

# Mark Scheme (Results)

## Summer 2010

GCE

### GCE English Language (6EN03) Paper 01 - Language Diversity and Children's Language Development



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

### Section A: Language Diversity

Question Number	Indicative content
1(a)	<p>Candidates must choose 2 examples representing key constituents of language. These could be:</p> <ul style="list-style-type: none"> <li>▪ phonology/graphology</li> <li>▪ morphology</li> <li>▪ lexis</li> <li>▪ grammar</li> <li>▪ discourse.</li> </ul> <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. Links to context should include relevant theories about creole language forms and the fact that the writer's language has been affected by the amount of time spent in the UK (and the education system) The purpose of the text as an example of cultural diversity means the writer is trying to show the audience how language is used in her home country.</p> <p><b>Phonology/graphology:</b> Don't reward for identifying differences in individual spelling. The candidate must be able to identify a pattern. Features should be related to phonology and creating a distinct written variety for the audience. For example:</p> <ul style="list-style-type: none"> <li>• 'di' for 'the' links to other Caribbean varieties and AAE</li> <li>• elision of final consonants 'bes' for 'best'</li> <li>• vowel change 'eva' for 'ever'</li> <li>• assimilation 'latta' for 'lot of'.</li> </ul> <p><b>Lexis:</b> Limited scope for words of Spanish origin 'uno' as a pronoun. Majority is standard English (meaning it does not differ from standard so is not really comment worthy in this question). This shows both the influence of standard and the fact the writer is UK-based so only certain defining features of the original Creole are used because these would be a barrier to understanding.</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• lack of tense on irregular verb 'to go' (reduction of forms)</li> <li>• formation of the negative 'if dat experience no satisfy uno'</li> <li>• missing 'to be' 'The wata round it shallow'</li> <li>• standard English influences</li> <li>• object pronoun use 'them' for 'they'</li> <li>• uno</li> <li>• 'no' used as question tag.</li> </ul>

	<p><b>Discourse:</b></p> <ul style="list-style-type: none"><li>• using direct address as if spoken to a present audience.</li><li>• formulaic way of beginning and ending.</li></ul> <p>These are suggestions only. Accept any reasonable and relevant examples.</p> <p>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.</p> <p>AO3: shows knowledge of the context of language diversity relevant to the selected data and of the key constituents of language.</p> <p style="text-align: right;"><b>(10)</b></p>
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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"> <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	3 - 5	<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>

Question Number	Indicative content
1(b)	<p>Analysis and comments should focus on how travel writing has changed. The data should be placed in the context of the changing nature of travel writing - from personal account to guides.</p> <p>The main areas of focus are likely to be:</p> <ul style="list-style-type: none"> <li>• phonology/graphology</li> <li>• morphology</li> <li>• lexis</li> <li>• grammar</li> <li>• discourse/pragmatics.</li> </ul> <p><b>Phonology/graphology:</b></p> <ul style="list-style-type: none"> <li>• use of bold</li> <li>• use of italics</li> <li>• alliteration in Text 3 (<i>'soft sand and snorkellers'</i>).</li> </ul> <p><b>Morphology:</b></p> <p>Text 2:</p> <ul style="list-style-type: none"> <li>• polysyllabic.</li> </ul> <p>Text 3:</p> <ul style="list-style-type: none"> <li>• compounding (<i>'longtail', 'lagoonside'</i>).</li> </ul> <p><b>Lexis:</b></p> <p>Lexis and the role of language change over time, including audience needs.</p> <p>Text 2:</p> <ul style="list-style-type: none"> <li>• interception, unknown profundity</li> <li>• words not part of modern standard English <i>'hither'</i> for <i>'here'</i></li> <li>• collations (<i>small meals on fast days</i>)</li> <li>• proper nouns</li> <li>• use of adjectives</li> <li>• use of modifiers and prepositional phrases.</li> </ul> <p>Text 3:</p> <ul style="list-style-type: none"> <li>• proper nouns (bold capitals to draw reader's attention)</li> <li>• more informal to relate to reader - <i>'clamber' 'hauling'</i></li> <li>• contraction used to reduce formality</li> <li>• more use of modifiers and prepositional phrases</li> <li>• noun phrases in apposition.</li> </ul> <p><b>Grammar:</b></p> <p>Use of pronouns and the relationship with the reader:</p> <ul style="list-style-type: none"> <li>• Text 2 - 1st person plural/singular (including personal opinions)</li> <li>• Text 3 - 2nd person.</li> </ul> <p>Changing structures and how they relate to both language over time, the changing nature of travel writing including audience needs, and the effects these create.</p>

**Text 2:**

- use of passives
- many relative clauses for detail
- non-finite clauses acting as modifiers
- adverbials and position
- long, complex sentences with much subordination.
- complex compound sentences
- unusual word orders to highlight information '*it is a rock perpendicularly tabulated*' '*their extent we had not time to try*'
- declarative - account of travels
- past tense.

**Text 3:**

- use of passives to front information for the reader
- fronted adverbials to highlight
- fewer relative clauses
- use of modals
- imperatives (modern demands for guide)
- adverbials and position
- present tense - immediacy and sense of being a current guide
- still many long complex sentences to give detail
- parentheses to give additional information.

**Discourse/pragmatics:**

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

**Text 2:**

- limited audience (possible link to social class)
- time before travel was widespread for all classes
- makes assumptions about gender - more likely to be male (reflects society of time) - '*no man*' (unlikely to be generic use) and '*he that ventures*'
- purpose is to entertain by describing and to evoke an image - not a practical guide
- relationship is impersonal with some personal asides.

