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June 2012

GCE English Language 6EN03 01

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Introduction

This paper covered many of the key aspects of the specification with a focus on diversity and language change in the first section and a mixture of spoken and written language in the language development section.

Each individual question is considered in this report but a general summary may be of benefit.

In Question 1(a) most candidates demonstrated some awareness of creoles and showed that centres had given this topic due consideration in their delivery of the specification. Lower mark bands tended to show insecurity with the key constituents, or selected features that did not allow them to display their linguistic knowledge. In some instances, candidates selected features that did not show a difference from Standard English and so struggled to gain significant marks. Higher band answers were careful to explain creole languages and to carefully link linguistic features to this language's evolution from a pidgin.

For Question 1(b) candidates need to remember the importance of covering a range of key constituents, including grammar, and not to focus solely on basic historical difference such as final 'e' and interchangeable letters. While a discussion of such features is relevant, higher band answers discussed these features alongside a consideration of the text status as recipes and associated contextual factors.

In Question 2(a) candidates had to demonstrate their knowledge of theories associated with child language development and use key constituent based examples from the data to support and illustrate their discussion. Most candidates showed awareness of theories and issues but at the lower band this was often general and candidates at this level tended to muddle theories – especially social interaction theories and behaviourism.

Question 2(b) also needed knowledge of theories and key constituents but candidates need to respond to the demands of the question. Many in the lower bands tended to give a mechanical (and sometimes superficial) discussion of what aspects of written language Charlotte had not grasped and did not consider how she was adapting her language for her audience, purpose etc, which was clearly signposted in the question.

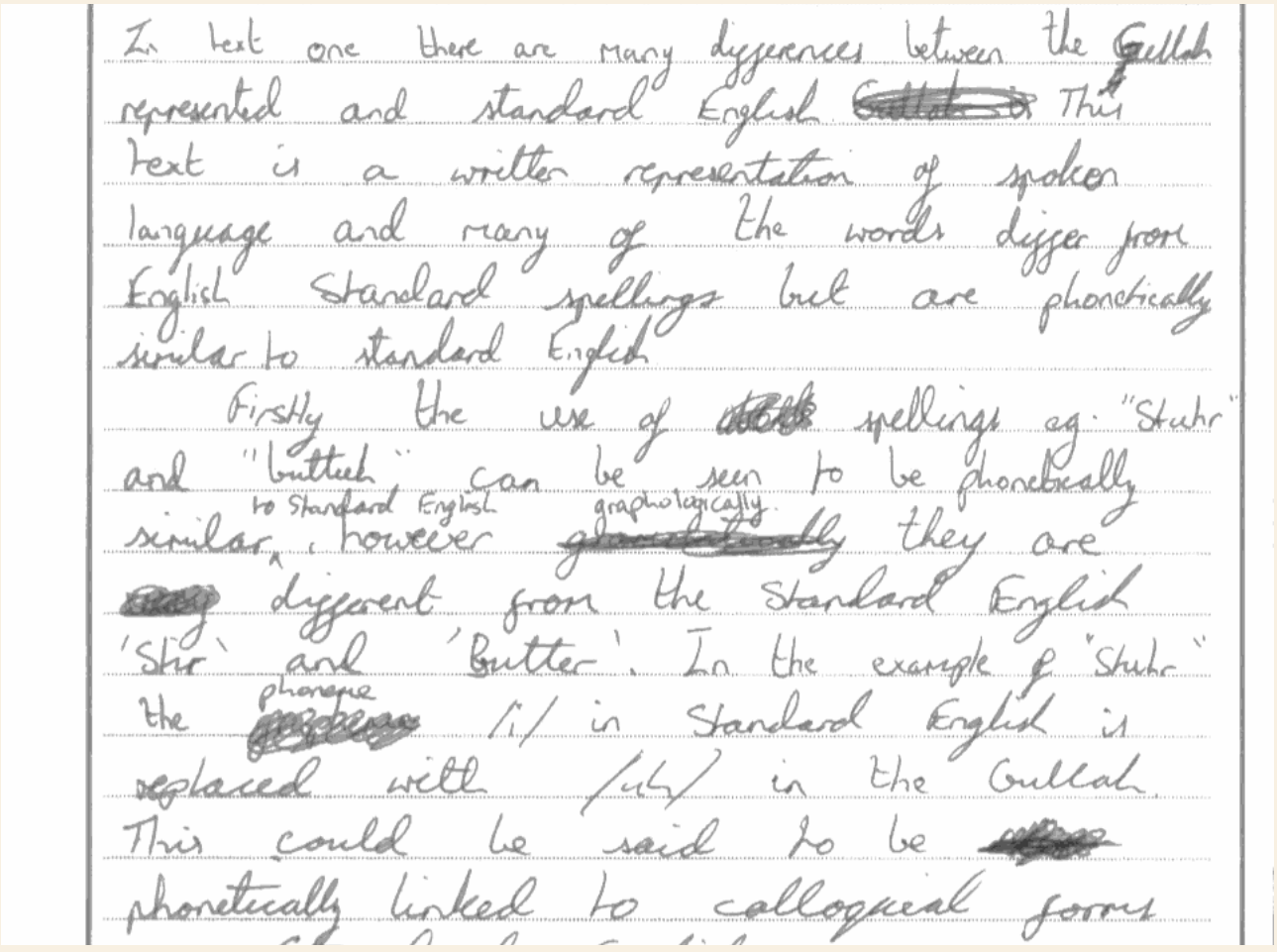
Question 1 (a)

This question allowed candidates to focus in depth on two examples from the text and asked that they demonstrate a firm grasp of the key constituents and knowledge related to issues and concepts that underpin creole forms. The 10 marks available reflect the length of response that is expected from candidates.

The majority of candidates avoided the 'mini analysis' covering many key constituents and instead tended to respond as desired and discussed only two areas. However, candidates need to be careful when selecting their features and ensure that they differ from Standard English. A small number of candidates discussed issues such as layout, sentence length and discourse markers for chronology (such as 'next' or 'then'). Admittedly, these may be part of most modern written English recipes but the lack of discourse markers does not show a deviation from the Standard (as Standard English allows us to form simple sentences etc). Instead, candidates should have focused on the distinctly creole features of the data.

Lower band answers tended to be characterised by merely noting the differences between an example from the data and Standard English, with little attempt to describe or explain. Candidates often identified issues like the phonetic spelling but did little more than point out that the writer used a 'd' and Standard English would use a 'th'.

