



Mark Scheme (Results)

Summer 2012

GCE English Language (6EN03/01)

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**Paper 1: Drama and Prose**

## Unit 3: Language Diversity and Children's Language Development

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### Section A: Language Diversity

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Question Number	Indicative content	Mark
1.(a)-	<p>Candidates must choose 2 examples representing key constituents of language. These could be</p> <ul style="list-style-type: none"><li>• orthography/phonology</li><li>• Lexis</li><li>• Morphology</li><li>• Grammar</li></ul> <p>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 use and speculate briefly on why the change has occurred. Links to context should include relevant theories about creole language forms and presenting a unique linguistic identity. The purpose of the text as both a functional recipe book and an example of cultural diversity means the writer is trying to show the audience how language is used in different culture and to instruct/inform the audience.</p> <p><b>Text 1</b> <b>Orthography/phonology</b> The spelling of the text is designed to represent the accent and cultural identity of the speaker. Lower mark bands are likely to describe the differences whereas higher bands will attempt to spot patterns. Accurate use of the IPA and relevant terminology should be rewarded. The following list represents only some of the features present in the data. Credit any reasonable exploration.</p> <ul style="list-style-type: none"><li>• substitution of &lt;d&gt; for the digraph &lt;th&gt; reflects common feature of African American English and other creoles such as Jamaican.</li><li>• substitution of &lt;uh&gt; for &lt;er&gt;</li><li>• 'ub' shows change in pronunciation of preposition 'of'</li><li>• the text shows some changes that would be found in British English users such as the reduction and elision shown by the representation of 'and' as 'en'. This represents the change from /ænd/ to / n/.</li><li>• there is some evidence that the phoneme inventory of Gullah speakers may differ from that of British English users. The</li></ul>	(10)

<p>sound/v/ does not appear and is consistently replaced with a /b/ in 'banilluh' 'ub' and 'obun'</p> <p><b>Lexis</b> Once the spelling is taken into account, much of the lexis in this text is Standard as using anything else would be a barrier to a wider readership.</p> <ul style="list-style-type: none"> <li>• 'lick-up' meaning 'to beat'. This term is used in other creoles and (perhaps has an origin related to licks of whip?)</li> <li>• the noun 'cookie' replaces the British English word 'biscuit', demonstrating the influence of American Lexis on this language form.</li> </ul> <p><b>Morphology</b></p> <ul style="list-style-type: none"> <li>• the verb form 'mek' is not inflected for third person (makes) showing the simplification of the language typically associated with creole forms.</li> <li>• the noun 'cookie' lacks a plural inflection as the context makes it clear</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• simplification of pronoun forms is typically associated with creole languages. This is demonstrated in the text where the third person plural object pronoun 'dem' (them) is used in place of the Standard English subject form 'they'.</li> <li>• the prepositions 'into' and 'in' are both represented as 'een' reflecting the reduction of forms associated with creole forms.</li> <li>• use of adverbial 'long 'um'. Similar forms are found in other creoles and pidgins</li> </ul> <p>These are suggestions only. Accept any reasonable and relevant examples.</p> <p>A02: 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.</p> <p>A03: shows knowledge of the context of language diversity relevant to the selected data and of the key constituents of language.</p>	
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Band	Mark	<u><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></u>
1	<u>0 - 2</u>	<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>
2	<u>3 - 5</u>	<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>

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"> <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>
2	3 - 5	<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>

