

# Mark Scheme (Results)

## June 2011

GCE English Language (6EN03/01)

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June 2011

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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.

**Unit 3: Language Diversity and Children’s Language Development**

**Section A: Language Diversity**

<b>Question Number</b>	<b>Indicative content</b>	<b>Mark</b>
1(a)	<p>Candidates must choose 2 examples representing key constituents of language and identify them using appropriate linguistic terminology. These could be:</p> <ul style="list-style-type: none"> <li>• phonology/graphology</li> <li>• morphology</li> <li>• lexis</li> <li>• grammar</li> <li>• discourse.</li> </ul> <p><b>Phonology/graphology:</b>            (phonology – there may be some evidence in the spelling of changing pronunciation patterns, but this is specialist knowledge that an A level student is unlikely to have. If a student does select and analyse this accurately, then reward)</p> <p>Do not reward for identifying differences in individual spelling. The candidate must be able to identify a pattern.            Features should be related to standardisation, changes in printing technology etc.</p> <ul style="list-style-type: none"> <li>• substitution of ‘y’ for ‘i’</li> <li>• substitution of ‘v’ for ‘u’</li> <li>• use of final ‘e’</li> <li>• phonological spelling</li> <li>• double vowels linked to long vowel sounds (‘dooth’?)</li> <li>• capitals for nouns of importance.</li> </ul> <p><b>Lexis:</b>            words that have changed meaning or use, or words are no longer used or commonly used.</p> <ul style="list-style-type: none"> <li>• several word are unlikely to be commonly used in such contexts today and are quite formal e.g. ‘electuarie’ – a medicinal paste</li> <li>• others have changed meanings over time. ‘nice’ is used in a obsolete sense possibly ‘wanton’ &amp; ‘delicate’ respectively</li> <li>• semantic narrowing has occurred with ‘meat’</li> </ul>	<b>(10)</b>

	<p>moving from food of any kind to animal flesh.</p> <p><b>Grammar:</b>  Similar to modern (link to process of standardisation and rise of a national language)</p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> person ending 'eth'</li> <li>• use of determiner 'at the first...'</li> </ul> <p><b>Discourse:</b>  References to Greek philosophers show that Classical sources were valued as does the Latin form of England (Anglia) in the title.</p> <p>These are suggestions only. Accept any reasonable and relevant examples.</p> <p>In each case, the candidate should comment on current Standard English use and offer a plausible explanation for the difference.</p>	
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<b>Band</b>	<b>Mark</b>	<b>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</b>
<b>1</b>	<b>0 – 2</b>	<ul style="list-style-type: none"> <li>• Identifies some appropriate language issues and concepts in the data.</li> <li>• Shows some limited understanding of these issues and concepts in analysis.</li> <li>• Uses linguistic knowledge indiscriminately and uncritically.</li> </ul>
<b>2</b>	<b>3 – 5</b>	<ul style="list-style-type: none"> <li>• Identifies language issues and concepts in the data.</li> <li>• Shows a clear and confident understanding of these issues and concepts in the course of analysis.</li> <li>• Applies linguistic knowledge in an accurate and appropriate way.</li> </ul>

<b>Band</b>	<b>Mark</b>	<b>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</b>
<b>1</b>	<b>0 – 2</b>	<ul style="list-style-type: none"> <li>• Shows some limited awareness of the contextual factors in the data .</li> <li>• Lacks security in the use of the key constituents of language.</li> </ul>
<b>2</b>	<b>3 – 5</b>	<ul style="list-style-type: none"> <li>• Shows full awareness of the contextual factors in the data.</li> <li>• Applies the key constituents of language confidently and appropriately in the course of the analysis.</li> </ul>

Question Number	Indicative content
1 (b)	<p>Analysis and comments should focus on how writing about music has changed. As well as describing features candidates should relate them to context.</p> <p>The data should be placed in the context of the changing nature of music writing from a limited middle class audience for live music, to part of youth culture with recorded music and a much wider socio-economic base.</p> <p>The main areas of focus are likely to be:</p> <ul style="list-style-type: none"> <li>• phonology/graphology</li> <li>• morphology</li> <li>• lexis</li> <li>• grammar</li> <li>• discourse/pragmatics</li> </ul> <p><b>Phonology/graphology:</b></p> <ul style="list-style-type: none"> <li>• little scope for comment in these texts.</li> <li>• italics for Italian in Text 2 and bold in Text 3</li> </ul> <p><b>Morphology:</b></p> <p><b>Text 2</b></p> <ul style="list-style-type: none"> <li>• words of Latin, Italian and French origin e.g. bass (Latin/Italian), opera and Librettist (Italian), performance and melodies (French). These can be related to lexical expansion in the area of music and culture by borrowing from other languages</li> <li>• use of Italian title 'Signor'</li> </ul> <p><b>Text 3</b></p> <ul style="list-style-type: none"> <li>• novel compounds 'mushroom-clod' 'art-punk' 'art-rock' often as modifiers</li> </ul> <p><b>Lexis:</b> Lexis and the role of language change over time, including audience needs.</p> <p><b>Text 2:</b></p> <ul style="list-style-type: none"> <li>• proper nouns used to refer to musicians and works</li> <li>• words from semantic field of opera 'librettist'</li> <li>• polysyllabic 'orchestrations'</li> <li>• words such as 'domestics' falling from use in SE which shows how a changing society affects language</li> <li>• use of adjectives</li> </ul> <p><b>Text 3:</b></p> <ul style="list-style-type: none"> <li>• proper nouns used to refer to musicians and works</li> </ul>

