Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCE
in English Language Unit 3
(6EN03/01)

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Section A: Language Diversity

Question Number	Indicative content	Mark
1(a)	Candidates must choose 2 examples representing key constituents of language. These could be • graphology • orthography • morphology • lexis • grammar The student must give an example and analyse it closely using appropriate linguistic terminology. In each case the candidate should comment on the Standard English form and speculate briefly on why the change has occurred. **Graphology** • first word shows non standard use of capital letters • no capital letter used for pronoun (his) references to the deity **Orthography** • interchangeable 'i' and 'y'. Candidates should explain this feature and look for patterns of use in the data and not merely note its presence • interchangeable 'u' and 'v' • final 'e' still in use • some evidence of phonetic spelling on words such as 'entring' (where the unstressed vowel has not been represented), 'kembing' and 'vertue' **Morphology** • compound word 'bethinks' has become archaic • archaic second person ending 'est' is used but not consistently possibly indicating it was falling out of use • further inconsistency of verb endings in 'plac't' **Grammar** • use of the archaic second person pronouns 'thy/thee' which now only survive in regional dialects • use of verb 'to be' in base form instead of third person singular 'is' (e.g. 'what at school be said or decided' and 'nothing be finished') • non-standard use of prepositions (e.g. 'in entring to schoole') • some ellipsis of pronouns (e.g 'to wash hands and face' and 'let eyes be upcast') • some non-standard grammar is used to deliver the rhyme (e.g. 'abroad for to scout') **Discourse/pragmatics** • use of 'thy' to refer to audience shows the writer's higher status and authority	

| | | • references to religion show importance of this in education and society at this time | |
| | | These are suggestions only. Accept any reasonable and relevant examples. | **(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	• 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	• 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 an 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	• 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	• Shows full awareness of the contextual factors in the data. • Applies the key constituents of language confidently and appropriately in the course of the analysis.

Question Number	Indicative content
1(b)	Texts 2 and 3 are both examples of planned written texts with some aspects of spoken English aimed at young boys. Both texts try to engage with the reader on a personal level. Both texts have an instructional and educational function. The American origin of Text 3 is reflected in aspects of the spelling and vocabulary but this would cause few difficulties for British English users. Identification and comments should focus on how aspects of this form of writing have changed over time. This may be in response to changes in society, including cultural attitudes to health and safety and gender. Candidates may also discuss aspects of this type of writing that have remained similar. The main areas of focus are likely to be: • graphology • orthography • morphology • lexis • grammar • discourse/pragmatics. **Text 2** **Graphology** • bold heading **Orthography** • the spelling is standard British English • an exception is the seemingly arbitrary mention of a brand name 'Kreem' which uses a distinct phonological spelling **Morphology** • 'advertisements' used in its full form and not showing the clipping that would be used in many texts today **Lexis** • 'farthing' is an example of archaic lexis and links to changes in society. 'larder' whilst still used in some contexts shows the influence of technology as they have largely been replaced by refrigerators • lexis such as 'obtain' and 'procure' are more formal than would be expected in such texts today **Grammar** • adverbials are used in a variety of positions and for a number of reasons including; showing where an action should take place (e.g.'…into the cores'), time (e.g. 'in the autumn'). These relate to its instructive purpose and have not changed over time • modal verbs to indicate certainty (e.g. you will value it…') • relative clauses are used to add further details about nouns and create complex structures (e.g. '…who can make things…') • noun phrase modifiers are used to give description (e.g. 'uncooked vegetables' and 'unpleasant flavour') • starting a sentence with 'but' would be considered non-Standard today but is still widely used in modern media • variety of different sentence types

Discourse/Pragmatics
- references to boys in the activity shows the expectation of an exclusive male audience
- reference to mother in domestic contexts and boys in more practical roles indicates expectations of gender
- reference to the fictional character Robinson Crusoe shows the audience is expected to identify with and know of this character
- second person pronoun to address the audience
- first person plural pronoun 'we' includes the writer and reader and creates a sense of community
- the moral and practical side of the activities is stressed (e.g. making toffee apples will make you 'self reliant' and making a purifier is 'useful'), perhaps showing a different attitude towards the purpose of 'play'
- candidates may speculate that the inclusion of a brand name could indicate that the text was sponsored by this company or that the audience are expected to be aware of them

