

# Mark Scheme (Results) January 2011

GCE

## GCE English Language (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 2 examples representing key constituents of language and identify them using appropriate linguistic terminology. 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><b>Phonology/graphology:</b> (Phonology - 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.)</p> <p>Do not reward for identifying differences in individual spelling. The candidate must be able to identify a pattern. Features should be related to standardisation, changes in printing technology etc.</p> <ul style="list-style-type: none"> <li>• long 's'</li> <li>• use of 'u' and 'v' not fixed</li> <li>• use of 'i' 'y' not fixed</li> <li>• no use of 'j'</li> <li>• capitals used to identify nouns of importance</li> <li>• use of double consonant in 'comming' - link to phonology.</li> </ul> <p><b>Lexis:</b> Much of the lexis is acceptable in modern Standard English</p> <ul style="list-style-type: none"> <li>• 'amitie' (amity) would be considered very formal in modern SE and is seldom used</li> <li>• 'protest' is used with meaning 'make a formal declaration'; most modern users would associate it with dissent, disagreement or objection</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• 'eth' inflection for third person on verbs</li> <li>• use of mine as possessive determiner</li> <li>• archaic preposition 'unto'.</li> </ul> <p><b>Discourse:</b></p> <ul style="list-style-type: none"> <li>• repeated references to God and Christianity.</li> </ul> <p>These are suggestions only. Accept any reasonable and relevant examples.</p> <p>In each case, the candidate should comment on current Standard English use and offer a plausible explanation for the difference.</p>	(10)

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><b>Text 2</b> This text has a different purpose from Text 3. Obama is making a speech of thanks and outlining some of the current problems facing America and some general plans for the future. Unlike Text 3 he is not discussing a specific issue and he does not apportion blame for the problems he identifies.</p> <p><b>Text 3</b> This text has a purpose to persuade - it is an argumentative speech. Crockett's individuality and status as 'frontiersman' is reflected in his distinctive use of language - especially vocabulary. The text also illustrates some features of American English as well as features of political and persuasive language.</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> <p><b>Text 2</b> Because pronunciation is not marked and the spelling is standard there is little scope for comment here, but some candidates may speculate on Obama's pronunciation. If such comments are plausible they should be rewarded.</p> <ul style="list-style-type: none"> <li>• some alliteration 'spirit of service'.</li> </ul> <p><b>Text 3</b> Non-Standard spelling is used to represent the accent of the speaker. Its preservation in the text is designed to highlight the speaker's distinctive idiolect. Links should be made to both the development of American English and comments relating to phonological 'weak spots' in English. Accurate use of the ipa and relevant terminology should be rewarded.</p> <ul style="list-style-type: none"> <li>• deletion of letters represents elision 'state o' the nation' - a feature common in many less formal styles.</li> <li>• final / ɒ / in present participle forms becomes /n/ - common feature of many varieties of English</li> <li>• differences in vowel sounds e.g. 'pinte' (point), and 'etarnal' (eternal)</li> <li>• contractions</li> <li>• American spelling 'honor'</li> <li>• reduction of vowels 'feller' - common in many varieties of English including BrE speakers</li> </ul> <p><b>Morphology:</b></p> <p><b>Text 3</b></p> <ul style="list-style-type: none"> <li>• Crockett's personality and the pioneer spirit is shown thorough his use of adapting existing words through the use of suffixes to create original words e.g. 'bankruptification' 'rascality'.</li> <li>• he creates new words e.g. 'slantendicular'.</li> </ul>

**Lexis:**

Lexis and the role of language change over time, including audience needs.

**Text 2**

- 1<sup>st</sup> person pronoun repeated throughout which shows his thoughts are the focus of the speech. He includes a variety of others (people present, voters, the American people and his political party) with 1<sup>st</sup> person plural 'we'
- he uses words from the field of home and family to connect with his target audience e.g. 'backyards' 'living rooms' 'mothers'
- antonyms are used 'mothers and fathers' '...awake after their children fall asleep'
- some colloquial vocabulary is used to connect with the audience '...dug into what little savings'
- 'Enormity' gives evidence of recent lexical change which has also happened in the U.K. as its meaning shifts from the quality or act of wickedness to great size.
- there is some evidence of American lexis 'dollar' which is not used in the UK and 'college' which refers to a different concept but the lexis is world Standard English in that it accessible to all.
- proper nouns are used to give a sense of place.

**Text 3**

- there is some evidence of distinct American lexis e.g. 'dollar', 'Congressman' and 'liquor'
- words from the semantic field of politics and finance show the subject matter of the speech .
- informal/colloquial terms are juxtaposed with these terms to show his identification with the common people and distance from his fellow politicians as well as his larger than life personality.
- Proper nouns are used to refer to people and places
- personification of money and America 'Old Currency' 'Uncle Sam'.

