

Mark Scheme
Summer 2016

Pearson Edexcel GCE
in English Language Unit 3
(6EN03/01)

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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.

Unit 3: Language Diversity and Children's Language Development

Section A: Language Diversity

Question Number	Indicative content	Mark
1(a)	<p>Candidates must choose two examples representing different key constituents of language. These could be:</p> <ul style="list-style-type: none">• graphology• orthography• morphology• lexis• grammar. <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 form and speculate briefly on why the change has occurred. Links to context could be centred on standardisation and changes in printing technology.</p> <p>Graphology</p> <ul style="list-style-type: none">• Whereas is realised as two words 'where as'. <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">• The graphemes <y> and <i> are interchangeable.• The graphemes <v> and <u> are interchangeable. A general rule is followed in that, regardless of sound, <v> is used as an initial letter and <u> is used as a medial letter, e.g. 'vsed' and 'euey'.• Several words show the presence of the final <e>.• Single/double vowels differs from standard spelling today, for example 'goo' (go) and could be related to issues of phonology and standardisation of spelling.• Single/double consonants differs from standard spelling today, for example 'ferre' (far), 'cariage' (carriage) and could be related to issues of phonology and standardisation of spelling.• There are a number of instances where the spelling of words seems to be phonetic and may represent sound/pronunciation changes. Credit any reasonable exploration of these. Examples include 'teddered' (tethered?), 'nat' (not), 'cley' (clay) and 'warke' (most likely 'work').	

	<ul style="list-style-type: none"> • The variable spelling of plough ('plough' and 'plowe') indicates a lack of a standard spelling system. <p>Morphology</p> <ul style="list-style-type: none"> • Archaic third person <eth> ending on verbs (e.g. 'semeth' and 'hath'). • To form a subjunctive, the verb 'to be' is used in its uninflected form in both the singular and plural in the example 'he be put...' and 'they be farre...'. Today, except in very formal use, this would probably be in the third person form 'is' and 'are' respectively. Candidates may note that the form 'is' is found in the data to agree with third person singular in the example 'it is not used to tedder them'. <p>Lexis</p> <ul style="list-style-type: none"> • The noun 'meate' has undergone a process of semantic narrowing. In this text it appears to refer to food generally but today has a meaning restricted to animal flesh. • Lexis from the semantic field of farming/animals is used that may not be familiar to a modern urban audience. <p>Grammar</p> <ul style="list-style-type: none"> • There is use of 'and' to start a sentence. Although common in the media today, this is not considered Standard English. <p>These are suggestions only. Accept any reasonable and relevant examples.</p>	(10)
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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 appropriate language issues and concepts in the data. • Shows some limited understanding of these issues and concepts in the 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 the 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
1(b)	<p>Texts 2 and 3 are both examples of texts with an informative function written about creating shelters for animals. Identification and comments should focus on how aspects of this form of writing have changed over time in response to changes in the form of the language, audience and society, as well as aspects that have remained similar.</p> <p>The main areas of focus are likely to be:</p> <ul style="list-style-type: none"> • graphology • orthography • phonology • morphology • lexis • grammar • discourse/pragmatics. <p>Text 2</p> <p>Graphology</p> <ul style="list-style-type: none"> • Capital letters are not yet standardised and are used on nouns the author considers important (e.g. 'Horse' and 'Privy'). • The text is in a single block with no paragraphing. <p>Orthography</p> <p>The majority of the orthography is standard but there is some evidence of earlier forms.</p> <ul style="list-style-type: none"> • There is omission of the 'e' in past tense endings (e.g. 'cleans'd'). • While the spelling is largely standard, some words have yet to reach their modern forms, e.g. 'cealed' (sealed?) and 'strait'. This may reflect a phonological approach. • Still some evidence of <i>/<y> interchangeability, e.g. 'joyning'. <p>Phonology</p> <ul style="list-style-type: none"> • There is some evidence of non-standard spelling that may reflect phonology. Reward any reasonable exploration of this. <p>Morphology</p> <p>The morphology is largely standard and reflects the date the text was produced.</p> <ul style="list-style-type: none"> • The archaic third person verb ending 'eth' is still in use. • The irregular verb 'to build' has the regular past tense ending 'ed' giving the form 'builded'. • The verb 'to be' is used in the base form (probably to form the subjunctive), e.g. 'so placed that there be...' and 'they be tired...', where in modern English most users would inflect for third person. However the data also shows the use of the third person form (e.g. 'it is most unfit...').

Lexis

- There is a developed semantic field of horses reflecting their importance, many of which are still in use today, for example, 'rack', 'manger', 'colts', 'saddle' and 'bridle'.
- There is evidence of archaic lexis such as 'privy' (toilet) and 'noysome'.

Some lexis has undergone semantic narrowing since this text was produced. The noun 'pavement' seems to have been used to refer to any hard surface but in modern English would likely be restricted in reference to an area used by pedestrians. 'Meat' also shows semantic narrowing.