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Question Number	Indicative content
1 (b)	<p>Analysis and comments should focus on how instructions and English have changed and developed over time, as well as aspects of recipes that have not changed. In addition to describing the features of the texts, the data should be placed in the context of the changing nature of recipes from a limited audience, to a much wider audience, the influence of the different modes of transmission and how social and economic changes have affected the language used. Candidates should also consider aspects of American English.</p> <p>The main areas of focus are likely to be:</p> <ul style="list-style-type: none"> <li>• Graphology</li> <li>• Orthography</li> <li>• Phonology</li> <li>• morphology</li> <li>• lexis</li> <li>• grammar</li> <li>• discourse/pragmatics</li> </ul> <p><b>Graphology</b></p> <p>Text 2</p> <ul style="list-style-type: none"> <li>• variable use of full stops and no commas in these texts. A virgule ‘/’ is used to separate some grammatical units.</li> <li>• the use of capital letters has not been standardised.</li> <li>• the careful layout that one would expect from a modern written recipe is not in evidence. This is most notable in the absence of an ingredients list</li> <li>• numbers represented in various ways e.g. ‘dozen’ and ‘xvi’</li> </ul> <p>Text 3</p> <p>No relevant comment as it is a transcript</p> <p><b>Orthography</b></p> <p>Text 2</p> <p>At the lower mark bands it is likely that candidates will merely identify differences in spelling. At higher mark bands candidates will attempt to identify patterns and offer plausible explanations about why such features are present.</p> <ul style="list-style-type: none"> <li>• the spelling of ‘shouldre’ varies from the modern standard. Words ending &lt;er&gt; are variably spelled &lt;er&gt; or &lt;re&gt;. This is evidence of the spelling system not being fully standardised.</li> <li>• sugar is spelled variably as ‘sugre’ and ‘suger’. As well as evidence of a more relaxed spelling system this could be linked to the spelling ‘shouldre’. The word together also shows variable spelling ‘togider’ and ‘togither’</li> </ul>

- the values of the consonant letter <y> and vowel letter <i> are still not fixed in this period e.g. 'wyne' and 'fayre'. This may be linked to pre-printing forms of English and minim confusion.
- the values of the consonant letter <v> and the vowel <u> are still not fixed e.g. 'vpon' (upon) and 'sauery' (savoury). The general rule of using <v> as word initial and <u> as word medial seems to be followed in this text.
- a final <e> appears on many words. This may be related to the effect of printing and/or to earlier periods in the history of English.
- the doubling of some consonants may be linked to phonology e.g. 'bushe'

#### Text 3

No relevant comment

#### Phonology

##### Text 2

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.

##### Text 3

- stress is used to convey the speaker's enthusiasm and draw attention to key points.
- vowel change in 'tomato' is typically associated with American English
- elision of sounds such as the initial consonant in 'them' /θm/ shows the informality of the text and an attempt to appeal to the target audience. Such forms are also present in British English and indicate that there are common phonological 'weak spots' across a range of Englishes.
- reduction of vowel sounds also show the informality of the text and indicate that there are common phonological 'weak spots' across a range of Englishes e.g. and /ænd/ reduced to /ən/.

#### Morphology

##### Text 2

- there are examples of the archaic third person verb ending <eth> e.g. 'ryseth' but no evidence of the archaic 2<sup>nd</sup> person ending.
- the verb 'to be' is used in its uninflected base form. In modern English this irregular verb would appear in different forms ' let it boyle until it be Jelly...'

##### Text 3

- the uninflected adverb 'real' is a key morphological feature of American English.

#### Lexis

### Text 2

- use of words such as 'fire' reflect changing cooking methods.
- 'fathyng' (farthing) now archaic and can be linked to social/political change.
- nouns of measurement are used as would be expected e.g. 'gallon' and the completely archaic 'potell'. Gallon was lost with the change to the metric system.
- the text uses many recognisable terms from the semantic field of food which would still be used today e.g. 'egges', 'Rosemary' and 'tyme' but changing tastes are reflected in terms like 'capon' which are no longer common.
- Text 3
- some limited lexical difference between American English and British English e.g. 'chuck' and other reflect the different cultures e.g. 'baseball'
- there is much use of nouns and verbs from the semantic field of food and cooking e.g. 'sear' 'barbecue' 'toast'
- use of terms such as 'throw ( a slice of onion...)' rather than more precise synonyms such as place or lay indicates the informal nature of this recipe and relates to its (male?) audience.

