

Mark Scheme (Results)

Summer 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)	<p>Candidates must choose 2 examples representing different key constituents of language. These could be:</p> <ul style="list-style-type: none"> • phonology • graphology • orthography • morphology • lexis • grammar • discourse. <p>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.</p> <p>The main focus here should be on historical context since other contextual factors do not show sign of significant change. Features should be related to standardisation and changes in printing technology.</p> <p>Phonology :</p> <ul style="list-style-type: none"> • 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 it. <p>Graphology:</p> <ul style="list-style-type: none"> • capitals used to identify nouns of importance • use of y to represent a 'th' in Ye. <p>Orthography:</p> <p>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</p> <ul style="list-style-type: none"> • use of 'u' and 'v' not fixed (e.g vncertaine) • use of 'i' and 'y' not fixed (e.g. guyde) • no use of 'j' (e.g Iesus, but note use as Roman numeral) • ye as a form of the • final/ silent e • double consonants for short vowel sounds , for example, ' immortal'. 	<p>10 marks</p>

	<p>Morphology</p> <ul style="list-style-type: none">• use of third person 'eth', and second person 'est' ending. <p>Lexis:</p> <ul style="list-style-type: none">• some near archaic lexis, for example 'wherefore', 'wherein' etc. Now most commonly found in legal language• Semantic change of 'very'. <p>Grammar:</p> <ul style="list-style-type: none">• 'if we be on the water' use of subjunctive• if candidates comment on use of base form of verb 'to be' where modern Standard English would inflect for person and tense, then reward it. <p>These are suggestions only. Accept any reasonable and relevant examples.</p>	
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Band	Mark	A02: 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	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 – 2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<p>Both texts are American in origin and both, as newspaper reports, have the same purpose, which is to inform. They differ not only in the time period in which they were written but also in their focus and their emotional response to the events they recount.</p> <p>The main areas of focus are likely to be:</p> <ul style="list-style-type: none"> • phonology • graphology • orthography • morphology • lexis • grammar • discourse/pragmatics. <p>Text 2</p> <p>Phonology:</p> <ul style="list-style-type: none"> • alliteration is used as a rhetorical device, for example, 'solemn sorrow' and 'friend and father'. <p>Graphology:</p> <ul style="list-style-type: none"> • layout typical of a newspaper with headline in the form of a noun phrase and single column • use of capitals • use of italics • diagram of funeral • long s • short paragraphs. <p>Orthography:</p> <ul style="list-style-type: none"> • standardised spelling • no consistent evidence of American respelling yet as this text pre-dates Webster's dictionary (honors line 10/honours line 26). <p>Morphology: no significant comment.</p> <p>Lexis:</p> <ul style="list-style-type: none"> • metaphorical language is used to show the importance of Washington to his country. His description as 'Father' shows his role in forming the United States • some, limited use of proper nouns show where events took place (e.g. Mount Vernon) and those in the list show who was important in the procession • adjectives with positive (religious/poetic?) connotations are used throughout, for example, 'beautiful', 'sublime' 'noble'. This text's focus is emotion and patriotism • some evidence of changing attitudes towards death as 'Corpse'

would probably be replaced with a more gentle reference or euphemism

- the majority of the language is still current (although some would be considered formal) but 'oft' has probably fallen from general use.
- some lexical contrasts to highlight the sadness. 'hero walk ... lay shrouded corpse'.

Grammar:

- modified noun phrases provide detail
- a number of the grammatical features would be common in newspaper reports today
- relative clauses are used to add descriptions to nouns. These give the reader more detail. 'those who paid...'
- passive sentences are used to change focus. Where the agent is obvious or necessary it is omitted (...consigned to the tomb)
- adverbials are used to give the audience information about the time place and manner of important actions. Their position reflects their importance. For example, the author uses two fronted adverbials (one of time and one of place) in the final paragraph 'when..., where....')
- the sentences are predominantly declarative as the purpose is to inform. The use of exclamations reflect the sorrow and emotional response of the nation
- past tense.

Discourse/Pragmatics:

- how the use of words identifies the relationship between writer and reader and assumptions about the readership
- references to the military and Washington's holsters and pistols implies his status as a military leader
- literary forms such as apostrophe to invoke emotion, for example 'fallen! – Yes! Fallen!...'
- numerous noun phrases used as forms of address instead of Washington, perhaps to emphasise his importance. 'The General', Commander in chief of the armies'
- apart from the pall bearers there is no mention of others (including the family)by name. This may indicate changing attitudes to the death of a head of state and death in general.

Text 3

Phonology:

no clear evidence of purposeful use of phonology.