- It is likely that some lexis has changed meaning such as 'sink'.
- The verb 'annoy' would not be used in this context today and would most likely be used to describe an emotional state. Today, the near synonym 'irritate' would likely be used instead.

Grammar

- The audience is addressed using the second person pronoun 'you'.
- Modified noun phrases are used to provide detail and so inform the audience (e.g. 'stony and hard Grounds', 'hinder legs' and 'well-ordered stables').

Modal auxiliary verbs to imply certainty (e.g. 'must' and 'will').

- Declarative sentences are used to inform the audience.
- Adverbials are used to inform the audience of place, reason and time (e.g. 'over the Horses', 'to keep both Horse, rack, Meat and Manger from all dust' and 'in the night-time').
- Relative clauses contribute to the complexity of the sentences and link to the purpose to inform by adding additional information about nouns. In some cases the form of these is not Standard English (e.g. '...diverse Windows, the which should be so placed...').

• The preposition 'for' is used to show the reason or cause. Although still a Standard use, modern writers may be more likely to choose 'because' or 'as' (e.g. '...something cold, for the Horse will feed and digest...').

- Subject complement structures are used to describe the grammatical subject and so fit with the informative purpose (e.g. 'it is more durable and lasting').
- The sentences are long and complex and use semi-colons to link closely related independent clauses. By modern standards, this makes the text dense and less accessible.

Discourse/Pragmatics

- Some use of second person gives a conversational effect.
- Reference to 'ancient Writers' gives the text authority.
- Subject specific references are not defined indicating the writer believed his audience would understand the terminology used.

Text 3**Graphology**

- Bold sub headings, bullet points and numbered lists are used to

split up the information and make it more visually appealing and easier for the audience to find the information in which they are interested.

Orthography

- The orthography is Standard English.

Lexis

- Specialist terminology such as 'cria' and 'husbandry' indicates a specialist audience but the majority of lexis is widely accessible.

Grammar

- The second person pronoun 'you' creates a link with the audience.
- Adverbials of condition are used to inform the reader of the various circumstances that may affect his/her decisions. These are often fronted to highlight their importance in the process (e.g. 'if they are to be kept inside...'). Adverbials of place (e.g. '...outside') and time (e.g. '...all year round') are also used to meet the informative purpose.
- Modal auxiliary verbs are used to convey certainty and build the audience's confidence in the information (e.g. '...each animal will need..' and 'the design of the shed must') and possibility (e.g. '...may become a matter of life and death...').
- Semi-colons link related independent clauses but these are more infrequent and shorter than Text 2 (e.g. '...will become stressed; the weaker ones will probably fail to get enough food or water.').
- Modified noun phrases allow the author to alter the meaning of a noun and so provide the necessary information/description for the text to meet its informative purpose (e.g. 'long ringlet-like locks' and 'unrelenting bad weather').
- Declarative sentences are used to inform.
- Imperatives are avoided as the text is written to inform and the writer does not know the specific needs of the reader. A single imperative ('Ask yourself the following questions') is used to engage the audience and highlight what must be considered before constructing a shelter.
- A series of interrogatives is used. These represent questions the reader should ask himself/herself to ensure the shed meets his/her needs. They also serve as sub headings to inform the reader as to the contents of the subsequent section.
- Contractions are used (e.g. 'won't'). These lower the formality and give an aspect of spoken language to the text.
- Active sentences are used to keep the focus on the agent/doer of the action (e.g. 'healthy llamas and alpacas have no requirement for housing...').
- Some passive structures are used when the agent or doer of the action is unimportant or not the primary focus (e.g. 'that require the animals to be restrained and handled').
- Noun phrases are used as headings.

Discourse/Pragmatics

	<ul style="list-style-type: none"> • second person 'you' and contractions create a conversational tone. • Reference to the UK ('...housing in the UK') indicates this is where the intended reader resides and that the information is not necessarily accurate for residents of other countries. • Definitions/further information is supplied about some of the subject specific references made implying that the audience may include novices (e.g. 'Suri animals, whose fleeces hang down in ringlet-like locks...'). <p>These are suggestions only. Accept any reasonable and relevant examples.</p>
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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 the 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 the 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 the 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.

