Mark Scheme (Results)

January 2012

GCE English Language (6EN03) Paper 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)	Candidates must choose 2 examples representing key constituents of language. These could be •Graphology •Orthography •Morphology •Grammar 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 be centred on English as a foreign language where the writer has not fully grasped some of the irregularities (but the text still communicates effectively) or translation issues where there may be literal translations of another language. Graphology • Missing space between words would be unlikely to occur in a Standard English published text. This is possibly a proofreading error. Orthography • The spelling 'diditcated' is non standard. It is unlikely that proof reading was rigorous and the vowel change in the first syllable could be phonological. Morphology • regularisation of the past tense of the irregular verb 'to brake'. Irregular verbs do not follow a set pattern in Standard English and are so more likely to be subject to change. •The verb appears in its Standard past participle form 'broken' and in a regularised past participle form 'braked' • the regular verb 'escape' is not inflected for past tense Grammar • missing auxiliary verb in the interrogative 'why the Buddha statues braked?' The function of the sentence is made clear with the use of the adverb 'why' and the question mark. Auxiliaries are commonly missing in second language users as they contribute little to meaning and are comparatively complex. Such a pattern is also found in creoles and African American English. • an auxiliary is found in 'why these statues of Budda were	(10)

damaged' but is in a non-standard position. This is possible evidence of literal translation from another language?

•missing function words such as definite and indefinite articles 'the' and 'a' In year 2000...' and ...a stele of sitting Buddha'. These contribute little to meaning. The definite article 'the' is used where a Standard English text would be unlikely to do so '...the king Jayavarman VII...

• Non standard uses of prepositions 'in 70cm depth'

• Non standard word order/syntax 'while the others remain of 20% are in good condition'

These are suggestions only. Accept any reasonable and relevant examples

AO2: shows awareness of concepts and issues relevant to the selected data of why and how language diversifies according to culture, using appropriate structural linguistic analysis.

AO3: shows knowledge of the context of language diversity relevant to the selected data and of the key constituents of language.

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
1	0 – 2	• Identifies some appropriate language issues and concepts in the data. • Shows some limited understanding of these issues and concepts in analysis. • Uses linguistic knowledge indiscriminately and uncritically
2	3 – 5	• Identifies language issues and concepts in the data. • Shows a clear and confident understanding of these issues and concepts in the course of analysis. • Applies linguistic knowledge in an accurate and appropriate way.

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
1	0 – 2	• Shows some limited awareness of the contextual factors in the data • Lacks security in the use of the key constituents of language
2	3 – 5	• Shows full awareness of the contextual factors in the data • Applies the key constituents of language confidently and appropriately in the course of the analysis.

Question Number	Indicative content
1 (b)	Texts 2 and 3 are both examples of archaeological texts written about ancient monuments. Identification and comments should focus on how this form of writing has changed. The data should be placed in the context of language change over time and the development of specialist approaches to forms of scientific/academic writing (such as the development of specialist semantic fields). Context could also include the relationship with the audience and changing audiences (including their expectations), as well as the function of the texts which although similar in that they are both to inform show some subtle differences with text 2 being more speculative. • Graphology • Orthograhy • Phonology • morphology • lexis • grammar • discourse/pragmatics **Graphology** Text 2 • use of italics to draw attention to words and phrases the author considers important, including many proper nouns. • capitals used for proper nouns but some evidence of them being used to draw the audience's attention to nouns of importance e.g. 'Armour' and 'Writers' • the possessive \<s\> on nouns is not apostrophised possible showing that a fully standardised punctuation system was still developing at this time. • the long s \< \> is used for an initial and medial lower case \<s\> Text3 •some use of bold and italics for subheadings **Orthography** Text 2 • The final \<e\> is still evident on some words but its sparse nature would seemingly support the fact it is now dying out e.g. 'greatnesse'. • The spelling of 'magick' shows older variant digraph for representing the hard /k/ sound. • The spelling 'peeces' shows a double vowel • The double consonants may have phonetic link e.g. 'severall' • Spelling of 'reliques' varies from modern standard, although it would not differ phonetically

