. Wat was kisa's comedy republic? How r u otherwise? R x

Text message 4

als,drop everything immediately,go 2 a bookshop nd buy 'its ur time ur wasting' by frank chalk. Food chokingly funny. Honest. If u don't like it u can hav my house

Text message 5

Al, I'v just dribbld nd dropped th book in this proper little Czech café. wer r u? I need a small rest. R u doin sumthin gud?

Text message 6

Als, soz had 2 rush off,lunchwaitin,gud 2 talk. I'm bak in eng next week so wil get it then. Superbamundo

Text message 7

Luvly. Its my turn,no disputations, pleas. That veggie place? Wil txt as i begin my snailing on train.

SECTION B: PRESENTING SELF

Materials for Question 5.

Text A is from *Bliss* magazine (October 2006), aimed at teenage girls. Sophie Price is the sister of the model and celebrity, Katie Price, known as Jordan

Text B is the beginning of a statement made by Cherie Blair on Tuesday, 10 December, 2002, in response to critical comments in the media. Her husband, Tony Blair, was Prime Minister at the time.

TEXT A

SOPHIE PRICE

welcome to my column!

Hey guys!

I've been going on quite a few girlie nights out lately. It's the best way to catch up, now I'm not seeing my mates every day at school. They're at college now and I miss not chatting to them all the time – but I know we'll always keep in touch. Hopefully we'll be moving into our new house soon. It wasn't ready on time, so we've been staying at Katie's for a while. It's a bit cramped with me, my mum, dad, Pete, Kate and the kids. I can't wait to finally have my own room again! Catch ya next month!

Sophie X

5

10

TEXT B

“In view of all the controversy around me at the moment, I hope you do not mind me using this event to say a few words.

You cannot have failed to notice that there’s been a lot of allegations about me and I have not said anything.

But when I got back to Downing Street today and discovered that some of the press are effectively suggesting that I tried to influence a judge, I knew that the time had come for me to say something. 5

It is not fair to Tony, or the government, that the entire focus of political debate at the moment is about me.

I know I am in a very special position. I am the wife of the prime minister, I have an interesting job and a wonderful family, but I also know I am not superwoman. 10

The reality of my daily life is that I am juggling a lot of balls in the air - some of you must have experienced that.

Trying to be a good wife and mother, trying to be the prime ministerial consort at home and abroad and being a barrister, a charity worker. 15

And sometimes some of the balls get dropped. There just aren’t enough hours in the day. I choose my friends carefully and Carole Caplin has been a trusted friend and support to me as I have tried to adapt to the pressures of my public role and to do Tony and the public proud.

When I was just a barrister, I didn’t spend much time worrying about how I looked, but I found out quickly when Tony became leader of the Labour Party that I had to get my act together and Carole has been a great help in that. 20

When she told me that she had a new boyfriend and she seemed happy with him and later was expecting his baby, it really didn’t cross my mind that he was going to land me in the mess I am in now.

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SECTION A: LANGUAGE DIVERSITY

Answer ALL questions.

Read the data provided on page 2 – 3 of the Source Booklet and answer the following question.

1. (a) Read Text 1 and answer the following question.

Select **two** examples which represent different key constituents of language.

Using these examples identify and analyse the differences between the English used in the period that Text 1 was created and current English.

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(10)

(b) Texts 2 and 3 are examples of an expert addressing a non-expert audience.

Analyse and comment on what these texts show about the changing attitudes towards experts, using your knowledge about the ways in which meaning is influenced by context.

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(Total 50 marks)

Q1

TOTAL FOR SECTION A: 50 MARKS

Grading boxes.

SECTION B: CHILDREN'S LANGUAGE DEVELOPMENT

Answer ALL questions.

Read the data provided on pages 4 – 8 of the Source Booklet and answer the following questions.

2. (a) Written text communicates with its recipients differently from spoken text.
- (i) Identify and describe **two** things that suggest Text 4 and Text 5 are examples of emergent writing rather than drawings.

1.
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2.
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(6)

- (ii) Identify and describe **one** important aspect of this form of communication that Sammy has understood in Text 6.

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(4)

Dotted lines for writing.

Paper Reference(s)

6EN03/1

Edexcel GCE

English Language

Advanced

Unit 3: Language Diversity and
Children's Language Development

Sample Assessment Material

Source Booklet

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SECTION A: LANGUAGE DIVERSITY

TEXT 1

Question 1

This extract is from Sir Thomas Elyot's *Castel Of Helth*, which is an early handbook of physiology, hygiene and diagnostics, published in 1539.

Of humours

In the body of man be foure principal humours, which continuyng in the proporcion, that nature hath lymitted, the body is free frome all sycknesse. Contrary wise by the increase or diminution of any of theym in quantitie or qualitie, ouer or vnder theyr naturall assignement, inequall temperature commeth into the bodye, whiche sicknesse foloweth more or lasse, accordyng to the lapse or decaye of the temperatures of the sayd humours, whiche be these folowyng

| | |
|---------|------------|
| Bloudde | Choler |
| Fleume | Melancholy |

The following texts are the introductory sections from books written by doctors for use by the general public in the home.

TEXT 2

This text is from *The Household Physician* by J. M'Gregor-Robertson, first published in 1893.

INTRODUCTION

An Attempt to Explain in Clear Language what "Health" is, and how "Disease" differs from it; with an Account of Modern Methods employed in the Detection and Treatment of Disease.

"Will you describe to me, in a few plain words, what you mean by 'Disease'? To-day I feel well, to-morrow I, the same man, feel ill; what has made the difference? What does 'Health' itself mean, I want to know? Can't you doctors explain these things in words simple enough for any ordinary person to understand?"

This is a kind of talk with which medical men are familiar, and the persons who use it are mostly 5
unreasonable, for they will not, as a rule, take the time or the trouble to try to understand, however
plainly the explanation be given. They want a whole science, and one of the most difficult of
sciences, boiled down into half a dozen sentences, and they want to understand it without the
trouble of thinking. Yet these same persons would never think of button-holing a shipbuilder and
asking him, in a few plain words, to explain the construction of a battle-ship, though the elaborate 10
mechanism of a battle-ship is less complicated than that of the human body.

Nevertheless we accept the challenge, and are willing to explain, in plain language, though it
cannot be done in a few words, what "health" means and what "disease" is. But we are entitled to
ask our questioner to sit down and use his brains, and because we are to use plain language our
words must be many rather than few, for technical words are short cuts, and if we are not permitted 15
to use them, we must go round about in the endeavor to substitute simple ones.

But if our questioner will read with patience, and will not grow weary with repetitions, we shall undertake to guide him to the comprehension he seeks. For we must guide him along a pathway every step of which is probably strange to him, and he must be content to go along it step by step. He must not grow impatient, and think he may hurry here, and skip a bit there, for if the road over which we shall lead him is to be made quite plain to him, we must often make him look back to familiarize him with it. 20

It is not easy to explain in general non-technical language the purpose of the various organs of the body, or to give a general idea of the way in which these organs are related to one another. Yet such a general idea would be valuable, and ought to be of interest to every person of ordinary intelligence. In any case it seems necessary to attempt such an explanation, since most men and women, who think at all of their bodily mechanism, will attempt to form some notion of these things, which is certain to be of a very crude kind, if they have no assistance in the effort. 25

TEXT 3

This text is from *The Complete Guide to Symptoms, Illness and Surgery* by Dr H. Winter Griffith first published in 1985.