Section B: Children's Language Development

Question Number	Indicative Content
2 (a)	<p>Candidates must choose two examples representing key aspects of language. They should make reference to:</p> <ul style="list-style-type: none"> • the context in which the text was produced • the development of conventional writing skills • the concepts a child needs to grasp and the process he/she must go through to acquire written language • relevant theories which attempt to explain written language development. <p>Graphology</p> <ul style="list-style-type: none"> • The letter forms are recognisable. • There is variable spacing between some words. • There is some self-correction to letter forms. • The writer uses exaggerated full stops in all but one of the sentences. • There is inconsistency with the use of capital letters. Shona does not always use them for the start of sentences but Text 4 shows that she may be just beginning to understand the rule when she self corrects and writes 'A ant...' • Shona may be learning the possessive apostrophe but she applies it in all texts to plurals (e.g. 'ant's', 'anten igh's' and 'ladee burd's'). <p>Orthography</p> <ul style="list-style-type: none"> • Stress patterns in words often cause Shona to split the word into its syllables. This is probably linked to her sounding the word out (e.g. 'in sect' in Text 4). • Shona writes 'ladybird' as two words – possibly because she believes it to be a modified noun phrase rather than a single lexical item. • Much of Shona's spelling seems to be based on sounding out the word and assigning each phoneme a single grapheme (e.g. 'hav' (have) and 'care' (carry)). • There are some inconsistencies in how Shona represents sound, perhaps showing a growing awareness that different combinations of letters can represent the same sound. /i/ is represented with an <e> in 'heve' (heavy) and <ee> in 'ladee' (lady). • She seems to be aware that the same grapheme can represent different sounds, e.g. she uses <s> to represent /s/ in 'ants' and /z/ in 'butterflies'. • There is some independence from phonology in 'loads'. • The spelling of the final syllable of 'aten igh's' (antennas) may be based on a word Shona remembers seeing that has a similar sound (e.g. high?).

(10)

	<ul style="list-style-type: none"> • Shona self corrects showing she is exploring the system and may be becoming aware that there is a 'correct' way of representing a word, e.g. her representation of 'butterfly'. • Shona has found the representation of 'butterfly' challenging. She has omitted the second unstressed syllable, either because she does not use it in her pronunciation of the word or she is unsure of its written representation, and she adds an extra vowel which is probably present in her pronunciation of the word. <p>Morphology</p> <ul style="list-style-type: none"> • She has transferred the plural and possessive morphemes from her spoken language. <p>Grammar</p> <ul style="list-style-type: none"> • Shona writes in simple sentences. <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 language issues and concepts in the data. • Shows some limited understanding of these issues in the analysis. • Uses linguistic knowledge indiscriminately and uncritically.
2	3-4	<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 the 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	0-3	<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	4-6	<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>The candidate should comment on and analyse the following:</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 language skills and evidence that the child has developed a range of skills • how the data exemplifies any theories of child language development. <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/pragmatics. <p>Phonology</p> <ul style="list-style-type: none"> • Sam shows variable patterns of substitution and deletion in his pronunciation of /r/. He deletes /r/ in 'wrap' and often substitutes it for a /w/ in his pronunciation of 'Christmas'. • Although there is evidence that Sam can pronounce the dental fricative /ð/ he also substitutes the alveolar fricative /z/ and the alveolar plosive /d/. • Sam pronounces the present participle ending <ing> as both /ɪn/ and /ɪŋ/. It is likely that this can be linked to adult forms as his mother also uses /ɪn/. • Sam and his mother also both show elision of the final consonant in 'and' – a common feature of casual speech in many speakers. • Sam produces some variable pronunciations of 'baubles'. This may be a new word which he finds problematic or he may be experimenting or playing with the sound. • In his pronunciation of 'just' Sam deletes the final consonant in the final consonant cluster. There is also evidence of variable production of initial consonant clusters in his pronunciation of glass as /glæs/ and /gæs/. • He uses the labio-dental fricative /f/ instead of the dental fricative /θ/ in 'things'. • Sam uses the short /æ/ in his pronunciation of glass, this is associated with northern varieties of English. <p>Morphology</p> <ul style="list-style-type: none"> • Sam is able to apply the present participle ending 'ing' to show an ongoing action. • Sam can form noun plurals (e.g. baubles) but on one occasion he over extends a plural ending to the mass noun 'tinsel' and on others he omits this morpheme (e.g. 'I put these bauble on it').

Lexis

- Sam seems familiar with the semantic field of Christmas. It is possible that his varying pronunciation of 'bauble' may indicate that this is a recently learned word.
- Sam uses the word 'mam' which is commonly associated with northern dialects.
- Sam switches between the colloquial 'yeah' and the standard 'yes' (as does his mother).

Grammar

- Sam omits the second person form of the copula in the utterance 'you right mam' but this does not affect his mother's understanding. He is able to produce the full first person form and the contracted form (e.g. 'I am going' and 'I'm going to put this').
- Sam uses a single verb imperative 'look' to direct his mother which can be related to functional approaches. Some candidates may wish to discuss the fact that it is not mitigated and so is evidence that Sam may not be able to use indirect speech acts.
- His mother uses open, closed and tag interrogatives to involve the child in the conversation. When he doesn't respond she reforms her utterances (e.g. 'is there any tinsel? (2) what else is in the box?').
- Sam can form interrogatives using an auxiliary verb (e.g. 'can we put some of these on'). In his formation of the open question 'where I am going to put it?', Sam doesn't change the position of the auxiliary verb 'to be'. The function of the utterance is still clear.
- Sam produces a non-standard negative 'it no break' which would be associated with earlier stages of development.

Discourse/Pragmatics

- Sam's mother keeps him talking through interrogatives. This would seem to back up caretaker speech theories.
- Sam has an understanding of turn-taking in conversation and he responds to his mother's questions.
- When Sam does not get a response from his mother he adds a vocative 'mam' showing he understands that these can direct utterances to named individuals.

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 the 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 the 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 the 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.

