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Mark Scheme (Results)

January 2013

GCE English Language
Unit 3 (6EN03)

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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.

Section A: Language Diversity

Question Number	Indicative content	Mark
1(a)	Candidates must choose 2 examples representing key constituents of language. These could be: • pPhonology • gGraphology • orthography • morphology • lexis • grammar • discourse. The candidate must give an example and analyse it closely using appropriate linguistic terminology. In each case the candidate should comment on the standard English use and speculate briefly on why the change has occurred. The main focus here should be on historical and/or scientific context since other contextual factors do not show sign of significant change. Features should be related to standardisation, changes in printing technology. **Pphonology** : • there is 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 • **Graphology**: • capitals used to identify nouns of importance use of y to represent a 'th' in Yt and Ye but this • ~~This~~ is not consistent – line 2 'that' • use of macron for a missing 'n' ~~Morphology~~ ~~• archaic 3rd person ending -eth~~ ~~• use of English as a verb?~~ ~~• treatment of English as a verb (meaning translated?)~~ **Orthography:** Do not reward for identifying differences in individual spelling. The candidate must be able to identify a pattern and offer explanation for the feature they are discussing • use of 'u' and 'v' not fixed (e.g haue) • use of 'i' 'y' not fixed (e.g. requyre)	(10)

- no use of 'j' (e.g iniuries)
- ye as a form of the and that
- final/ silent e
- double consonants for short vowel sounds , for example, ' immortall'

Morphology
- archaic 3rd person ending –eth
- use of English as a verb?
- treatment of English as a verb (meaning translated?)

Grammar:
- archaic 2nd person subject pronoun 'ye'
non Standard word order (e.g yet hath it...)

- **Discourse**
- use of Latin at start would be unlikely today and reflects its academic prestige

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 diversifies according to culture, using appropriate structural linguistic analysis.

AO3: shows knowledge of the context of language diversity 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)	Analysis and comments should focus on the contextual factors of the data which show the development of scientific writing over time in response to different audiences and changing audience needs, the development of a specialist field and style of writing, the function of the texts and their mode with the key constituents of language used to explore and exemplify. should focus on how scientific writing has changed over time in response to new audiences and the development of a specialist style of writing. The main key constituents used to explore these contextual factors are likely to be The main areas of focus are likely to be: • graphology • orthography • morphology • lexis • grammar • discourse/pragmatics Text 2: **Graphology** • use of capitals to indicate nouns of importance **Orthography** • missing 'e' in past tense inflection • standard spelling reflects pace of standardisation process **Lexis** • evidence of lexis that could be considered formal and literary today (e.g. vehement, contiguous) **Grammar** • use of first person plural pronoun 'we'. This does not attempt to include the audience, instead referring to an unnamed other or others. • mModification and post-modification are used to provide the detailed description needed by early scientists (e.g. 'small earthen melting Pot, of an almost Cylindrical figure') • relative clauses also allow for additional detail about nouns (e.g. 'the iron whose upper part...') • passive structures where the agent is considered less important and maintains the audience focus on the affected substance • use of adverbials so Boyle is able to inform his audience about as the time, place, manner or reason of actions important to his experiment (e.g. 'we let down, by a turning key...') • starting sentence with the conjunction 'but' to emphasise the contrast with the previous sentence • past tense • declarative structures.

Discourse/pragmatics:
How the use of words identifies the relationship between writer and reader and assumptions about the readership.
- personal comments on the risk incurred (e.g. 'though it may prove somewhat hazardous') would not seem appropriate in a modern objective scientific text
- Lack of precision in some areas of the text e.g. 'about an inch thick' contrasts with expected scientific precision
- A narrative style.

Text 3

Graphology:
- use of Greek symbols in the chemical formula. This links to the prestige in which classical languages were held and their use in the development of scientific writing
- parenthesis for additional information which is not essential to the primary purpose
- bold and italics are used to help key terms stand out These may help the reader identify where key information is and so help fulfil the texts educational purpose.

Orthography:
- Standard spelling indistinguishable from British English

Morphology:
- compounding is evident in 'thermochemical'. Science requires new words as new concepts are discovered. (in BrEng this would be hyphenated)

Lexis:
- Specialist terminology used, for example, 'moles' which is not accessible to the non-specialist. Possibly referenced and defined earlier in the book
- subject specific abbreviations used – not always with definition and also show science/chemistry has its own semantic field. This also shows that the audience is meant to have some basic scientific knowledge or they could have been previously referenced
- some abbreviations defined such as kJ. It is likely that this is the first time they have been referenced in the book and links to its purpose to inform
- the use of Latinate lexis (such as 'aqueous') links back to the development of scientific writing and Latin's prestige and status as a Lingua Franca in the Renaissance.

