

# Mark Scheme (Results)

## January 2009

GCE2008

### GCE08 English Language (6EN01)

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## English Language and Literature - 6EN01

### SECTION A: Language and Content

Question Number		
1.(a)	(3)	
	Answer	Mark
i)	One mark for each term, eg: <ul style="list-style-type: none"> <li>• imperative form</li> <li>• verb</li> <li>• negative</li> <li>• auxiliary</li> <li>• order/ command function</li> </ul>	2
ii)	One mark for any valid example - depending on comment - from texts, eg: <ul style="list-style-type: none"> <li>• watch your butt</li> <li>• no smoking</li> </ul>	1

Question Number		
1.(b)	(3)	
	Answer	Mark
i)	<u>One mark for each</u> precise term, eg: <ul style="list-style-type: none"> <li>• Latinate</li> <li>• polysyllabic</li> <li>• complex morphology or suffixes / formal lexis / from semantic field of law / with negative connotations / nominalisation from original verb (violation).</li> </ul>	2
ii)	<u>One mark for any</u> valid example - depending on comment - from texts, eg: <ul style="list-style-type: none"> <li>• prohibited</li> <li>• regulations</li> <li>• legislation</li> <li>• environment</li> <li>• municipality</li> <li>• accomplishment.</li> </ul>	1

Question Number		
1.(c)	(3)	
	Answer	Mark
ii)	<p><u>One mark for each</u> precise term, eg:</p> <ul style="list-style-type: none"> <li>• <b>adverb</b> is <b>foregrounded</b> or marked or fronted</li> <li>• <b>pre-modifier</b> of verb (allowed) or of <b>negative</b> (no).</li> </ul>	
i)	<p><u>One mark for any</u> valid example - depending on comment - from texts, eg:</p> <ul style="list-style-type: none"> <li>• <b>strictly</b> prohibited</li> <li>• <b>knowingly</b> to permit</li> <li>• <b>allowed in this building</b></li> <li>• <b>at any time</b></li> <li>• <b>always</b> banned</li> <li>• <b>probably</b> no bad thing.</li> </ul>	2  1

Question Number		
1.(d)	(3)	
	Answer	Mark
i)	<p><u>One mark for each</u> precise term, eg:</p> <ul style="list-style-type: none"> <li>• <b>determiner</b></li> <li>• <b>deixis</b></li> <li>• <b>demonstrative article</b></li> <li>• <b>pre-modifier</b></li> <li>• <b>exophoric reference.</b></li> </ul>	2
ii)	<p><u>One mark for any</u> valid example - depending on comment - from texts, eg:</p> <ul style="list-style-type: none"> <li>• <b>these</b> premises</li> <li>• <b>the</b> park (etc)</li> <li>• <b>smoking here</b></li> <li>• <b>our</b> hotel apartments</li> <li>• <b>comply with this.</b></li> </ul>	1

Question Number		
1.(e)	(3)	
	Answer	Mark
i)	One mark for each precise term, eg: <ul style="list-style-type: none"> <li>• <b>passive form of verb</b></li> <li>• <b>not active voice</b></li> <li>• <b>lacks agent</b></li> </ul>	2
ii)	<ul style="list-style-type: none"> <li>• <b>present simple tense</b></li> <li>• <b>spoken voice / emphasis / intonation.</b></li> </ul> One mark for any valid example - <i>depending on comment</i> - from texts, eg: <ul style="list-style-type: none"> <li>• <b>(is) prohibited</b></li> <li>• <b>allowed</b></li> <li>• <b>is permitted</b></li> <li>• <b>is expected.</b></li> </ul>	1

Question Number	
2	(10 marks)
	Indicative content
	<p>The focus is now on context. Candidates may discuss various aspects of context explicitly and separately OR treat it holistically. Candidates do not need to quote from the data, but should make links between context and language features. The following list is probably exhaustive! The best responses will cover a range of key points.</p> <p><b>Mode / genre:</b></p> <ul style="list-style-type: none"> <li>• written signs on display, so needs to be brief and clear (eg ellipsis)</li> <li>• permanent &amp; planned (eg use of graphology for impact)</li> <li>• in specific place, so shared physical context (eg deixis)</li> </ul> <p><b>Field / subject:</b></p> <ul style="list-style-type: none"> <li>• about smoking (eg semantic field, subject-specific lexis)</li> <li>• health (ditto)</li> <li>• the law (eg formal abstract lexis &amp; tone, serious connotations)</li> </ul> <p><b>Tenor / audience:</b></p> <ul style="list-style-type: none"> <li>• <u>Not</u> a personal use of language (eg passive voice)</li> <li>• addressed to general public (eg no terms of address, pronoun reference)</li> <li>• message from government / legal authority (usually no indication of identity of writer)</li> <li>• superior status of addresser (formality &amp; distance)</li> <li>• no opportunity for interaction (no questions / interrogatives)</li> </ul> <p><b>Function / purposes:</b></p> <ul style="list-style-type: none"> <li>• serious message-oriented, transactional use of language</li> <li>• instrumental power, rather than influential</li> <li>• gives orders &amp; restrictions (eg. imperatives)</li> <li>• issues threats.</li> </ul> <p>NB. Group C differ in level of personal interaction and humour. This is the focus of Question 4, but credit candidates who mention the difference here.</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	Describes some contextual factors.
2	4-7	Explains influence of some key contextual factors on language use.
3	8-10	Analyses and evaluates the influence of a range of contextual factors on language use, including awareness of complex purposes and addresser-addressee relationship.