- words from 'modern' semantic field of music 'gig'. Some of these show the influence of technological change 'record' 'single' 'album'.
- more informal to relate to reader 'tatty' 'chipper' 'freakiness'. This can be related the counter culture associated with modern music.
- some formal polysyllabic lexis 'cloistered' 'protocols'. This is a serious magazine with respected professional journalists giving a detailed account to an audience who expect some level of seriousness.
- language that reflects technological change 'download'
- cultural references make inferences about the audience and their understanding – 'Mighty Boosh'
- contraction used to reduce formality and create links with the spoken language.

#### **Grammar:**

This involves an analysis of changing structures and how they relate to both language over time and the changing nature of music journalism, including the changing audience and their needs and changing musical tastes and the effects these create.

#### **Text 2**

- some use of passives '...was received with unqualified pleasure' often because the agent is not important or obvious.
- some use of relative clauses for detail '...which Signor Bottesini knows so well how to write...'
- adverbials (and position)
- long, complex sentences with much subordination.
- complex compound sentences to link related ideas
- declarative mood
- much use of subject complements as the purpose is describe (the subject) 'The characters are distinctive'.
- past/present tense
- use of modifiers and prepositional phrases
- noun phrases in apposition e.g '...Taddei, the librettist of Ali Baba' to provide reminders to the audience of their role in this production.
- 1<sup>st</sup> person plural used to show opinion of writers and may suggest the high regard their readers are expected to have for their personal opinion.

#### **Text 3**

- use of passives to front information for the reader
- much use of adverbials in different positions. For example: to set the scene 'upstairs in a tatty Shoreditch pub...'; create temporal sequence 'Today...'; provide details of time 'shortly before a gig supporting heroes The Sonics...'
- fewer relative clauses
- declarative mood to inform with single imperative at start which involves audience.



- present tense/present progressive gives sense of immediacy 'The Horrors are examining...' /past tense
- still many long complex sentences to give detail
- much use of modifiers and prepositional phrases
- noun phrases in apposition.
- 2<sup>nd</sup> person pronoun to involve the audience with direct address.

**Discourse/pragmatics:**

How the use of words identifies the relationship between writer and reader and assumptions about the readership.

- limited and general audience for Text 2 with a possible link to social class but much wider, more specialist audience for Text 3.
- makes no assumptions about gender – Text 3 uses 'you'.
- relationship is formal in Text 2 and less so in Text 3. Both writers present themselves and their readers as experts.
- purpose is to inform.

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

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

Band	Mark	<b>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</b>
1	0 – 3	<ul style="list-style-type: none"> <li>• Identifies a few language issues and concepts in the data.</li> <li>• Shows limited understanding of these issues in analysis.</li> <li>• Uses linguistic knowledge indiscriminately and uncritically.</li> </ul>
2	4 – 6	<ul style="list-style-type: none"> <li>• Identifies some language issues and concepts in the data.</li> <li>• Shows some understanding of these in the analysis.</li> <li>• Uses linguistic knowledge with some accuracy but with some lapses.</li> </ul>
3	7-9	<ul style="list-style-type: none"> <li>• Identifies relevant language issues and concepts in the data.</li> <li>• Shows an understanding of these in the analysis.</li> <li>• Uses and applies linguistic knowledge mostly accurately.</li> </ul>
4	10-12	<ul style="list-style-type: none"> <li>• Identifies a range of relevant language issues and concepts in the data.</li> <li>• Shows a clear understanding of these in the analysis.</li> <li>• Uses and applies linguistic knowledge accurately and appropriately.</li> </ul>
5	13-15	<ul style="list-style-type: none"> <li>• Identifies most relevant language issues and concepts in the data.</li> <li>• Shows a clear and confident understanding of these issues in the course of analysis.</li> <li>• Selects and applies linguistic knowledge in a critical and accurate way.</li> </ul>