**Text 3:**

- much wider audience - anyone wishing to go to Thailand - all classes and genders.
- no gender assumptions - audience directly addressed '*you*' builds up a relationship between writer and reader
- purpose is to inform and perhaps to persuade and entertain
- pragmatics- comments on the relationship between the writer and reader.

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"> <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	4-6	<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	7-10	<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>

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	<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	4 - 6	<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	7-9	<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	10-12	<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	13-15	<ul style="list-style-type: none"> <li>• Identifies many relevant language features 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>

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	<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	4 - 6	<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	7-9	<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	10-12	<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	13-15	<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>The mother wishes to interact with her child.</p> <p>The focus of responses should be the mother although reference may be made to the child's utterances in order to explain the way the mother's responses function.</p> <p>Comments should be related to interaction theories and using any terminology such as parentese/caregiver speech/child directed speech.</p> <ul style="list-style-type: none"> <li>• mother often repeats her questions and reformulates to ensure a response e.g. '<i>are you hungry(.) do you want something to eat</i>'.</li> <li>• reformulates last interrogative from 2nd person to 1st plural to include Niamh</li> <li>• uses declaratives and interrogatives when she is unsure of the child's meaning e.g. '<i>that's your juice(.) do you want some juice</i>'</li> <li>• uses closed (yes/no) questions to elicit a response.</li> <li>• also uses tag questions. Only uses one open question.</li> <li>• uses a superordinate (<i>fruit</i>) term and a hyponym (<i>banana</i>) for precision and to aid lexical learning.</li> <li>• repeats key lexical items to aid understanding e.g. '<i>it's a banana(.) banana.</i>'</li> <li>• adds simple adjective modifiers to expand child's utterances e.g. '<i>big dog</i>'.</li> </ul> <p>'yum' - noise associated with food pleasure is used to indicate hunger. Child realises that any noise can communicate a meaning. The noise is immediately interpreted by the mother as an expression of a need.</p> <p>Child's utterances need interpretation at one/two word stage. '<i>juice</i>' could be interpreted as a declarative, imperative or interrogative (intonation is not marked). '<i>read book</i>' could be interpreted as an imperative as no pronoun is used.</p> <p>Child's phonology may cause some difficulties but parents are often adaptive with regards to understanding: '<i>dotdot</i>' required context for mother to understand.</p> <p>These are suggestions only. Accept any reasonable and relevant examples.</p> <p><b>AO2</b> demonstrate critical understanding of the concepts and issues relating to interacting with children and interpreting their utterances.</p> <p><b>AO3</b> Shows an awareness of the contextual factors relating to interaction and repairs.</p>

5 marks  
for each  
example:  
total 10  
marks

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
1	0 - 2	<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	3 - 4	<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>

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	<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>Candidates may use a variety of approaches such as:</p> <ul style="list-style-type: none"> <li>• functional (e.g. Halliday's concept of different functions)</li> <li>• social interaction (e.g. Vygotsky's theories)</li> <li>• cognitive (e.g. Piaget or Lenneberg)</li> <li>• behaviourist (e.g. Skinner)</li> <li>• nativist (e.g. Chomsky and Pinker)</li> <li>• structural stages.</li> </ul> <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"> <li>• the function of the language used</li> <li>• the context in which it was produced and how this influences the language (in a family setting with parent often providing 'models' for Niamh to copy or by asking questions to elicit interaction. The conversation is context bound since Niamh and her father are looking through a photograph album)</li> <li>• the development of spoken language skills</li> <li>• evidence that Niamh has developed a range of language skills but is often variable in her production of them.</li> </ul> <p>The candidate should <b>not</b> 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"> <li>• phonology</li> <li>• morphology</li> <li>• lexis</li> <li>• grammar</li> <li>• discourse.</li> </ul> <p><b>Phonology:</b></p> <ul style="list-style-type: none"> <li>• requires use of specialist sound terminology to describe differences substitution of sounds</li> <li>• deletion of sounds</li> <li>• reduplication</li> <li>• varies in her production of sounds within the data set</li> <li>• some possible evidence of North East accent (d æ).</li> </ul> <p><b>Morphology:</b></p> <ul style="list-style-type: none"> <li>• one instance of overextension of ending ('drawinging')</li> <li>• missing plural 's' suffix ('he got two digger')</li> <li>• over-generalisation of 's' suffix (plural or possessive).</li> </ul>

**Lexis:**

- vocabulary development polite forms (*'lady'*)
- domestic lexis from her immediate environment e.g. *'bedroom'* *'living room'* *'cot'*
- things that have had importance to her recently e.g. *'builders'* *'digger'*.

**Grammar.**

- missing copula but uses contracted form (*'Brigit in Niamh's room'*, *'cos it's my Dennis'*)
- missing auxiliaries (*'I been on a digger'*) but evidence of complex verb phrases (*'she's been going along the boat'*) but variability.
- pronouns also variable uses 3<sup>rd</sup> person but still refers to self in 3<sup>rd</sup> person or by object pronoun (*'me go on this digger'*). Niamh also uses the 1st person possessive which is usually an early acquisition. Some evidence of 'I'
- uses present tense when referring to pictures.
- uses imperatives (usually indicated by single stressed verb 'look') and declaratives the function of which is clear to the participant
- use of adverbs for sequencing (*'then the builders gone'*)
- uses determiners, but omits on some occasions (*'Brigit as pirate'*)
- use of demonstratives links to context.

**Discourse:**

- politeness conventions (*'can I have it now'*)
- turn-taking conventions
- topic change at the end (*'look at my toe'*)
- long speech turns at end.

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2	4 - 6	<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	7-9	<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	10-12	<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	13-15	<ul style="list-style-type: none"> <li>• Identifies many relevant language features 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>

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	<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	4 - 6	<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>
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