Take Care of Yourself

As a patient, you can and should share responsibility with your doctor for your medical care. Knowing the “what,” “why,” and “how” of an illness enables you to get maximum benefit from your medical treatment.

Several years ago, I set a personal goal to translate complicated, technical medical information into up-to-date, easily understood information that any interested layman could use. *Complete Guide to Prescription and Non-Prescription Drugs*, published by HPBooks in 1983, was a major step toward that goal. The public’s response to that effort has been overwhelmingly positive.

This book is another major step. It has evolved out of more than 25 years as a family doctor and teacher, answering questions of patients and medical students.

CHANGING TIMES

Early in my practice, patients would come to me for help with the attitude, “Do something to make me better.” At that time, my attitude—and that of most colleagues—was, “Do what I tell you and things will get better—but don’t ask too many questions. A little knowledge is a dangerous thing.” We had been trained to be authoritarian in our dealings with patients.

These attitudes are self-defeating. Fortunately, they are changing, and enlightened medical professionals welcome this change as an important way to improve health care.

Many thoughtful and assertive patients have taught us they wish to be more involved. They don’t want to be passive and powerless in matters that affect their own bodies. They don’t want instructions or advice that is incomplete or lacking in credibility. They seek—and sometimes demand—enough information so they can think for themselves and participate in important medical decisions affecting them.

I wrote this book—with the help of many friends—for those persons who want additional responsibility for their own health and that of their families.

THE INFORMATION GAP

The information in this book barely scratches the surface of all information in medical literature. It is a scant amount of the knowledge doctors have acquired. In addition to a medical education, most doctors have extensive clinical experience—and ideally, a great deal of wisdom and compassion.

But somehow, and sometimes for justifiable reason, a doctor’s medical information does not get translated and transmitted into usable form for the most important member of the health-care team—the patient.

Even when information *is* competently conveyed to the patient by a doctor, nurse or other health professional, the patient has no follow-up written checklist to remind and reinforce what he or she has learned. This book is intended to provide you with the missing checklist and to supplement information you have received from your doctor.

SIMPLE, CONCISE INFORMATION

Condensing the available mass of medical and surgical knowledge into one volume has required much simplification. I have tried not to omit major facts and concepts, but of necessity, many details have been left out.

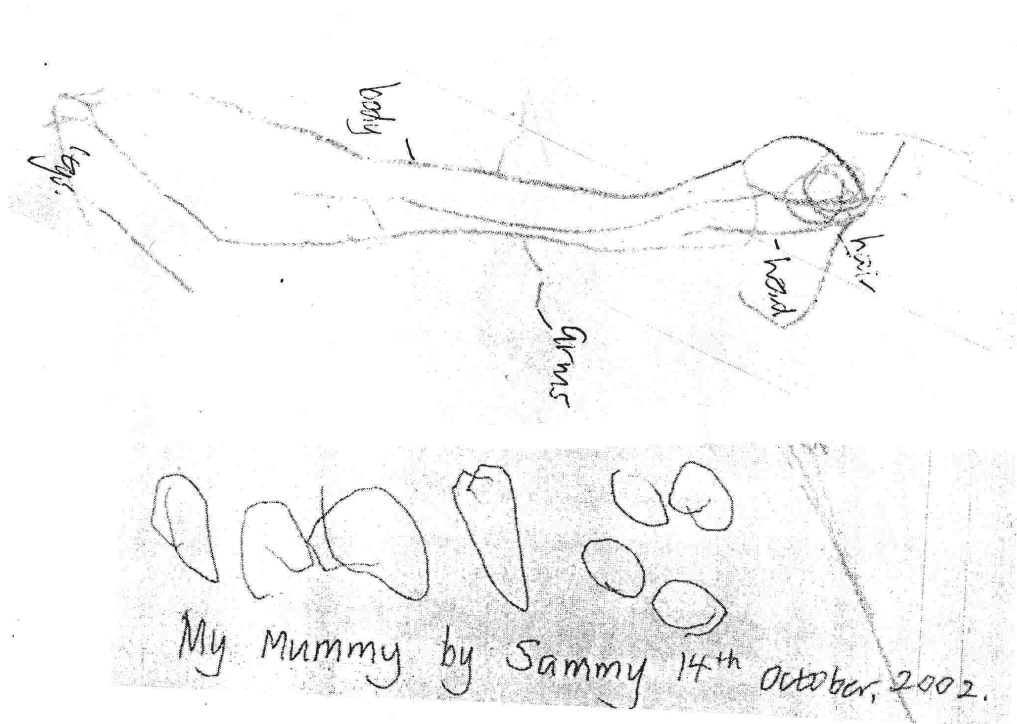
It is impossible to include all the factors and circumstances that affect each individual’s health. Thus, your doctor may take into account other factors not included here when he or she makes a precise diagnosis and recommends treatment for you.

SECTION B: CHILDREN'S LANGUAGE DEVELOPMENT

Texts 4 and 5 are examples of early writing by Sammy aged 3 years 5 months.