Higher band answers showed more detailed exploration, most commonly from the level of spelling (the substitution of different graphemes representing a phonemic difference) and grammar (the loss of plural and third person inflections being the most common) and analysed them closely using appropriate terminology and, in the case of the phonetic spelling, the IPA. When discussing phonology, there was clear evidence of some excellent terminology associated with speech sounds but even at this level there was some confusion between the two phonemes that could represent the 'th' digraph. Answers in the upper bands also showed a clear understanding of creoles, the process by which they are formed and how this relates to their linguistic characteristics.


In text one there are many differences between the Gullah represented and standard English. This text is a written representation of spoken language and many of the words differ from English Standard spellings but are phonetically similar to standard English.

Firstly the use of spellings eg. "Stuhr" and "buttuh" can be seen to be phonetically similar to Standard English, however graphologically they are different from the Standard English 'Stir' and 'Butter'. In the example of "Stuhr" the phoneme /ɪ/ in Standard English is replaced with /ʌ/ in the Gullah. This could be said to be phonetically linked to colloquial forms

of Standard English.

Also in text one there is a variable use of the Spelling of 'sugar', it is firstly spelled 'Suguh' then later the spelling 'Sugah' is used. This variable spelling shows that the language is non-standard as in Standard languages there is usually only a variable spelling of a word to reflect a different meaning even if the two spellings are phonetically similar. Therefore the non-standard nature of Gullah is highlighted by the absence of a Standardised spelling system rather than words being phonetically spelled to reflect the language of the speaker.

These spellings could also be related to the poor phonemic graphemic correspondance of the English language. There are only 26 graphemes for 36 Sounds

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Examiner Comments

This script scored in band 1 for both AOs and is typical of this level.
The candidate begins by showing some basic contextual knowledge in that they identify the data as a representation of spoken language but do not develop this by discussing why many creoles do not have standardised written forms or other factors which show understanding such as noting how creoles are formed.
The first example discussed is the spelling of 'sugah' and the candidate correctly notes that it is phonetically similar and thus implies a relationship with British English. The use of terminology such as 'phonetically' and 'graphologically' shows some understanding of key constituents but unfortunately the IPA is not accurate and the writer shows some further insecurity by muddling graphemes and phonemes (the /uh/ comment).
The point that these resemble colloquial forms of English is good – the candidate implicitly recognises that this would not be a barrier to other users and that many non-standard forms of English can have features in common. However, the candidate has not expanded this point and has not demonstrated a clear understanding of creole forms.
The candidate then goes on to discuss the different spellings of sugar in the data. This is stretching the notion of two constituents somewhat but they make a number of valid points which show some understanding of language issues. The point about standard spelling is valid but again would have benefited from some further detail.

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Examiner Tip

Make sure that your chosen feature represents a clear difference from Standard English and is not just a style choice. If something can be done in the Standard (for example, short simple sentences in this data) then it is probably not a valid selection.

Select **two** examples from the text which represent different key constituents of language.

Using these examples, identify and analyse the differences between the English of Text 1 and current standard English.

(AO2 = 5, AO3 = 5)

The language used in Text 1 differs a lot from the grammar and vocabulary you would expect to find in standard English. Despite 'Gullah' being based on English, the other influences from African languages are apparent, and would have probably developed as the language became more widely spoken due to being used as a way of communicating in trade, particularly with the population living on the coast.

The majority of the recipe reads phonetically, meaning that many of the words are spelt differently to standard English spellings. A consistent feature of this text is the use of double 'e' to spell words that feature the phoneme /i:/, which can be found in 'leetle' and 'een'. This therefore suggests that their pronunciation of the vowel /I/ is elongated.

In addition, words such as 'de' and 'dis' have been written in a way that suggests the dental fricative has been replaced with an alveolar stop /d/ in pronunciation, and has therefore been spelt in the same way. This is a common feature of Jamaican English, however does not appear in standard English spelling or in R.P.

Another key constituent of language found in Text 1 is the omission of certain inflections. The verb 'mek' is missing the 3rd person singular inflection -s as seen in 'makes' in standard English. Furthermore 'cookie' does not have the plural -s inflection despite there being 24 cookies in the recipe. Another common inflection often omitted in African English is the auxiliary verb 'to be'. In the text it says 'den' which represents 'they are', but is instead a shortened version. The intended meaning is still understood despite the variations from standard English.

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Examiner Comments

This response scored towards the top of both bands.

The candidate's opening section shows knowledge of what creoles are – particularly the fact that it is a mixed language. The candidate discusses the implied phonology with some authority and confidence and knowledge of the constituents of language are indicated through the accurate and relevant use of the IPA. The candidate does however go slightly against the question by discussing two separate aspects of phonology and spelling. The candidate could have bettered this section slightly by thinking specifically about why these phonemes may be missing or difficult for the Gullah speaker to produce.

The secure knowledge this candidate has about key constituents is further illustrated in the second section on inflections. Terminology is accurate but once again the candidate produces more that one example instead of using the time to add depth to the response. They show a non judgemental approach by stating that these features do not affect understanding but because they don't explain that plurality or third person is conveyed by other aspects of the sentence (such as numerical determiners or pronouns) they cannot reach the top of the band.

Question 1 (b)

This question was concerned with change over time and diversity and presented candidates with two instructional texts concerned with cookery. Candidates were expected to use the data to discuss how the language has changed over time and how the language used reflected contextual factors such as function, tenor, field and mode. Most candidates took the approach of analysing each text in turn and used the marks available to judge a suitable length for their response. Although there was variation in quality and length of responses, the majority of candidates were able to offer some comment on the historical and American features of the data, showing that candidates had been well prepared by centres for these language forms. There appeared to be fewer mini historical essays and long descriptive accounts about Caxton and Johnson and the majority of candidates focused on the data. There was also an awareness of the importance of the need to address context and most realised that the mode was of importance. Although not significant in terms of assessment, many candidates seemed uncertain about the time period the text had come from with it being variously described as Old or Middle English. Candidates should also be reminded of the use of capital letters when referring to English.

