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GCE English Language 6EN03 01

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Introduction

General comments

This paper covered key aspects of the specification with a focus on language change in the first section, and both written and spoken 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 students showed some awareness of language change issues and demonstrated that centres had once again given this topic due consideration in their delivery of the specification. Student responses in 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 also still common in lower bands to see generic comments on Caxton and to present him as the sole reason the language standardised.

In some instances, students selected features that did not show a difference from Standard English and so found it difficult to gain significant marks. Higher band answers showed careful selection of examples that:

- came from different key constituents
- explained why features were present
- explored the reasons for the appearance of the selected feature
- were able to put the feature into context by referencing prior and future forms of English.

For Q1(b), students needed 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. Lower band answers tended to focus mainly on features of Early Modern English and ignored the other contextual factors, such as field and function. Higher band responses were characterised by an exploration of two or three features from each relevant key constituent. They gave careful consideration to the data's status as instructive/informative texts and considered how they reflected changes in society and culture.

In Q2(a), students had to demonstrate their knowledge of early writing, using key constituent based examples from the data to support and illustrate their discussion. Most students showed awareness of core theories and issues. At the lower band, this was often limited to generic comments about 'sounding out' and candidates tended to confuse relevant theories, for example by claiming that written language was innate. Higher band answers showed assured use of terminology, especially in the use of the IPA in discussion of grapheme and phoneme links. They were able to integrate successfully a range of theories, including an explanation of phonics teaching.

Q2(b) needed a knowledge of theories associated with the development of spoken language and key constituents. Many students showed an awareness of a range of theories and were generally able to recount them successfully. Responses in lower bands tended to find it difficult to link them to language features or confused aspects of different theories. Additionally, lower band students tended to ignore the context of the conversation. Higher band responses referenced a range of theories and considered how applicable they were to the data. Such students were able to link a detailed range of language features to the theories, and kept a clear focus on the situation in which the language event was taking place.

Question 1 (a)

This question allowed students 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 ten marks available reflected the length of response that was expected from students.

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

Lower band answers tended to be characterised by noting merely the differences between an example from the data, and Standard English. There was little attempt to describe or explain, and so responses showed very little knowledge of language change. Students often identified issues like the interchangeable letters (<u> and <v> being the most popular) or final <-e>, but did little more than observe that these were different from modern Standard English.

Other common issues that had varying effects on the quality of a student's response were showing insecurity in the use of key constituents, and discussing issues such as punctuation, that did not allow for the demonstration of clear linguistic knowledge. Discussing issues such as sentence type/length was not always strictly relevant because long/complex sentences can be used today. Many lower band students also lacked the skill to analyse these and so gave a descriptive account.

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 third person ending <-eth>, such students used accurate terminology to describe the inflection, explained how it differed from modern Standard English, and speculated on reasons for the change.

Another popular choice was the final <e> and many responses covered a range of reasons for this feature, signalling that it had been covered well at a number of centres.

This script was placed at the top of Band 2 for both AO2 and A03 because the student showed a full understanding of the features under discussion.

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

Select **two** examples from the text that 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)

With regards to orthography, there appears to be many examples which demonstrate the interchangeabelety of <i> and <y>. For example, <nyghte>, <wyll> and <whyle>. In modern standard English, these would be spelt <night>, <will> and <while>. In Early modern English <i> and <y> were allographs, meaning that they could be used in place of each other, but not at the same time. They were interchangable due to books and other scripts being handwritten and <i> was substituted by a <y> due to being almost indeciferable next to stroke letters (minims). This affected spelling, however, did not affect pronounciation. Now, in todays language <i> and <y> are fixed as a vowel and consonant, ~~but in CAPS they the lack of standardisation should~~ In this text ~~they do not~~ there are some examples of standard spelling e.g <distinction>, <in> and <quicker>, which could suggest that <i> and <y> are beginning to become standerdised.

With regards to graphology, there ~~are~~ is a consistent use of finale <e> e.g <oughte>, <nighte>, <maye> and <grounde>. In today's standard these would be <ought>, <may>, <night> and <ground>. ~~Old~~ Old English was a highly inflected language and relied on inflections to indicate grammatical relationships. However, as a result of invasion

such as the Vikings and Norman French, these ~~the~~ inflections ~~were~~ became phonologically unclear and only survived in spelling by EME. One reason for this is due to new technologies such as ~~the~~ Caxons printing press in the 1400's; writers was paid by the line and therefore the final <e> was used for financial gain as well as decoration in hand-written scripts. Final <e> is still found in English today, but is standardised. There are some examples of final <e> being used standardly in this text eg <horse>, <before> and <place>. This could imply that final <e> is beginning to become standardised in this text, however, it has not developed fully yet.

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Examiner Comments

The student's first example of interchangeable <i> and <y> was a very popular choice this year.

Lower band answers merely noted the difference but this student is able to use their background knowledge to explain its origin in handwritten manuscripts. The final comment notes the inconsistencies in the data and the writer links these to standardisation. In doing so, they are showing the ability to explore patterns of use.

The student's second choice is the final <-e> (also a popular choice in this exam series) and provides an example to illustrate its use in the data, which was the purpose of the question.

The student begins their discussion of the feature by demonstrating that they are aware of the time period from which the data is taken (Early Modern English). They show confident knowledge of earlier forms of English by identifying a key grammatical characteristic of Old English.