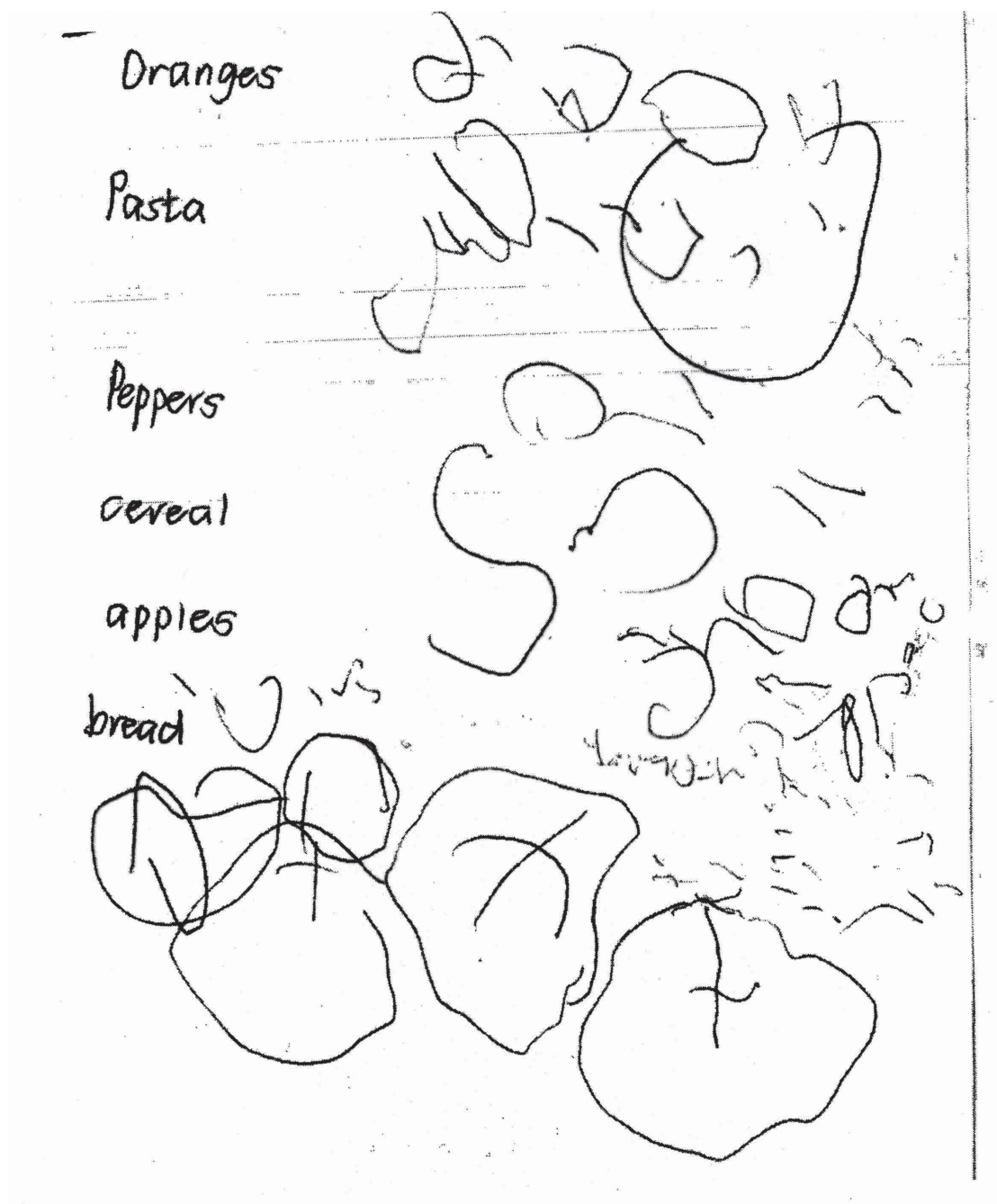
TEXT 4 Drawing with labels

Sammy's mother has written the body parts on the drawing.



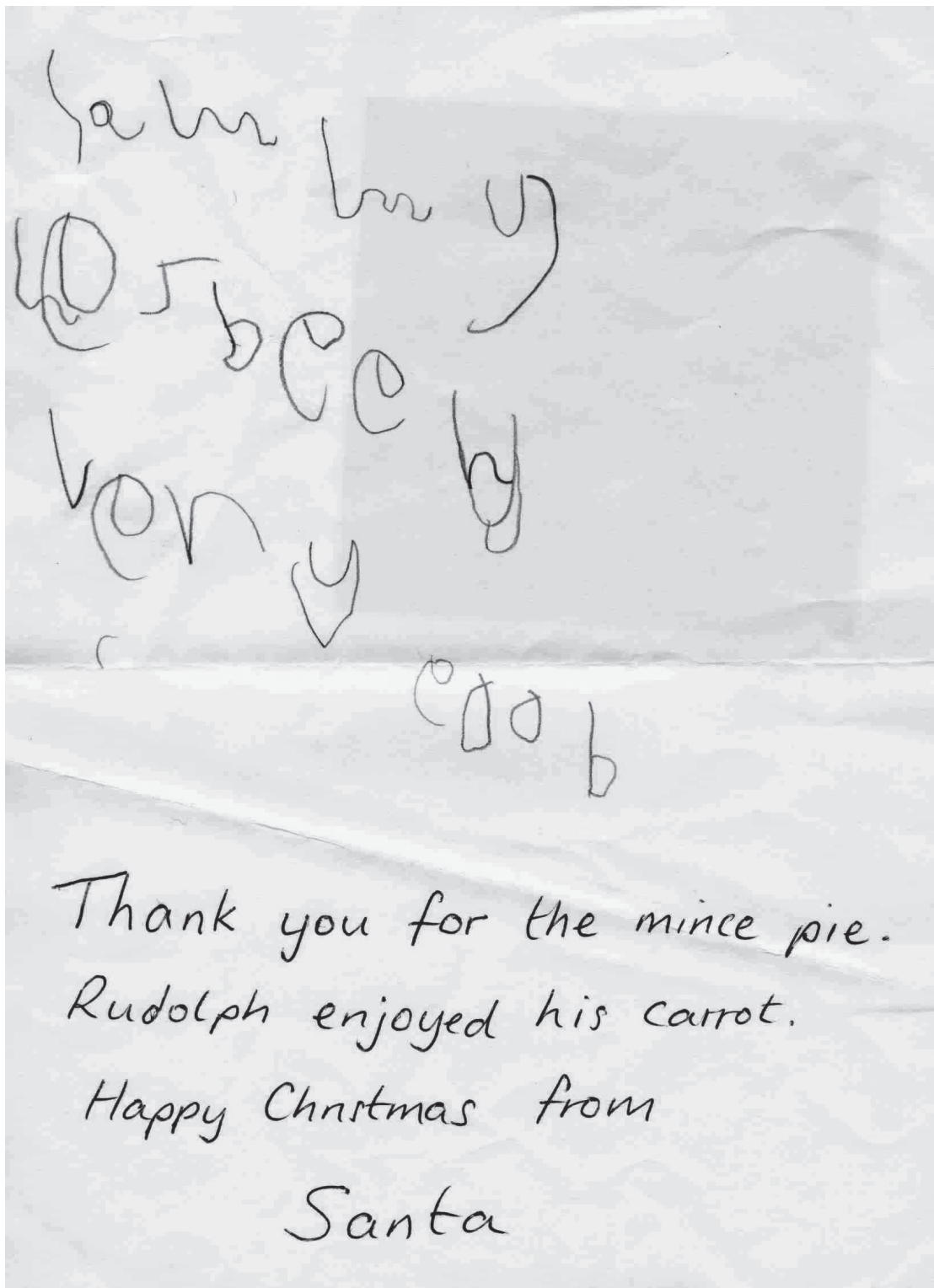
TEXT 5 Shopping List with transcript

Sammy's mother has written the items on the left-hand side of the list as dictated by Sammy.



TEXT 6 Letter to Santa

This is a letter to Santa written by Sammy when she was 4 years 7 months.



Transcript: Sammy has been very good

TEXT 7

This is a play script written by Sammy when she was 6-years old

40119 Hello evter Won
L it is classms Birt
I am fayf today
He ar wee gong to mis
T was today
I can I have a CHS Brg
phys
L phys can I have a
COWC
He yes o.v COS
How can I fe ch The Birthday
caik Here and the
presks
I shall wee all go to
mistwists, Thawc you
for my prsn s.
The Eha

Typed version:

Holly: Hello everyone
L: It is Jasmine's birthday
J: I am five today
He: Are we going to Mister Twister's today?
J: Can I have a cheeseburger please?
L: Please can I have a coke?
He: Yes, of course.
Holly: Can I fetch the birthday cake, Helen and the presents?
J: Shall we all go to Mister Twister's? Thank you for my presents.

The End

Transcript

Holly: Hello evreewon
L: it is jassms Birthday
J: I am fayf today
He: ar wee gong tomist Twds today
J: can I haf a chsbrg pliys
L: pliys can I haf a cowc
He: yes ov cos
Holly: can I fech The Brthday cak Helen and the presns
J: shall wee all go to mistwists Thank yoo for my prsns

C Sample mark schemes

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| General marking guidance | 53 |
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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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
- Where there is a range of marks available, the examiner must ensure that they use the full range of marks as directed by the principal examiner.
- As part of the standardisation process examiners will be given guidance on the treatment of the unexpected yet acceptable answer.

