

Examiners' Report
June 2014

GCE English Language 6EN03 01

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June 2014

Publications Code UA038744

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Introduction

This paper covered key aspects of the specification with questions focussing on language change and aspects of diversity in the first section and two questions on written language in the child language development section.

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

In Question (Q) 1(a) most candidates showed some awareness of language change issues and demonstrated that centres had given this topic due consideration in their delivery of the specification. As in previous series', lower mark bands tended merely to identify features with little or no attempt to describe and explain and/or showed insecurity with the key constituents. It was common in lower bands to see generic comments on Caxton and to present him as the sole reason that the language standardised. In some instances, candidates selected features that did not show a difference from Standard English and so found it difficult to gain significant marks. Higher band answers were careful to explain why features were present, explore the reasons for the appearance of the selected feature and were able to put the feature into context by referencing prior and future forms of English.

For Q1(b) candidates need to remember the importance of covering a range of key constituents, including grammar, and not to focus too much on more general issues like graphology – something that tended to characterise lower band answers. Higher band responses were characterised by an exploration of two or three features from each relevant key constituent and gave careful consideration to the data's status as instructive texts and considered how they reflected changes in society and culture.

In Q2(a) candidates had to demonstrate their knowledge of early writing, using key constituent-based examples from the data to support and illustrate their discussion. Most candidates showed awareness of theories and issues but at lower bands this was often general and candidates tended to muddle theories. Higher band answers showed assured use of terminology, especially in the discussion of graphemes and phonemes and were able to integrate successfully a range of theories.

Q2(b) also needed a knowledge of theories associated with the development of writing and key constituents but this time in relation to a child at a more advanced stage of development. Many candidates in the lower bands tended to give a mechanical and usually superficial discussion of a very limited range of features (usually spelling) that Sarah had not grasped and did not consider how she was adapting her language for her different purposes, audiences etc (ie the school-based informative task and the home produced narrative), nor did they consider the skills that Sarah had acquired.

Question 1 (a)

This question allowed candidates to focus in depth on two examples from the text and demonstrate both a firm grasp of the key constituents and knowledge related to issues and concepts that underpin language change. The 10 marks available reflect the length of response that is expected from candidates - usually around one side.

Despite the comments in previous reports, there were still some candidates who covered more than the expected two features (in which case the best two were rewarded) or who selected features that are still used in Standard English today. However, very few wrote context based responses in which they discussed field, tenor, function and mode.

Lower band answers tended to be characterised merely by noting the differences between an example from the data and Standard English with little attempt to describe or explain and so showed very little knowledge of language change. Candidates often identified issues such as the interchangeable letters <u> and <v> or final <-e> but did little more than link this to Caxton and implied that he was the sole driver of standardisation. Other common errors, often seen in previous Q1(a) questions of this type, which had varying effects on the quality of a candidate's response, were showing insecurity in the use of key constituents (for example, claiming that interchangeable letters were an example of morphology), mislabelling the time period the data came from (as in previous series, Old English was a popular choice amongst such candidates) and mislabelling word class (most commonly confusion around the 2nd person pronouns 'thee' and 'thou'). Discussing issues such as Latin loanwords (as opposed to archaisms) was not strictly relevant as most of these Latin loanwords can be used today this so could not be classed as a difference.

Higher mark bands showed more detailed exploration of historical features and demonstrated a secure knowledge of the history of English before this period and after. When discussing features such as the second person pronouns 'thee' and 'thou' such candidates used accurate terminology to describe them, explained how their usage differed from 'you' and speculated on the reasons they had died out of Standard English. Another popular choice was the final <e> and many responses covered a range of reasons for this feature, signalling that it had been well covered at a number of centres.

This script scored at the top of band 2 for both AO2 and AO3 because the candidate showed a full understanding of the features under discussion.

SECTION A: LANGUAGE DIVERSITY

Answer ALL questions.

Read the data provided on pages 2-5 of the Source Booklet and answer the following question.

1 (a) Read Text 1 and answer the following question.

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

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

(AO2 = 5, AO3 = 5)

One of the most noticeable features in this text is the ^{presence} of <e> at the end of many words, this is known as final <e>, shown in the proper noun <schode>. This was not pronounced in early modern English and was a remnant of old English inflections due to being a heavily inflected language as well as having no word order. Over the years as a result of the Viking invasion in the 800s and the Norman invasion in 1066 ~~these~~ inflection became lost as it was phonologically unclear, which meant it became grammatically redundant. Moreover, due to the introduction of the printing press by William Caxton, it was credited with driving forward standardisation in 1476, as it was used as a means of justification and for decorative purposes, where an extra <e> was added to extend the overall length of a line - as scribes were paid by line. It is now only used in its diacritic form, to

Show the length of the preceding vowel. In present day English the vowel <e> is no longer pronounced and is not an inflection as it has stabilised and standardisation has taken place.