### Grammar

#### Text 2

- use of imperatives to instruct e.g. 'take a capon...'
- the coordinating conjunction 'and' is used to link clauses and create long compound structures.
- the adverb 'then' is used to create sequencing to help the reader follow the instructions e.g. '...then put them in youre creame'.
- adverbials are used to give information associated with time and place (but perhaps not as many as a would be expected in a modern receipe) e.g. '... tyll the fleshe come from the bone' 'into a pan' and 'in a fayre cloth'
- some modifiers are used in noun phrases, just like in a modern recipe, to provide description for the audience e.g. 'swete thick creame' but a modern text would likely use more for the sake of precision or interesting the reader.
- an intensifier 'very' is used to aid the audiences understanding and give detail necessary to successfully make the dish
- a variety of pronouns are used including the archaic second person subject pronoun 'ye'. These indicate some attempt to communicate directly with the audience.

#### Text 3

- use of non-Standard demonstrative pronoun 'them' instead of 'those' e.g. '..toast up them buns' 'lock in them juices'. This is a common feature of many English dialects and helps create an informal relationship with the audience.
- modified noun phrases are used to entice the audience and are often subjective e.g. 'beautiful tomatoes' but others are essential

- for successfully following the recipe e.g. 'high heat'
- use of the 2<sup>nd</sup> person pronoun 'you' and 1<sup>st</sup> person plural 'we' directly involve the audience.
  - deictic expressions e.g. 'here' demonstrate the visual aspect of the text.
  - ellipsis of the subject/auxiliary verb in some clauses where it is predictable in context e.g. 'going to move these burgers off' 'look good'. This saves time and is a common feature of many varieties of spoken English.
  - the sentence mood is declarative to describe the process e.g. 'these smell good already' and imperatives to instruct the audience e.g. 'roll these into about baseball size'.
  - adverbials are used for a variety of functions and a variety of positions to inform but not as extensively as one may expect in a written recipe e.g. 'in the meantime...'
  - the tense is mainly present as the listener/watcher is following the action they look good' but future is also used '...we're going to do some burgers..'

#### Discourse/Pragmatics

##### Text 2

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

- pronouns are used to create interaction with the reader but relationship is quite neutral
- purpose is to instruct
- probably narrow audience

##### Text 3

- hedges soften the force of some of the imperatives to maintain the friendly interaction.
- pauses are used to split the utterances into easily processed chunks of language and often coincide with punctuation in the written language perhaps showing the text is largely pre-scripted. Others are where the viewer is watching the action on-screen. It is highly unlikely that these can be linked to planning and thinking and such comments should not be rewarded.
- lack of non - fluency probably indicates that this piece is rehearsed
- the idiolect of the speaker and informal relationship shown by frequent use of exclamations, which are stereotypically associated with American English such as 'man' and 'boy'. These also possibly indicate the gender of the speaker as male?
- the purpose is to instruct

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

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<u>Level Band</u>	<u>Mark</u>	<u>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</u>
1	<u>0 - 3</u>	<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	<u>4-6</u>	<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	<u>7-10</u>	<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>

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<u>Level Band</u>	<u>Mark</u>	<u>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</u>
1	<u>0 - 3</u>	<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	<u>4 - 6</u>	<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	<u>7-9</u>	<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	<u>10-12</u>	<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	<u>13-15</u>	<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>