The reference to external factors, such as the Viking invasion that caused change, shows they have an understanding of the issues that cause language change. By outlining these and using terms such as 'inflection', the student has demonstrated knowledge of both the key constituents of language and issues associated with language change over time.

The student's confidence with issues that underpin language change is further demonstrated in the later discussion, where they reference the influence of subsequent historical factors and the development of printing.

10 marks

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Examiner Tip

You need a knowledge of some key features of earlier forms of English in order to:

- explain features that occur in Early Modern English
- demonstrate your knowledge of issues and concepts that underpin language change.

This response was placed high in Band 2 for both AOs. It has been included because of the developed treatment of features not illustrated above.

Firstly we notice that text 1 illustrates the use of the interchangeable ⟨u⟩ and ⟨v⟩ graphemes, which is shown in lexemes such as ⟨euery⟩ and ⟨vpon⟩. This is because there was no ⟨v⟩ grapheme available during Old English times, so the ⟨v⟩ sound was represented medially with an ⟨f⟩ grapheme. However, after the Norman invasion of 1066, the ⟨v⟩ grapheme was introduced due to the influence of French, as 10,000 lexemes of French origin were introduced to the language. Furthermore, these graphemes now have distinct values in current standard English, as each of the graphemes represents a different sound. In Early Modern English, a ⟨v⟩ was used in the initial position and ⟨u⟩ in medial position, regardless of the sound. However, the values of each of the graphemes had stabilised by the 1600's explaining why these graphemes are no longer interchangeable.

Another feature which is illustrated within text 1 is the use of the 3rd person archaic verb inflection ⟨eth⟩. This is shown through lexemes such as ⟨hath⟩, where Standard English would now use the verb inflection ⟨s⟩. This indicates the changing nature of verb inflections, as Old English was a highly inflected language. However,

~~to~~ due to many invadors such as the vikings and the Norman French, most of the inflections previously used had fallen out of use by the time in which ~~the~~ text 1 was written. Although, the 3rd person (s) inflection that we now use was introduced in the 1500's, the (eth) inflection is still used in text 1 due to Shakespearean influences, as Shakespeare used both forms in his work.

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Examiner Comments

The student begins by identifying the other set of interchangeable letters in the data, <u> and <v> and provides a clear example. In similarity with the student above, they are able to use their background knowledge of the history of English and language change, to explain the origin of the feature.

Although the comment on French words entering the language is a little general, the student notes:

- the pattern of interchangeability
- the fact that phonology was not affected
- the period at which the feature was standardised.

Unlike the previous student, this student does not examine patterns of use in the data.

The student's second choice is the third person <-eth> inflection. Their labelling of this example shows accurate use of terminology and knowledge of the key constituents of language. The writer uses their knowledge of different external influences on English to try to explain why this feature changed and so confirms their understanding of its use.

9 marks

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Examiner Tip

Avoid only noting the presence of a feature – always try to:

- explain why it was present in the language
- show what replaced it in Standard English (and if possible, why)
- note and comment on patterns of use in the data.

Question 1 (b)

This question was concerned with change over time and presented students with two informative/instructional texts.

Students were expected to use the data to discuss how the language used in this type of data has:

- changed over time in relation to any social cultural and technological influences
- reflected contextual factors such as function, tenor, field and mode.

As in previous series, most students 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.

Less able students sometimes strayed from the remit of the question and discussed mainly the features of Early Modern English. Frequently, they gave narrative accounts of the history of English, rather than discussing how the data showed a change in how this type of writing was presented. Lower band students often had too much focus on graphology and long descriptive sections on punctuation. Consequently, they were unable display their linguistic knowledge.

Additionally, a number of students became distracted by the gender of the writers and sought to link the differences between the texts to a gendered audience, while applying largely out-dated gender theory in an uncritical manner. Such discussions were seldom convincing.

Many students commented on the semantic field across the texts, with better responses relating this to the changing role of horses in society and modern farming/animal husbandry. Higher band responses were able to move the discussion beyond lexis and graphology and examined issues such as the use and effect of modal verbs, pronouns, adverbials, adjectives/modifiers, different sentence types and functions and, in some cases, passive sentences.

Many students in the mid and higher bands linked features such as examples of discourse markers to aspects of spoken English. Due consideration was also given to aspects of historical change in the language, with discussion and analysis of features such as interchangeable <i> and <y> and archaic morphology, but this was controlled and did not dominate the response.

The following extract is from a student who achieves Band 3 in AO1 and was just inside Band 5 for AO2 and AO3. They show a number of effective comparisons between the texts, and make a number of points that clearly tie AO1, AO2 and AO3 together.

(b) Texts 2 and 3 are both examples of writing about housing animals.

Analyse and comment on what these texts show about the changing nature of this variety 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)

The function of text 2 appears to be referential with the purpose to inform. This is shown by the fronted adverbial (First), which gives the indication of an instruction, but then ~~leads on~~ is followed by the declarative (it should be on a dry ground) which informs the reader the best way to look after their horse. The field is housing horses as shown by the lexical field of stables and horses e.g (horse), (stable), (Rack) etc. The writer does not stray from this topic, which could indicate an distant tenor.