In the example <chawe> it shows features of <u> and <v> being interchangeable, as the graphemes had no fixed value. The grapheme <v> was not pronounced in Old English, but the phoneme ^{did} ~~was~~ and was represented by ~~ff~~ <f>. The grapheme <v> was influenced by Norman scribes. Where a general rule emerged, where <v> was used in the initial position and <u> was used elsewhere - shown in the example <chawe>, where in present day English it would be <chave>. The interchangeability began to fade in the 1600s as a result of standardisation which was influenced by ^{the} printing press. Comparing this to present day English the grapheme <u> became a vowel and <v> became a consonant, and are no longer interchangeable.



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Examiner Comments

The candidate begins with the final <-e> (a popular choice in this exam series) and provides an example to illustrate its use in the data, as intended by the question. As the candidate begins their discussion of the feature they demonstrate that they are aware of the time period the data is taken from (Early Modern English) and show confident knowledge of earlier forms of English by identifying a key grammatical characteristic of Old English and the reference to the Viking invasion.

By outlining these and using terms such as 'inflection', the candidate has demonstrated knowledge of both the key constituents of language and issues associated with language change over time. The candidate's confidence with this feature is further demonstrated in the subsequent discussion. The writer is careful not to identify Caxton and the printing press as the sole reason for standardisation with the use of the phrase 'driving forward', which clearly implies there were other factors and they discuss printing-related issues that may also explain why the feature was present. While it is a shame that it is not explicitly stated, it is implied that this could be related to an early influence of new technology on language.

The candidate's second example of interchangeable <u> and <v> was also a very popular choice this year. Lower band answers merely noted the difference (see the example below for an illustration of a general somewhat vague analysis of this feature) but this candidate is able to use their knowledge of Old and Middle English to put this feature in context, with comments about phoneme grapheme correspondence in Old English, the fact that <v> was primarily a result of a later invasion and they are able to identify a pattern of use for this feature in the data.



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Examiner Tip

As this response shows, you need a knowledge of some key features of earlier forms of English in order to explain features that occur in Early Modern English.

Make sure that your chosen feature represents a clear difference from Standard English. If something can be done in the Standard then it is probably not a valid selection.

This response scored mid band 2 for both AOs. It has been included because of the excellent treatment of a feature not illustrated above.

It also shows an example of an underdeveloped section on interchangeable letters.

SECTION A: LANGUAGE DIVERSITY

Answer ALL questions.

Read the data provided on pages 2–5 of the Source Booklet and answer the following question.

1 (a) Read Text 1 and answer the following question.

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

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

(AO2 = 5, AO3 = 5)

The first difference can be seen from the aspect of grammar where the usage of 'thy' and 'thou' as where now replaced by the word 'you' and 'your'. Before the standardisation, the people used to call other people using different pronouns. For higher rank people, 'you' is used but for lower rank or same status, 'thou' is used. In current English, 'thy' and 'thou' fell out of use instead 'you' and 'your' is ultimately used no matter the status is. However, in Bible or other religion's book, the form of 'thy' and 'thou' is still preserved. In this text, 'you' is also appeared at line 22 indicates that the person must be of higher rank. As the text is produced after standardisation, it is assumed that the usage of 'you' and 'thou' is still inconsistent.

Next, the difference lies at the orthography where the usage of <u> and <v> are interchangeable. The possible reason is that after the printing was introduced by William Caxton, there is no rigid spelling being set. Therefore the grapheme <u> is used in the word-medial which represent <v> while the grapheme <v> is used in the word-initial, for example, 'hauue', 'uvcast', 'uverue' and 'prouided'.



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Examiner Comments

The candidate's discussion of 'thee' and 'thou' is excellent and there is little that can be faulted here. They use appropriate terminology when describing this form and are able to explain how these second person pronouns differed from the modern English 'you'.

However, the treatment of <u> and <v> lacks detail and is somewhat observational as opposed to analytical and has limited the marks available to the candidate.



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Examiner Tip

Avoid just noting the presence of a feature – always try to explain why it was present in the language, what replaced it in Standard English (and if possible, why) and note and comment on patterns of use in the data.

Question 1 (b)

This question was concerned with change over time and diversity and presented candidates with two instructional texts aimed at young boys.