Unit 1: Language Today

Section A: Language and Content

| Question Number | Question | |
|-----------------|---|------------|
| 1.(a) | For each of the extracts given: (i) Describe two features of this text message. (ii) Identify one more example of this type of language use from the data provided in the Source Booklet. <u>Yes</u> sounds good. [Person A Text message 4, page 2] | |
| | (3 marks) | |
| | Answer | Mark |
| (i) | One mark for each accurate description of the feature, eg: <ul style="list-style-type: none"> • Response to previous interrogative • context-bound • 2nd move in adjacency pair. <p style="text-align: right;">(1 x 2)</p> | (3) |
| (ii) | One mark for identification of any similar use of language, such as the following: <ul style="list-style-type: none"> • OK • yeah • nope • sounds good • will do. <p style="text-align: right;">(1)</p> | |

| Question Number | Question | |
|-----------------|--|------------|
| 1.(b) | <p><u>Be there</u> in 10.</p> <p>[Person A Text message 6, page 2]</p> <p style="text-align: right;">(3 marks)</p> | |
| | Answer | Mark |
| (i) | <p>One mark for each accurate description of the feature eg:</p> <ul style="list-style-type: none"> • ellipsis • minor sentence • subject omitted • pronoun omitted • auxiliary verb omitted <p style="text-align: right;">(1x2)</p> | (3) |
| (ii) | <p>One mark for identification of any similar use of language, such as the following:</p> <ul style="list-style-type: none"> • any chance u can meet me • should be able to leave. <p style="text-align: right;">(1)</p> | |

| Question Number | Question | |
|-----------------|--|------------|
| 1.(c) | See <u>u</u> soon. [Person B Text message 3, page 3] (3 marks) | |
| | Answer | Mark |
| (i) | One mark for each accurate description of the feature, eg: <ul style="list-style-type: none"> • non-standard spelling • homophone • /ju: / • use if graphology to represent pronunciation. (1x2) | (3) |
| (ii) | One mark for identification of any similar use of language, such as the following: <ul style="list-style-type: none"> • ur • 2 • ya • @. (1) | |

| Question Number | Question | |
|-----------------|--|------------|
| 1.(d) | I don't fancy <u>it</u> . [Person C Text message 3, page 4] (3 marks) | |
| | Answer | Mark |
| (i) | One mark for each accurate description of the feature, eg: <ul style="list-style-type: none"> • deixis • pronoun • cataphoric reference • restricted code • context dependent. <div style="text-align: right;">(1x2)</div> | (3) |
| (ii) | One mark for identification of any similar use of language, such as the following: <ul style="list-style-type: none"> • he; she; they (Pronouns) • there, now, soon, (Adverbs) • Tommy, the pheasant (Proper names). <div style="text-align: right;">(1)</div> | |

| Question Number | Question | |
|-----------------|---|-------------|
| 1.(e) | <p><u>Food chokingly</u> funny.</p> <p>[Person D Text message 4, page 5]</p> <p style="text-align: right;">(3 marks)</p> | |
| Answer | | Mark |
| (i) | <p>One mark for each accurate description of the feature, eg:</p> <ul style="list-style-type: none"> • neologism • non-standard word • compound • new adverb formed from verb by adding suffix / inflection. <p style="text-align: right;">(1x2)</p> | (3) |
| (ii) | <p>(ii) One mark for identification of any similar use of language, such as the following:</p> <ul style="list-style-type: none"> • snailing • superbamundo • toilet bound. <p style="text-align: right;">(1)</p> | |

| Question Number | Question |
|---------------------------|---|
| 2. | <p>Explain the contextual factors that influence the use of language in text messages.</p> <p>In your response, you must refer to the data provided on pages 2-5 of the Source Booklet.</p> <p style="text-align: right;">(10 marks)</p> |
| Indicative Content | |
| | <p>Mode / channel / genre:</p> <ul style="list-style-type: none"> • new technology, so creates new conventions • brevity = economy • similar to speech / conversation / colloquial • part of on-going interaction, so turn-taking. <p>Audience:</p> <ul style="list-style-type: none"> • generally between friends, so informal / equal relationship • often between young people, so can innovate / break 'rules' • limited to two participants / private audience, so no need to make wider sense • context-bound / reference to shared context • interaction, so shared construction of meaning • can assume shared understanding of word formation and meanings. <p>Purpose:</p> <ul style="list-style-type: none"> • often non-serious / ephemeral messages, so humorous / playful interaction • practical, making arrangements, so series of questions / requests + answers. |

| Band | Mark | AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language |
|------|--------|--|
| 1 | 0 - 3 | <ul style="list-style-type: none"> Describes influence of some contextual factors, eg. mode / genre of SMS, age of writer. |
| 2 | 4 - 7 | <ul style="list-style-type: none"> Explains influence of some contextual factors, referring to purpose and audience, as well as genre. |
| 3 | 8 - 10 | <ul style="list-style-type: none"> Analyses and evaluates the influence of a range of contextual factors, including awareness of complex purposes and addresser-addressee relationship. |

| Question Number | Question |
|---|---|
| 3. | <p>What does the language use reveal about the identity of the writer?</p> <p>In your response, you must refer to Person D on page 5 of the Source Booklet.</p> <p style="text-align: right;">(10 marks)</p> |
| Indicative Content | |
| <p>Credit any reasonable points linking language use to the identity of sender.</p> <p>Person D</p> <ul style="list-style-type: none"> • long messages with lots of news and comment - suggests <u>friend</u> of (identifies and justifies) <u>gender</u> • uses abbreviated name as greeting and often signs off - friend of (identifies and justifies) <u>gender</u> • much use of abbreviation & non-standard spelling - might suggest <u>young</u>, <u>uneducated</u> • but cultural references & vocabulary are sophisticated - so <u>older</u>, <u>educated</u>. <p>Discourse</p> <ul style="list-style-type: none"> • length of messages & amount of detail • use of abbreviated name & sign-off • reference to many countries, books, etc. <p>Grammar</p> <ul style="list-style-type: none"> • ellipsis / minor sentences <p>Lexis</p> <ul style="list-style-type: none"> • formal, articulate, inventive <p>Graphology & phonology</p> <ul style="list-style-type: none"> • extreme use of non-standard spelling • often to represent pronunciation | |

| Band | Mark | AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches |
|------|-------|--|
| 1 | 0 - 1 | <ul style="list-style-type: none"> • Simple understanding of concepts and issues (theories), such as register / formality or the influence of age on language use |
| 2 | 2 - 3 | <ul style="list-style-type: none"> • Shows some understanding of concepts and issues (theories), such as idiolect and the influence of gender, age, region, occupation or relationship with audience on language use |
| 3 | 4 - 5 | <ul style="list-style-type: none"> • Shows critical understanding of concepts and issues (theories), such as idiolect and the influence of gender, age, region, occupation or relationship with audience on language use. |