Similarly, text 3 also appears to have a referential function with the purpose to inform, ~~to educate/inform~~ that ~~the~~ the approach to writing ~~about~~ articles/leaflets about re-housing animals has not changed too dramatically. This function is indicated by the fronted adverbial (under normal conditions) as well as some stylistic variation such as headings and bullet points which help the information become more accessable to the reader. This means the reader will be able to follow the writers advice more carefully as they are able to scan to the parts they want to read. Similarly to text ~~3~~ text 3 ~~also~~ also appears to have an ~~one~~

overall distant tenor with the audience, [illegible]
this could be suggested by the limited use of the second person pronoun (you). However, this does appear to bring the tenor slight closer together as the writer acknowledges them, unlike in text 2. The tenor of text 3 does appear to become slightly more equal in the section labelled (sheds) as the writer seems to inquire how ready the audience is for an alpaca by the mitigated imperative (Ask yourself the following questions). This is possible due to the writer shifting the responsibility of known knowledge to the reader as the writer does not know what the reader is doing.

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Examiner Comments

The student begins their analysis without an introduction – this is perfectly acceptable because they are writing in exam conditions.

In this section, the student identifies the function of Text 2, showing knowledge of context, and cites some grammatical evidence for this by referencing the fronted adverbial 'first' and the use of declaratives.

Both of these are tied clearly to contextual factors and show firm understanding of both context and language features. The written expression is clear and fluent, and terminology is accurate throughout.

This student's ability to compare the texts effectively is illustrated in the second paragraph when they note that the articles have not changed 'too dramatically'. Fronted adverbials are noted (although it is a shame that the reason for the positioning is not discussed) and graphology is acknowledged in a suitably brief fashion.

The ability to make effective observations efficiently, while using accurate written expression and clear links to context, continues throughout the rest of this section, with comments on pronouns and imperatives.

35 marks

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Examiner Tip

Although commenting on graphology is relevant to such questions, you should try to discuss it briefly, because it does not allow you to demonstrate the linguistic knowledge associated with the higher mark bands.

This student's response was placed in Band 2 for AO1 and mid Band 3 for AO2 and AO3.

Text 2 clearly displays ~~use of~~ a more varied approach ~~to~~ than text 3. Text ~~2~~ 2 is very wordy and uses more uncertain phrases than that of text 3. Throughout the first text it is clear that the writer has used modal auxillaries to indicate possibility rather than certainty. For example 'may' and 'should' are often used. This is more than likely due to the time period in which it was written. At this time it would often be the case that they were reading this as they rear animals in day-to-day lyfe rather than as a hobby (as in modern day similar to text 3). The modal auxi-liaries indicate to the reader that it is only a guideline and that they would benefit but it is not necessar-ily a necessity. Text 3 on the other hand, indicates certainty through use of lexis such as 'will' to indicate to the modern day reader that the book has been written by an expert and thus the reader is reading the text as a trustworthy piece of writing.

Another ~~de~~ defining feature that stands out is use of tense within the 2 pieces. Text 3 tends to work within the present and future possibly to allow them to portray to the reader the implications of a present change. 'sooner or later the animal will'

This adverbial of time is stressing to the reader the importance attached to their animals welfare through indefinite praises that have been linked to the tense. Alongside others such as 'before you wish' and 'longer periods' that can be found within. Text 2 indicates similar features however due to the time in which it was produced it is based on a more broad scale with not many references to time as this could be relating to there job. should be taken into consideration that in older times it would have taken longer and been a much more tedious process for them to possess things such as 'Hogsties' 'hen-houses'.

Lexis throughout the two texts slightly differs in that the first text shows variations within its lexis and over-time this lexis may have become rather redundant, examples such as this: 'provender' and 'crest' may not be used in day to day life now. This change over time may be due to the expanded and more specialised knowledge of these domesticated animals. The language of modern day have more specialised terms such as 'Cria' 'sheaning'. Although this is the case it becomes increasingly obvious when comparing both of the texts scare specialist language for this particular semantic field.

Text 3 (modern day) uses interrogatives for heading this indicates the ~~new~~ paragraph below will have the answer making it easier to follow whereas the older text ~~does~~ never incorporates this sentence type as it is merely informative with justification and thus gives the impression of the care of the animals all being interlinked. The only indication of importance within text 2 is the capitals on proper nouns or nouns of importance to draw attention to them. However it may still be hard to follow as the use does not follow a specific rule as of yet.

Text 2 also indicates use of inflections such as (-eth) where in text 3 an (-s) ending would be ~~e~~ used to indicate 3rd person verb ending such as 'to make' text 2 uses the form 'maketh' whereas text 3 would prefer the use of the ~~e~~(-s) ending as a rule of standard English for example ~~theeces~~ 'their backs'.

The vocabulary within the ~~te~~ first text indicates the irregularity of the language at the time in which it was written, the term 'build' is regularised to follow a pattern of past tense by adding the suffix (-ed). This is a form of virtuous error whereby it makes sense to do this to the ~~noun~~ verb to indicate

tense however as it is an irregular therefore it moved to form 'built' in modern standard English. This change will still be evident as the auxiliary verb has not yet taken the job of tense within the extract.

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Examiner Comments

The section starts with a general and somewhat unfocussed comment about Text 2 being more 'wordy' and 'uncertain'.

These comments seem to show some lack of focus but the student does become more detailed in the subsequent section, in which modal auxiliary verbs are discussed. The function of these is identified correctly, and a valid example is given from both texts, showing knowledge of the key constituents of language and accurate terminology.