Candidates were expected to use the data to discuss how the language has changed over time in relation to any social, cultural and technological influences and how the language used reflected contextual factors such as function, tenor, field and mode. Additionally, the data gave some scope to discuss aspects of American English such as lexis and orthography. Most candidates took the approach of analysing each text in turn, although a significant number opted for an integrated approach that allowed for detailed comparison, and used the marks available to judge a suitable length for their response – usually four to five sides.

Most candidates commented on changing expectations and attitudes to gender roles. Less able candidates sometimes strayed from the remit of the question to make long-winded generic statements about gender stereotyping and 'sexism' because of its intended audience, rather than discussing how the data showed a change in how writing aimed at this type of audience was presented. Candidates in the lower bands were sometimes distracted by the relatively recent source used as the older example and despite it being produced in the 1900s still discussed standardisation, including the influence of Caxton. Such candidates often had too much focus on graphology and long descriptive sections on punctuation.

Many candidates commented on the difference in formality across the texts, with better responses relating this to use of discourse markers and humour in Texts 3a and 3b. Higher band responses were able to move the discussion beyond lexis and graphology and examined issues such as different sentence types and functions; the use, and effect, of modal verbs and the different ways that the writers had established the tenor through specific pronoun uses. There was an encouraging increase this year in the number of candidates commenting on why specific linguistic features had occurred – for example, the modal verb 'will' used to show intention in Text 2 and certainty in Texts 3a and 3b.

Other popular comments related to the evolution of American vocabulary, although it was sometimes assumed that these were all neologisms rather than, in some cases, retentions of older words. The formality of Text 2 was linked to words such as 'procure', often linked to an explanation that these were Latinate terms and these were often effectively compared to the more informal lexis found in Texts 3a and 3b. Many candidates in the mid and higher bands also linked features such as examples of colloquial language and discourse markers to aspects of spoken English.

The following extract is from a candidate who achieved Band 3 in AO1 and was just inside band 5 for AO2 and AO3.

(b) Texts 2, 3a and 3b are examples of instructive writing aimed at boys.

Analyse and comment on what these texts show about the changing nature of this type of writing, using your knowledge about the ways in which language and meaning are influenced by social, cultural and other contextual factors.

(AO1 = 10, AO2 = 15, AO3 = 15)

Both texts have a written mode and are taken from printed books. The function of each text is to ^{mainly} instruct, possibly also to advise, inform or entertain. The writer does not know their audience personally, but assume them to be young and male as this is the audience the titles indicate the texts to be directed at. Text 2 was published in London in the 1800s so may feature vocabulary that ^{seems} old-fashioned in comparison to Text 3. As Text 3 is American and published long after the publication of Webster's dictionary it is likely to feature US terms and spellings.

Text 2 fulfils its instructional function through use of imperative verbs such as 'cut' and 'boil'. Although direct address in the form of the second person pronoun 'you' appears, there is a slightly impersonal approach to the audience with the ~~third person~~ third person 'most boys' and 'the boy'. Many of the sentence structures are long and complex, but occasionally a friendly, spoken tone is created with minor sentences such as 'Now as to fourteen apples?'. The rhetorical question 'what is the use of such a book?' has a similar effect. The writer's ~~superlative~~ superlative 'most' in 'One of the most interesting books' contributes to the text's advisory function. The advice given is then supported by the use of the first person plural subject pronoun 'we', supporting what is said with past tense personal experience. The use of the future auxiliary verb 'will' also supports the imperatives, showing the result of what the reader is being told to do. This use of 'will' also supports the ~~practicality~~ practicality of the activity, fulfilling the expected social role of being of considerable use to his mother?

Text 2 contains lexis that is familiar to its contemporary readership, such as the literary reference to 'Robinson Crusoe' which is likely to be less familiar to the readers of text 3. Imperial measurements such as 'pound' and 'ounce' are used, ~~because these~~ as these were still used in England at the time. The reference to the branded confectionery 'Sharp's Super Cream Toffee' is also relevant to boys living in London. The comparative 'as large as a fothing' would also only be appropriate ^{in England} ~~in London~~ at this time, as it is not a currency familiar to other nationalities or British citizens after pound sterling was introduced. The lexis of the text does not seem to be adapted for its expected young audience, as some ^{lexemes} ~~words~~ such as 'perorate', 'detrain', 'defect' and 'import' could be considered as fairly high formality and unlikely to be used in the everyday speech of children.

The text is divided into paragraphs, to separate each activity and each activity has a clearly capitalised title.