| Band | Mark | AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language |
|------|-------|--|
| 1 | 0 - 1 | <ul style="list-style-type: none"> • Basic awareness of influence of contextual factors, such as register / formality • Limited precise reference to key constituents of language |
| 2 | 2 - 3 | <ul style="list-style-type: none"> • Some awareness of influence of contextual factors, including region and occupation • Identifies some relevant features of language use, at level of graphology (including spelling) or vocabulary choice |
| 3 | 4 - 5 | <ul style="list-style-type: none"> • Analyses influence of range of contextual factors, including relationship with audience • Supports claims with precise reference to features of language use, including grammar, discourse or pragmatics. |

| Question Number | Question |
|-----------------|---|
| 4. | <p>Who wrote Text Message X?</p> <p>Explain your decision by comparing the language use of Text Message X with significant features of the language use in the data given on pages 2-5 of the Source Booklet.</p> <p style="text-align: right;">(15 marks)</p> |
| | Indicative Content |
| | <p>Credit any of these points regarding language use of Text X:</p> <p>Graphology & phonology:</p> <ul style="list-style-type: none"> • uses standard spelling and punctuation, including apostrophe, but no capitals for place names. NOT like Person C. <p>Morphology & lexis:</p> <ul style="list-style-type: none"> • standard word choice with some formal, e.g. <i>fount</i>, <i>creativity</i>. COULD be Person C. • some colloquialism / slang / regional dialect, e.g. <i>figured</i>, <i>heading</i>, <i>Nice</i> (Person B). COULD be Person A or B. <p>Grammar:</p> <ul style="list-style-type: none"> • some ellipsis eg <i>Just heading</i>. COULD be Person A or B or C. <p>Discourse:</p> <ul style="list-style-type: none"> • opens with response / 2nd move in adjacency pair • refers to shared context in place names. SUGGESTS Person A or B. • Quite brief message, no sign-off / emoticon. MORE LIKE Person A than B. |

| Band | Mark | A02: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches |
|------|-------|---|
| 1 | 0 - 1 | <ul style="list-style-type: none"> • Basic understanding of concepts regarding language variation. • Confined to simple distinction between standard and non-standard English. • Using terms such as '<i>proper</i>', '<i>correct</i>', '<i>ungrammatical</i>', etc. |
| 2 | 2 - 3 | <ul style="list-style-type: none"> • Some understanding of concepts regarding language variation. • Using terms such as '<i>standard English</i>', '<i>regional dialect</i>', '<i>slang</i>', etc. |
| 3 | 4 - 5 | <ul style="list-style-type: none"> • Shows understanding of a range of concepts regarding language variation. • Which will include concepts such as '<i>idiolect</i>', '<i>sociolect</i>' or '<i>genderlect</i>'. |

| Band | Mark | A03: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language |
|------|--------|--|
| 1 | 0 - 3 | <ul style="list-style-type: none"> • Uncritical / simple understanding of influence of contextual factors, such as genre of SMS, age of writer, etc. • Identifies some features at level of vocabulary choice and graphology (including spelling). |
| 2 | 4 - 7 | <ul style="list-style-type: none"> • Some understanding of influence of contextual factors, (including purposes, audience, etc). • Shows some knowledge of key constituents of language, able to go beyond vocabulary choice and graphology (including spelling) to comment on morphology, semantics or grammar. |
| 3 | 8 - 10 | <ul style="list-style-type: none"> • Analyses influence of contextual factors to explain production and reception of text, (including addresser-addressee relationship). • Refers precisely to key constituents of language, including grammar and discourse. |

Section B: Presenting Self

| Question Number | Question |
|-----------------|---|
| 5. | <p>Analyse and compare the ways in which each writer / speaker of text A and B presents herself.</p> <p>In your response you should include reference to any relevant theories and research.</p> <p style="text-align: right;">(50 marks)</p> |
| | <p>Indicative Content</p> |
| | <p>Candidates will communicate relevant knowledge.</p> <p>Comparison may be signalled by ‘but’, ‘however’, ‘unlike’ or ‘on the other hand’.</p> <p>Credit any reasonable interpretations, shown in bold.</p> <p>Precise / subtle expression of ideas, shown in bold italics, indicates higher bands.</p> <p>Text A</p> <p>The writer is presented as an ordinary teenager in many ways, except for her connection with a celebrity. The <i>persona</i> is friendly and relaxed, chatting about typical (<i>stereotypical?</i>) events in a teenage girl’s life, as if to a small group of friends. It suggests she is about 17 years old, has just left school, but not gone to college (suggesting she has more <i>glamorous job?</i>). She enjoys going out (pubs / clubs assumed?) with friends from school. She still lives at home with family and feels excited about moving into a new house.</p> <p>This identity has been carefully constructed, probably by a professional journalist / ghost writer. The underlying commercial aim is to attract as many readers as possible to the magazine, by providing an entertaining read. It is entertaining in various ways: brief; simple, colloquial style; recognisable topics; allusions to attractive lifestyle. The target audience is addressed as a personal friend and also constructed (according to the values of the magazine?) as fun-loving and attractive, yet warm. The text provides the readers with a glimpse of a celebrity life style and, by seeming ordinary, it suggests that this glamour is within reach.</p> <p>Text B</p> <p>The speaker presents herself as an ordinary woman in many ways, despite her high social status. She presents herself as honest, willing to admit to failures and problems. She invites sympathy for her (all women’s?) difficult task of combining personal and public responsibilities.</p> |

As a **public figure**, her speech was probably **carefully written** (by a team?) and **rehearsed** for best effect, but it needs to sound natural and spontaneous. The tone / register is a mixture of **formal** to suit the serious, **public nature** of the situation, and **informal** to suit her **ordinary personal**. The **opening sentences** are the most formal in tone, both vocabulary and sentence structure. Later sentences become simpler in structure and vocabulary more **colloquial**. The use of **first names** emphasises the personal dimension. A direct appeal to listeners (both present and the whole country) **assumes** a like-minded female - or working house-husband - audience. There are **contrasting semantic fields** of personal v public life.

Comparison of Context - Text A and Text B

Basic valid comments:

- Both planned (v spontaneous) language use,
- both delivered by females,
- both broadcast / published to a public audience
- written v spoken,
- informal v more formal,
- audience of teenage females v middle-class, middle-aged,
- fun v serious topic / subject,
- to entertain v persuade.

Reward candidate for any development of these points in higher bands. eg. subtle comments (after dash (-) and in latter section shown in italics).

mode / channel:

Text A writing - carefully planned, edited, presented, commercial

Text B spoken - carefully planned? Scripted by team, delivered as if spontaneous.

genre:

Text A journalism - personal column in lifestyle magazine

Text B speech - statement to media

topic:

Text A current personal activities, feelings - mix of ordinary + glamour

Text B media scandal about 'shady' dealings and her personal life - juxtaposition intended to show her honesty

purposes:

Text A entertain - enjoy gossip about celebrities, potentially feel personal connection

Text B persuade - mention of ordinary family 'things', rather than emphasis on power, to make connection with audience

audience:

Text A teenage female readership - actually anonymous mass market

Text B reporters present - broadcast to wider public

implied / constructed addressee / narratee:

Text A potential stereotype, anxious to be 'attractive'

Text B working family women / anyone 'ordinary' who can empathise with situation

assumptions:

Text A interest in trivial / popular culture - fashion, fame, music, sex

Text B family and friends more important than politics; good intentions can lead to mistakes of judgement

relationship:

Text A suggests personal, equal status - one friend to others in small group

Text B suggests personal, equal status - one hardworking parent to others, despite actual power and position

writer:

Text A probably professional journalist with little contribution from 'Sophie'

Text B probably aided by professional scriptwriter

implied author / narrator:

Text A teenage female - potentially attractive, family & fun-loving

Text B ordinary woman - family, career, friends, with usual worries about appearance, etc.