There is a clear link to context and the student makes an interesting contrast, stemming from changes in society, with regards to the purpose of rearing animals.

22 marks

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Examiner Tip

Comparing and contrasting the use of similar language features from both texts in the same section can save you time and so help to ensure that you are able to cover a wider range of relevant features.

This additional extract from the top band response detailed above has been included to show how two different students approach the same feature.

Text 2 uses many model auxilary verbs such as ⟨should⟩, ⟨shall⟩ and ⟨will⟩. ⟨should⟩ appears to be use most frequently e.g ⟨it should be...⟩ ⟨there should be⟩ ⟨There should not be...⟩ this model auxilary verb appears to give the audience some room around what the writer is advising about the stable; it implys that it should, but it does not have to have these features. However, this could be a way to sway the audience into giving the horse the best stable. This is suggested as most declarihives where the writer uses ⟨should⟩ is later followed by an adverbial of reason i.e ~~(for the horse)~~ ⟨for the horse will feed⟩ ⟨for the horse will naturally..⟩

This could make the audience believe they need the feature that the writer is describing and therefore they are more likely to do as he states.

Similarly, Text 3 uses model auxilary verbs, however, the writer uses them in a slightly different way to gain similar results. The model auxilary verbs they uses are ⟨must⟩, ⟨will⟩ and ⟨can⟩. ⟨will⟩ appears to be used more frequently ⟨Fleece will heat⟩ ⟨overnight will ensure⟩ ⟨mixing will become⟩ this implies certainty which could give the audience more confidence that she knows what she is talking about. i.e ___ will happen if you don't do ___. This makes the audience more attentive to their advise as her focus appears to

be used more frequently (Fleece will heat) (overnight will ensure) (animal will become) this implies certainty which ~~gives the~~ could give the audience more confidence that she knows what she is talking about. i.e — will happen if you don't do —. This makes the audience more attentive to ~~her~~ their advise as her focus appears to be on the animals well-being as opposed to the construction of ~~the~~ ~~shelter~~ housing, which is what text 2 appears to be more focused on.

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Examiner Comments

In similarity with the Level 3 student, the terminology is accurate and examples are given. However, in this response, the examples are more extensive and the use of modal verbs is integrated alongside other language features such as declaratives and adverbials. The link to context is slightly more developed because the writer uses the discussion of modal verbs to speculate that animal welfare may be a key focus of Text 3.

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Examiner Tip

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

Question 2 (a)

As in Q1(a), this is a short response worth 10 marks. In this case, the students were asked to display their knowledge of early writing. The question was open-ended in that it did not proscribe two different key constituents and therefore allowed students to discuss any two aspects they thought relevant. Some students chose features from different key constituents, but many others focussed on aspects of spelling that the child had understood, coupled with an analysis of a spelling feature that the child had not yet mastered. As has been seen previously, there were some deviations from the 'two examples' required by the question – perhaps because students were concerned that they had not written enough.

The quality of the responses for this question showed that centres had prepared this area effectively and the majority of students were able at least to identify relevant features. Lower band students tended not to go beyond making simple observations, usually on linearity and directionality, or descriptive comments about capital letters.

Theories/theorists were unlikely to be referenced in any detail and some students linked Shona's writing skills with theories about spoken language, such as claiming that written language was innate. Additionally, in the lower bands, there was little attempt to explore how contextual factors may have influenced Shona's development and some students expected to see development within this short piece of data.

Higher band responses typically introduced detail. Popular theorists like Vygotsky, Barclay, Kroll and Gentry were referenced plausibly (in many cases, students used more than one) and explained, and used, terminology such as grapheme and phoneme. In many instances, the International Phonetic Alphabet (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, the phonics teaching method and the fact that it was produced in school, were all considered routinely in higher band responses.

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

2 (a) Read Texts 4, 5 and 6 and answer the following question.

Identify and describe **two** aspects of the data that illustrate Shona's development of writing skills.

(AO2 = 4, AO3 = 6)

Phonics teaching is where children learn actions and syllables to match the letter symbols. They learn to blend sounds and letters together to create new words. However, phonics teaching does not take regional accents into account.

Shona has learned that certain ~~digraphs are linked with~~ graphemes represent different sounds and she ~~certain sounds e.g. <fl>/f~~ uses this to aid her spelling i.e phonetic spelling. e.g <but flyus> this is standardly spelt <butterfly> and pronounced /butəflai/ ~~the~~ ~~the~~ the schwa illustrates where the word is unstressed, because of this the sound is not shown in her spelling. ~~other~~ This is probably why she spelt it as two different words as opposed to one. However she seems to have modelled other spellings of the <fl> in <fly> this is shown in the word <culufl> /cʊlʊfʊl/. This is possibly due to her still learning what certain digraphs mean.

Shona seems to have learned that the grapheme <s> can represent more than one ~~pro~~ phoneme This is illustrated in text 6 where there is a standard <s> on the end of <burds> and <spots>. Birds is pronounced /bɜːdz/ and spots is pronounced /spɒts/. This shows that

Shona understands that <s> can also show the /z/ phoneme as well as the /s/ phoneme.

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Examiner Comments

The student begins with a definition of the phonics teaching method which, although brief, shows a firm grasp of this underpinning concept. It forms a suitable introduction to the student's first point about phonetic spelling built around the example 'but flyus'.