Lower band answers were mainly characterised by a lack of range rather than a lack of accuracy and some at this level never or seldom addressed the status of the texts as recipes. Such candidates tended to focus on a few narrow areas such as final 'e', interchangeable letters and archaisms for Text 2. Such comments tended to be overlong – sometimes taking a whole side to discuss a single feature. Comments about the American accent at this level only tended to involve a citation of the already provided phonetic script with little or no attempt to explain the differences, and there were also sweeping comments made about 'American words'. Candidates were unable to draw distinction between features of non Standard language that would be found also in British English and discussed everything as exclusively American.

Higher band answers were detailed, aware of subtleties in the data and discussed a wider range of features. Such candidates provided detailed discussions of morphological endings, archaic syntax, orthographical patterns (and the irregularity of some of these) and discussed several aspects of lexical choice such as change of time and semantic shift, social prestige and the wider appeal of food related texts in modern times. Answers were often clearly structured and separated into key constituent paragraphs.

There was inconsistencies in orphography and grammar in Text 2, for example "Suger" and "sugre" - in these two examples you can see inconsistent spelling and capitilisation. You might expect this in a text written during this period as it was before Johnson's Dictionary (1755) when standardisation expanded. Often writers ~~of~~ before Lowth and Murray's Grammar books would use capitilisation for all words they felt were important.

Text 3 is very interesting as it's spoken mode, unlike Text 2, so we would expect conversational features. We might expect conversational features anyway, due to 'informalisation' spreading across the English language. As it's spoken, it's easier for there to be a closer tenor and for the text to be more informal. Throughout the transcript, the speaker uses personal pronouns such as "you" and coloquialisms such as "man" which not only involves the audience but informalises the text too.

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Examiner Comments

This section comes from the latter half of the candidate's response and the script as a whole was awarded band 3 for A01 and low band 4 for AO2 and 3.

The candidate identifies some inconsistent spelling and use of capital letters and analyses them very efficiently meaning that they were able to cover a wide range of points in the course of the answer. Pleasingly, the comment 'expanded standardisation' shows some awareness that Dr Johnson's dictionary wasn't the sole contributor to the process of standardisation – an implication common in lower band answers. The candidate's final point in this paragraph shows they understand the use of capital letters in this period.

In the next paragraph the candidate considers the mode of the data and uses this to make a link to tenor. In doing so the writer is clearly demonstrating knowledge of context. The brief mention of 'informalisation' also shows understanding of language issues. These points are efficiently backed up with brief examples which demonstrate not only knowledge of the key constituents but also illustrate the accurate use of relevant terminology.

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Examiner Tip

For Questions 1(b) and 2(b), try to avoid discussing a single feature for too long. The mark scheme rewards exploration of a range of features.

The fact that it's American means we will see some Americanisms or American references e.g. "baseball" and American accent, which is shown through the IPA e.g. "/tʊmeɪdəʊ/". We also see how they adapt the English we might've seen in Text 2 to new forms e.g. "real" as an adverb shown in the ~~noun~~ noun phrase "real easy recipe".

The speaker in Text 3 uses a lot of pre-modification ~~which~~, for example "gorgeous" and "beautiful" which may be used as a 'selling technique', a persuasive device. Often this is used in recipes to make the food seem more appealing. This technique isn't used in Text 2 and may be more common in current standard English.

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Examiner Comments

The same candidate as before turns their attention to some American aspects of the data. The examples chosen are accurate and potentially very productive but there is some lack of detail here that prevented the candidate from scoring high band 4. The candidate doesn't explore the significance of the American lexis or describe how the phonology differs from the expected British English pronunciation but the comment on 'real' again shows understanding of terminology and key constituents.

The candidate goes on to make further comments which confirm their understanding of the issues in the data and their knowledge of the key constituents by discussing modification. The writer explains why this feature is used, offers a valid example and even speculates on why fewer modifiers are found in Text 2. It is a pity that they did not spot the fact that Text 2 does use them but that they tend to be more factual.

This use of 'y' instead of 'i' can also be seen in the spelling of 'fyll' and 'tyll' which in Standard English would be spelled 'fill' and 'until'.

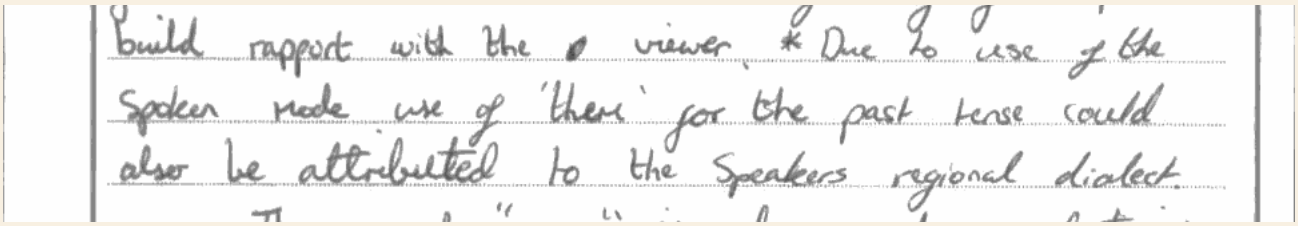
There is also evidence of some lexis in text 2 which may be considered archaic, eg the use of "Pottell" as a measurement and "Capon" for a ~~coleert~~ cockerel. These terms are unlikely to be used today in Standard English.

Finally there is evidence of the archaic suffix '-eth' in 'begynneth' which is no longer used in Standard English spellings.

Text 3 is from a cookery website originally and so the opening line contains the words "web", "dot", "com". These words can be associated with technological advancements, in this case the creation of the internet and could be viewed as subject specific jargon/lexis, related to the semantic field of the internet.

Text 3 is written in an informal style using word constructions such as "sear them burgers" to represent the past tense which ~~would~~ could be considered as non-standard, the standard form being "sear those burgers".

"Them burgers" is used several times throughout and this, possibly could be ~~partly~~ attributed to the fact that the speaker is American and also because the spoken mode is used which is considered as less formal. Their non-Standard use of language helps to


build rapport with the viewer. * Due to use of the spoken mode use of 'there' for the past tense could also be attributed to the Speakers regional dialect.

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Examiner Comments

This candidate scored mid band 2 for AO1 and high band 2 for both AO2 and AO3. This example comes from the mid section of the candidate's response.

The candidate identifies interchangeable letters but does little more than acknowledge they are present. This shows little understanding of the issue as such observations can be made without significant linguistic knowledge.