• spelling of Stonehenge differs
• use of Old English letter <æ> in 'Cæſer' but its lack elsewhere in the text indicates that it is no longer commonly used.
• Variable use of <j> as seen in 'iudgement' and 'judgement'
• elision shown in ''Tis'

Text 3
• This modern text shows no orthographical variation as spelling is now fully standardised

Morphology
Text 2
• the now archaic 3rd person verb inflection <eth> is found in the text e.g. 'saith a modern Writer' but it is not used consistently in this text 'Sir Henry Blunt ... speaks'. This is possible evidence of its unclear status in this period.
• the modern English irregular verb 'to dig' appears in a regularised form 'digged'

Text 3
No significant comment

Lexis

Text 2
• There are few lexical items that can be described as truly archaic in this text but 'habiliments' unlikely to be used today.
• Much of the lexis would be considered excessively formal and would not be in the modern audiences productive vocabulary, they may still be encountered in formal writing e.g. 'opines'
Credit any reasonable exploration of these issues

Text 3
• Use of proper nouns linked to the semantic field 'Khufu' 'Hetepheres' and people involved in the excavations of pyramids 'George Reisner'
• Large number of specialist words related to the study of ancient Egypt 'sacopagus, 'mastaba' etc
• Nouns of measurement are used so the reader is given precise archaeological detail - often in abbreviated form as familiarity is assumed '28m (92ft) and the unfamiliar 'cubit' which is associated with this culture
• Archaeological references show the academic nature of the text e.g. 'G1-a'
• Lexis tends to be formal and academic with Latinate terms such as 'obscure' or 'nucleus' being used instead of more simple or everyday synonyms.

Grammar

Text 2
• Non standard formation of negative 'if I mistake not'. Standard English uses an auxiliary to form the negative. Some candidates may comment on the use of 'mistake' as a verb
• Use of declarative sentences to inform

•use of an imperative 'Take with you also Draytons iudgement...' This would be unlikely in a modern text and is possibly used by the author to show his authority.
•Like the modern text, passive structures (without agent) are used '....rusty armour and mens bones should be digged up'. It is likely these were used to move the important information to the front and remove an irrelevant agent
•Non standard word orders are found in this text such as ' have been by digging found, peeces of ancient fashioned armour, and the bones of men...' where the grammatical subject (peeces...men) follows the Predicator. Additionally, the placement of the lexical verb 'found' after the Adverbial (by digging) would also be considered unusual. These features give a PAS structure instead of the modern SPA.
•Use of long grammatically complex sentences for detail

Text 3
•The sentence mood is declarative. An open interrogative is used as a section header to both interest the reader and signpost the information in this section
• Modal verbs are used when facts are in doubt and signpost uncertainty or possibility for the reader e.g. 'GI-b might belong' and 'GI-c could belong
• Passive clauses are used where the agent is unimportant/obvious/unknown and writer wishes to focus the readers attention on the affected. In many instances the agent is deleted 'the burial chambers, west of the centre axis, were cut out of bedrock…'
• Relative clauses are used to build up detailed description of nouns e.g. '…queen Meritetes, who lived through the reigns of Sneferu…'. The text also includes many zero relative clauses where the relative pronoun has been deleted 'Backing stones, equal in size and hue to the nucleus, obscure the tiers'.
• Use of modifying adjectives to build up an accurate picture and so fulfil its informative role. The majority of these modifiers are factual/objective since the reader is not interested in emotive description or the author's opinion e.g. 'stepped internal nucleus' 'burial chambers'. There is very occasional use of more subjective modifiers e.g. 'beautiful alabaster sarcophagus'

• The text uses a variety of sentence types. Short simple sentences are used for impact e.g. 'This was the canopic chest for the queen's internal organs'. Compound sentences are used to link related ideas 'The shaft was extraordinarily deep (over 27m or 89ft) and was blocked with masonry from top to bottom – which took weeks to clear.' Complex sentences allow layers of details to be added.
• Use of a sentence initial conjunction which could be considered non standard 'But only that of GI-c survives with its walls intact'. This creates a sharp contrast with the previous sentence.

