

Mark Scheme (Results)

Summer 2015

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.

Mark Scheme

This booklet contains the mark schemes for English Language Unit 3.

The questions on this paper have been designed to enable candidates to show what they can achieve in relation to a detailed study of a text.

Examiners should allow the candidate to determine their own approach, and assess what the candidate has offered, rather than judging it against predetermined ideas of what an answer should contain.

Examiners must assure themselves that, before they score through passages they consider to be completely irrelevant, they have made every effort to appreciate the candidate's approach to the question.

A crossed out response should be marked if there is no other response on the paper.

Assessment Objectives

The following Assessment Objectives will be assessed in this unit and are referenced in the mark grids:

AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.
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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.

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.

Section A: Language Diversity

Question Number	Indicative content	Mark
1 (a)	<p>Candidates must choose 2 examples representing key constituents of language. These could be:</p> <ul style="list-style-type: none"> • graphology • orthography • morphology • lexis • grammar. <p>The student must give an example and analyse it closely using appropriate linguistic terminology. In each case the candidate should comment on the Standard English form and speculate briefly on why the change has occurred. Links to context should be centred on English as a foreign language and translation issues. The purpose of the text is persuasive and informative.</p> <p>Specialist knowledge/understanding of another language should not be over-awarded.</p> <p>Orthography</p> <ul style="list-style-type: none"> • American spelling of 'color' may indicate global influence of American English or be a result of electronic translation. • Failure to capitalise the anglicised name of the firm could lead to confusion and ambiguity. <p>Morphology</p> <ul style="list-style-type: none"> • 'Cutout' is presented as a compound. • View has been used as a noun ('the view') – it is likely that the present participle verb form 'viewing' is intended. • Wallpaper is usually used as a mass noun but takes the regular plural morpheme 's'. • Standard English would usually pluralise 'sample'. <p>Lexis</p> <ul style="list-style-type: none"> • German lexis such as 'tapeten'(wallpaper) is used. <p>Grammar</p> <ul style="list-style-type: none"> • There are missing determiners in the phrases 'out of ordinary' and 'Ford Mustang'. The original language may not use a determiner in this context. • In the phrase 'the patterns' the determiner is not required and may show the original language uses a determiner in this context. • Oversimplified verb phrases are used (e.g. 'Enclosed you receive' instead of 'Enclosed, you will have received'). <p>Discourse/Pragmatics</p> <ul style="list-style-type: none"> • Collocations have not translated successfully meaning some of the intended humour has been lost (e.g. 'Maybe you will lose ground by watching our overwhelming wallpapers'). <p>These are suggestions only. Accept any reasonable and relevant examples.</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"> • 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	<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 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 a persuasive and informative function written about beauty and health treatments. Identification and comments should focus on how aspects of this form of writing have changed over time in response to changing 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"> • Italics draw attention to information the writer considers important. • Capital letters are not restricted to proper nouns and the start of sentences but are instead used to indicate words (usually nouns) of importance. • There is a dense layout, with no paragraphs or other features to aid quick reading. • A larger font is used at top to attract audience's attention. <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 some evidence of <i> and <y> interchangeability in the words 'poysonous' and 'oyntment'. • There is some possible evidence of a phonetic approach to spelling in words such as 'vertue'. • The use of the digraph <ck> to represent the /k/ in the final position. <p>Morphology</p> <p>The majority of morphology is largely standard and reflects the date the text was produced.</p> <ul style="list-style-type: none"> • The third person 'eth' ending is used on the verb 'to have' when it is used as an auxiliary. <p>Lexis</p> <ul style="list-style-type: none"> • The semantic field reflects the topic with medical conditions and parts of the body. • There is evidence of semantic shift in the term 'diet-drink' which today would be considered a low calorie drink. • There is evidence of archaic lexis which reflects changes in society and medicine such as 'half a crown' and 'physick'. • The writer expects shared knowledge of the medical conditions as the signs and symptoms are not explained. • A modern text would avoid terms like 'barrenness' and adopt a euphemism.