<b>Band</b>	<b>Mark</b>	<b>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</b>
<b>1</b>	<b>0 – 3</b>	<ul style="list-style-type: none"> <li>• Shows limited awareness of the contextual factors in the data.</li> <li>• Lacks security in the use of the key constituents of language.</li> </ul>
<b>2</b>	<b>4 – 6</b>	<ul style="list-style-type: none"> <li>• Shows some awareness of the contextual factors in the data.</li> <li>• Shows some knowledge of the key constituents of language.</li> </ul>
<b>3</b>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Shows awareness of the contextual factors in the data.</li> <li>• Shows knowledge of the key constituents of language.</li> </ul>
<b>4</b>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Shows clear understanding of the contextual factors in the data.</li> <li>• Shows understanding of a range of key constituents of language.</li> </ul>
<b>5</b>	<b>13-15</b>	<ul style="list-style-type: none"> <li>• Shows full awareness of the contextual factors in the data.</li> <li>• Selects and applies a range of relevant key constituents of language in the course of the analysis.</li> </ul>

## Section B: Children’s Language Development

Question Number	Indicative Content	
2 (a)	<p>Candidates must choose 2 examples representing different key aspects of language.</p> <p>Context: the text was produced at home with no parental input</p> <p>Sarah is aware that writing can communicate with the reader.</p> <p><b>Possible areas for identification</b></p> <ul style="list-style-type: none"> <li>• because Sarah is copying there are more letter-like forms</li> <li>• evidence of meaningful grouping of symbols to form words</li> <li>• the text has linearity and a vertical structure</li> <li>• some evidence of linking graphemes to sounds</li> </ul> <p><b>Analysis and Exploration</b></p> <ul style="list-style-type: none"> <li>• the writing has a function which is described by the child</li> <li>• because the writing is copied there are more identifiable letter forms and word-like structures</li> <li>• even though she may be copying there is some evidence of the child relating graphemes to phonemes in her spelling of the initial part of fisher price - 'fsur' which also shows a missing vowel. As vowels do not receive the same emphasis in speech as consonants this omission is common in early writing</li> <li>• text has a basic linear structure but letters are not always in a straight line – possibly because she is intent on copying the letter forms</li> <li>• the vertical list like appearance may illustrate that Sarah is becoming aware that writing can change its appearance depending on function</li> <li>• text’s meaning still relies on the child’s interpretation.</li> </ul> <p>These are suggestions only. Accept any reasonable and relevant examples.</p>	<p><b>5 marks for each example: total 10 marks</b></p>

<b>Band</b>	<b>Mark</b>	<b>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</b>
<b>1</b>	<b>0 – 2</b>	<ul style="list-style-type: none"> <li>• Identifies some language issues and concepts in the data.</li> <li>• Shows some limited understanding of these issues in analysis.</li> <li>• Uses linguistic knowledge indiscriminately and uncritically.</li> </ul>
<b>2</b>	<b>3 – 4</b>	<ul style="list-style-type: none"> <li>• Identifies language issues and concepts in the data.</li> <li>• Shows a full and confident understanding of these issues in the course of analysis.</li> <li>• Applies linguistic knowledge in an accurate and appropriate way.</li> </ul>

<b>Band</b>	<b>Mark</b>	<b>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</b>
<b>1</b>	<b>0 – 3</b>	<ul style="list-style-type: none"> <li>• Shows some limited awareness of the contextual factors in the data.</li> <li>• Lacks security in the use of the key constituents of language.</li> </ul>
<b>2</b>	<b>4 – 6</b>	<ul style="list-style-type: none"> <li>• Shows full awareness of the contextual factors in the data.</li> <li>• Applies the key constituents of language confidently and appropriately in the course of the analysis.</li> </ul>

Question Number	Indicative content
2 b	<p>The candidate should comment on and analyse:</p> <ul style="list-style-type: none"> <li>• the function of the language used</li> <li>• the context in which it was produced and how this influences the language</li> <li>• the concepts a child must grasp and the process he/she must go through in acquiring written language</li> <li>• the ways that written language has different structures and functions from spoken language and how the way the data exemplifies this.</li> </ul> <p>Reference to key constituents of language should be used to support the points that candidates are making. These could include:</p> <ul style="list-style-type: none"> <li>• phonology/graphology</li> <li>• morphology</li> <li>• lexis</li> <li>• grammar</li> <li>• discourse</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• use of the IPA will help candidates explore spelling</li> <li>• there is some evidence of links to oral forms in both Texts 5 and 6 but Sophie is showing signs of employing spelling strategies and forms developed at school. 'sqwirls' is unlikely to have q if spelled phonetically.</li> <li>• some words not encountered often in written form such as 'esgerlater' show some phonetic spelling.</li> <li>• homophones cause some difficulty – colloquial 'brownie'</li> <li>• the / / sound in 'antie' represented the same in 'brownie' shows attempt at consistency.</li> <li>• words commonly encountered such as 'dinosaur' spelled standardly. Most words in Text 6 standard as animal names are commonly encountered</li> <li>• letter combinations</li> <li>• the spelling of 'antie' suggests Northern pronunciation</li> </ul> <p><b>Punctuation –</b></p> <ul style="list-style-type: none"> <li>• full stops used in some Standard places but Emily generally avoids them in Text 5. More common in Text 6.</li> <li>• she uses an exclamation mark at the end of Text 5. This shows that she knows punctuation can change the function of a sentence.</li> <li>• capital letters not always consistent but uses them to start</li> </ul>

sentences there is evidence she uses them for key nouns in her story 'Nuts', 'Silver Globe'

