Mark Scheme (Results) January 2010

GCE08 English Language (6EN03) Paper 01

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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.

NB. Question 1 is assessed for AO1.

Unit 3: Language Diversity and Children's Language Development

Section A: Language Diversity

Question Number	Indicative content	Mark
1(a)	Candidates must choose 2 examples representing different key constituents of language. These could be: • phonology/graphology • morphology • lexis • orthography • grammar • discourse. The main focus here should be on historical context since other contextual factors do not show sign of significant change (except the formality of address). Features should be related to standardisation, changes in printing technology. Influence of Caxton in process of standardisation and printing conventions (such as *yt* and the macron). (phonology – there is some evidence in the spelling of changing pronunciation patterns, but this is specialist knowledge that an A level candidate is unlikely to have. If a candidate does select and analyse this accurately, then reward). Candidates must give an example and analyse it closely using appropriate linguistic terminology. In each case the candidate should comment on the current use and speculate briefly on why the change has occurred. **Morphology**: The general morphological structure of words is similar to modern English. Use of third person 'eth' ending; use of day as verb with past participle 'ed' ending. **Lexis**: words that have changed meaning or use, or words are no longer used. The lexis is mainly current but several word are unlikely to be commonly used in such contexts and are quite formal e.g. beseech, beasts and counselled. **Orthography**: Don't 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, e.g. substitution of 'y' for ''i'; substitution of 'v' for 'u'; use of final 'e'; double consonants linked to short vowel sounds ('*thenne*'' L1);	5 marks for each example: Total 10

double vowels linked to long vowel sounds ('*goo*' L1); *yt* as a version of that (linked to Old English letter 'thorn'); phonological spelling; purpose of the macron.

Grammar: moving toward simplification. Similar to modern (link to Caxton and standardisation), formation of negative (e.g. '*If he come not*' L3), relative pronouns (L7), given the anthropomorphic nature would be 'who' in SE, 3rd person ending 'eth', non standard word order (e.g. L2 *unto the plea for to answer*).

Discourse: Early printed narratives with a purpose to entertain, formal relationship between characters reflects the relationship between king and subject as we would find in modern English -*sir tybert/my lord king.* Legal lexis reflects purpose of segment – seeking one who has done wrong – *plea, court dayed*, use of imperatives by king shows his dominance.

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

AO2: shows awareness of concepts and issues relevant to the selected data of why and how language changes, using appropriate structural linguistic analysis.

AO3: shows knowledge of the context of language change relevant to the selected data and of the key constituents of language.

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)	Identification and comment should focus on how the different language cultures are represented through the stories. Areas of comment will include: • orthography (with links to phonology) • grammar • lexis • discourse/pragmatics • graphology **Orthography** represents accent. It is not enough to just describe differences. Patterns must be identified. Reward use of IPA and appropriate sound terminology in this section to make links with spoken English. Text 2 : • Elision (same 'weak spots' as English) shows English roots in Jamaican language and common phonological features e.g. *an'* (and). • Changing letters to illustrate Jamaican pronunciation (links to AAE features) 'd' for 'th'. • Deletion to show change in quality of vowels '*tak*' for 'take', missing consonant clusters '*peak*' for 'speak'. • Spelling not an accurate method of indicating this accent. • Focus was on the stories and maintaining a flavour of their heritage. Text 3: • Regional pronunciations e.g. '*furriner*' (foreigner), '*podener*' (partner). • Elision same 'weak spots' as English and other text e.g. *an'*.and *o'* (of),'*ax*' (links to modern AAE and attitudes). • letter changes to illustrate changes in pronunciation 'agin' for 'again' • Author not intending an accurate illustration of accent. His purpose is to please the reader with his language use and to add life to his story **Grammar:** Both texts use non standard grammar. Text 2: • grammar is as spoken. It reflects the grammar of a natural speaker. Grammatical features should be related to relevant theories and descriptions of Creole languages e.g. simplification, mixing and reduction. • deletion of prepositions and other function words (simplification of language). missing auxiliary in continuous aspect '*me going*'.