**Grammar:**

**Text 2**

- lists of three as rhetorical device e.g. three prepositional phrases 'of the people, by the people and for the people'
- relative clauses used to add information to nouns to build up detailed and often emotive descriptions '...who rejected the myth of their generation's apathy'
- uses mainly declaratives to inform but uses a sequence of imperatives to urge his audience to action 'let us remember...'
- uses a variety of structures:
  - short, simple structures to make emphatic points and to draw the audience's attention 'the climb will be steep'.
  - complex structures allow for greater detail often to create an emotive response from the listener as with the string of relative clauses in the second paragraph.
- uses a variety of tenses e.g. past 'We didn't start', present ' we know'
- use of modal verbs to express certainty 'will' but only one instance of may showing uncertainty ' we may not get there...' this is in keeping with the expected optimism.
- uses some passive structures to change the focus 'it was built by working men and women...' in this case it allows 'it' to be the grammatical subject as this is the focus of the next few sentences.

- adverbials and position. Give details of time place or manner. Sometimes used to create contrast 'Even as we stand here...'
- modified noun phrases to give detail.

### Text 3

- mix of sentence moods to suit purpose:
  - imperatives 'Let black Dan Webster...'
  - interrogatives used as a rhetorical device 'Whar's the state revenue?'
  - declaratives used to inform and answer interrogatives.
  - exclamations used to create sense of spoken emotion.
- use of lists of 3 as a rhetorical device '...broken banks, broken hearts, and broken pledges...'
- adverbials for time, place, manner
- evidence of archaic formation of present participle a-comin' also found in older English dialects
- modified noun phrases to give essential details 'starving people' but also to create his individual language 'hull-hog patriotism'.

### Discourse/pragmatics:

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

### Text 2

- pauses are often where punctuation would be found as this is a scripted speech but they are also used to highlight key information and to let the audience settle.
- use of the 1<sup>st</sup> person plural 'we' includes his audience and his political backers/party.
- grammatically similar structures and parallelism create a sense of cohesion within the speech e.g. 'for even as we celebrate... 'Even as we stand here....'
- some candidates might note allusions to other famous American political speeches such as *The Gettysburg Address* or Martin Luther King's *Promised Land* speech.

### Text 3

- use of 1<sup>st</sup> person pronoun shows his individuality in this group setting.
- his distinctive use of colloquial rural language, including metaphors, similes and use of humour, shows Crockett to have a separate identity from his fellow politicians and one more in touch with the people.
- his use of rhetorical questions and answers mimic adjacency pairs in conversation
- formal term of address 'Mr Speaker' shows that despite his informality he must follow the constraints of the environment.

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 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>

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>Candidates must identify two different spelling examples but identification alone is not sufficient. The candidate must use the example to show how and why the child writes as he does and refer to relevant contextual factors.</p> <p>Children are likely to be taught the relationship between certain phonemes and graphemes at an early age. Children are likely to over extend this information until they become aware of the irregularities in the system e.g.:</p> <ul style="list-style-type: none"> <li>• <i>Sed</i> - Jake has followed the pattern set by ‘bed’ etc. He is unaware that in this case the digraph &lt;ai&gt; represents the sound /e/</li> <li>• <i>Wont</i> - Jake has again followed a logical pattern. The sound /ɒ/ is represented by a &lt;a&gt; in Standard written English. The child will have been taught very early on that &lt;a&gt; is for apple etc, leading to this virtuous error</li> <li>• <i>Gev</i> - in this case the grapheme &lt;e&gt; does not clearly relate to Standard pronunciation of the diphthong /ai/. However, /gev/ instead of /gaiv/ is a common colloquial pronunciation (regional). This shows how the environment may influence a child’s spelling</li> <li>• <i>Awey / sgeyl</i> - Jake represents the sound /ai/ as &lt;ey&gt; in these words showing that he is attempting some consistency</li> <li>• <i>sgeyl</i> - Jake represents the final sound with &lt;l&gt; instead of &lt;el&gt;. Because this vowel is not pronounced Jake has taken a phonetic approach. Because of their unclear status in some words vowels are often missing in early examples of writing</li> <li>• <i>fish/shiny/shanish</i> (shiny) along with initial letters of <i>she**</i> (share) shows Jake understands that some individual phonemes are represented by two letters</li> <li>• <i>s*elyls</i> (scales)/<i>hes</i> and (the probably teacher corrected) <i>scales</i> show that Jake understands that that the same grapheme can represent the different sounds /s/ and /z/.</li> </ul> <p>These are suggestions only. Accept any reasonable and relevant examples.</p>