Text 3

Graphology
- bold headings to attract audience to key sections
- capitals are used to highlight some key safety issues
- italics are used to highlight some key words (possible link to stress in speech)

Orthography
- American spelling of 'neighbor'

Lexis
- American lexis shows the origin of the text and its intended audience, although it is likely that most British English users would understand
- colloquial address to create friendly and equal rapport with audience (e.g. 'drag')
- technical lexis such as 'phase change' indicates some educational purpose
- assumes shared knowledge of terms like 'BB gun' and 'wrist rocket'
- use of a euphemism 'heck' for minor taboo links to the age of the audience

Grammar
- use of exclamation links to speech and creates informal rapport with audience
- use of imperatives to instruct
- adverbials are used to sequence the instructions (e.g. 'now')
- adjective modifiers are used for a variety of reasons: providing essential descriptive detail (e.g 'plastic soda bottle'), encouraging the audience (e.g. ' simplest exploding device') and some, which in other circumstances may be considered negative are used to attract the young male audience (e.g 'disgusting pieces of rancid and dried-out food')
- adverbials are used in a variety of positions and for a number of reasons including: showing where an action should take place (e.g. '...in the bottle') and adverbs of condition (e.g. 'if it failed...'). These relate to its instructive purpose
- modal verbs are used for certainty (e.g. '...will stick to your skin' and

'it must be placed…') and possibility (e.g. 'it should…')
- mixture of different sentence types

Discourse/Pragmatics
- first and second person singular pronoun used to create conversational effect and to involve the audience
- discourse markers such as 'okay' link to spoken mode
- an informal relationship is developed through the use of humour
- the semantic field could indicate a male gender bias with the text having terms referring to unpleasant things and explosions and weapons (e.g. ' rancid and dried out food' and 'wrist rocket') – stereotypically part of boys' play

These are suggestions only. Accept any reasonable and relevant examples.

(40 marks)

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	• Shows insecurity in the selection of linguistic methods to address the data. • Applies some linguistic terminology but with lapses. • Writing has inaccuracies and lacks fluency.
2	4-6	• 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	• Selects and applies appropriate linguistic methods accurately • Uses relevant 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	• Identifies a few language issues and concepts in the data • Shows limited understanding of these issues in analysis. • Uses linguistic knowledge indiscriminately and uncritically
2	4 – 6	• Identifies some language issues and concepts in the data • Shows some understanding of these in the analysis • Uses linguistic knowledge with some accuracy but with some lapses
3	7-9	• Identifies 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	• Identifies a range of 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	• Identifies many relevant language issues and concepts in the data • Shows a clear and confident understanding of these issues in the course of analysis • Selects and applies linguistic knowledge in a critical and accurate 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	• Shows limited awareness of the contextual factors in the data • Lacks security in the use of the key constituents of language
2	4 – 6	• Shows some awareness of the contextual factors in the data • Shows some knowledge of the key constituents of language
3	7-9	• Shows awareness of the contextual factors in the data • Shows knowledge of the key constituents of language
4	10-12	• Shows clear understanding of the contextual factors in the data • Shows understanding of a range of key constituents of language
5	13-15	• Shows full awareness of the contextual factors in the data • Selects and applies a range of relevant key constituents of language in the course of the analysis.

Section B: Children's Language Development

Question Number	Indicative Content	
2(a)	Candidates must choose 2 examples representing different key aspects of language. They should make reference to: • the context in which the text was produced • the development of conventional writing skills • the concepts a child needs to grasp and the process he/she must go through to acquire written language • relevant theories which attempt to explain written language development. **Text 4** • Annie understands the concept of linearity and is sufficiently developed to implement it on non-lined paper • Annie understands that writing has directionality • she has understood the purpose of writing (as opposed to drawing) and by telling her teacher what it communicates shows understanding of its purpose • she produces recognisable letter forms • there are some instances of reversal of letters (e.g. letter 'y') but she has reproduced this letter standardly in 'floppy'. This may be because she has copied the letters. There is also a reversed 'b' in 'disct' • Annie can accurately copy words ('floppy') • Annie does not seem to have grasped that letters and words need to be ordered in particular ways to convey the desired meaning • the spelling of biscuit ('disct') shows evidence of emerging links between grapheme and phoneme. These are suggestions only. Accept any reasonable and relevant examples.	**(10)**

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1	0 – 2	• Identifies some appropriate 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	• Identifies 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 an accurate and appropriate way

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2	4 – 6	• Shows full awareness of the contextual factors in the data • Applies the key constituents of language confidently and appropriately in the course of the analysis.