Language use / key constituents

Detailed analysis is likely to treat each text in turn. Look for some analysis (description and comment on effect) of 'higher' levels of pragmatics, discourse or grammar for higher mark bands. The following examples are not exhaustive. Reward any valid point.

Comparison of language features - Text A and Text B

pragmatics:

Text A

Personal, simple, informal style **assumes** interest in trivial matters

Possible convergence (to reader's language) implies friendly relationship / footing / face

Text B

- negative face - formal style at first
- positive face - becomes more informal, appeals to be liked
- implies - how could mother / wife be corrupt?

discourse:

Text A

structured like letter / email with **salutation** and sign-off but

crossover with spoken / live performance with 'welcome to ...' content suggests **genre** of personal diary;

'**ways of seeing and saying**' - emphasis on nightlife, friends, family.

gaps and silences names famous sister 'Katie' twice & her famous husband 'Pete' - using **nicknames / terms of address** to suggest intimacy - but not any friends or other family members.

And points regarding **constructed narrator / narratee**, etc.

Text B

- opens with introduction & polite 'request' to speak.
- presents her speech as only: 'a few words'
- mentions positive, ordinary things
- remains vague about 'allegations'

grammar:

Text A

- conveys simple, informal, interactive effect
- direct address in *apparent exclamations*
- but **no actual imperatives; no interrogatives**
- **elision / minor structures / missing Subject pronoun** in '^ *Catch ya next month*'
- Many **simple** sentences, eg. '*I can't wait to ...*'
- **compound** sentences with **co-ordinating conjunctions**, eg. '*and*'; '*but*'; '*so*'; one **complex** structure, with **subordination** in '*now [that] I'm not seeing ...*'
- **1st person** pronouns create personal perspective
- surprisingly little use of **2nd person**
- **adverbs & adverbial phrases** create colloquial / spoken style, eg: '*lately*'; '*all the time*'; '*hopefully*'; '*for a while*'; including function as **intensifiers**: '*quite a few*'; '*a bit cramped*'.

Text B

- begins with complex sentence structures
- uses some simple and compound sentences
- minor sentences beginning with conjunction: *and, but trying to be a good mother...*

morphology, lexis & semantics:

Text A

- **field** of everyday (teenage) life
- **simple, literal** vocabulary use
- no **complex** morphology
- little **latinate / formal** lexis
- occasional **colloquial / slang** terms: '*girlie*'; '*mates*'; '*kids*'
- occasional negative **connotations**, **juxtaposed** with positive comment

| | |
|--|--|
| | <p>Text B</p> <ul style="list-style-type: none"> • formality of opening, eg : <i>controversy, allegations, effectively</i> • more colloquial towards end, eg: <i>not fair, boyfriend</i> • idioms / clichés: <i>not superwoman, juggling a lot of balls, get my act together, land me in the mess</i> • connotations, eg: <i>wife, family, mother, charity worker</i> • semantic fields, juxtaposition, synonyms, antonyms, eg: <i>wife, consort</i> <p>graphology & phonology:</p> <p>Text A</p> <ul style="list-style-type: none"> • attractive layout, fonts, colours, etc • representation of pronunciation in ‘<i>hey</i>’; ‘<i>ya</i>’; ‘<i>!</i>’ <p>Text B</p> <p>Unlikely to comment on any graphological or phonological phonological features - anything relevant will be credited.</p> <p>Theories & research</p> <p>Credit any relevant theories & research referred to accurately. It is not necessary to name the associated theorist.</p> <p>Candidates will refer to theories and research in order to make evaluative comment in order to explore the significance of what the texts reveal about the speaker / writer.</p> <p>Extra credit for tentative awareness of nature of ‘theory’.</p> <p>NB. The following examples are not exhaustive.</p> <p>Register / situational variables</p> <ul style="list-style-type: none"> • Holmes’ categories • Joos’s 5 levels of formality <p>Pragmatics / politeness</p> <ul style="list-style-type: none"> • Speech Act Theory - presupposition, implicature, inference (Austin & Searle) • Face - positive & negative politeness strategies (Goffman, Brown & Levinson) • Convergence / divergence (Giles) • Co-operative Maxims (Grice) <p>Discourse</p> <ul style="list-style-type: none"> • notions of “gaps and silences” (Macherey) • “ways of seeing and saying” <p>Contemporary language change</p> <ul style="list-style-type: none"> • informalisation • conversationalisation |
|--|--|

| | |
|--|--|
| | <p>Power</p> <p>Theories re effect of choice of, eg:</p> <ul style="list-style-type: none"> • nominalisation • abstract nouns • passive voice • intransitive verbs • modal auxiliary verbs. <p>Gender</p> <p>research studies showing female language more emotional, co-operative, vague, etc.</p> <p>(NB. these theories date from 1970s; some based on little or no data)</p> <ul style="list-style-type: none"> • potential exploration of ‘dominance’ or ‘difference’ approach. More sophisticated will consider significance of situational variables. |
|--|--|

| Band | Mark | AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression |
|------|-------|--|
| 1 | 0 - 3 | <ul style="list-style-type: none"> • Expression of ideas hampered by some inaccuracies • Lack of appropriate terminology. |
| 2 | 4 - 6 | <ul style="list-style-type: none"> • Expression of ideas generally clear and accurate • Some appropriate terminology. |
| 3 | 7 -10 | <ul style="list-style-type: none"> • Communicates relevant knowledge • Uses appropriate terminology and coherent, accurate expression. |

| Band | Mark | A02: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches |
|------|---------|--|
| 1 | 0 - 3 | <ul style="list-style-type: none"> Basic understanding of concepts and issues relating to variation in language use, beyond general claim regarding formal vs. informal language use. |
| 2 | 4 - 6 | <ul style="list-style-type: none"> Limited understanding of concepts and issues, such as spoken vs. written English distinction, male vs. female language differences. |
| 3 | 7 - 9 | <ul style="list-style-type: none"> Some understanding of concepts and issues, eg. frameworks for analysis of spoken language, register, or language and gender. |
| 4 | 10 - 12 | <ul style="list-style-type: none"> Understanding of concepts and issues, related to the construction and analysis of meanings in spoken and written language, referring to some theories, eg. pragmatics, language and gender / power. |
| 5 | 13 - 15 | <ul style="list-style-type: none"> Critical understanding of a range of concepts and issues, related to the construction and analysis of meanings in spoken and written language, applying some relevant theories, eg. pragmatics, language and gender / power. |

| Band | Mark | A03: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language |
|------|---------|---|
| 1 | 0 - 5 | <ul style="list-style-type: none"> • Basic awareness of contextual factors beyond everyday knowledge. • Limited precise reference to key constituents of language. |
| 2 | 6 - 10 | <ul style="list-style-type: none"> • Describes genre, audience and purpose of each text in simple terms; makes simple comparisons based on formal vs. informal distinction. • Identifies some features of vocabulary choice and graphology in each text. |
| 3 | 11 - 15 | <ul style="list-style-type: none"> • Compares contextual factors of the texts and ways each speaker / writer presents themselves. • Identifies some relevant features, mainly at level of lexis, including some comment on semantics and / or morphology. |
| 4 | 16 - 20 | <ul style="list-style-type: none"> • Compares a range of contextual factors of the texts, aware of some complexity and overlap regarding purposes, audience etc. • Analyses significant features of language use, going beyond level of lexis to make some comment on grammar or discourse. |
| 5 | 21 - 25 | <ul style="list-style-type: none"> • Analyses and compares the influence of contextual factors on the way each speaker / writer presents themselves. • Supports claims by precise reference to key constituents of language, including levels of grammar, discourse and pragmatics. |