Like text 2, text 3 fulfils its instructional function through use of imperative verbs such as 'keep', 'put' and 'add'. Use of exclamation marks such as 'Camey!' and '...salad tong!' make the activities appear more fun and exciting to the young reader, as well as emphasising the safety aspect, which is generally ^{emphasised} ~~made~~ more in modern American language than early twentieth century English, when boys were probably more expected to learn from their own mistakes. The use of premodifiers such as 'amazing' also serves to make the activities appear exciting. The conditional tense is used to set up a challenge to the reader: 'If you are tough enough...'. Again this makes a fairly simple activity appear dangerous and exciting. This contrasts text 2, in which the emphasis is mainly on practicality as opposed to fun. The relative pronoun 'that' is used to relate the text ^{to} ~~to~~ the reader, in 'that annoying kid down the block'. The use of 'that' shows a personal understanding towards the reader, and their situation, somewhat contrasting the impersonal

tone of the third person 'most boys' in text 2. Like text 2, first person pronouns are used ^{in text 2} to support the instructions with personal experiences, as in 'I just did this'. The first person singular is used & due to the text having one writer - Bert King. Text 2 may have had multiple writers. Discourse markers such as 'anyway' create a friendly spoken tone.



ResultsPlus Examiner Comments

The candidate takes an effective approach to the start of their analysis by outlining some aspects of context and briefly outlining some of the potential differences. Such introductions are not necessary to score well but can help candidates to orientate themselves in the data and provide a structure for their response.

The subsequent paragraph illustrates how a candidate can cover a number of points effectively and efficiently, while scoring across all three AOs. There is a suitably brief comment on the use of imperatives, which allows the candidate to demonstrate knowledge of both context and the key constituents.

Further evidence that this candidate can express ideas clearly and fluently while using accurate terminology is evidenced in the next section where pronouns and third person forms are discussed. However, although the candidate notes that this use is 'impersonal' they do not speculate on why this may be.

The writer's next section confirms their confidence with the key constituents of language when they discuss features that give the data a 'spoken tone'. Although an effective point, the writer could have improved this section by speculating on the effect on the audience of bringing a written text closer to speech.

The following section on lexis offers further illustration of a confident ability to identify and describe relevant features. A change in lexis over time is identified in the use of measurements/currency and the comment that this restricts the audience is a valid observation.

The candidate then turns their attention to Texts 3a and b and discusses some similar features. This confirms the writer's ability to compare and contrast the data effectively and successfully. A range of grammatical features is covered in this section (exclamations, pre-modifiers and the conditional adverbial), all clearly expressed and exemplified with the candidate offering interesting and plausible reasons for their use. There is a slight error in the discussion of 'that' but this does not detract from the overall quality of the response.



ResultsPlus Examiner Tip

Use the marks available to gauge the length of your response and make sure that you cover both pieces of data equally.

Make sure that you attempt to discuss a range of features from each key constituent .

This candidate's response scored in band 3 for AO1 and mid band 4 for AO2 and AO3. This extract illustrates a reasonably effective approach to the discussion of some lexical issues in the data. Like the example above, this candidate's responses are efficient, firmly focused on the data and appropriately exemplified.

The text contains a lot of formal lexis which would not be used in writing for such an audience today, e.g. the verbs 'obtain', 'procure' and 'seem'. 'Tern' is also quite archaic and rarely used today in any context. Similarly, it contains lexis which is now archaic or obsolete due to changes in systems of measurements and currency, e.g. 'loathing', 'ounce' and 'pound'.

The text contains proper nouns which are references to the pop-culture of the time. For example 'Robinson Crusoe' was a famous fictional hero among young boys back then and the reference to him is used to 'hook' the reader. The reference to 'Sharp's Super Kneem Potlee' is strange as it seems to be an adult. Having an adult within a children's book today would be frowned upon.

Texts 3 contain a lot less serious or formal lexis. They contain a semantic field of science, ~~with~~ with lexis like 'dry ice', 'gas', 'solid' and 'phase change'. This highlights the scientific progress made over the past century and shows how widely available science is. However, some proto-scientific lexis is also present in text 2, e.g. 'colic', 'persecute' and 'quinties'. This could link to the fact that this was written during the Industrial Era.

Texts 3 are a lot more informal. There is a use of spoken discourse markers like 'anyway' and 'okay', which makes the text more informal. There is also colloquial lexis such as 'heck' and 'whatever'. All of this contributes to the informal feel of the text.



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Examiner Comments

The candidate notes correctly the use of lexis that would today be considered formal and archaic in Text 2. The initial comment is illustrated accurately, with a range of examples and it is worth remembering that if a feature is common it is often useful to discuss a range of examples from the data. Despite the validity of the approach the candidate could have improved this section by speculating on the effect of this and what it may tell us about this genre of writing.