The comment in the subsequent paragraph is on firmer ground as the two terms are, to all intents and purposes, archaic (capon is still used but not commonly and candidates can be forgiven for making assumptions about this unfamiliar word). Unfortunately, the candidate does little with this information. Had they related these issues to changing food tastes, technological advancement or change in the terms of measurement they would have been able to score more highly across AO2 and AO3. There is some evidence of knowledge of morphology because the candidate uses the term suffix to describe '-eth' but they neglect to discuss what it indicated and what replaced it.

The candidate's response shows a little more understanding with the discussion of the use of the words 'web' etc as these are clearly related to technological change but the subsequent paragraphs are again very general and show a lack of confidence when dealing with the data as well as some errors. The example 'sear them burgers' does not show past tense. The candidate links this exclusively to American English when a more productive approach would perhaps have been to link to other forms of English generally as this is found in many UK dialects (as well as creole forms). However, the candidate does understand that this related to formality and is primarily a feature of the spoken mode and so was rewarded for these comments.

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Examiner Tip

Use the marks available for a question to gauge the length of your response.

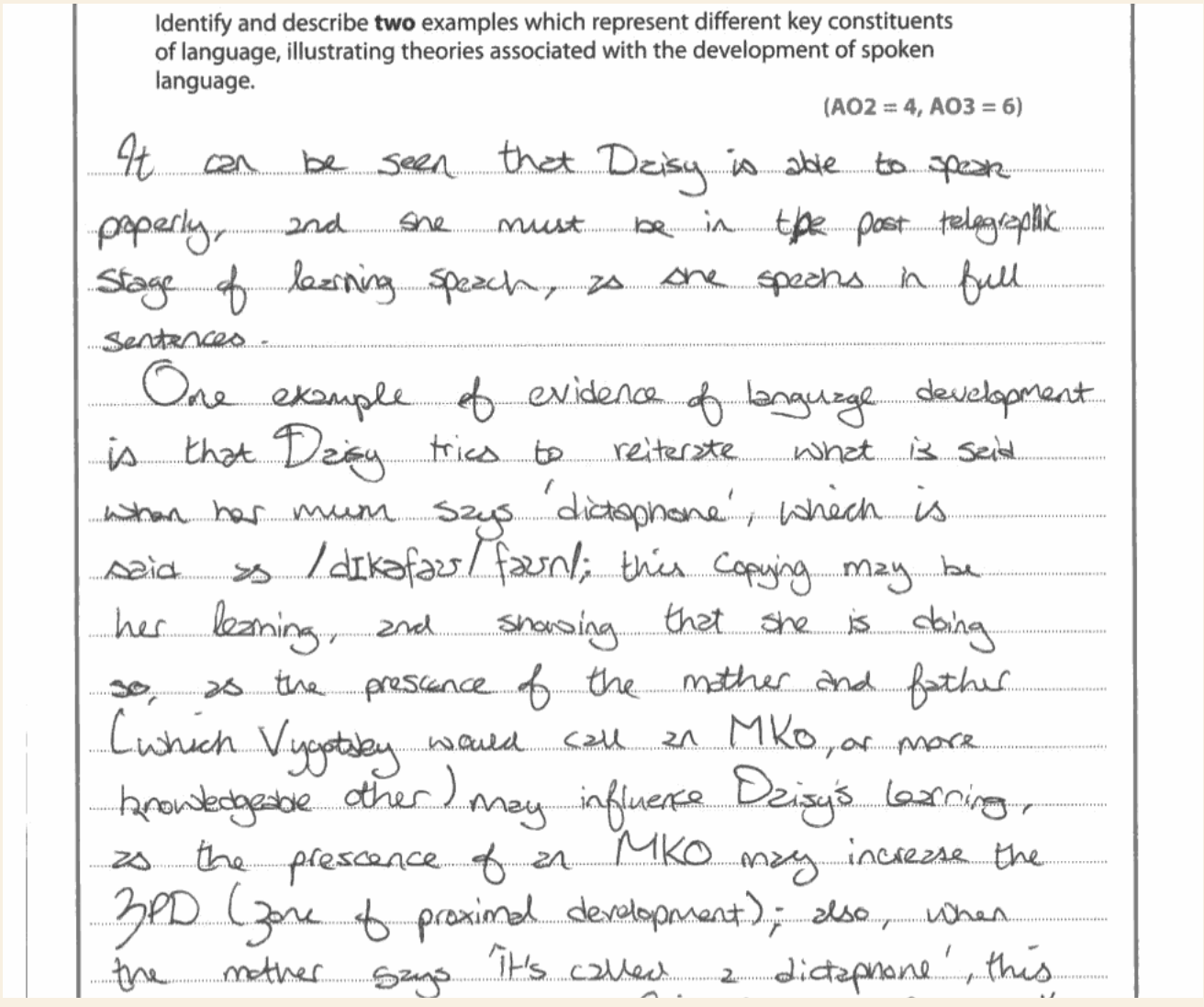
Question 2 (a)

Like Question 1(a), this is a short response question worth 10 marks. In this case, the candidates were asked to display their knowledge of linguistic theories relating to the development of language. The question was quite open-ended and allowed candidates to discuss developmental and/or functional theories of development.

The majority chose two relevant examples from the data and identified issues such as reinforcement and repetition before exploring these in varying depths. Candidates had been well prepared by centres to cite theories and the most popular selections were related to behaviourism and social interaction. Candidates need to be reminded not to use abbreviations like MKO and CDS without first referencing these in full to make understanding clear.

Low band answers tended to show knowledge of the various processes but were rather general and lacked detail. There was often confusion between social interactionist and behaviourism theories and the idea of a 'more knowledgeable other' seemed to be used in many instances when the candidate could think of nothing more precise. Candidates at this level generally showed a lack of confidence with the key constituents and so were unable to describe the forms used by Daisy and her parents.

Higher band answers were characterised by confident application of the key constituents and used knowledge of grammar, lexis and discourse to describe precisely the language used by Daisy and/or her parents. Stronger answers not only applied multiple theories but in addition also used the selected example to refute some theorists.



Identify and describe **two** examples which represent different key constituents of language, illustrating theories associated with the development of spoken language.

(AO2 = 4, AO3 = 6)

It can be seen that Daisy is able to speak properly, and she must be in the post telegraphic stage of learning speech, as she speaks in full sentences.