The use of the IPA (and terminology such as 'grapheme' and 'schwa) not only shows the knowledge of key constituents cited in Level 3 descriptors, but also helps with the plausibility of the analysis.

The second point contrasts with the first, in that the student is discussing a skill that Shona has achieved. Although it is quite short, the student writes very efficiently. Again, the student uses accurate IPA to show that Shona uses the same grapheme to represent multiple sounds – in this case /s/ and /z/. Although it may have been useful to have linked this expressly to taught/ learned spelling strategies (or even environmental print), it still shows some detailed understanding.

9 marks

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Examiner Tip

When discussing written language, it is always useful to use the IPA to illustrate sound/spelling links.

You should attempt to use the IPA to show how and why the child has arrived at its spelling of a word, and always note the standard spelling and why certain graphemes/digraphs may have caused confusion.

2 (a) Read Texts 4, 5 and 6 and answer the following question.

Identify and describe **two** aspects of the data that illustrate Shona's development of writing skills.

(AO2 = 4, AO3 = 6)

~~Shona is able to~~

Shona, in all three texts has grasped the concept of writing linearly, ~~on~~ vertical on the page following the guidelines.

Capital letters are shown to be used within words, ~~to~~ <CAre> which may suggest Shona is yet to learn the meaning and the use of capitals - to head sentences, ~~However~~ and proper nouns. However, she has used a capital to head the sentence in text 4, <Ant's CAn CAre..> which suggests she may have repeated the use of a capital <A> ~~to~~ where she continued to write this letter throughout this sentence. This may be due to ~~a~~ the teacher starting the exercise off and may have written the name of the minibeast on the board for the children.

Shona has used initiative to phonologically sound words out that she has then written down in her dictionary. For example, <Aten igh's> may be her attempt of spelling 'eighteen eyes'. Her use of <igh> may be a reproduction of what their class may have previously learnt - <high>, <tight> and may have associated ~~a~~ /ai/ with <igh>. She continues to phonologically sound out words,

for example <ladee birds> – the /i:/ being emphasised by the double <e>.

Shona also is yet to grasp ~~how~~ silent letters – the <e> in <have> and <k> in <black>. As Shona is currently ~~at~~ in the phonological development stage of writing, she will not sound out these letters as they only contribute and do not stand alone within the word.

Shona's ~~spaces between~~ word spacing varies between each text – in text 4 she has more than finger widths apart from words but as we move on to text 6, she has ~~done~~ decreased this extra space between.

Her numerical skills are good, for she is able to correctly draw ~~as~~ the number <8> – she uses the guidelines to gage the height for this.

She has reduced the syllables in <butterfly> by ~~only~~ naming them <but flyds>. Shona would have only heard the word <butterfly> and this would be her best attempt to reproduce the words as best she could.

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Examiner Comments

The student's initial point concerns capital letters and is quite observational, not really allowing for display of detailed knowledge of the key constituents. There is some brief speculation about the role of the teacher but it is quite general and does not demonstrate certainty in issues underpinning the development of literacy.

The second example is much more focussed. The student makes a very plausible interpretation of one of Shona's words and links this to other more common words with the same sound that Shona may have encountered. This link contributes to the AO2 score but the student could have been more explicit and explained why the child may be adapting what she has learned in school. The clear use of the IPA shows confidence with the key constituents.

The student then goes on to provide a further two examples – silent letters and word spacing. In similarity with the first part of this response, neither of these examples is developed fully. It would seem that the comment on capital letters is, by a thin margin, the more convincing and so this credited.

5 marks

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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.

If you are going to reference a theory associated with child language 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 may, if relevant, use the data to refute any of the theories you have studied.

Question 2 (b)

This question presented students with a transcript of spoken data produced in the family home at Christmas and asked them to comment on the child's language development and the influence on it.

Students were well prepared for this question and most were able to apply at least some key constituents to the data and make some references to relevant theories. Lower band answers tended to adopt aspects of a deficit approach, by describing the child as limited or even as lazy, rather than describing and accounting for non-standard features. Even at lower bands, knowledge of theories was often evident but these were often overlong descriptive accounts and frequently were not related clearly to specific examples in the transcript. Some candidates expected to see development in the children's language in the course of the data and either 'invented' such development or expressed their disappointment in the child at not finding any.

Better responses highlighted a range of developmental features, which were explored in detail. This included a consideration of the context of the conversation, often reflected in a discussion of how Sam had acquired lexis from the semantic field of Christmas. The number and range of features and examples discussed did not tend to be significantly different from lower band responses, but more depth was evident in higher band responses.

When discussing telegraphic speech, lower band responses would identify missing words, whereas higher levels would employ terms such as 'copula' and explain why its loss did not affect communication. Explicit reasons why the place and manner of articulation of certain phonemes caused difficulty for a child of Sam's age were detailed by responses moving out of Band 3, with lower levels merely reproducing the IPA from the transcript. Theories were applied aptly to the occurrence of specific features, and the role of the parents in Sam's spoken language development was explored confidently. It was gratifying to see students using examples from the data to refute certain developmental theories, as well as supporting them.

This extract shows top band characteristics by:

- being clear and fluent (AO1)
- showing detailed understanding of concepts and issues (AO2)
- showing confidence in the application of key constituents (AO3).