The candidate shows some use of specific linguistic terminology in the discussion of the 'proper nouns'. The reference to Robinson Crusoe as 'pop culture' is valid and the candidate gives a persuasive reason for its presence and the seemingly random mention of the toffee brand.

The writer shows their ability effectively to compare and contrast the data by discussing similar features from the other texts. This section evidences the accurate use of linguistic terminology such as 'colloquial' (many candidates just used 'informal') and 'discourse marker', is fluently written and the comment on the more scientific lexis in 3b shows they are considering change over time and wider context.

However, the candidate only describes these features as creating some informality and the response could have been improved with a short section considering the effect of introducing such features and what this tells us about the implied writer reader relationship in this type of writing.

Question 2 (a)

Like Q1(a), this is a short response worth 10 marks. In this case, the candidates were asked to display their knowledge of early writing. The question allowed candidates to discuss any two aspects they thought relevant. Some candidates referred to more than two features, perhaps because they were concerned that they had not written enough. Only the two best were rewarded.

The quality of the responses for this question clearly showed that centres had done some detailed work on this area and the majority of candidates were able at least to identify relevant features. Lower band candidates tended not to go beyond making simple observations, usually on linearity and directionality or noting that the child had used a picture. At this level, theories/theorists were unlikely to be referenced in any detail and some candidates linked Annie's writing skills to theories about spoken language, rather than written language development. Additionally in the lower bands, there was little attempt to explore how contextual factors may have influenced Annie's development.

Higher band responses typically introduced detail. Popular theorists like Vygotsky, Barclay, Kroll and Gentry were referenced plausibly (in many cases candidates used more than one) and terminology such as grapheme and phoneme, as well as in some instances, the IPA was used to give a more detailed exploration of relevant key constituents. Wider contextual factors such as environmental print, the purpose of the text and the accurate copying of 'Floppy' were all routinely considered at this level.

The following script was given top band for both AOs and represents a very good response to this data.

SECTION B: CHILDREN'S LANGUAGE DEVELOPMENT

Answer ALL questions.

Read the data provided on pages 6–9 of the Source Booklet and answer the following questions.

- 2 (a) Read Text 4 and answer the following question.

Identify and analyse **two** features which suggest that Annie is starting to develop written language skills and is becoming aware of important aspects of this form of communication.

(AO2 = 4, AO3 = 6)

A significant phonological feature of the text is Annie's ability to correctly match written graphemes and digraphs to their spoken phonemes, utilising phonetic spelling ("ck" representing "/k/" in "black", "p" representing "/p/" in "happy"). From an early age children begin to understand that written language represents spoken language and vice versa, although that ability to spell phonetically is a much longer process - thus, Annie shows considerable understanding in this area. This technique can then be applied cognitively (Piaget) to spelling new, unfamiliar words. This also shows evidence of phonics-style teaching, such as with the graphemes "a" and "o", although more unusual phonics such as "/k/" are reproduced as "ck", suggesting that although Annie may have benefited from a LASS (Bruner) and MKO (Vygotsky) of a teacher through phonics-style teaching, she is perhaps naturally (Chomsky) applying linguistic concepts to spell new words which whose phonics may not have been taught.

Graphologically Annie also makes use of directionality, mark-making and mechanical and spatial control. The position of her graphemes (such as "ck") clearly show she understands that written English is done

left to right. ~~The handwriting~~ The fact that her mark-making is clearly indicates recognised graphemes, especially "s" and "d" which are not inverted, also shows her development in understanding that to a lesser extent Ania's use of mechanical and spatial control also indicates her level of development, although she is only able to apply this to separating graphemes and not clearly individual letters. However, this should improve as her motor skills improve, perhaps alongside the presence of an MKO if she is not aware of the fact that letters need separating. This seems likely as her writing skill seems at the emergent stage.



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Examiner Comments

The candidate makes reference to a wide range of theories and issues to support their discussion such as cognitive, phonics-based teaching and Vygotsky and the MKO. Knowledge of the key constituents is clearly demonstrated through terminology such as grapheme, digraph and phoneme but the candidate could have been more explicit in exploring why only the final part of 'biscuit' is attempted by the child.

It is worth noting that in the second part of this response the candidate mentions both directionality and formation of letters. Because these are essentially different features, for the purpose of reward the second of these was considered to be the candidate's main point.



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Examiner Tip

For the short response questions it is essential that you select the most productive features.

This script also score high band 2 in both AOs and is included here as an interesting comparison to the one above.