One example of evidence of language development is that Daisy tries to reiterate what is said when her mum says 'dictaphone', which is said as /dikəfəʊn/ fəʊn/; this copying may be her learning, and showing that she is doing so, as the presence of the mother and father (which Vygotsky would call an MKO, or more knowledgeable other) may influence Daisy's learning, as the presence of an MKO may increase the ZPD (zone of proximal development); also, when the mother says 'It's called a dictaphone', this

may be an example of Child Directed Speech. *
Another example may be that rising intonations are used by Daisy - "What happened these ideal?" at least in some of the questions she asks, which suggests that she understands some of the ways in which heuristic language is used, and possibly understands that the rising tone of voice is used to mark a question; and Daisy does use a lot of heuristic language, asking "What's that?" often, which is a phase most children go through when coming to the end of the telegraphic stage., In this phase a lot of new lexis is learnt quickly.
*(1st point, part 2-) it can also be seen that she repeats many of the things said by parents, possibly to confirm that she understands - F: "the sounds gone of", D: "Sounds off".

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Examiner Comments

This response was a mid range response in both bands and scored a total of 5 marks.

The candidate gets off to a slightly shaky start by stating that Daisy can speak 'properly'. Candidates should be reminded that the use of a simple term like 'standardly' can avoid the accidental negative connotations implied by words such as 'right' and 'correct'.

The candidate selects phonology as the first key constituent to illustrate a theory and identifies the potentially productive section towards the end of the data. They understand that the child has copied this form but the reference to MKO (which is not properly explained) shows some lack of confidence. This is a valid theory but is more relevant to written language and seems to be used here in the absence of anything more solid. The reference to child directed speech is a little more precise but the candidate should have explained what CDS is and how it can aid a child in the developmental process. The candidate has not been able to demonstrate a sound knowledge of the key constituents as they have not explained the difficulties Daisy has when pronouncing this word or used associated terminology.

The second example is used to demonstrate heuristic function in Daisy's language and like the previous point is valid. However, commenting on rising intonation, although accurate, doesn't really allow the candidate to demonstrate confidence in the key constituents and the link to the theory is quite general.

There are a number of examples of which represent different key constructs of language, the first being 'what /w/ hap? what happens / happens /? what's happened / happend /?' the opening line: this represents the key construct of grammar. Daisy continually tries to correct herself in order to achieve the right interrogative term of which she manages on her final try. This shows that Daisy is able to distinguish the pattern and the process of interrogatives or perhaps has some sort of understanding. This could perhaps be related to Skinner's imitation theory of which is suggestive that Daisy has managed to repeat a phrase of which she has heard from a caregiver previously repeating different forms until the desired structure is met. However, due to the fact that Daisy corrects herself, shows that she understands the process fairly well of which would relate to LASS : Language Acquisition Support System, of which carries in reference to Daisy that it could be a mixture of both understanding and support from a more knowledgeable other. The fact that Daisy has associated her phrase 'what's happened?' with the sound of crying shows that she has linked those together herself, showing more initial understanding also linking vaguely to Hallidays theory in this case the instrumental and emotional goals - to seek something eg. attention and expressing emotion of which Daisy would most likely have experienced herself. Another key

constituent of language represented is lexis, from the example (last line) 'dictaphone /dɪktəfəʊn/ (.) phone /fəʊn/ (.) dictaphone /', first linking to Daisy's choice of words. Although Daisy has repeated this word from her Mother's previous sentence relates again to Skinner's behaviourism theory and of imitation. However, Daisy then breaks the word down for herself repeating 'phone' outlining the process of segmenting, showing that she has acquired the skill to break down words into single syllables and blend them again as she repeats 'a'dictaphone'. This positive structured word is also quite complex for a child of two years five months perhaps suggestive of emergent and early development.

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Examiner Comments

This candidate scored full marks for AO2 and 5 marks for AO3.

The candidate identifies grammar as the first key constituent to be discussed and uses Daisy's attempts to form an interrogative at the start of the data as the main focus. Use of terminology is accurate but the candidate could have described with more clarity and detail the stages Daisy goes through to reach the final form. This feature is then linked plausibly to Skinner and innateness, as well as a brief mention of a more knowledgeable other allowing the candidate to score in AO2.

The candidate's second example is lexical and concerns Daisy's attempt to learn the noun Dictaphone. The candidate relates this to a plausible theory and references to terms like segmenting and the discussion of the process Daisy goes through when forming this term shows confident knowledge of phonology.

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Examiner Tip

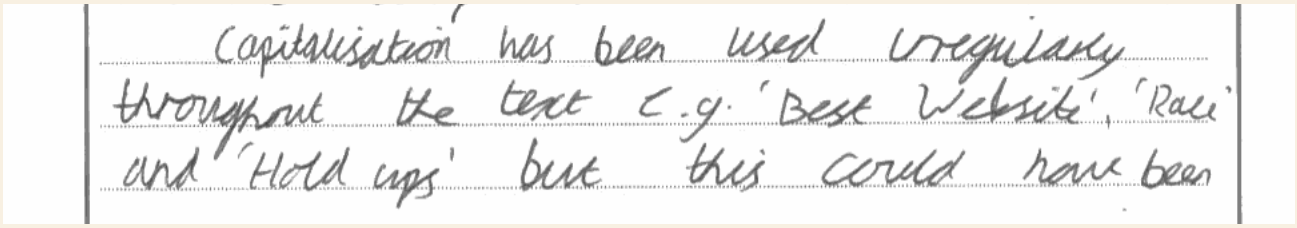
For the short response questions it is essential that you select the most productive features. Some brief planning may allow you to decide what features best allow you to demonstrate your linguistic knowledge.