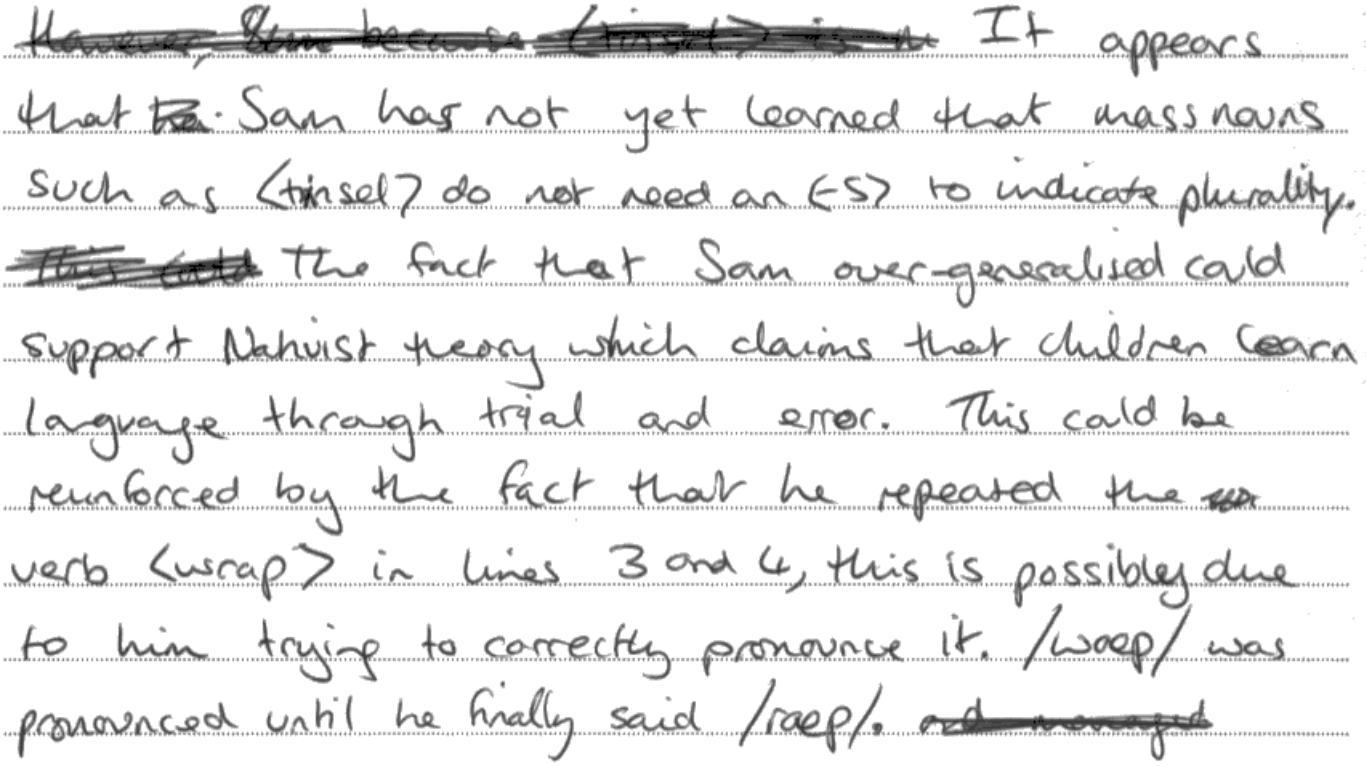
(b) Read Text 7 and answer the following question.

Analyse and comment on Sam's development of spoken language and the influences on it. In your answer you should bear in mind the context in which the language was produced.

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

Sam appears to be in the telegraphic stage of development, which is expected at this age. Sam has occasionally omitted function words such as determiners and copulas e.g. (it there) which should be (it is there). The omission of copular is not unusual at this stage as they are function words/stative verbs and are not always needed in order for a sentence to be interpreted correctly. Sam does not appear to omit these function words very often. This is reinforced by (I am going) (am) is a copula, (the heads) (the) is a determiner, (the Christmas tree). This could suggest that Sam overall understand the function of these closed class words and therefore uses them, this could support the cognitive theory, which states that children don't use forms unless they are cognitively able to understand them.

Another feature of the telegraphic stage is the over-generalisation of certain rules of the English language. For example, (more tinsel (.) more tinsels). This appears to be a virteous error as Sam has applied the general rule of an (-s) inflection being added to the end of a noun to indicate plurality.



ResultsPlus
Examiner Comments

The student begins by placing Sam at a stage of development – telegraphic speech. Most students were able to identify this, but not all understood the need to show understanding of the stage and to exemplify it clearly. The student uses clear, fluent and efficient expression to identify some of the word classes that Sam omits and the accurate terminology such as 'determiner' and 'copula' indicates this student's confidence with discussing specific language features.