SECTION B: CHILDREN'S LANGUAGE DEVELOPMENT

Answer ALL questions.

Read the data provided on pages 6–9 of the Source Booklet and answer the following questions.

2 (a) Read Text 4 and answer the following question.

Identify and analyse **two** features which suggest that Annie is starting to develop written language skills and is becoming aware of important aspects of this form of communication.

(AO2 = 4, AO3 = 6)

It is clear that Annie is aware that speech can be written down and that ~~graphemes~~ graphemes represent phonemes. This is a major concept that needs to be understood when learning to write. ~~The~~ The letters "d i s c t" can be seen at the bottom of the page and when sounded out, the word sounds like /'bɪskɪt/, the word the child was aiming to write. This shows the understanding of digraphs being used to make words. However, the representation of the word is not standard, mainly due to omitted letters and the 'd' instead of a 'b' at the beginning. The missing letters are most likely because they represent the unstressed sounds in the word, so Annie has not included them. The d is probably due to the common problem children have of inverting letters, not realising that it changes the sound. It is not clear how much of the text was written under supervision

by the teacher, but it is interesting to note the gully standard spelling of 'Floppy' on the first line, suggesting she copied it rather than sounding it out.

Annie also seems to understand conventions of written language, such as directionality and linearity, as the text reads from left to right in two distinct straight lines, as well as captioning a picture. The lines are quite impressively straight, and could point to the work being done under supervision or with a lined guide. ~~Highly~~
~~as a~~



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Examiner Comments

The candidate's first feature is also a discussion of the spelling of 'biscuit'. Unlike the previous candidate, there is a limited reference to specific theories here (and a reference would certainly have helped the response) but they nevertheless show a confident understanding of the issues involved in early spelling.

The use of the IPA to represent the phonology of the target word shows the candidate's confidence with applying key constituents and the speculation regarding the links between the child's phonological development regarding unstressed syllables and their writing shows clear understanding of issues related both to spoken and written language acquisition.

It is the second point that limits this candidate's achievement slightly. It is certainly valid but is quite observational and does not allow the candidate to display knowledge of the key constituents. The writer could have developed this more by considering the context in which this data was produced and defining and discussing the role of a more knowledgeable teacher in education.

Question 2 (b)

This question presented candidates with two sets of written data produced in different contexts over a short period of time and asked students to comment on what the data showed about Sarah's development of written language skills.

Candidates found this question engaging and most candidates were able to apply at least some key constituents to the data and make some references to relevant theories but even at higher levels candidates did not always seem aware that Sarah's spoken language would be more advanced than her written language and there was some tendency to analyse the data as if it were spoken English. Additionally, some candidates were somewhat mechanical in their approach to the data and while they analysed the development of relevant written skills did not consider what Sarah was trying to achieve with her writing.

Candidates at lower bands tended to observe that the spelling was phonetic without explaining why Sarah would adopt such an approach and did not use the IPA to show the target sound that Sarah was attempting to represent. At this level, the phonics teaching method and influence of education on spelling was sometimes mentioned (seldom explained) and candidates were more likely to try to apply only nativist theory. There was also a tendency to focus on 'errors' made, without accounting for these and little focus on the skills Sarah had mastered. But, on the whole, most low band answers were characterised by a narrow range of observations rather than by a fundamental lack of basic knowledge of written language development.

Better candidates were able to track development across several key constituents, linking this to appropriate theories, including innovative adaptations of spoken theories. They also commented on the significance of context – on the one hand, related to texts produced with an MKO/teacher, on the other, linked to the isolated production of Text 7. Additionally, the more skilled answers tended to comment on the development of sentence types and functions, as well as an expansion in the use of pronouns and regularisation of plural endings. Furthermore, they tended to account for orthographical differences and link these to the teaching of early years phonics, a process that at this level was often explained.

Candidates were able to recognise specific narrative techniques, such as the use of the adverbial 'one day', and link these effectively to contextual factors and developmental issues that may have influenced Sarah's written language. Where relevant, such as the non-standard representation of the plural of mouse, candidates gave detailed links to spoken language, supported with appropriate references to theories of development.

This candidate scored towards the top of all AOs and is a clear example of a highly productive approach to the data.

(b) Read texts 5, 6 and 7 in the Source Booklet.

Analyse and comment on the development of written language skills shown by Sarah in Texts 5, 6 and 7. In your answer you should bear in mind the context in which the language was produced.