- she uses a colon in Text 6. Although it is used non-standardly it shows awareness of this form of punctuation and the influence of formal teaching
- she uses the possessive apostrophe in Animal's.

#### **Grammar**

- sentence types - in Text 5 a mixture of complex 'When I went on the bridge I thought it was very large' and simple 'we went to a museum'. There is no evidence of compound sentences. In this sense, it is probably different from her speech and shows she may be differentiating the written form.
- in Text 6 she uses many compound sentences made up of Subject Verb and Complement to describe. Uses one complex compound structure 'a dog is furry and like to play football'
- Emily uses fronted adverbial showing increasing awareness of how written language can be structured to draw audience's attention to key points. She also uses them to create a sequence of events 'later...'
- her verb tenses are standard and she uses a range of past and present in Text 5.

In Text 5 her narrative is structured chronologically and is not context bound

She understands the need for description 'brownie orange colour' to allow her audience to visualise events.

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



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<b>1</b>	<b>0 – 3</b>	<ul style="list-style-type: none"> <li>• Shows insecurity in the selection of linguistic methods to address the data.</li> <li>• Applies some linguistic terminology but with lapses.</li> <li>• Writing has inaccuracies and lacks fluency.</li> </ul>
<b>2</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Selects mostly appropriate linguistic methods to address the data.</li> <li>• Applies appropriate linguistic terminology mostly accurately in the course of analysis.</li> <li>• Writes clearly and generally accurately.</li> </ul>
<b>3</b>	<b>7-10</b>	<ul style="list-style-type: none"> <li>• Selects and applies appropriate linguistic methods accurately.</li> <li>• Uses relevant linguistic terminology accurately and confidently.</li> <li>• Writes fluently, accurately and coherently.</li> </ul>

<b>Band</b>	<b>Mark</b>	<b>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</b>
<b>1</b>	<b>0 – 3</b>	<ul style="list-style-type: none"> <li>• Identifies a few language issues and concepts in the data.</li> <li>• Shows limited understanding of these issues in analysis.</li> <li>• Uses linguistic knowledge indiscriminately and uncritically.</li> </ul>
<b>2</b>	<b>4 – 6</b>	<ul style="list-style-type: none"> <li>• Identifies some language issues and concepts in the data.</li> <li>• Shows some understanding of these in the analysis.</li> <li>• Uses linguistic knowledge with some accuracy but with some lapses.</li> </ul>
<b>3</b>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Identifies relevant language issues and concepts in the data.</li> <li>• Shows an understanding of these in the analysis.</li> <li>• Uses and applies linguistic knowledge mostly accurately.</li> </ul>
<b>4</b>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Identifies a range of relevant language issues and concepts in the data.</li> <li>• Shows a clear understanding of these in the analysis.</li> <li>• Uses and applies linguistic knowledge accurately and appropriately.</li> </ul>
<b>5</b>	<b>13-15</b>	<ul style="list-style-type: none"> <li>• Identifies most relevant language issues and concepts in the data.</li> <li>• Shows a clear and confident understanding of these issues in the course of analysis.</li> <li>• Selects and applies linguistic knowledge in a critical and accurate way.</li> </ul>

<b>Band</b>	<b>Mark</b>	<b>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</b>
<b>1</b>	<b>0 – 3</b>	<ul style="list-style-type: none"> <li>• Shows limited awareness of the contextual factors in the data.</li> <li>• Lacks security in the use of the key constituents of language.</li> </ul>
<b>2</b>	<b>4 – 6</b>	<ul style="list-style-type: none"> <li>• Shows some awareness of the contextual factors in the data.</li> <li>• Shows some knowledge of the key constituents of language.</li> </ul>
<b>3</b>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Shows awareness of the contextual factors in the data.</li> <li>• Shows knowledge of the key constituents of language.</li> </ul>
<b>4</b>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Shows clear understanding of the contextual factors in the data.</li> <li>• Shows understanding of a range of key constituents of language.</li> </ul>
<b>5</b>	<b>13-15</b>	<ul style="list-style-type: none"> <li>• Shows full awareness of the contextual factors in the data.</li> <li>• Selects and applies a range of relevant key constituents of language in the course of the analysis.</li> </ul>

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