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<u>Level Band</u>	<u>Mark</u>	<u>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</u>
1	<u>0 - 3</u>	<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>
2	<u>4 - 6</u>	<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>
3	<u>7-9</u>	<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>
4	<u>10-12</u>	<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>
5	<u>13-15</u>	<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 and analyse these closely using appropriate terminology and clear reference to any relevant theories which attempt to explain the acquisition of language. These can include, but are not limited to, behaviourism, nativism, and functional approaches. Candidates should also bear in mind any contextual features which may affect the language used.</p> <p><b>Phonology</b></p> <ul style="list-style-type: none"><li>•repeats new words in attempt to master the sound segments and experiment with pronunciation. She requires input from the environment e.g. Dictaphone.</li><li>•she uses rising intonation to signal the function of an utterance and try and get a response to further her understanding and to interact with those around her</li><li>•she listens to the pronunciations of those around her and attempts to mimic /tiv/ /ti vi/</li></ul> <p><b>Morphology</b></p> <ul style="list-style-type: none"><li>•she uses a variety of morphemes as she attempts to 'fix' the rules of English morphology 'what happens (.) what happened'. Although there is some parental modelling here is little parental correction and Niamh is exploring the language for herself.</li></ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"><li>•there is evidence that she has learnt some of her vocabulary directly from her parents. She uses the phrases 'kiss it better' when confronted with an injury which is probably what she has had said to her. 'Oh dear' could also have been learnt from the mother.</li></ul>	5 marks for each example: total 10 marks

	<ul style="list-style-type: none"> <li>the use of interrogatives allows her to question her parents about the names of objects around her to further her lexical development so demonstrating some reliance on the environment</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>she repeats her own utterances, possibly to practice the various forms often adding successive detail</li> <li>father provides some models which the child sometimes follows 'it's gone quiet'</li> </ul> <p><b>Discourse</b></p> <ul style="list-style-type: none"> <li>she pauses after her utterances to give her father time to reply showing her development of conversational skills</li> <li>she adds successive detail when she realises or is told her communication is failing ' what happened to it (2) what happened there (2). This demonstrates that she is aware that the function of language is to communicate effectively with an audience</li> <li>her parents always attempt to understand her and find meaning in what she says rather than insisting on artificial notions of correctness</li> </ul> <p> </p> <p>These are suggestions only. Accept any reasonable and relevant examples.</p> <p>AO2 demonstrate critical understanding of the concepts and issues relating to interacting with children and interpreting their utterances.</p> <p>AO3 Shows an awareness of the contextual factors relating to interaction and repairs.</p>	
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Band	Mark	<u><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></u>
1	<u>0 - 2</u>	<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>

2	<u>3 - 4</u>	<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>
1	0 - 3	<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>
2	4 - 6	<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 development of conventional writing skills and the concepts a child must understand when acquiring written language.</li> <li>• the function of the text and how the child has adapted her language to fit the function</li> <li>• How Charlotte has adapted her language to fit conventions of the electronic mode</li> <li>• the context in which it was produced -at home and independently.</li> <li>• the genre of the text</li> <li>• how the data exemplifies any theories of child language development and/or how it fits functional approaches</li> </ul> <p>The candidate should not use a deficit model to describe early writing. References to the key constituents should be used to support the points which candidates are making. The likely areas for analysis are</p> <ul style="list-style-type: none"> <li>• graphology</li> <li>• orthography/phonology</li> <li>• lexis</li> <li>• morphology</li> <li>• grammar</li> <li>• discourse</li> </ul> <p><b>Graphology/ Punctuation</b></p> <ul style="list-style-type: none"> <li>• Charlotte uses graphological features such as text boxes and underlining to make her text distinctive and fit with her purpose</li> <li>• capital letters are not used with complete consistency 'Race' and 'Home'.</li> <li>• her writing has clear linearity</li> <li>• the texts have distinctive layout which relates to purpose and possibly shows the influence of environmental print</li> <li>• there are missing spaces between words</li> <li>• Charlotte's writing lacks significant punctuation, especially full stops. It is possible she associates these with the more careful work required at school and the lack of them does not alter or contribute to the meaning and function of the piece.</li> <li>• she uses commas to separate a list e.g. '...my little pony, Nickjr, pokemon,...', which is a skill she will have learned at school.</li> <li>• she is variable in her use of the possessive apostrophe e.g. ' Maya's icon' and 'Bens icon'. Again, this could be something she associates with the careful approach to school work, or may be a skill which she has not fully developed.</li> <li>• she does not use a question mark in page 5. The form of the sentence indicates its function.</li> </ul>

## **Orthography**

Candidates will need to use the IPA and relevant terminology to discuss the links between spelling and sound and should offer plausible explanations, related to her stage of development and also her purpose. It is likely that candidates will relate such features to 'sounding out' the word, the influence of phonics teaching and Charlotte's own speech.