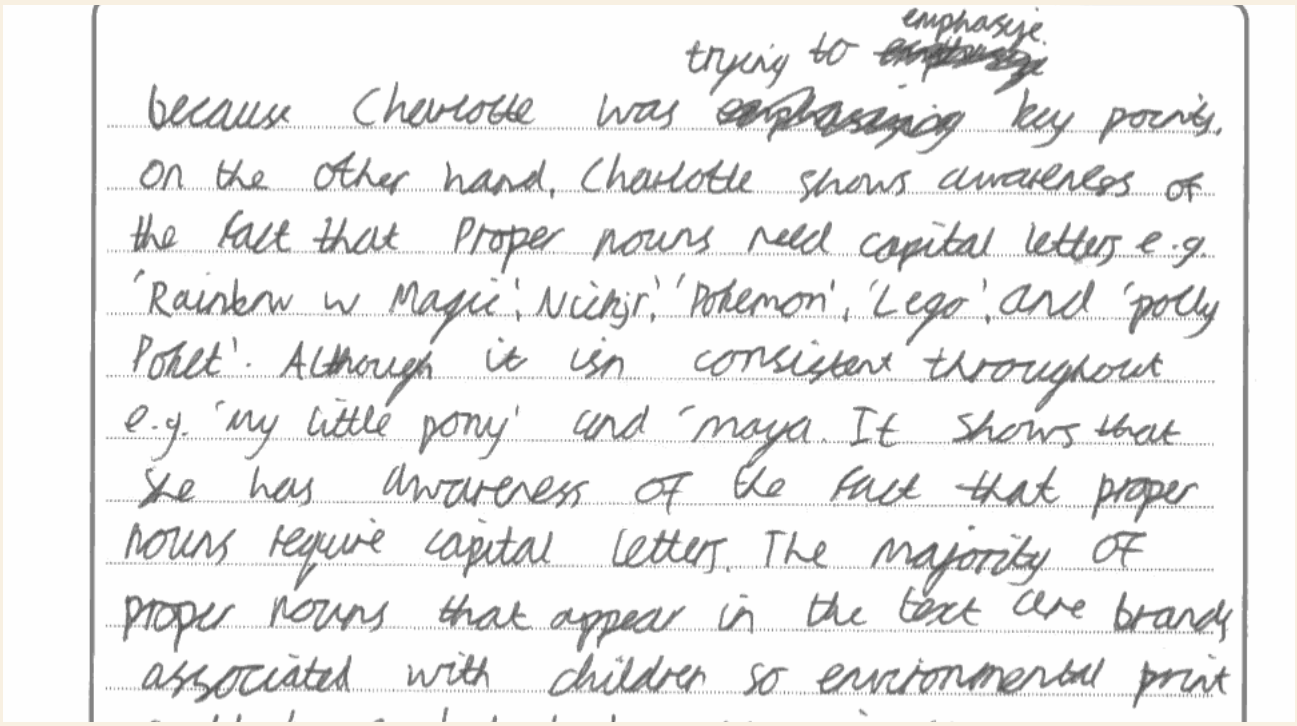
Question 2 (b)

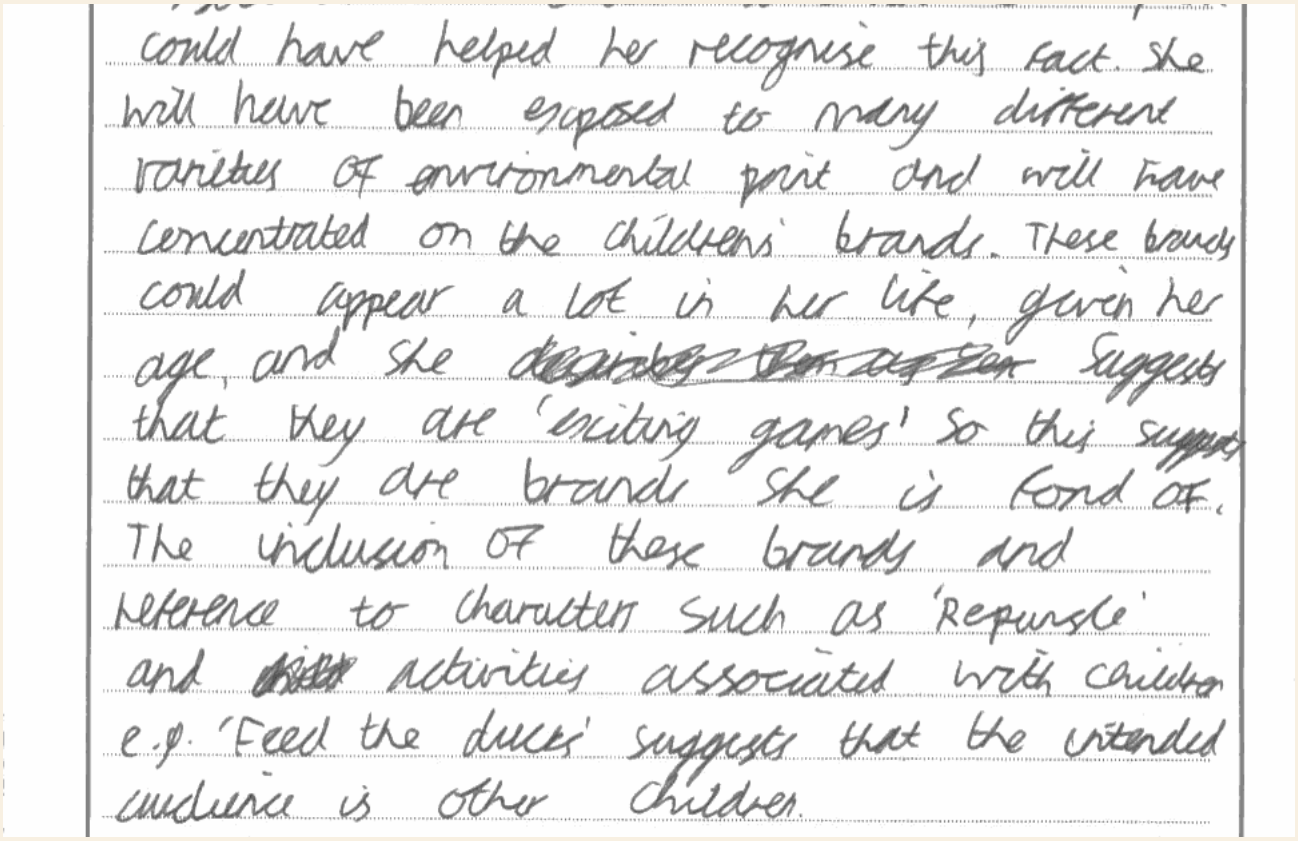
Candidates clearly found this question engaging and most candidates were able to apply at least some key constituents to the data. Some candidates had not read the question closely enough and commented only on what written language skills Charlotte had yet to acquire and did not address the contextual issues that candidates had also been asked to comment on. Candidates who did not discuss how Charlotte may have adapted her language in response to such factors as audience, mode, tenor and function limited the marks available to them.