(AO1 = 10, AO2 = 15, AO3 = 15)

When looking at Sarah's written language skill across texts 5, 6 and 7 we must firstly bear in mind the contexts of which they were written. Sarah was writing between the ages of 5 and 6 meaning she is well within Kroll's Consolidation stage of written language skill and by the end of her texts is moving into the differentiation stage. This development becomes clear when looking at a number of developing factors including sentence structure, pronoun use and development of lexical skill. Moreover Sarah produced these texts at home with no adult input implying she freely managed to express herself in her work, this contradicts the theory proposed by people who implied 'explicit instruction' was required to learn and develop written skill, while Sarah has obviously learnt at school the techniques of ~~writing~~ writing both text 5, 6 and 7 show her own particular skill. Moreover produced in a home environment would suggest Sarah has a certain imaginative quality to her ~~written~~ writing as Halliday suggests this is crucial to overall language development and this is obvious when looking at her choice of story telling.

We can firstly analyse Sarah's use of grammar across all three sets of text for development. Looking at text 5 we can see how a number of simple sentences have been used including 'I saw the houses', generally all having a declarative function this use of structure is

commonly found in the consolidation stage of language development to express exactly what the child is saying. Moreover the declarative function, using past tense helps suggest this a recount of events by Sarah, something Kotherby believes is common in children's early writing which they often practise at school. However we can see a major development in grammar by the end of text 5 instead a use of compound sentences becomes present 'granny said go to bed they went to bed' shows the beginning of a compound sentence only omitting the junction word 'and' once again portraying development. What also provides interesting results is looking at the pronoun development across the texts. Within Text 5 Sarah manages to correctly use the 1st person, personal pronoun 'I' perhaps suggesting as Chomsky did. Children have an innate ability to acquire and use language, moreover we can see how this develops across the texts with Sarah eventually by the age of six being able to use the correct 3rd person plural pronoun 'they' showing how her development is progressing. Finally we can see the way in which tense is illustrated across all three texts. Within text 5 Sarah correctly identifies the past tense 'said' once again implying she has an innate ability to acquire language. Furthermore she manages to correctly use the 'ed' inflection through segmenting the word 'smoked' use the correct spelling suggesting she is in Barclay's correct spelling stage of development. However towards the end of the text Sarah does display a vitious error over-extending of the suffix 'es', however as part of her development Sarah will experiment with difficult graphemes and ~~they~~ digraphs and therefore her mistake is simply part of a developing process.



ResultsPlus

Examiner Comments

The candidate begins by putting the texts in the context of Sarah's expected stage of development and gives a precise reference to theory in support. The writer acknowledges the different situations in which the texts were produced, again with clear and appropriate theory references. Already, this candidate has demonstrated some detailed knowledge of the context in which the language is produced and issues concerned with the development of writing and has done so using fluent and coherent written expression.

The candidate then begins the key constituent analysis with a discussion of simple and compound sentences across the supplied data. The argument about a missing conjunction is convincing and discussed confidently. The Chomsky reference in the section on pronouns is perhaps somewhat of a stretch but the discussion is generally valid – although the candidate could have perhaps linked the different pronoun use to the different perspectives required by the different styles of writing.

Similarly, with the discussion of tense, it could be argued that the candidate has missed an opportunity to link to Sarah's purpose but the candidate uses their time to discuss spelling, another theory and over extending plural endings, all of which are relevant and show the candidate's ability to meet high level descriptors across all AOs.



ResultsPlus

Examiner Tip

Remember that for child development questions it is often relevant to comment on what a child can do successfully as well as areas the child is still finding difficult.

This response is similar to that above and rewarded equally highly.

In the extract, the candidate does not demonstrate as many references to specific theories but does offer some additional detail in the explanation for the presence of certain features.

In terms of orthography, in text 5 and 6 Sarah appears to be at the "phonetic" stage of Gentry's 5 spelling stages. This can be seen through her use of the double vowel usage in "moooving"; but the omission of the double consonant in "shopping"; omitting a second /p/ grapheme, thus becoming "shoping." This would suggest she is spelling as she is speaking. Of course by this stage she has noted the difference between sounds (phonemes) and letters (graphemes) and thus her spelling represents this accordingly. This is further seen in her spelling of "party" in text 6, as "partea", almost blending "part" and "tea" together to create the word. Thus omitting the /y/ grapheme for an /a/ and /e/ grapheme, to represent the corresponding phoneme. ~~However~~ This phonetic spelling can be further seen in text 7. So, although she has in some areas developed her writing skills further her spelling is still phonetic. However this is to be expected. She is producing a text completely on her own, thus her attempts at standard spelling are commendable, e.g. omission of the silent /u/ grapheme in naughty - "naghty." Moreover her variation in the spelling of "mouses", where she uses the standard spelling at the end of the text, but adds the plural 's' where it is non standard to do so, "get a mouses", and uses the construction "moues" throughout the rest of the text, omitting the /s/ from the spelling. However this does show some development in her writing skills, as she is attempting to construct

standard spelling) throughout, and considering a word such as "mouse/s" is unlikely to be one she would have in her memory, it is a good attempt. Moreover, much of text 7 is spelt standardly, with pronouns "they" and personal names "granny", and "scott" used standardly. This can possibly argue against Skinner's behaviourism theory that children imitate to learn language, as in text 7's instance there is no one to imitate and she ~~was~~ makes good attempts.