Grammar:
- relative clauses are used to provide additional information about a noun phrase, for example, 'An equation that shows...'
- tense – present tense

- the sentences predominantly declarative as the purpose is to explain. A single imperative is used 'let us...'
- adverbials of reason used to help the audience understand why the reactions take place ('because...'). In the last paragraph the reason is placed at the start of the sentence to highlight its importance.
- conditional adverbials are used
- modal auxiliaries used for certainty and to impress upon the audience the importance of certain actions ('you must...'.)
- use of plural 1st person pronouns to include the audience and make them part of the Chemist community
- modified noun phrases are used to give detailed descriptions
- there is no indication in the grammar that this is Australian English

Discourse/Pragmatics:
How the use of words identifies the relationship between writer and reader and assumptions about the readership.
- conversational Discourse markers are used to show contracting information 'on the other hand' and make the text more accessible by creating a conversational relationship

These are suggestions only. Accept any reasonable and relevant examples.
AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression

AO2: shows awareness of concepts and issues relevant to the selected data of why and how language diversifies over time , 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.

~~Level~~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.

~~Level~~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

~~Level~~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 identify two examples from the data that represent different aspects of early writing. These could be taken from:
	   gGraphology
	   orthography/phonology
	   mMorphologyOrthography
	   lLexis
	   gGrammar
	
	Graphology:
	• attempt to distinguish speech from the rest of the text using capital letters
	• question mark applied non-Standardly
	• variable in use of capital letters for proper nouns and use for common nouns.
	
	Orthography/phonology:
	• shows evidence of influence of phonics style of teaching and the 'sounding out of words'
	• 'sounding out approach means that silent letters are lost (e.g windo/window)
	• some independence from sound as evidenced in the spelling of words like 'snow'.
	• some lack of constancy. Snow and window end in the same sound (//) andbut Shonagh is inconsistent in her spelling of these forms.
	• but some inconsistencies in spelling e.g. 'awt' and 'owt'. 'war' and 'wur'.
	• transposed letters in 'One' show that Shonagh is still developing some of the skills associated with early literacy.
	• influence of adult speech/regional accent may be evident in some of the spelling.
	• missing consonant in lets may indicate a match with her speech and a difficulty with consonant clusters.
	
	Morphology:
	• use of present participle verb forms
	
	Lexis:
	• confusion with homophones (e.g.lucking/looking)
	•
	
	Grammar:
	• simple sentences
	• use of past progressive verb phrases (e.g. '-wur lucking'
		5 marks for each example: total 10 marks

and/’were looking’)

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

AO2: shows awareness of concepts and issues relating to the development of written language, using appropriate structural linguistic analysis.

AO3: shows knowledge of the contextual factors relevant to the selected data and of the key constituents of language.
~~AO2 demonstrate critical understanding of the concepts and issues relating to interacting with children and interpreting their utterances.~~

~~AO3 Shows an awareness of the contextual factors relating to interaction and repairs.~~

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 - 45	• 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 - 32	• Shows some limited awareness of the contextual factors in the data • Lacks security in the use of the key constituents of language
	2	43 - 65	• 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	Candidates may use a variety of approaches such as: • functional (e.g. Halliday's concept of different functions) • social interaction (e.g. Vygotsky's theories) • cognitive (e.g. Piaget or Lenneberg) • behaviourist (e.g. Skinner) • nativist (e.g. Chomsky and Pinker) • structural stages. It is not necessary for candidates to cover all approaches. It is likely candidates will select one approach and may make brief evaluative comments. 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 spoken language skills The candidate should **not** use a deficit model to describe early speech. Reference to key constituents of language should be used to support the points that candidates are making. These could include: • phonology • morphology • lexis • grammar • discourse/pragmatics **Phonology**: There is some non-standard phonology but it is limited and doesn't seem to create a barrier of understanding • /w/ substituted for /r/ in 'rolled' • /w/ substituted for /l/ e.g. 'called' • insertion of extra unstressed syllable e.g. pronunciation of 'home' **Morphology:** • use of '-ing' on verbs to form present participle. This rRelates to on-going nature of activities • **Lexis:** • A variety of lexis from the semantic field of shops and families probably learned from the environment (e.g. 'card', 'shop keeper') •• **Grammar:** • initial declarative sets the theme for the play. It seems to be a formulaic utterance that the children may have heard in a domestic environment. • missing auxiliary in present progressive/continuous verb phrases (e.g. 'we going to shops'). The loss of tense does not affect their play as tense is implied by context • some questions lack auxiliary verb (e.g. 'you want to buy?'). Since the function is implied by the rising tone the child's conversational partner

is able to accurately interpret.
- missing verb 'to be' (e.g. 'the dog here')
- negative form of verb 'to have' is realised as 'in't' showing influence of dialect/adult users

Discourse:

- use of adjacency pairs to negotiate the roles they will play. This is not always successful (L5-8)
- negotiation for dominant role
- there are no overlaps in the piece showing they understand the rules of turn taking
- some deictic references are used. Since the objects do not exist this can cause confusion (e.g. '–yeah (.) uh dog here' and 'need to look at that…')
- repetition is used to make the next stage in the play-acting clear

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

AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression

AO2: shows awareness of concepts and issues relating to the development of spoken language, using appropriate structural linguistic analysis.

AO3: shows knowledge of the contextual factors relevant to the selected data and of the key constituents of language.

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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
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

~~Level~~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.

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