Graphology:

- use of titles
- short paragraphs.

Orthography:

- no evidence of distinctive American spelling
- spelling of 'chandellier'?

Morphology:

no significant comment.

Lexis

- many proper nouns referring to people and places. This reflects the focus of the article which seems to be showing how important the President was by referring to the people attending his funeral
- proper nouns associated with American political places, for example 'White House' and 'Capitol'
- the nouns 'capitol' and 'blocks' are not found in British English
- semantic field of modern politics, for example, 'State Department' 'White House aides'
- abbreviation of place names shows knowledgeable audience, for example, R I (Rhode Island)
- caisson and catafalque are not archaic but could be considered very formal. Possibly used because of the state nature of the funeral?

Grammar:

- Adverbials are used throughout, sometimes at the front of sentences (e.g. Tomorrow...), to give details of time, place, manner and reason, to set the scene and to allow the audience to reconstruct the chronology of events
- Modified noun phrases to set the emotional tone, for example, 'solemn ceremonies' or give descriptive details, for example, 'crystal chandelier'
- use of noun phrases in apposition (e.g. Mr Lawford, the actor..)
- predominantly past tense
- use of modal verb 'will' to show future certainty (e.g. 'Mrs Kennedy will')
- use of passive structure to front important information (e.g. 'The Mass was celebrated by...')
- use of mixture of sentence types including complex with non-finite clauses (e.g. kneeling and praying beside the coffin for several minutes...)
- non Standard use of conjunction 'or' to start a sentence. This highlights the alternative and is a common feature of journalism.

Pragmatics:

- formal terms of address shows respect for the participants and their high status
- naming of women through their husbands reflects their status in society (e.g. Mrs Joseph P. Kennedy)
- naming of some as merely brother or sister possibly reflects a lack of political or social importance.

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Selects and applies appropriate linguistic methods accurately • Uses relevant linguistic terminology accurately and confidently • Writes fluently, accurately and coherently.

Band	Mark	A02: 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"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	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 - 3	<ul style="list-style-type: none"> • Shows limited awareness of the contextual factors in the data • Lacks security in the use of the key constituents of language
2	4 - 6	<ul style="list-style-type: none"> • Shows some awareness of the contextual factors in the data • Shows some knowledge of the key constituents of language
3	7 - 9	<ul style="list-style-type: none"> • Shows awareness of the contextual factors in the data • Shows knowledge of the key constituents of language
4	10 - 12	<ul style="list-style-type: none"> • Shows clear understanding of the contextual factors in the data • Shows understanding of a range of key constituents of language
5	13 - 15	<ul style="list-style-type: none"> • 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.

Total for Section A: 50 marks

Section B: Children's Language Development

Question Number	Indicative Content	
2(a)	<p>Candidates should select two examples from the data which illustrate how children develop literacy.</p> <ul style="list-style-type: none">• not yet able to distinguish between similar letter forms as in l1 she interprets a 'm' as a 'n'• she sounds out each grapheme and assigns it a phoneme• the fact that she asks her parent for guidance is evidence of a more knowledgeable other. This also shows the importance of spoken• language development as she forms interrogatives• after feedback she sounds out the word come and ignores the silent letter at the end• the mother (acting as MKO) identifies letters that the child struggles with• her problem recognising and pronouncing /r/ leads to an error in her phonic approach to digger where she identifies the final sound as /w/• she is content to label objects herself (dot on spot) when she doesn't understand them. <p>These are suggestions only. Accept any reasonable and relevant examples.</p>	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	<ul style="list-style-type: none"> • 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 – 5	<ul style="list-style-type: none"> • 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 – 2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<p>Candidates may use a variety of approaches such as:</p> <ul style="list-style-type: none"> • 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. • narrative and structural theory e.g. Labov. <p>It is not necessary for candidates to cover all approaches. It is likely candidates will select one approach and may make brief evaluative comments.</p> <p>The candidate should comment on and analyse:</p> <ul style="list-style-type: none"> • the function of the language used • the context in which it was produced and how this influences the language • the development of spoken and written language skills. <p>The candidate should not use a deficit model to describe early speech.</p> <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"> • phonology • morphology • lexis • grammar • discourse. <p>Text 5</p> <p>Graphology:</p> <ul style="list-style-type: none"> • aware of linearity but lacks coordination to maintain without lines • inconsistent use of capital letters indicates she has yet to draw distinction between different letter types • some letters reversed shows N not aware that this changes their function. This is especially true of the ascenders/descenders. • difficulty forming some letters which are not common e.g. queen • use of exclamation to link to spoken emotion. This shows an awareness that it can influence how her audience read the text • no full stops but indicates new sentence by starting a new line.