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 but 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 contexts in which the texts were produced</li> <li>• how the children and their mother use language to interact</li> <li>• the role of this interaction in the development of spoken language skills</li> <li>• the functions of the language used.</li> </ul> <p>The candidate should <b>not</b> use a deficit model to describe early speech.</p> <p>References to theories and theorists should be supported with explicit reference to the supplied data where appropriate.</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> This requires the use of specialist sound terminology to describe the differences:</p> <ul style="list-style-type: none"> <li>• Madeline is variable in her pronunciation of some phonemes especially / ð/ which is variously pronounced /d/ and / ð/. This causes few problems for other users and does not affect the quality of her communication. Patrick and Jake have mastered this phoneme</li> <li>• Madeline uses an elided form of because /kɒz/. This is likely to have been influenced by other language users and 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.</li> <li>• Madeline as just over 3 years old has problems with complex strings of sounds she does not encounter often. In such cases she deletes and substitutes sounds 'playdough' /baydol/</li> <li>• there is evidence of the deletion of consonant clusters in 'want'</li> <li>• Madeline deletes unstressed syllable from computer. This may illustrate she is learning from her surroundings this syllable is not pronounced as clearly as the medial part of the word. Since the key part of the word is still present her communication is still successful</li> <li>• Madeline and Patrick repeat new or unusual words Jake uses back to the speaker/themselves. This may be an attempt to practise the pronunciation e.g. zombie and anatomy. In the latter example Patrick omits the unstressed vowel at the end of the word and may be compared with Madeline's pronunciation of computer. This shows their brother has a role in aiding their development</li> <li>• Madeline has a variable pronunciation of your. Again this may be because of the influence of other users. In most casual speech this word is not clearly pronounced and is often reduced to /jə/</li> <li>• in the initial stages of development the phoneme /tʃ/ causes problems for some children. Madeline is variable in use but does use it. It is likely that she has developed this early as it is in her brother's name so she will have had many opportunities to practice its use</li> <li>• the mother repeats 'playdough' twice to Madeline, this may indicate she is</li> </ul>

modelling the word.

**Lexis:**

- much of the lexis is context bound so many demonstratives are used
- many concrete nouns referring to their immediate environment
- Jake shows use of more unusual lexis like 'zombie' which he may transmit to his siblings
- Patrick repeats his mother's use of 'anatomy'. He probably does not understand it but it demonstrates the importance of interacting with adult users during the developmental process
- there is use of the semantic field of motor vehicles. The children's awareness of a range of hyponyms for these allow them to communicate their ideas with accuracy.

**Grammar:**

- Madeline uses a closed question to seek permission from her mother e.g. 'can I have this'
- she forms a question without an auxiliary verb 'you want that one'. Her intonation suggests the function of the utterance and the mother's response tells the child it has been successful.
- Madeline omits the auxiliary verb from her open questions e.g. 'What you like mummy'. This fits with her developmental stage and since the function of the utterance is signalled by 'what' her communication is successful.
- Madeline uses many demonstratives but it is not clear if she can distinguish between the singular 'this' and plural 'these'
- both Madeline and Patrick can use declaratives to explain reasons e.g. 'I like that one'
- imperatives are used to get others to undertake action. Madeline uses a vocative to direct an imperative at her brother showing she understands their use in multi-party talk
- Madeline can use modifiers in order to give a detailed description to her listener e.g. 'big tractor'
- the mother uses expansion to model a standard structure e.g. 'I like that one (.) I like the blue keyboard'.

**Discourse:**

- Madeline can respond correctly to her mother's questions enabling complex interactions to take place e.g. by giving reasons 'because I like it'. However, she has not really fulfilled the listener's needs as she has not given enough information (Grice)
- Patrick adds additional information to context bound utterances in order to ensure his listener understands. In this way, he shows he is more developed than Madeline in a conversational environment e.g. 'I like that one (.) the pink one'
- Jake interacts with his younger siblings in a similar manner to his mother. He encourages interaction with tag questions e.g. 'good toys aren't they' and open questions to get them to participate e.g. 'what noise does a dinosaur make'
- Patrick shows his eagerness to participate in the conversation with a possible interruption 'I like that one' despite his mother having addressed the utterance to Madeline
- Jake uses Madeline's name to clearly show her he is interacting with her
- the mother confirms the success of the Madeline imperative to encourage further use of this form e.g. 'I'll close my eyes'. Such a move is unlikely in

	<p>adult speech.</p> <ul style="list-style-type: none"><li>• like Jake, the mother asks questions to engage her children and uses lexis which she believes relate to their interests e.g. 'is that a transformer truck'.</li></ul> <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"> <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 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>

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"> <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>

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