- there are examples of non standard spelling in these text. They were produced independently so she received no guidance and may not have taken as much care as she would have in other environments e.g. 'wat'.
- the spelling 'poket' shows she has some variability with the various representations of the /k/ sound in written English. In this case it seems to be a phonetic strategy based on words such as 'king'. Charlotte finds this consistently difficult.
- the repetition of the vowel 'o' in cool is designed to lengthen the sound. As well as showing an understanding of a general spelling feature it also shows her deliberately manipulating spelling to mimic spoken language.
- treats grandma as two words
- she spells careful as 'carefull' perhaps revealing her approach to morphology (also wonderfull). She is aware of the spelling of 'full' but does not realise this form changes in spelling when being used as a bound morpheme
- words such as repunzal which she may not have encountered in writing are spelled phonetically
- the spelling 'chicen' also shows problems with the representation of the /k/ sound. Like before she does not realise she needs a digraph to represent it and instead uses <c>, probably modelling it on words such a 'cat'.
- she has added an <e> to her spelling of 'armes'
- the final <e> is missing from 'goodby'
- Charlotte spells her name non-standardly in one instance 'charlotte'. It is likely this is an 'error' caused by her concentrating on the form and function of her writing.

## **Lexis**

- uses TV programmes with which both she and her audience are familiar.
- uses words from semantic fields common to her age group e.g. 'grandma' and 'repunzle'(\*\*repunzal\*\*)
- use of the phrase 'and many more' possibly influenced by the environment as it is a common phrase used to promote things in the media
- 'icon' is a technical term associated with the semantic field of

computing and internet use. Its appearance here not only shows the influence of environment on a child's lexical development but also shows that she understands the need for technical lexis if she is meet her audience's expectations

### Morphology

- Charlotte's use of morphology is standard

### Grammar

#### Page 1

- uses an interrogative to introduce an explanation as would be found in many examples of written media
- uses two simple sentences

#### Page 3

- she places the adverbial before the main clause 'for more games visit...' showing a knowledge of how written language can be structured to draw the audience's attention to key points. This case she is highlighting the reason for her following imperative.

#### Page 4

- uses an imperative to interact with he audience 'say you name...' which is something she has probably encountered in similar language forms, including print and other media
- Charlotte uses the second person pronoun 'you' instead of 'your' '...and say you name...' It is likely Charlotte has mastered this form in speech
- the level of detail required in this section of her 'website' requires that Charlotte use a variety of sentence types. Simple sentences e.g. 'Charlottepowton.com is moving book' and complex sentences e.g. ' If you would like to be in ...three times'

#### Page 5

- use of first person singular and plural pronoun

### Discourse

- there is address audience and involvement using the 2<sup>nd</sup> person pronoun 'you'
- she interacts with her audience using interrogatives and imperatives

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

<u>Level Band</u>	<u>Mark</u>	<u>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</u>
1	<u>0 - 3</u>	<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	<u>4-6</u>	<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	<u>7-10</u>	<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>

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<u>Level Band</u>	<u>Mark</u>	<u>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</u>
1	<u>0 - 3</u>	<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	<u>4 - 6</u>	<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	<u>7-9</u>	<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	<u>10-12</u>	<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	<u>13-15</u>	<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>

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<u>Level Band</u>	<u>Mark</u>	<u>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</u>
1	<u>0 - 3</u>	<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>
2	<u>4 - 6</u>	<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>
3	<u>7-9</u>	<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>
4	<u>10-12</u>	<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>
5	<u>13-15</u>	<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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