Discourse

Text 2
References to other historians and classical scholars is used by the author

	to give weight to his argument
	Text 3 • Not attempt to engage with the reader on a personal level • Links to other pages show the reader where further information can be found and contextualise the text as part of a wider work. 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	• Shows insecurity in the selection of linguistic methods to address the data. • Applies some linguistic terminology but with lapses. • Writing has inaccuracies and lacks fluency.
2	4-6	• Selects mostly appropriate linguistic methods to address the data. • Applies appropriate linguistic terminology mostly accurately in the course of analysis. • Writes clearly and generally accurately
3	7-10	• Selects and applies appropriate linguistic methods accurately • Uses relevant linguistic terminology accurately and confidently • Writes fluently, accurately and coherently.

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
1	0 – 3	• Identifies a few language issues and concepts in the data • Shows limited understanding of these issues in analysis. • Uses linguistic knowledge indiscriminately and uncritically
2	4 – 6	• Identifies some language issues and concepts in the data • Shows some understanding of these in the analysis • Uses linguistic knowledge with some accuracy but with some lapses
3	7-9	• Identifies relevant language issues and concepts in the data • Shows an understanding of these in the analysis • Uses and applies linguistic knowledge mostly accurately
4	10-12	• Identifies a range of relevant language issues and concepts in the data • Shows a clear understanding of these in the analysis • Uses and applies linguistic knowledge accurately and appropriately
5	13-15	• Identifies most relevant language issues and concepts in the data • Shows a clear and confident understanding of these issues in the course of analysis • Selects and applies linguistic knowledge in a critical and accurate way

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
1	0 – 3	• Shows limited awareness of the contextual factors in the data • Lacks security in the use of the key constituents of language
2	4 – 6	• Shows some awareness of the contextual factors in the data • Shows some knowledge of the key constituents of language
3	7-9	• Shows awareness of the contextual factors in the data • Shows knowledge of the key constituents of language
4	10-12	• Shows clear understanding of the contextual factors in the data • Shows understanding of a range of key constituents of language
5	13-15	• Shows full awareness of the contextual factors in the data • Selects and applies a range of relevant key constituents of language in the course of the analysis.

Section B: Children's Language Development

Question Number	Indicative Content	
2 (a)	Candidates must choose 2 examples representing different key aspects of language. They should make reference to: • The context in which the text was produced This could include factors such as the text having been produced as a school based exercise (and so may have an educational goal such as developing narrative structure or punctuation) and that aspects may have been modelled by the teacher beforehand. • 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. Possible areas for identification ● The teacher's corrections show the importance of the more knowledgeable other and the necessity of formal teaching in the acquisition of written language. Orthography/phonology This may require use of specialist terminology and the IPA to describe the differences ● Uses the digraph <ck> to represent the /k/ sound. Standard English uses three structures for this sound - <c>, <k> and the digraph <ck> and Sophie is still not sure which to use. She seems to be following the pattern found in 'stocking'. She is aware of a different spelling of /k/ in 'uncl' ● It is possible that 'wock' is a representation of a northern form of the past tense of the verb 'to wake' and Gemma is showing her accent. ● There is consistency to her spelling throughout showing some awareness of a key aspect of the system. This is true even when she makes virtuous errors such as 'wock' and 'fond'. ● With the exception of some common words, there is clear evidence of Gemma sounding out words in order to arrive at their spelling e.g. uncl built up of u.n.c.l. She omits the final	5 marks for each example: total 10 marks

<e> as she cannot hear it. Also 'gtar'.

graphology
● Sophie is variable in her use of capital letters. The proper noun 'Cirg' (Craig) seems to take one but 'doctor who' is missing them and 'As' appears in the middle of a sentence. It could be that issue has not been covered fully in school (the teacher has not corrected them) or the intricacies of the system are not yet clear. The use of capitals for 'Monday' 'January' but not holiday may indicate copying from a teacher provided model.
●she splits 'intendo' across two lines without a hypen
● All the letter forms are recognisable and the writing is linear showing that Gemma has the necessary coordination needed for writing

Punctuation
● Sophie is variable in her application of punctuation
● she uses a comma to separate the items in her list 'gtar, an egg cup' and so shows knowledge of its use.