Another area which shows a development in her language skills is the transition between the isolated use of first person singular pronouns in text 5 and 6, and the expansion of pronoun usage in text 7. For example, "I saw the houses". This shows Sarah can create a standard sentence, but also use the first person singular pronoun 'I' standardly; however it is the only pronoun she uses in text 5 + 6. This may be due to the instructions the teacher gave her, but nonetheless, ~~but~~ by text 7 she is using third person singular pronouns "she", and third person plural pronouns "they". Thus text 7 shows development in her written language skills as she has moved from using one specific pronoun to expanding into a wider variety.

Another development can be seen with her expanding use of simple sentences. In text ~~6~~ 5, she can create very simple standard sentences, e.g. "I saw the houses", with the subject 'I', verb 'saw', and object 'houses', following the standard subject + verb + object word order. ~~These~~ This continues into text 7, however it appears she is only a few steps away

from using ~~conjunctions~~ ^{connective} to create more complex sentences. E.g. "Erinny said go to bed (and) they went to bed" Although she mixes the 'and' ~~connective~~ connective, with aid from her teacher she could master this skill, thus showing a development in her writing, as she is moving from the consolidation stage of Krill's ~~the~~ stages, into the very early beginnings of differentiation, although of course this would only be the very early stages, as her punctuation and use of narrative voice is still yet to develop fully, however that is to be expected as she is only ~~year~~ 6.



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Examiner Comments

At the start of the extract, Sarah's spelling is linked to a developmental theory, and application of terminology such as 'vowel' and 'consonant' when discussing Sarah's orthography is done with confidence.

The candidate consolidates the discussion and analysis of phonetic spelling by exploring the spelling of 'party' in some detail. However, it may have been helpful to have used the IPA here, to aid with the explanation. Additionally, the writer could have considered where Sarah might have developed 'tea' and why she avoided the standard <ly> but these omissions are partly addressed in the following comments on 'naughty'. Despite these omissions, the section as a whole is expressed fluently, demonstrates an understanding of how children construct meaning in written language and shows confidence with key constituents.

The candidate's section on pronouns and simple sentences is similar to that in the previous extract, with accurate terminology showing confidence with the key constituents and fluent expression but they add a little more detail to the pronoun analysis when they acknowledge that the purpose of the texts differs.

Confidence with grammar is illustrated by the labelling of the clause elements in the simple sentence and they add a little more detail than the candidate exemplified above in the discussion of the possible compound sentence when they consider the role the teacher may have in Sarah's future development.



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Examiner Tip

Use the IPA when discussing phonetic spelling in order to show how the child has attempted to relate grapheme to phoneme.

Paper Summary

It was clear that centres had worked hard preparing candidates for Unit 3 and there were very few candidates who did not identify at least some issues in the data provided. However, there are a few general areas of which candidates should be aware. Based on their performance on this paper, candidates are offered the following advice.

- Make sure that you read the question carefully and follow its demands. This is especially important in the short answer questions (Q1(a) and Q2(a)) because these will have a specific focus and will usually request that you only look at two features.
- Some brief planning before you start to write may allow you to decide what features best allow you to demonstrate your linguistic knowledge and help ensure that you cover a range of key constituents and issues.
- Avoid 'feature spotting' by always relating a language feature to a language issue or contextual factor.
- Keep your focus firmly on the data and introduce issues such as standardisation or child language development theories only when they are relevant to the discussion of a specific example within the data.
- If you are going to reference a theory associated with child development, you should explain it (to demonstrate your understanding) and its relevance to the data. If possible, you should consider introducing more than one theory and can, if relevant, use the data to refute any of the theories you have studied.
- If you have time, check your work for errors in terminology.
- Develop your knowledge of grammar beyond common issues such as pronouns and sentence moods for Q1(b). Use past mark schemes to identify other productive grammar features that are commonly relevant, such as adverbials, relative clauses and passive sentences.
- Take care with your written expression and avoid colloquialisms in your writing.

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