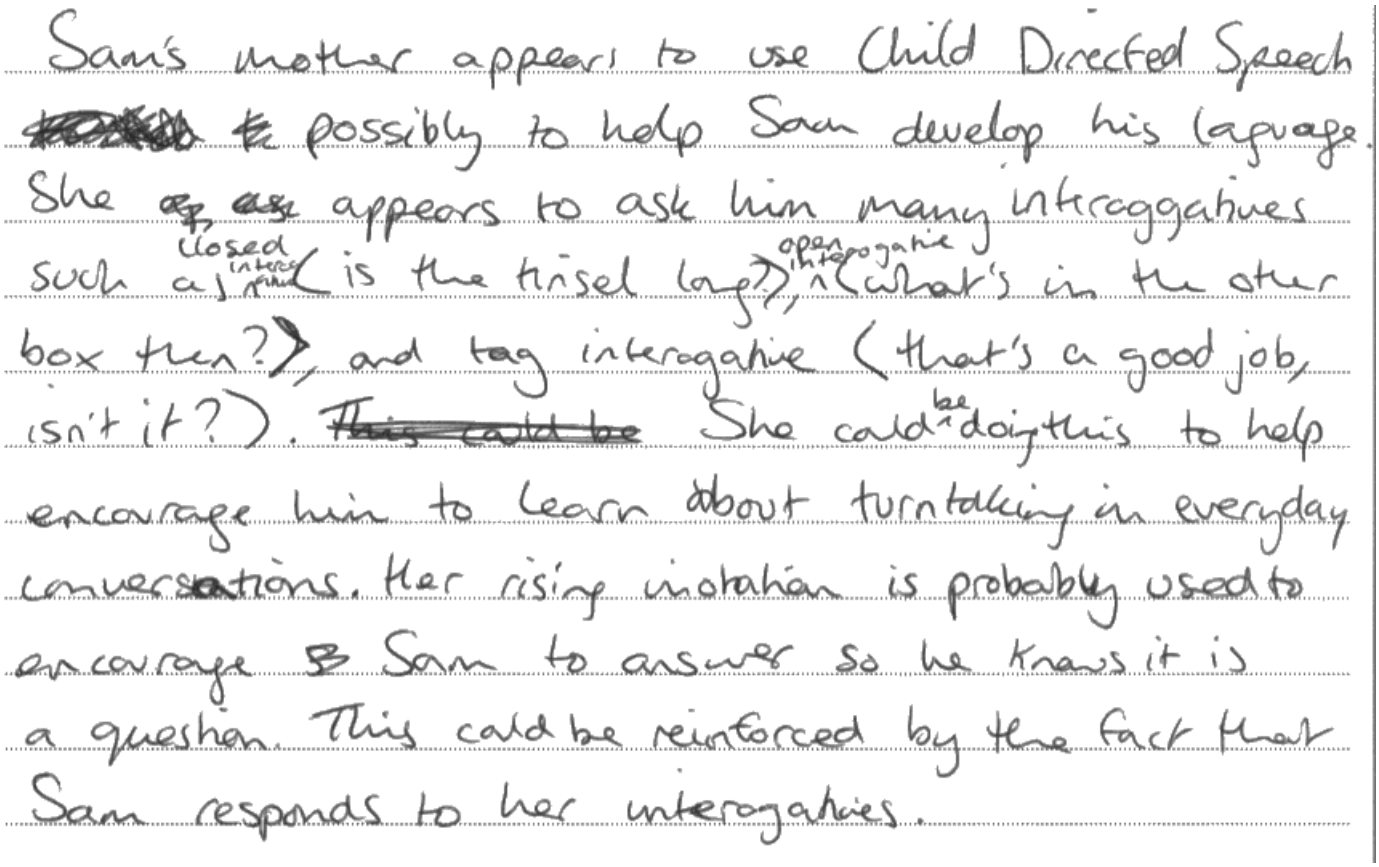
Although the final comment of this section regarding the cognitive theory is debatable, the student has noticed that Sam is variable in his production of these forms. Comments on over-generalisation further demonstrate a secure knowledge of the features common to a child at this stage of development. Again, they are expressed clearly, with effective use of relevant terminology such as 'virtuous error', 'inflection' and 'mass noun'. The suitably brief reference to Nativism is explained and plausible, and the student reinforces this reference with a link to the child's phonology.

37 total marks

ResultsPlus
Examiner Tip

Try to find examples of features that you can use both to support and refute developmental or instrumental theories that you have studied. This will help to evidence clear and confident understanding of issues and concepts illustrated by the data.

This brief extract is from the same top band script as above.


Sam's mother appears to use Child Directed Speech possibly to help Sam develop his language. She appears to ask him many interrogatives such as closed interrogative (is the trisel large?), open interrogative (what's in the other box then?), and tag interrogative (that's a good job, isn't it?). She could be doing this to help encourage him to learn about turntaking in everyday conversations. Her rising intonation is probably used to encourage Sam to answer so he knows it is a question. This could be reinforced by the fact that Sam responds to her interogatives.

ResultsPlus
Examiner Comments

Here, the student discusses Child Directed Speech (CDS). Although they do not define/explain what it is, they do note that it will help Sam's development.

Again, written expression is clear and specific, and accurate terminology is included such as 'tag interrogative'. Many candidates identified this feature but it was often linked very generically to encouraging Sam to speak. This student goes a step further and relates to the development of a specific skill – turn-taking.

37 total marks

ResultsPlus
Examiner Tip

Make sure that you explain briefly any developmental/ instrumental theory that is used. This will help to illustrate your understanding.

This is an extract from a script that achieved Band 2 for AO1 and mid Band 3 for AO2 and AO3. It provides some interesting points of comparison with the response above.