Grammar

- Relative clauses are used to give details about the product and skills of the practitioner and their use links to the purpose of the text.
- There is still some evidence that relative pronoun use had not fully standardised (e.g. '...Lady at Paris, which is...').
- There is some evidence of second person pronoun use to address the audience.
- Modifying adjectives are used to add facts and/or opinion in order to entice the reader (e.g. 'excellent remedy', 'great skill', 'uneven Hair').
- The writer starts a number of sentences with the conjunction 'and'. Although not standard, this is commonly used in today's media to create emphasis on the addition.
- There is some archaic use of prepositions (e.g. 'obtained it of a lady').

Discourse/Pragmatics

- Some use of second person gives a conversational effect.
- It is written largely in third person to give effect of personal recommendation and/or raise the register to pseudo scientific?

Text 3

Graphology

- It is typical of modern web pages with links and information in sidebars.
- Headings are used to break up the text and help the reader find information of interest quickly.
- Short paragraphs are used to make the text accessible.

Orthography

- There are some errors as it is unlikely to have undergone as rigorous a proof-reading process as other forms of advertising such as 'peppered' (prepared?).

Lexis

- Technical/specialist lexis is used but not necessarily to inform. It is likely this is used to persuade the audience as it makes the products more scientific and hence trustworthy. The audience do not necessarily require understanding (e.g. 'glycolic acid', 'moisture binding elements').
- The semantic field reflects the topic and shows the development of a specialist field for beauty treatments which would be understood by the target audience (e.g. 'exfoliate').
- There are some euphemisms (e.g. 'mature skin').
- There is a focus on youth.

Grammar

- There is a use of modifying adjectives to describe and create an emotional response in the reader.
- There is some ellipsis of subject and predicator when the missing elements are predictable in context and full structures would detract from the message (e.g. '(it) (is) ideal for all skin types').
- Some passive structures are used when the agent or doer of the action is unimportant or not the primary focus (e.g. 'specially designed to encourage rapid healing').
- Noun phrases are used as headings.
- Relative clauses are used to add extra description to nouns.
- Modal verbs of certainty such as 'will' are used to inspire confidence but where results are in doubt 'can' is used.
- Some non-Standard grammar may indicate its status as a web page as it is unlikely to have undergone as rigorous a proof-reading process as

	<p>other forms of advertising (e.g. '...while powerful antioxidants helps intercepts skin damaging oxidants that may contribute to future skin damaged' and 'a double boosting treatments').</p> <ul style="list-style-type: none"> • There is a use of adverbials to inform the audience about how the products work in order to persuade. <p>Discourse/Pragmatics</p> <ul style="list-style-type: none"> • The focus on youth links to modern society and the target audience. • Adverbials such as 'naturally' reflect modern concerns about the origin of products. • There are a number of rhetorical devices used in the text such as tripling/lists of three (e.g. 'younger, healthier and smarter looking'), parallelisms (e.g. 'whether you suffer from...or a ...') and paired adjectives ('revitalised and renewed'). <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 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	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"> • 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	<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 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	<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 2 examples representing different 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>Text 4</p> <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. • A mix of capital and lower case letters shows that Rachel is not yet aware of the function of these different forms (e.g. woLf). • She uses a full stop. <p>Orthography</p> <ul style="list-style-type: none"> • A single consonant in 'fel' may indicate sounding out method. Rachel understands it has 3 phonemes and so produces 3 graphemes. • There is a phonetic approach to spelling of 'again'. Rachel's spelling indicates her pronunciation of the word. This may also explain her spelling of 'saw'. <p>Grammar</p> <ul style="list-style-type: none"> • It is a single sentence. • It is a compound sentence but has optional fronted adverbial. This was probably supplied as an oral prompt by the teacher. <p>Text 5</p> <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 an exaggerated full stop. <p>Orthography</p> <ul style="list-style-type: none"> • Short function words are spelled standardly (e.g. 'over', 'to', 'a', 'for'). • Rachel shows some difficulty with the spelling of polysyllabic words and omits the unstressed parts in 'restaurant'. This could be a reflection of her speech or simply that she has represented the parts with which she has more confidence. • The spelling of 'holiday' shows missing vowel 'I' which is unstressed in most casual speech. The final vowel is missing – as an 'a' appears on the next line it may be that Rachel has struggled with the phoneme/grapheme link here and has missed it out before returning to it.