Question Number	Indicative content
2(b)	The candidate should comment on and analyse: • the function of the language used • the context in which it was produced and how this influences the language • the development of written language and evidence that Sarah has developed a range of skills • how the data exemplifies any theories of child language development The candidate should **not** use a deficit model to describe early writing. Reference to key constituents of language should be used to support the points that candidates are making. These could include: • graphology • orthography/phonology • morphology • lexis • grammar • discourse/pragmatics **Text 5** **Graphology** • the majority of letters are recognisable • lack of spaces • uses lines to maintain horizontal structure • no punctuation • distinguishes between capital I and lower case i • each sentence starts on a new line. This is likely a result of teacher influence and helps the child to organise their work **Orthography/Phonology** • some evidence of applying phonology for spelling (e.g. breese) • uses single consonants which is possible evidence of 'sounding out' method related to phonics as the second consonant is not sounded. This could also indicate she is not aware of the relationship between double/single consonants and vowel length • there is evidence of consistency in the spelling as the consonant vowel structure /ez/ is consistently represented <ees> • there is evidence of consistency in the spelling as the vowel /e/ is always represented <ee> • spelling of 'howses' may be influenced by 'how'? **Grammar** • mostly a series of simple sentences • first sentence has SPOA structure and others SPO • uses adjective modifiers to add description (e.g. white flowers) **Discourse/Pragmatics** • focus is on what the child has done **Text 6** **Graphology** • word spacing has improved but still some non standard use (e.g. stroked)

- the child uses full stops to separate sentences
- no longer restricts to a single sentence per line

Orthography
- builds word 'party' from syllables the child is already familiar with
- some independence from phonology as the past tense morpheme on stroked is <ed> but a /t/ in speech
- uses single consonant in 'shoping' which is possible evidence of 'sounding out' method related to phonics as the second consonant is not sounded

Grammar
- mainly a series of simple sentences with no conjunctions
- child keeps focus on self through first person pronoun

Discourse/Pragmatics
- focus is on what the child has done

Text 7

Graphology
- the text has some linearity
- the text has directionality
- uses full stop to clearly mark the end of a sentence
- uses no other punctuation e.g. commas or speech marks

Orthography
- the spelling of 'mouse' is not standard and probably indicates aspects of a phonetic approach
- the spelling of the /aʊ/ is inconsistent e.g. 'howse' and 'moues'
- the spelling of 'Daisy' is not consistent. As the story was produced independently it is likely that the child is concentrating more on the narrative and less on consistent spelling
- the spelling of pink shows the use of 'ck'. The child may have been uncertain as to the expected form. This is consistent as she also does it in 'walck'
- some evidence of independence from phonology in the use of the silent <l> in 'walck'

Lexis
- possible environmental influence from fairy stories indicated by use of 'granny'?
- character names like 'Scooter' probably taken from child's environment

Morphology
- can use the regular past tense morpheme 'ed'
- uses the present participle ending 'ing' non-standardly. This may indicate the influence of phonology
- she can form the past tense of irregular verbs. This would be expected as they would already be present in her spoken language

Grammar
- uses some complex sentences but they are short
- uses some simple sentences
- use of auxiliary 'to do' in 'Scooter did get up' not needed

Discourse
- starts with adverbial 'one day' which would be a familiar structure present in other stories
- repeats the noun 'mouse' throughout rather than using pronoun referencing as may be expected later in development
- candidates might like to discuss how the text relates to different theories of narratives and how she has mastered narrative structure (e.g. 'one day' as a form of orientation)

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3	7 - 9	• Shows awareness of the contextual factors in the data • Shows knowledge of the key constituents of language
4	10 - 12	• Shows clear understanding of the contextual factors in the data • Shows understanding of a range of key constituents of language
5	13 - 15	• Shows full awareness of the contextual factors in the data • Selects and applies a range of relevant key constituents of language in the course of the analysis.