Phonology/Orthography:

- some independence from phonology in her spelling (e.g. was). This perhaps shows the influence of education or environmental print
- self correction shows she is exploring and experimenting with the system.
- some evidence of the phonics/sounding out approach to spelling e.g. planit.

Morphology:

no significant comment but if a candidate makes plausible observations then this should be rewarded.

Lexis:

- semantic field associated with fairy tales/children's stories (e.g. 'wicked queen').

Grammar:

- complex sentence with adverbial clause (it was a happy day...) and compound sentence with conjunction and to link ideas.

Discourse:

- aware that pronouns need to be referenced for the reader to understand (the planet).

Text 6**Graphology:**

- linearity not fully established
- confusion between d and b as the difference is not yet important to her
- not consistently applying capital letters. They don't appear in proper noun 'Disney' but are used in 'because'
- uses capital and lower case I but may not realise these are different forms of the same letter
- no clear use of punctuation (possible full stop at end?).

Phonology/graphology:

- consistency in spelling e.g. becos
- much self correction shows she is aware there is an accepted form that she must try to achieve
- phonological approach to spelling – links each grapheme to a phoneme w a l s
- transposes some letters (e.g. 'g' and 'n' in 'flign').

Morphology:

- use of plural on rides/whales. Both these would be expected in her spoken language.

Lexis:

- can form a superlative (best).

Grammar:

- uses subordinating conjunction because to provide reason
- use of 1 complex compound sentence
- use of 2 simple sentences.

Text 7**Phonology:**

- uses stress to draw attention to what she believes are key parts of her story
- substitutes /w/ for /r/
- short /v3/ used
- one – wan
- omits unstressed vowel from start of arrived
- / h/ is present in this accent
- a consonant cluster is reduced in told
- /c20/ is realised as /n/

Morphology:

- uses a regular verb ending on the irregular verb 'sleep'. This could be an example of over-generalisation of verb inflections or could be a slip as she is focussing more on content.

Lexis:

- the semantic field reflects stories that young girls would likely be exposed to 'princess' 'witch' 'castle' etc.

Grammar:

- use of adverbial of time at start of story – formulaic learned from stories. It is suitably vague for a story when time is not essential
- use of a relative clause to add detail to the noun which is common with stories. Natasha has not yet learned the rules governing relative pronouns and so uses one non-standardly
- missing modal auxiliary 'would' on line 3. Since this contributes little to meaning it is likely Natasha was focussing on the key elements of her story
- uses the conjunction 'and' to link many of her clauses together – typical of oral narratives.

Discourse:

- conversational clause 'so what she did'
- some confusion in the story as it lacks some coherence
- uses pronoun referencing in her speech to avoid repetition. It is likely that she has seen this in stories and heard it from other language users (e.g. get the king and queen...and what they did)
- text is quite short which may reflect its status as a spontaneous story.

Text 8

Phonology:

- Natasha varies the volume of her voice – perhaps to distinguish genuine parts of the story and other contextual information for her listener?
- uses stress to draw attention to key parts of the story
- substitutes /w/ for /r/ in rabbit
- uses the nasal /ŋ/ in 'going' (unlike previous text). This shows variability
- stresses both syllables in 'garden'.

Morphology:

- the irregular verbs are inflected with the regular ending '-ed' (e.g. 'woked')
- 'catch' is not inflected for past tense
- omits possessive 's' on 'Tims' (L3)
- she accidentally pluralises the noun 'nose' but corrects herself showing she is exploring language and giving credence to nativist theories of development.

Lexis:

- mainly mono/di-syllabic lexis.

Grammar:

- starts with an adverbial of time 'one morning'
- Natasha uses a subordinating conjunction related to time (when) which does not seem to fit the narrative she is giving. She uses this more standardly at the bottom of the narrative
- uses the coordinating conjunction 'and' to link her clauses together
- she uses the third person neuter pronoun instead of the masculine. It is likely she knows the distinction but may have made an error as she uses this pronoun for the rabbit.

Discourse:

- this text is more successful than text 7. This may reflect the fact that the child is paraphrasing/recounting a previously read story
- like the other spoken narrative, Natasha uses 'what they did next'. This could be part of her idiolect and a tried and tested method of indicating chronology to her listener
- Natasha pauses often occur at clause boundaries
- because Natasha is planning a complex sequence of events she makes some errors in the structure of her story – line 6.

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

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5	13 - 15	<ul style="list-style-type: none"> • 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.

Total for Section B: 50 marks

Total for Paper: 100 marks

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