Lexis
● the term 'penny box' shows the influence of family use or idiolect as would more standardly be called a 'money box'?
● Sophie adds an s morpheme in her spelling of 'dads'. It is likely that this reflects the informal use of possessive with the following noun when the audience is familiar with the reference i.e. mum and dad's (room). Some candidates may rightly link this to discourse and the fact that Sophie has not understood that the audience of her text may not understand the reference.

Grammar
● Uses adverbials of time at the start of sentences. This is likely something she has encountered in written stories e.g. 'When I wock up...' and 'As soon as uncle Cirg wock up...'
• Use of a variety of sentence types

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

AO2 demonstrate critical understanding of the concepts and issues relating to interacting with children and interpreting their utterances.

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

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2	3 - 5	• 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.

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Question Number	Indicative content
2 b	The candidate should comment on and analyse: • the function of the language used • The context in which it was produced and how this influences language. Areas that could be considered may include the function of her speech (sometimes to inform as she is responding to her father and at other seems to be narrating events to herself), the fact that she is in her home environment, the subject matter she is discussing and the fact that a close family member is her conversational partner. • the development of spoken language skills and evidence that Niamh has developed a range of skills. • how the data exemplifies any theories of child language development The candidate should **not** use a deficit model to describe early speech. Reference to key constituents of language should be used to support the points that candidates are making. These could include: • phonology • morphology • lexis • grammar • discourse Phonology: This requires the use of specialist sound terminology to describe the differences: • Niamh is variable in her pronunciation of some phonemes especially / ð/ which is variously pronounced /d/ and / ð/ • her pronunciation of lunch shows a northern influence in her accent as she uses /ʊ/ instead of RP /ʌ/ • she uses a diminutive ending on cake /i /. This is possibly something that she has heard • there is evidence of the deletion of consonant clusters 'just' • 'and' shows the elision and reduction we may expect from an adult user. This can be used as evidence that the environment may have importance in the developing of a child's language skills as adults may have used these forms around her • there are still some signs of instability within the data set eg the pronunciation of 'butter' varies • there is evidence of the removal of unstressed syllables. This syllable reduction may make the word easier to pronounce or could reflect their unclear status in the language of others and how she is affected by her environment e.g. /brokli/ rather than /brokəli/ • the child substitutes a /w/ for a /r/ in /spwed/.

Morphology:
- she uses the present participle inflection 'ing'
- she is able to use the possessive 'Brigit's'.

Lexis:
- uses the semantic field of food. Words such as broccoli have been learned from her environment and must be an important part of it
- Niamh is aware of a large number of terms to refer to meal times – probably because these are often used at home ' meal', 'lunch' and 'dinner'.

Grammar:
- the child uses the auxiliary verb in the contracted form 'I'm going to make' and uses it in full form 'I am going to spread' on a number of occasions . The fact that she misses it in 'I just getting lunch' indicates she is still vey variable in the production of this form.
- the copula is missing in some utterances 'that broccoli' but in others it appears in contracted form 'that's elephant'. It does not appear as a distinct form.
- Niamh is able to use a variety of tenses and aspects such as present and future tense and present progressive.
- she uses imperatives both as a single verb 'stay' and with an adverb and vocative 'stay here daddy' and a wide range of declaratives.
- her use of interrogatives is limited in this text. She uses a rising tone to signal the function of an utterance e.g. 'daddy?' and a single relative pronoun 'why?', also with rising intonation. The father uses a wide range of interrogatives to engage with and interact with his daughter.
- she can form some complex verb phrases 'I am going to eat...'
- she makes use of adverbials and modifiers to add details 'purple broccoli' 'I want butter for my bread
- standard formation of negative 'I don't like chewing' shows she is leaving early strategies behind.
- evidence of complex sentences 'I think I want some salad now'
- she is variable in her use of determiners e.g. 'have biscuit' but when she does use them they are standard. This possibly demonstrates that she is on the verge of confident understanding.

Discourse:
- Niamh does not always take into account listener needs. She does not follow Grice's maxim of quantity when she say 'food'. This does not give the level of information that her father was seeking
- she responds correctly to the questions her father asks showing her understanding of the function of different types of question
- much of this conversation is context bound as evidenced by the high number of demonstratives
- it seems that in many instances Niamh is talking to herself and not her father. This may result in her taking less care with her language forms.

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