(10)

	<p>Grammar</p> <ul style="list-style-type: none"> • The data is a single sentence. • It is a simple sentence but has optional fronted adverbial. <p>This was probably supplied as an oral prompt by the teacher.</p> <p>These are suggestions only. Accept any reasonable and relevant examples.</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"> • Identifies some language issues and concepts in the data. • Shows some limited understanding of these issues in 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 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 – 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"> • Ellie produces a form of yes as both a single phoneme /j/ and a consonant vowel structure /je/. She also shows a reduplicated syllable in her production of daddy. • Ben pronounces the present participle ending 'ing' /ɪn/ throughout. It is likely that this can be linked to adult forms or difficulty with the standard phoneme /ŋ/. • Ben shows difficulty distinguishing between /g/ (voiced) and /k/ (voiceless) in his production of 'big'. It is possible that some candidates may believe that Ben's target in the first instance was 'pink' not 'big' in which case a similar case can be made for distinguishing /b/ (voiced) and /p/ (voiceless). • Ben seems to practise the pronunciation of 'morning' until he is happy with his form. His parents make no effort to correct or model the form further. • Ben's parents seem to stress the key parts of their utterances (e.g. a pink girl) this may be to model or reinforce pronunciation and may be linked to social interaction theories of development. <p>Morphology</p> <ul style="list-style-type: none"> • Ben is able to apply the present participle ending 'ing' to show an on-going action. • Ben uses inflected version of 'crumb' to form a novel adjective. This would seem to suggest that Ben understands the grammatical status of a word can be altered by adding elements. <p>Lexis</p> <ul style="list-style-type: none"> • There is possible evidence of new word learning and/or practising existing words through repetition of his own and parents' words (e.g. 'blocks' and 'cubes'). • The parents use synonyms in effort to help Ben understand and possibly as an aid to helping him expand his vocabulary (e.g. 'blocks' and 'cubes'). • Ben invents a new adjective, 'crumsy', based on his existing vocabulary and his parents accept this. This is probable evidence for innateness theories of development as the child has not heard this term before. • Ben switches between the colloquial 'yeah' and the standard 'yes'.

Grammar

- Ben omits the copula in the utterance 'it a double u' which is a typical feature of the telegraphic stage and does not affect his parents' understanding.
- Ben omits the auxiliary verb in progressive/continuous verb phrases which is a typical feature of the telegraphic stage (e.g. 'where you going').
- Ben uses a single verb imperative 'listen' to direct his parents 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 Ben may not be able to use indirect speech acts.
- Both parents use open, closed and tag interrogatives to involve the children in the conversation.
- Although Ben is moving into the telegraphic stage of development, he still shows some evidence of early stages (e.g. 'Coco a hug').
- Ben can form interrogatives using an auxiliary verb (e.g. 'can you hear').
- Ben can form an interrogative using an interrogative pronoun (e.g. 'what she say) but omits the auxiliary that carries tense. This causes him some confusion as he cannot decide between the past and present forms of the lexical verb.

Discourse

- Ella is involved in the conversation through interrogatives even though her language skills are not developed enough to take full part. This would seem to back up caretaker speech theories.
- Both children seem to have an understanding of turn-taking in conversation as they respond to their parents questions.
- Both parents use the child's name as a vocative in most of their utterances. This ensures the child pays attention and may help model turn-taking.

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 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	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"> • 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	<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 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	<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.