Low band answers tended to cover a narrow range of features and neglect the contextual factors mentioned above. Non standard aspects of her language were often judged as 'incorrect' or 'wrong' and conclusions were often related to how pleasing her language was or how well she was doing for her age. Responses in these bands also tended to be characterised by a very narrow range of key constituents and an excessive focus on areas such as graphology, linearity and punctuation that often resulted in long, narrative accounts which indicated a lack of confidence with the key constituents. Although spoken theories of development can be adapted to written language, many candidates in the lower bands were indiscriminate in their application of these, with a number claiming that written language was innate.

Higher band answers tended to structure their approach using key constituent based paragraphs and used their knowledge of developmental theories concisely when discussing Charlotte's developing skills, her purpose audience and genre. There was often evidence of clear understanding of grammar and some confident knowledge of the IPA and speech sounds when discussing spelling. The rhetorical devices used by Charlotte to interest and develop a relationship with her audience were well discussed and illustrated and virtuous errors were described and explained as opposed to merely noted.


Capitalisation has been used irregularly throughout the text e.g. 'Best Website', 'Rare' and 'Hold ups' but this could have been


trying to ~~emphasise~~ emphasise.
because Charlotte was ~~emphasising~~ key points. On the other hand, Charlotte shows awareness of the fact that Proper nouns need capital letters e.g. 'Rainbow n Magic', 'Nickjr', 'Pokemon', 'Lego' and 'polly Pocket'. Although it isn't consistent throughout e.g. 'my little pony' and 'maya It shows that she has awareness of the fact that proper nouns require capital letters. The majority of proper nouns that appear in the text are brands associated with children so environmental print


could have helped her recognise this fact. She will have been exposed to many different varieties of environmental print and will have concentrated on the children's brands. These brands could appear a lot in her life, given her age, and she ~~describes them as fun~~ suggests that they are 'exciting games' so this suggests that they are brands she is fond of. The inclusion of these brands and reference to characters such as 'Repunsle' and ~~their~~ activities associated with children e.g. 'Feed the ducks' suggests that the intended audience is other children.

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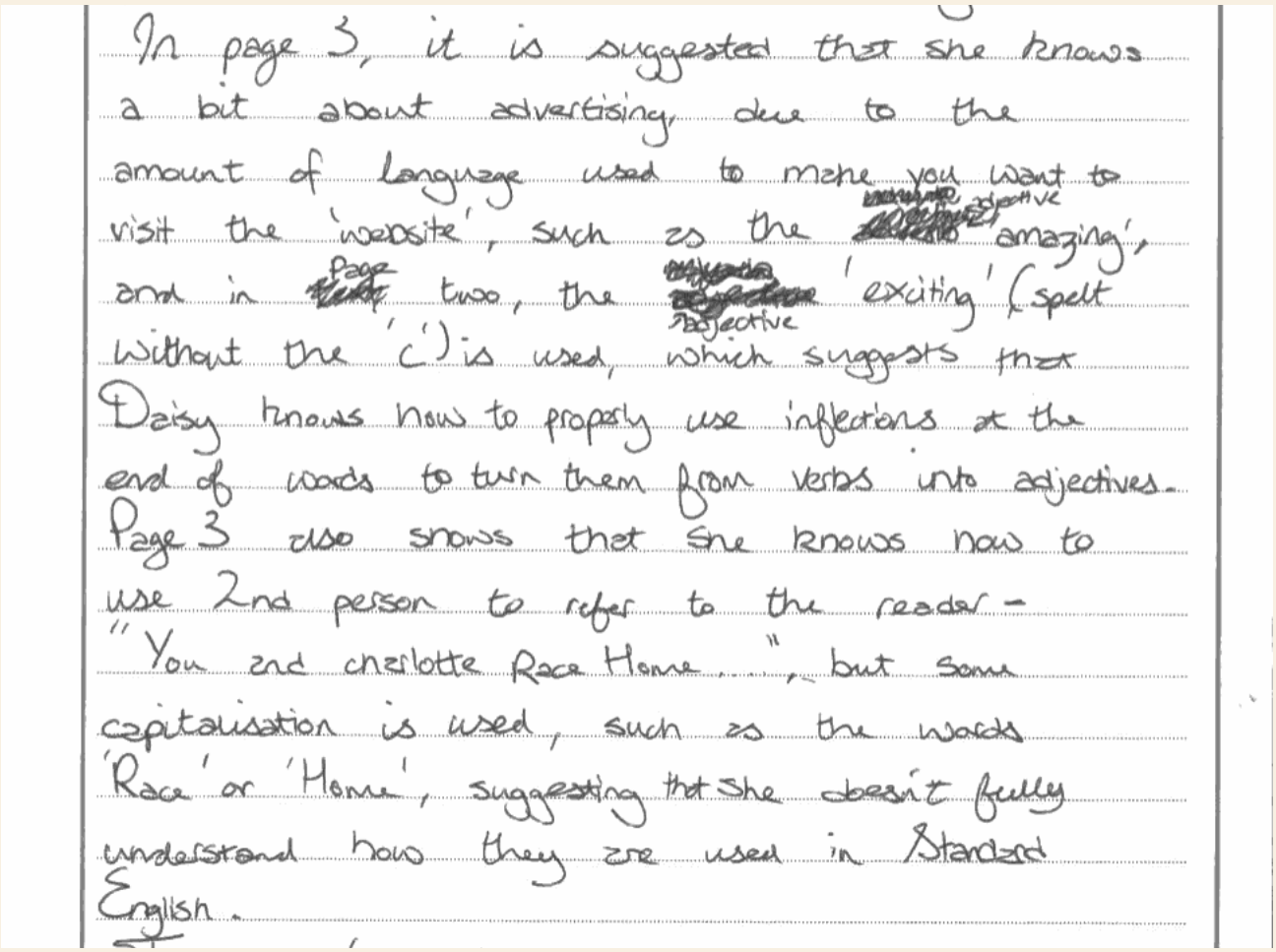
Examiner Comments

The above is an extract from a response which achieved band 3 in AO1 and the top of band 4 in AO2 and AO3.

This section of the candidate's response deals with capitalisation. It shows how a candidate can form a productive analysis and avoid the most common pitfalls when discussing this type of issue which is merely noting the difference from an adult user. The candidate notes that the use is irregular and offers some examples. Rather than just dismissing this as something the child does not know, the candidate theorises that it could link to her purpose. The candidate shows some knowledge of terminology by using the term 'proper noun' and expands their analysis of this feature by linking to environmental print. In the last point in this section, the candidate links the proper nouns to audience and shows further contextual knowledge.