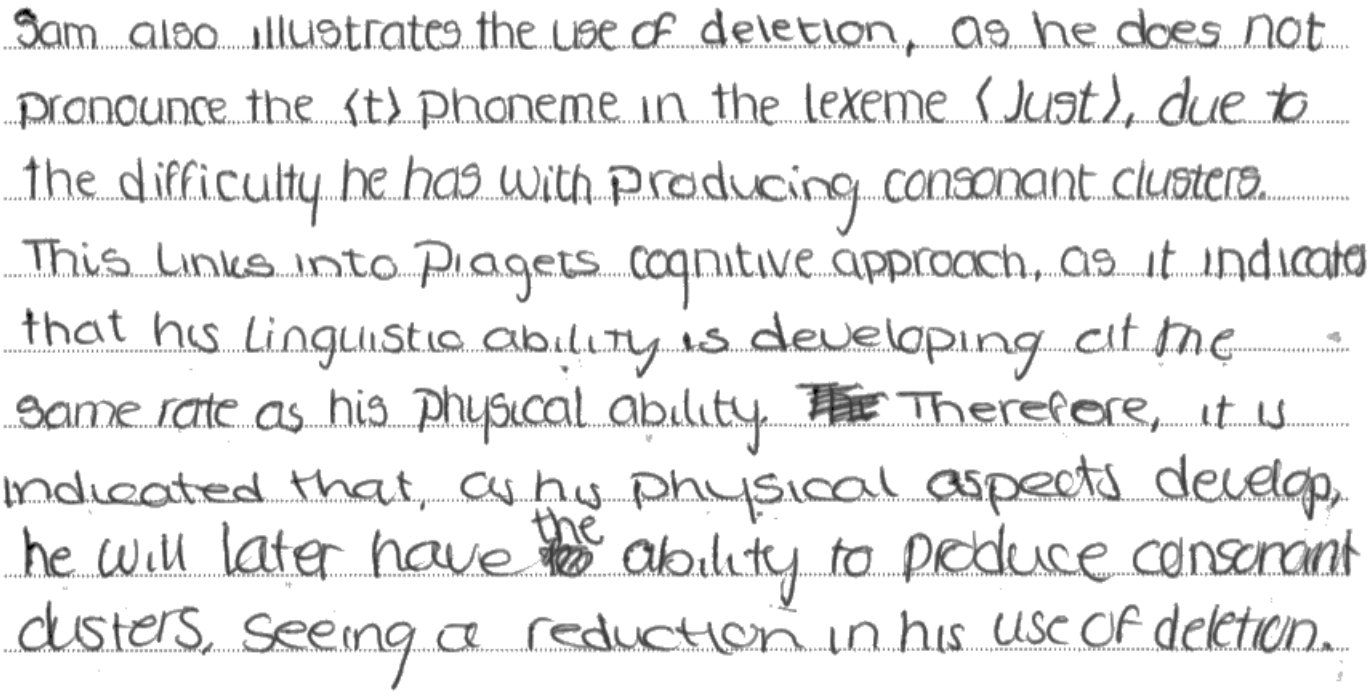
(b) Read Text 7 and answer the following question.

Analyse and comment on Sam's development of spoken language and the influences on it. In your answer you should bear in mind the context in which the language was produced.

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

Firstly, text 7 illustrates features of the telegraphic stage, as Sam omits the copula (to be) in structures such as (it long). This indicates that the child's utterances are understandable but are not completely grammatically correct. Therefore, the parent must still interpret the language, due to the omission of function words, relating to the nativist theory, devised by Noam Chomsky. This is because, although Sam has a subconscious knowledge of how to use language, he still omits the less important lexemes, as he can still relay the basic message without his LAD telling him to use basic elements such as function words.

Furthermore, the mother's use of interrogatives such as (what do you do with the tinsel?), which helps the child to make his ~~sp~~ spoken language more conversational. This relates to the use of social interaction as the mother is using parenthese~~s~~ techniques in order to encourage the child to converse more. This indicates that there is an interactional function to the text, due to the influence of the child's mother's language.



ResultsPlus
Examiner Comments

In similarity to the response above, this student also begins by identifying telegraphic speech and also identifies a missing copula, but the written expression is not as fluent as the previous example and to some extent makes the student's points unclear.

The reference to the parent interpreting the language is interesting and could show understanding of an underpinning issue with parent/child interaction, but to be more convincing the student should have examined how the mother responded.

Knowledge of developmental theory is illustrated in this section, with the reference to nativism but it is somewhat confused.

This student also focuses on the use of interrogatives by the mother but although they give a valid example, and mention parentese (an acceptable alternative to Child Directed Speech) the explanation is the very general 'encourage the child to converse more'.

In the last section of this extract, the student turns their attention to an aspect of phonology with discussion of deletion, which shows understanding of important development features. They identify correctly a consonant cluster, demonstrating knowledge of the key constituents, but the link to the cognitive theory is not wholly convincing.

24 marks

ResultsPlus
Examiner Tip

You should pay careful attention to your written expression when you are constructing your response, to ensure that you make your analytical point as clearly and efficiently as possible.

Paper Summary

Candidates seemed to be confident with the paper and its format and there were clear signs that most candidates were well prepared and knowledgeable about language change and child language development.

Based on their performance on this paper, students are offered the following advice.

- Try to focus on the full range of key constituents and control the discussion of areas such as graphology when approaching 1Q (b)
- Keep the focus firmly on the data. 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
- 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
- Use the IPA when discussing sound or phonetic spelling. For this examination, this comment is really only relevant to the child development section
- Take care with written expression and avoid colloquialisms

Grade Boundaries

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