Unit 3: Language Diversity and Children’s Language Development

Section A: Language Diversity

| Question Number | Question | |
|-----------------|---|-------------|
| 1.(a) | <p>Read Text 1 and answer the following question.</p> <p>Select two examples which represent different key constituents of language.</p> <p>Using these examples identify and analyse the differences between the English used in the period that Text 1 was created and current English</p> <p style="text-align: right;">(5 Marks for each example: Total 10 Marks)</p> | |
| | Indicative content | Mark |
| | <p>Indicative context Candidates must choose 2 examples representing key constituents of language. These could be: Lexis Grammar Syntax Spelling (Phonology - there is some evidence in the spelling of changing pronunciation patterns, but this is specialist knowledge that an A-Level student would be unlikely to have. If a student does select and analyse this accurately, then reward) The students must give an example and analyse it closely using appropriate linguistic terminology. In each case the candidate should comment on current use and speculate briefly as to why the change has occurred.</p> <p>Lexis: words that have changed their meaning or use, or words that are no longer used. Grammar: verb endings for 3rd person, subjunctive ‘be’. Syntax: word order, sentence construction. Spelling: Don’t reward for simply identifying differences in spelling. The candidate must be able to identify a pattern, for example the substitution of ‘y’ for ‘i’, ‘v’ for ‘u’, the use of final ‘e’ Lexis: increase in the word stock, words falling out of use, change unscientific understanding. Grammar: language moves towards simplification, loss of inflections Syntax: word order similar to modern, sentences longer, clarity when giving information Spelling: process of standardisation of spelling, changes in printing conventions and technology.</p> <p>AO2: shows awareness of concepts and issues relevant to the selected data of why and how language changes, using appropriate structural linguistic analysis.</p> <p>AO3: shows knowledge of the context of language change relevant to the selected data and of the key constituents of language.</p> | (10) |

| Band | Mark | AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches |
|------|-------|--|
| 1 | 0 - 2 | <ul style="list-style-type: none"> Identifies some appropriate language issues and concepts in the data. Shows some limited understanding of these issues and concepts in analysis. Uses linguistic knowledge indiscriminately and uncritically |
| 2 | 3 - 5 | <ul style="list-style-type: none"> Identifies language issues and concepts in the data. Shows a clear and confident understanding of these issues and concepts in the course of analysis. Applies linguistic knowledge in a rigorous, accurate and appropriate way. |

| Band | Mark | AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language |
|------|-------|---|
| 1 | 0 - 2 | <ul style="list-style-type: none"> Shows some limited awareness of the contextual factors in the data Lacks security in the use of the key constituents of language |
| 2 | 3 - 5 | <ul style="list-style-type: none"> Shows full awareness of the contextual factors in the data Applies the key constituents of language rigorously, confidently and appropriately in the course of the analysis. |

| Question Number | Question |
|-----------------|---|
| 1.(b) | <p>Text 2 and 3 are examples of an expert addressing a non-expert audience.</p> <p>Analyse and comment on what these texts show about the changing attitudes towards experts, using your knowledge about the ways in which meaning is influenced by context.</p> <p style="text-align: right;">(40 marks)</p> |
| | Indicative content |
| | <p>Identification and comments should focus on the different attitudes of the writers towards their audiences as exemplified by:</p> <ul style="list-style-type: none"> • the way the reader is addressed and the way the writer refers to himself (including use of pronouns) • The use of words and phrases to identify the role that the writer/narrator and reader/narratee have in the maintenance of health (including the use of modal forms) • The use of words and phrases to identify the relationship that exists between doctor and patient/narrator and narratee • The way the different texts use technical language • The different forms and structures of syntax used by the writers and the effects these create • Speculate on the role language change over time in creating these differences • Place the data into the context of changing attitudes to experts over time • Show an awareness of the pragmatic aspects of the data in the ways the writers assume a narratee • Comment on the discourse structure of the texts |

| Band | Mark | AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression |
|------|-------|--|
| 1 | 0 - 3 | <ul style="list-style-type: none"> • Shows insecurity in the selection of linguistic methods to address the data. • Applies linguistic terminology but with some lapses. • Writing has inaccuracies and lacks fluency. |
| 2 | 4-6 | <ul style="list-style-type: none"> • Selects mostly appropriate linguistic methods to address the data. • Applies appropriate linguistic terminology mostly accurately in the course of analysis. • Writes clearly and generally accurately |
| 3 | 7-10 | <ul style="list-style-type: none"> • Selects and applies appropriate linguistic methods rigorously and accurately • Uses linguistic terminology accurately and confidently • Writes fluently, accurately and coherently. |

| Band | Mark | A02: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches |
|------|-------|--|
| 1 | 0 - 3 | <ul style="list-style-type: none"> • Identifies some language issues and concepts in the data. • Shows some limited understanding of these issues in analysis. • Uses linguistic knowledge indiscriminately and uncritically |
| 2 | 4 - 6 | <ul style="list-style-type: none"> • Identifies some relevant language issues in the data • Shows some understanding of these in the analysis • Uses linguistic knowledge with some accuracy but with some lapses |
| 3 | 7-9 | <ul style="list-style-type: none"> • Identifies most relevant language issues and concepts in the data • Shows an understanding of these in the analysis • Uses and applies linguistic knowledge mostly accurately |
| 4 | 10-12 | <ul style="list-style-type: none"> • Identifies relevant language issues and concepts in the data • Shows a clear understanding of these in the analysis • Uses and applies linguistic knowledge accurately and appropriately |
| 5 | 13-15 | <ul style="list-style-type: none"> • Identifies all relevant language issues and concepts in the data. • Shows a clear and confident understanding of these issues in the course of analysis. • Applies linguistic knowledge in a rigorous, accurate and appropriate way. |

| Band | Mark | AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language |
|-------------|--------------|---|
| 1 | 0 - 3 | <ul style="list-style-type: none"> • Shows some limited awareness of the contextual factors in the data • Lacks security in the use of the key constituents of language |
| 2 | 4 - 6 | <ul style="list-style-type: none"> • Shows some awareness of the contextual factors in the data • Shows some knowledge of the key constituents of language |
| 3 | 7-9 | <ul style="list-style-type: none"> • Shows awareness of the contextual factors in the data • Shows knowledge of the key constituents of language |
| 4 | 10-12 | <ul style="list-style-type: none"> • Shows clear understanding of the contextual factors in the data • Shows clear understanding of the key constituents of language |
| 5 | 13-15 | <ul style="list-style-type: none"> • Shows full awareness of the contextual factors in the data • Applies the key constituents of language rigorously, confidently and appropriately in the course of the analysis. |