- tense indicated by auxiliary use '*when he cook done*'.
- pronouns – deletion, non standard and standard use e.g. use of object pronouns for subjects.
- Formation of the negative '*Dead no say one word*'.
- Non Standard word orders to be described using appropriate terminology and description of Standard form e.g. '*take him bag*' has a PSO structure.
- Present tense verb forms e.g. I1 –walk(ed)

Text 3:
- designed to be read by all so grammar may be more standard.
- present continuous prefixed '*a-working*', relative pronouns not standard.
- non-standard formation of negative.
- multiple negatives (all can be linked to process of standardisation).
- non-standard word order '*says he*'.
- regularisation of reflexive pronoun '*hisself*'.
- regularisation of verb forms '*seed*' (links to continued simplification)
- missing 3rd person 's' (links to change), present tense

Lexis

Text 2:
- Some minor differences. Shows strong links to standard English. Possibly changed for audience.
- Colloquial '*buck up*', from other language '*pickney*'.
- evidence of word SE borrowed '*barbecue*', American lexis '*trash*'

Text 3:
- Lexis must be accessible to wide audience
- Some colloquial language to link to informal setting. American derivation of new forms '*inquizitize*'

Discourse

Text 2:
- Designed to be heard not read - mode has changed.
- Formulaic utterances e.g. '*man no*' '*peak*' show text originally transmitted orally
- Use of say before speech tells listening audience they are hearing a character speak.
- Lack of variety of conjunctions – frequent use of '*and*' typical of oral narratives
- no audience address except at very end
- Any instances of non fluency have been removed

Text 3:
- Written as if speaker addressing audience – 1st person narrative
- Structured as a written text but audience involved by use of '*stranger*' – gives effect of being addressed by speaker.
- Discourse markers e.g. '*Well*' heighten the effect of spontaneous speech

Graphology

Both texts use much graphology to indicate spoken features.

- Text A – writer has selected to stress only three words she feels add extra meaning – perhaps to show that the teller made hand gestures (e.g. the deictic there), or how he sat. It is likely that the speaker stressed more key words.

- Text B – writer has chosen to indicate stress to augment his attempt to represent spoken language. Relates to AmE as shows different stress patterns on e.g. *devilment*.

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

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 most 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	Mark

2(a)	**Context**
	
	All produced in school so there may have been teacher input – especially with regards to sentence structure in the initial texts.
	
	Text 4:
	• majority of letters recognisable
	   ○ backward *s* (spatial)
	   ○ uses lines on paper to maintain horizontal
	• structure
	• played ends 't' – link to phonology?
	   ○ Three phrase sentence (teacher input?)
	
	Text 5:
	• phonological spelling (*woctid*)
	• 'd' ending on past tense verb (despite phonology – shows some independence from sound)
	• missing vowels – linked to phonology
	• uses lines on paper to maintain horizontal structure
	• three phrase sentence (teacher input?)
	
	Text 6:
	• instructions – aware that writing can communicate with the reader.
	• horizontal structure problematic without guiding lines
	• continued confusion with 'd' and 'b'
	• single consonants not double – not yet aware of spellings link to vowel length
	• phonological spelling
	
	Candidates should make reference to appropriate theories such as the developmental/societal or cognitive model
	
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		5 marks for each example: total 10 marks

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 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 full and confident understanding of these issues 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 – 3	- Shows some limited awareness of the contextual factors in the data - Lacks security in the use of the key constituents of language
2	3 – 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 focus on the significant language features of Texts 7 and 8 but may refer back to the earlier texts to illustrate and explain the changes in the written language.
	
	The candidate should comment on and analyse:
	  ▪ the function of the texts - to inform
	  ▪ the context in which they were produced – school vs. home
	  ▪ the structure of the texts
	
	The development of conventional writing skills:
	
	Letter combinations – fairly standard by this age but interesting form in Text 8 (brides has a dh combination).
	
	Linearity – helped by lines.
	
	Spelling – still linked to oral forms in Text 7. Moving away in Text 8 but some confusion with homophones (their/there, sweet/suite) Final vowel missing '*wer*'.
	
	Punctuation – moving toward standard but capital letters not consistent in Texts 7 or 8. In Text 7 she uses few capital letters and there are teacher corrections; in Text 8, Sophie seems to use them for key nouns. Some non standard punctuation in Text 8.
	
	Sentence types – a mixture of simple and compound in Text 7. Very much linked to simple oral narrative. Use of adverb 'then' to create simple sequencing. In Text 8 uses a complex sentence and a fronted adverbial showing increasing awareness of how written language can be structured to draw audience's attention to key points.
	
	Verb tenses still variable in Text 7 '*puted*' but standardised in Text 8.
	
	Use of definite article '*the dresses*' shows Sophie had identified these as specific but has not realised the audience don't have this information.
	
	Using the data to exemplify the candidate should:
	
	  • not use a deficit model to describe the writing
	  • identify the process of acquisition
	  • show an understanding that written language has different structures and functions from spoken language and comments on the way the data exemplifies this
	  • show awareness of the immediate (home vs. school, parent vs. teacher as audience, form and function of the text) and wider contextual factors (cultural and regional background) that may affect a child's early writing.
	
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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
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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.