Question Number	
3	(10 marks)
	Indicative content
	<p>It is likely that most candidates will correctly identify Text 14. However credit any reasonable points explaining choice or dismissal of a different text: eg <i>retail or catering outlet</i> [No. 10], <i>NHS</i> [No. 11].</p> <p><b>Text 14</b></p> <ul style="list-style-type: none"> <li>• More polite / positive / personal / longwinded</li> <li>• Fewer explicit orders / negatives / threats</li> </ul> <p><b>Discourse</b></p> <ul style="list-style-type: none"> <li>• longer message, more details &amp; explanation</li> <li>• logo and legal phrase left till end, not beginning</li> <li>• reference to identity of writers (<i>Dxxx municipality</i>)</li> <li>• reference to needs of readers (<i>everybody, contribute, comply</i>)</li> <li>• focus on benefits (<i>health, prevent damage</i>)</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• more complete, complex sentences (subordinating conjunctions &amp; subordinate clauses + some co-ordination)</li> <li>• use of personal pronouns (1st person plural <i>our</i>)</li> <li>• some active voice as well as passive (<i>pleased to announce, hopes</i>)</li> <li>• listing to give all details (<i>malls, restaurants, cafes &amp; shops</i>)</li> <li>• no imperative structures</li> <li>• no negative structures</li> </ul> <p><b>Lexis, morphology &amp; semantics</b></p> <ul style="list-style-type: none"> <li>• formal, abstract lexis (<i>regulating, comply, accomplishment, objective</i>)</li> <li>• complex Latinate morphology (prefixes, suffixes)</li> <li>• positive connotations (<i>success, pleased</i>)</li> <li>• metaphor of progress (<i>launch</i>)</li> </ul> <p><b>Graphology</b></p> <ul style="list-style-type: none"> <li>• not eye-catching text, but dense print</li> <li>• logo downplayed at end</li> </ul>

Level	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"> <li>• Basic reference to a concept or issue.</li> </ul>
2	2 - 3	<ul style="list-style-type: none"> <li>• Shows some understanding of concepts and issues, such as formality and register.</li> </ul>
3	4 - 5	<ul style="list-style-type: none"> <li>• Shows critical understanding of concepts and issues.</li> </ul>

Level	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"> <li>• Basic awareness of contextual factors.</li> <li>• Limited reference to key constituents of language.</li> </ul>
2	2 - 3	<ul style="list-style-type: none"> <li>• Some awareness of influence of contextual factors, including region and occupation.</li> <li>• Identifies some relevant features of language use.</li> </ul>
3	4 - 5	<ul style="list-style-type: none"> <li>• Analyses influence of range of contextual factors, including relationship with audience.</li> <li>• Supports claims with precise reference to features of language use, including grammar, discourse, semantics or pragmatics.</li> </ul>