Section B: Children’s Language Development

| Question Number | Question |
|-----------------|---|
| 4.(a)(i) | <p>Written text communicates with its recipients differently from spoken text.</p> <p>Identify and describe two things that suggest Text 4 and Text 5 are examples of emergent writing rather than drawings.</p> <p style="text-align: right;">(6 marks)</p> |
| | <p style="text-align: center;">Answer</p> <p style="text-align: right;">Mark</p> |
| | <p>One mark for identification</p> <p>Text 4</p> <ul style="list-style-type: none"> • Letter like forms • Linear structure • Labelling. <p style="text-align: right;">(1)</p> <p>Text 5</p> <ul style="list-style-type: none"> • Letter S • Meaning linked to ‘writing’ • Identification of text • Vertical structure. <p style="text-align: right;">(1)</p> <p>Two marks for description: one mark may be awarded for a partial description.</p> <p>Text 4</p> <ul style="list-style-type: none"> • The letters aren’t identifiable but have the appearance and placing of letters rather than pictures • The writing is starting to form graphically • The ‘letters’ have been placed in a line, in the same way writing is • The ‘writing’ has been used to label and identify a drawing. <p style="text-align: right;">(2)</p> <p>Text 5</p> <ul style="list-style-type: none"> • Children characteristically start writing the first letter of their name early in the process • The text can convey meaning at a distance • The writing has a function. Sammy has identified it as a shopping list. <p style="text-align: right;">(2)</p> <p>AO3 Shows an awareness of the contextual factors that influence a child’s earliest writing.</p> <p style="text-align: right;">(6)</p> |

| Band | Mark | AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language |
|------|-------|--|
| 1 | 0 - 3 | <ul style="list-style-type: none"> • Shows some limited awareness of the contextual factors in the data • Insecure in the use of the key constituents of language |
| 2 | 3-6 | <ul style="list-style-type: none"> • Shows clear awareness of the contextual factors in the data • Applies the key constituents of language rigorously, confidently and appropriately in the course of the analysis. |

| Question Number | Question | |
|-----------------|--|-----------|
| 4 (a)(ii) | Identify and describe one important aspect of this form of communication that Sammy has understood in Text 6. | (4 marks) |
| | Answer | Mark |
| | She understands that writing is space bound (1) and permanent (1) and can be used to convey meaning (1) to someone who is not present.(1) | (4) |

| Band | Mark | AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches |
|------|-------|--|
| 1 | 0 - 2 | <ul style="list-style-type: none"> Identifies some language issues and concepts in the data Shows some limited understanding of these issues in analysis Uses linguistic knowledge indiscriminately and uncritically |
| 2 | 3 - 4 | <ul style="list-style-type: none"> Identifies language issues and concepts in the data Shows a full and confident understanding of these issues in the course of analysis Applies linguistic knowledge in a rigorous, accurate and appropriate way. |

| Question Number | Question |
|-----------------|---|
| 4.(b) | <p>Read the data provided on pages 7 and 8 of the Source Booklet.</p> <p>Using Text 7 as your starting point comment on the ways in which Sammy’s written language has developed throughout the range of her writing that you have been given.</p> <p style="text-align: right;">(40 marks)</p> |
| | Indicative content |
| | <p>The candidate should comment on and analyse</p> <ul style="list-style-type: none"> • the function of the text • the context in which it was probably produced • the structure of the text • the development of conventional skills of writing: letter formation, linearity, spelling, punctuation, the use of sentence types and structures and link these to the process of the acquisition of writing • the use of oral forms • decontextualisation <p>Using the data to exemplify, the candidate</p> <ul style="list-style-type: none"> • shows awareness that written language is a skill that begins early in the child’s language acquisition process. • identifies the stages of writing that the data exemplifies • does not use a deficit model to describe children’s early writing • identifies the concepts a child must grasp and the processes he/she must go through in the process of acquiring written language. • shows an understanding that written language has different structures and functions from spoken language and comments on the way the data exemplifies this in the way it develops in contrast to spoken language • shows an awareness of the immediate (home vs. school, parent vs. teacher as audience, form and function of texts) and wider contextual factors (cultural and regional background, developmental factors) that may affect the child’s early writing. |

| Band | Mark | AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression |
|------|-------|--|
| 1 | 0 - 3 | <ul style="list-style-type: none"> • Shows insecurity in the selection of linguistic methods to address the data. • Applies linguistic terminology but with some lapses. • Writing has inaccuracies and lacks fluency. |
| 2 | 4-6 | <ul style="list-style-type: none"> • Selects mostly appropriate linguistic methods to address the data. • Applies appropriate linguistic terminology mostly accurately in the course of analysis. • Writes clearly and generally accurately |
| 3 | 7-10 | <ul style="list-style-type: none"> • Selects and applies appropriate linguistic methods rigorously and accurately • Uses linguistic terminology accurately and confidently • Writes fluently, accurately and coherently. |

| Band | Mark | AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches |
|------|-------|--|
| 1 | 0 - 3 | <ul style="list-style-type: none"> Identifies some language issues and concepts in the data. Shows some limited understanding of these issues in analysis. Uses linguistic knowledge indiscriminately and uncritically |
| 2 | 4 - 6 | <ul style="list-style-type: none"> Identifies some relevant language issues in the data Shows some understanding of these in the analysis Uses linguistic knowledge with some accuracy but with some lapses |
| 3 | 7-9 | <ul style="list-style-type: none"> Identifies most relevant language issues and concepts in the data Shows an understanding of these in the analysis Uses and applies linguistic knowledge mostly accurately |
| 4 | 10-12 | <ul style="list-style-type: none"> Identifies relevant language issues and concepts in the data Shows a clear understanding of these in the analysis Uses and applies linguistic knowledge accurately and appropriately |
| 5 | 13-15 | <ul style="list-style-type: none"> Identifies all relevant language issues and concepts in the data. Shows a clear and confident understanding of these issues in the course of analysis. Applies linguistic knowledge in a rigorous, accurate and appropriate way. |

| Band | Mark | A03: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language |
|-------------|--------------|---|
| 1 | 0 - 3 | <ul style="list-style-type: none"> • Shows some limited awareness of the contextual factors in the data • Lacks security in the use of the key constituents of language |
| 2 | 4 - 6 | <ul style="list-style-type: none"> • Shows some awareness of the contextual factors in the data • Shows some knowledge of the key constituents of language |
| 3 | 7-9 | <ul style="list-style-type: none"> • Shows awareness of the contextual factors in the data • Shows knowledge of the key constituents of language |
| 4 | 10-12 | <ul style="list-style-type: none"> • Shows clear understanding of the contextual factors in the data • Shows clear understanding of the key constituents of language |
| 5 | 13-15 | <ul style="list-style-type: none"> • Shows full awareness of the contextual factors in the data • Applies the key constituents of language rigorously, confidently and appropriately in the course of the analysis. |