In page 3, it is suggested that she knows a bit about advertising due to the amount of language used to make you want to visit the 'website', such as the adjective 'amazing', and in page two, the adjective 'exciting' (spelt without the 'c') is used, which suggests that Daisy knows how to properly use inflections at the end of words to turn them from verbs into adjectives. Page 3 also shows that she knows how to use 2nd person to refer to the reader - "You and charlotte Race Home....", but some capitalisation is used, such as the words 'Race' or 'Home', suggesting that she doesn't fully understand how they are used in Standard English.

ResultsPlus
Examiner Comments

In this extract from a low band 4 script the candidate is discussing some aspects of lexis and has a clear focus on Charlotte's purpose in writing the piece. Terminology (adjective) is accurate and relevant and it is appropriately exemplified. The candidate further demonstrates confident use of the key constituents by making a quick development based morphology comment before making a quick comment on pronouns. This candidate's comment on capitalisation is less convincing and can be compared to the previous extract.

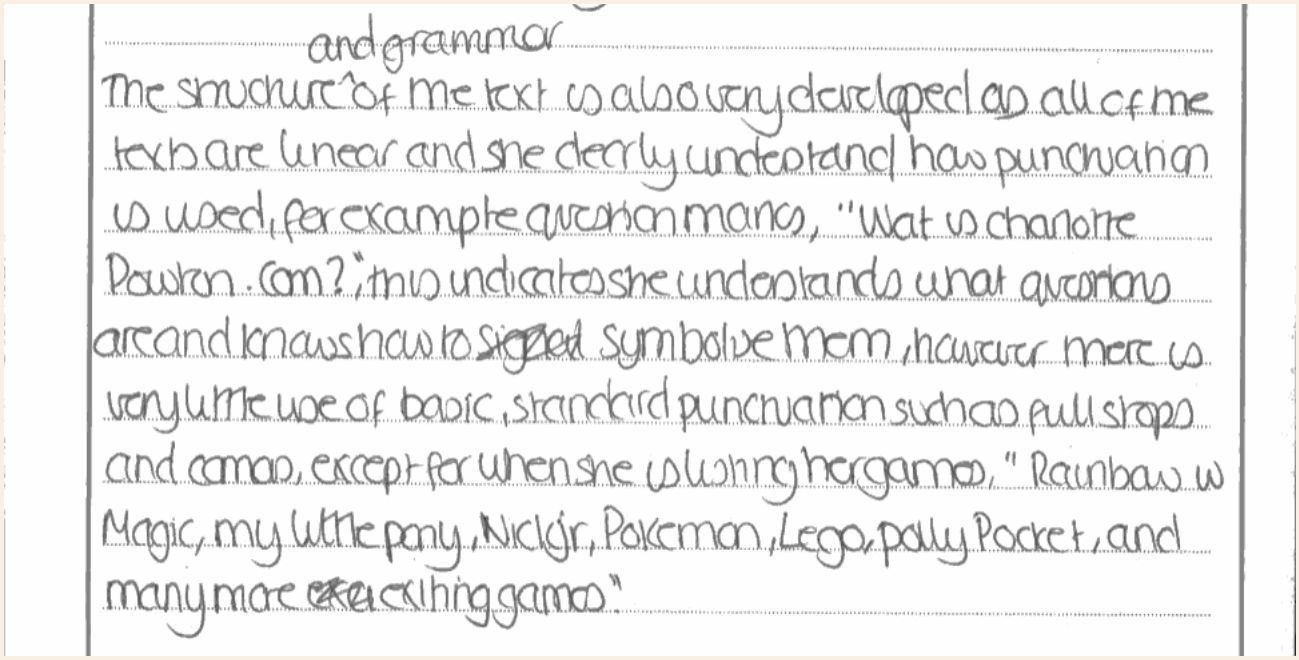
ResultsPlus
Examiner Tip

Try to avoid concentrating on just one or two key constituents. Explore a range of features from each relevant key constituent, including grammar.

One noticeable thing in this extract is her spelling of Pokemon, this is the correct spelling, whereas throughout the rest of the text there is a lot of phonetic and misspelt words, this suggests that she could've copied this word from a toy or a TV programme.

either that or she has spelt it correctly because she is so familiar with the word.

~~Moreover~~ There are a few examples of where she is phonetically spelling words, for example "Repunsle" and "moveing", this shows that she understands how they sound, and believes that they are spelt how they sound. Not only is "moveing" phonetic but it shows she hasn't deleted the vowel 'e' and has simply added 'ing' to the word 'move', this shows that she hasn't quite grasped vowel deletion but it is evident from the rest of the text that she will eventually understand.



and grammar

The structure of the text is also very developed as all of the texts are linear and she clearly understand how punctuation is used, for example question marks, "Wat is charlotte Powton.com?", this indicates she understands what questions are and knows how to ~~signed~~ symbolise them, however there is very little use of basic, standard punctuation such as full stops and comas, except for when she is listing her games, "Rainbow w Magic, my little pony, Nickjr, Pokemon, Lego, polly Pocket, and many more ~~exa~~ exiting games".

ResultsPlus

Examiner Comments

This is an extract from a mid band 3 response and is typical of its type. The candidate is able to identify relevant features but fails to demonstrate clarity of understanding or a clear ability to apply key constituents.
In this section the candidate is discussing spelling and despite using terms like 'correct' and 'mispelt' shows an implicit understanding that spelling can be influenced by environmental print. The candidate then turns their attention to the phonetic spelling in the data but misses opportunities to expand their analysis and display their knowledge. When discussing phonological spelling the IPA is a very useful tool and can be employed to explore phoneme/grapheme links and candidates would be advised to briefly outline the phonics teaching method that sometimes allows children to produce these forms. The candidate's comment on vowel deletion has a little more focus and some appropriate terminology.

The second paragraph starts with a reference to structure but seems to have a primary focus of punctuation. Although this is a valid area of discussion it is difficult for it not to become merely observational as it does here, and the candidate offers no expansion of their points.

Paper Summary

It was clear that centres had worked hard preparing candidates for this unit and students were eager to apply the knowledge they had gained over the course of their A2 studies. Candidates seem to be becoming increasingly confident with applying the key constituents to a wide range of different texts even though in lower bands there is too much focus on graphology and lexical issues and areas such as grammar are neglected.

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