Question Number	
4.	(15 marks)
	Indicative content
	<p>Credit any expression of these points regarding the techniques and purposes:</p> <ul style="list-style-type: none"> <li>• Some may use the terms influential v instrumental power explicitly.</li> <li>• More personal, friendly, polite, positive, humorous approach</li> <li>• Suggests more equal status for readers; that they are reasonable people</li> <li>• Aiming to influence readers to co-operate of their own accord, because they understand rationale behind laws.</li> </ul> <p>Credit any of these points regarding language use of texts in Group C. This list is pretty exhaustive, so do not expect more than one or two points from various levels (which need not be explicitly signposted).</p> <p><b>Discourse</b></p> <ul style="list-style-type: none"> <li>• politeness markers (<i>please, thankyou</i>)</li> <li>• more direct address (personal pronouns)</li> <li>• assumption of co-operation (<i>for observing</i>) &amp; choice (<i>if..</i>)</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• declaratives, rather than imperatives &amp; negatives</li> <li>• fewer passives, mainly active voice</li> <li>• conditionals (<i>if..</i>)</li> <li>• 1st person pronouns (we, our) sometimes inclusive</li> <li>• 2nd person pronouns (you, your) for direct personal address</li> <li>• more complex, colloquial sentence structure (No. 21) (<i>but, if</i>)</li> <li>• added phrase (<i>probably no bad thing</i>) uses non-assertive adverb</li> </ul> <p><b>Lexis &amp; semantics</b></p> <ul style="list-style-type: none"> <li>• positive connotations (<i>entering, co-operation, please, good, thank you, entitled</i>)</li> <li>• some slang / colloquialisms (<i>zone, butt, a good job, breathing room, no bad thing</i>)</li> <li>• puns / ambiguity (<i>watch your butt, breathing room</i>)</li> </ul> <p><b>Graphology</b></p> <ul style="list-style-type: none"> <li>• friendlier fonts (italics)</li> </ul>

Level	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"> <li>• Basic reference to a concept or issue.</li> </ul>
2	2 - 3	<ul style="list-style-type: none"> <li>• Shows some understanding of concepts and issues, such as formality and register.</li> </ul>
3	4 - 5	<ul style="list-style-type: none"> <li>• Shows critical understanding of concepts and issues.</li> </ul>

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"> <li>• Basic awareness of contextual factors.</li> <li>• Identifies some key constituents of language.</li> </ul>
2	4-7	<ul style="list-style-type: none"> <li>• Some awareness of influence of contextual factors.</li> <li>• Able to make relevant comments on language use.</li> </ul>
3	8-10	<ul style="list-style-type: none"> <li>• Analyses influence of significant contextual factors to explain production and reception of text, including awareness of complex purposes and relationship between addresser and addressee.</li> <li>• Supports claims with precise reference to features of language use, including grammar, discourse, semantics or pragmatics.</li> </ul>

Section B: Presenting Self

Question Number	
5.	(50 marks)
	Indicative content
	<p>Candidates will probably analyse Text A and B in turn.</p> <p>Look for some explicit comparison, signalled by words such as <i>but, unlike, however</i>. Credit any reasonable interpretation (shown in bold)</p> <p>Precise / subtle expression of ideas (shown in bold italics) indicates higher bands.</p> <p><b>Text A</b></p> <p>The focus is on person K, who speaks for most of the time. She presents herself as <b>youthful, lively, talkative</b> &amp; generally <b>positive</b> about her situation: <b>determined</b> to find another job; <b>hoping</b> for something better paid; wondering whether her <b>nationality &amp; gender</b> are a disadvantage; <b>irresponsible / relaxed</b> re timekeeping; <b>outspoken / not respectful</b> towards her boss; busy, <b>multi-tasking</b> (kids) lifestyle; possibly <b>unconventional</b> (tattoo parlour).</p> <p><b>Text B</b></p> <p>Bethan also presents herself as <b>young and lively</b>, but <b>dynamic</b> and <b>committed</b> as a <b>politician</b>. She <b>wants to involve</b> other people in political discussion, so makes herself seem an <b>ordinary, approachable</b> person, as well as a politician. Her <b>Welsh nationality</b> is very important to her; she has strong opinions about <b>racism, gender, etc</b>, but does <b>not</b> present these as a <b>disadvantage</b>. She is also <b>outspoken</b> and <b>not respectful</b> towards those in power.</p> <p><u><b>Points of comparison:</b></u></p> <p>Both present selves as young, female, employed, not English, lively, outspoken, opinionated. B has a more dynamic job, takes more responsibility.</p> <p><u><b>Contextual factors: mode, field, function, tenor</b></u></p> <p>Text B is a <b>planned, public, written</b> text, with purpose of <b>airing her political opinions</b> and possibly <b>increasing her profile</b> in order to advance in politics. Whereas Text A is a <b>private, spontaneous, one-to-one conversation</b>, with <b>no need to present her best side</b> to a relative - <b>phatic function</b> letting off steam about problems. But there is a <b>message-oriented function</b> to Text A. Text B includes some <b>social rapport</b> in the primary informative / persuasive function. Both texts are <b>interactive</b> to a degree (blog comments). The blog genre is <b>not highly planned</b> type of writing - more like a daily diary. Person B probably <b>intends to sound quite spontaneous and personal - implied author</b> - rather than a typical politician, and may have a <b>young audience</b> in mind. Both Text A &amp; B adopt an <b>equal rapport / friendly relationship</b> with listeners / readers.</p>

## Key constituents analysis

TEXT A

### Discourse & pragmatics (suggests...)

Turntaking: K speaks more, showing the function of the conversation / relationship. A responds briefly, often supportive **backchannel** utterances (*yeah, right*). The **overlapping** also shows they are relaxed with each other. But A takes a more **challenging role** during K's complaints with an **interrogative** (*what?*) and **contradiction** (*didn't they say ...*) (*but these are ...*). Might **suggest A disapproves** of K's attitude?

Pauses: K talks with few **pauses or filled pauses** after the initial talk about tea - suggests she gets **impassioned** once in her stride? There are two or three long pauses before A takes her turn - **suggests that A doesn't really agree**, but doesn't want to say anything awkward? Instead of (*er, um*) K fills pauses with **phrases** (*y'know, I mean, like, whatever, and everything*) so **she holds the floor**.

Topic shifts: After the cup of tea diversion, K returns to her topic with the **framing move** (*yes so*). She introduces the subject of anti-American feeling after a pause. When A introduces topic of timekeeping, K takes it up with various justifications. She sums up with a positive (*the good thing is...*) and signals she has finished (*we'll see*). A completely changes the subject after a long pause.

Laughter: occurs twice after quite awkward utterances, so **not the usual humorous function?**

Terms of address: neither speaker addresses the other by name.

### Grammar & pragmatic functions

Non-fluency features of spontaneous speech: **incomplete utterances; repetition, self-correction, fillers, phrases** (as above). Most apparent when K is **struggling to express self?** (*y'know retail industry ever whatever like I I don't know*). Repeats word *late* to **justify** point?

Mainly **declaratives**, as K relates events. **Emphatic** form of declarative (*I do believe...people who do think*) A asks a few questions - **challenging function**, rather than request for info. K uses **interrogative** when her role changes to the listener - this time functions as request for more detail.

Often **complex** - rather than compound - structures. **Compound co-ordination** occurs when K responds to challenge (*but .... and ...*)

**1st person pronoun**, as focus on K's experiences. **2nd person** occurs in phrase (*y'know*) checking for agreement. **3rd person** when K talks about boss and co-workers.

Frequent **adverbs** for emphasis (*completely, honestly, obviously*)- suggests animated speaker.

### Lexis & semantics

**Slang & colloquialisms**(*bees knees, hungover*) sometimes USA region (*kissed his ass, sucks, like crazy*) - suggests *K is really agitated?*

Youthful *Ideolect* also suggested by use of (*I mean, like, whatever*) and *mixture of registers* (*chided her like crazy*).

**Idioms, cliches, collocations** (*the fact of the matter is, the bottom line is, at the end of the day*) - prefabricated chunks *needed for spontaneous conversation*. Vague expressions also used in spontaneous speech (*thing, stuff*)

**Semantic field of work** - often *more formal* (*minimum wage, job, hardworking, retail industry boss, fired, retail clerks*).

Mixture of positive & negative **connotations** (*terrible, really bad luck v good thing, freed me up*) *suggest K finds a silver lining*.

### Phonology

**Colloquial** pronunciation suggested by spelling of some words (*yeah, y'know, gonna*) Also common **elision** (*you're, he's*) and **prosodic** features of laughter. Reader can imagine a USA accent and fast, lively delivery, because of lack of pauses.

### Graphology

Not significant in transcript.

### TEXT B

### Discourse

**Ideology**: Inclusion of Welsh language as well as English *suggests it should have equal status*. Welsh comes first, but only in the introduction, so English language still has the power.

**Overall structure** follows webpage conventions, using sidebars as well as paragraphs. Opening exclamation (*Welcome to...*) suggests a spoken face-to-face meeting. Personal introduction is plain and unassuming, suggesting equal status of readers.

Each blog has title and date for easy reference. Use of hyperlinks shown by blue font and underlining.

Blog itself set out in conventional written paragraphs, but with hyperlinks. Ends with name and date, *rather like a letter?* Opening is **direct address** to readers with exclamations (*how opportunistic...*) and interrogatives (*Do I sense...*) *more like spoken language*.

**Terms of address**: refers to political parties in colloquial way (*Tories, Plaid, Lib dems*) suggests shared understanding between writer and readers. Refers to opposing politician by surname (*Miliband*) and herself by first name only

(*Bethan*) suggesting distance for one and informality for self. Does not name Labour Party, but refers to *the London Government* - suggests it is not her government.

### Grammar & pragmatic functions

*Mixture* of sentence structures, from complex declaratives with subordinate clauses, through interrogatives, (rhetorical questions) imperatives and exclamations to more simple or compound structures and minor sentence fragments. *This reflects the complex functions* / tenor the writer is trying to achieve: from serious politician to ordinary, friendly young person to passionate activist.

EG. Style of introduction - straightforward compound sentences. Style of sidebar - noteform list. Blog uses more complex structures.

In blog, use of present simple, or present perfect tense to reflect immediate situation.

Parentheses (brackets) suggest a lack of careful planning and tight structure? The noise (*gulp*) adds a very informal, comic note.

Repeats phrases (*I don't see, I do not see*) because *blog not edited* and revised.

1st person pronoun used in introduction and opening to blog, reflecting the *personal nature* of the genre / opinions. Changes to 3rd person for a *more neutral, distanced comment*. But finishes with her own opinion.

Many standard sentence structures, but a few non-standard forms (*not that common*) suggest youth or informality. Rambling style sometimes (*Apologies are not that common... because politicians don't like being wrong, or being seen to be wrong even if they know they are!*) suggests passion, youth, spontaneity?

Use of adverbs gives colloquial style (*automatically, unfortunately, desperately*).

### Lexis & semantics

*Mixture* of formal lexis and semantic field of politics + informal, everyday lexis added for a personal, opinionated touch. (*Nevertheless these calls have fallen flat.*)

Many abstract nouns for abstract political concepts (*inquiry, amendment, goal*).

Figurative language / metaphors add more concrete images & colour to rhetoric (*erase from history, new sparkling leader, ardent supporters, waning credibility*) but often sarcastic, critical comments?

Mixture of positive v negative connotations, many based around antonyms of war v peace, to *express the idea of two sides in politics*.

Naming strategies (see Discourse)- first name, nickname, surname, etc -

	<p><i>indicates degree of familiarity.</i></p> <p><b><u>Graphology &amp; phonology</u></b></p> <p>Use of speech marks indicates sarcastic tone of voice.</p> <p><b>Theories and research</b></p> <p><u>Language &amp; gender</u> theories about dominance, deficit, difference not supported by either text? Both assertive, direct, plain speaking. May refer to research re co-operation between female speakers.</p> <p><u>Language &amp; age</u> informal theories re use of slang, non-standard forms may be supported by texts.</p> <p><u>Contemporary language change</u> notions of informalisation and conversationalisation supported by blog genre, in particular.</p> <p><u>Pragmatics</u> - may apply notion of form v function to transcript to explore implied meanings.</p> <p><u>Language &amp; Power</u> - notions such as power, status and rapport &amp; key language features. Blog does not use passive voice, but some nominalisation (inc. abstract nouns).</p>
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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"> <li>• Expression of ideas hampered by some inaccuracies</li> <li>• Lack of appropriate terminology.</li> </ul>
2	4 - 6	<ul style="list-style-type: none"> <li>• Expression of ideas generally clear and accurate</li> <li>• Some appropriate terminology.</li> </ul>
3	7 -10	<ul style="list-style-type: none"> <li>• Communicates relevant knowledge</li> <li>• Uses appropriate terminology and coherent, accurate expression.</li> </ul>

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"> <li>• General awareness of concepts regarding language variation.</li> </ul>
2	4 - 6	<ul style="list-style-type: none"> <li>• Limited understanding of concepts and issues related to spoken</li> </ul>

		and written language.
3	7 -9	<ul style="list-style-type: none"> <li>Some understanding of concepts and issues related to the continuum of spoken and written language.</li> </ul>
4	10-12	<ul style="list-style-type: none"> <li>Understanding of concepts and issues, related to the construction and analysis of meanings in spoken and written language, referring to some linguistic approaches.</li> </ul>
5	13-15	<ul style="list-style-type: none"> <li>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 linguistic approaches.</li> </ul>

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"> <li>Basic awareness of contextual factors.</li> <li>Identifies some key constituents of language.</li> </ul>
2	6 - 10	<ul style="list-style-type: none"> <li>Describes context of each text in simple terms; makes simple comparisons.</li> <li>Identifies distinctive features of each text.</li> </ul>
3	11-15	<ul style="list-style-type: none"> <li>Compares contextual factors of the texts.</li> <li>Identifies some relevant features including some further comments.</li> </ul>
4	16- 20	<ul style="list-style-type: none"> <li>Compares a range of contextual factors of the texts, aware of some complexity and overlap.</li> <li>Analyses relevant features of language use.</li> </ul>
5	21 - 25	<ul style="list-style-type: none"> <li>Analyses and compares the influence of contextual factors to explain production and reception of text, including awareness of complex purposes and relationship between addresser and addressee.</li> <li>Supports claims with precise reference to features of language use, including grammar, discourse, semantics or pragmatics.</li> </ul>

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