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Examiners' Report

June 2017

GCE English Language 8EN0 02

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June 2017

Publications Code 8EN0_02_1706_ER

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Introduction

This was the second sitting of Component 2 of the AS English Language specification and it was clear that centres had responded to the guidance provided in the examiner's report and worked hard to prepare candidates for this examination. Question 1 required candidates to analyse how Isla was able to adapt her written language for the intended purpose, and produce it in the form of a podcast. Question 2 asked candidates to analyse how two siblings interacted with each other during bath time play.

Each individual question is considered in this report and examples from candidate's responses are also given for each question. However, a general summary may be beneficial to centres.

There was a marked improvement in the AO5 creative aspect in Q1, with more candidates reproducing their response in the identified format. In the previous series, this limited candidates' achievement as there was a tendency to simply produce an essay. There were fewer examples of such an approach with most candidates adopting an appropriate style for their podcast. This addressed the imbalance of AO2 and AO5 for Question 1.

Question 1

This question presented candidates with a short letter written by Isla who was 7 years old. She was writing to the former Prime Minister to request the end of deforestation. This piece of data was produced at home with some help from her mother. Candidates were asked to craft their response into a podcast that would be used to support students' classroom learning and explain how Isla adapted her language for her intended function.

This question was designed to assess candidate's knowledge of language development and move them away from the tendency to adopt a deficit approach; a somewhat A-Z of written language. Responses adopted a range of different approaches with some candidates producing two-person podcasts, while others opted for a single speaker. All candidates were aware of their intended audience and wrote their analyses with this in mind, utilising a range of rhetorical devices to engage their listeners.

Successful responses analysed and explained a range of language features from relevant frameworks and applied issues and concepts pertinently to demonstrate consistent and, at times, discriminating understanding. Many candidates covered a range of language frameworks including graphology, lexis and discourse enabling them to explain how Isla's writing reflected her intended function. They were able to discuss the persuasive devices in addition to the structure of her letter. Some candidates discussed the use of mitigation in the letter. Successful candidates showed consistent understanding of issues and concepts, moving beyond references to Kroll and Barclay to discuss the influence of context, the role of 'the more knowledgeable other' and environmental print. These were applied confidently and considered routinely to examine how they shaped Isla's writing. Where candidates were successful, detailed reasoning for the orthographic decisions made by Isla were shown e.g. the doubling of the <m> in 'animalls' being linked to the sounding out/phonics method – a – nim – malls. The highest achieving candidates also looked at patterns e.g. use of the <ea> in <please> and then <ee> in <cleens>.

Lower level responses tended to focus primarily on one of the two aspects of the response; the podcast format or the language analysis. Some could combine the two aspects but were often broad and general in their application of knowledge. These responses tended to show a broad and general understanding of issues and concepts relevant to written acquisition, often 'bolting on' the theory i.e. 'this supports behaviourism' with little explanation as to how. The lower level answers often revolved around linearity, directionality and spelling, often labelling such features as 'errors' or 'incorrect' rather than 'non-standard'. They did not consider the context of the letter and how Isla had adapted her writing for the persuasive function.

They tended to make observations about the non-standard forms and missed opportunities to explain why they were non-standard. Popular theorists at this level included Joan Rothery, James Britton and Ursula Bellugi. These were often defined briefly and applied generally well. There is, however, a tendency to assume that children fit neatly into these categories, with little exploration of how and why these are applicable to the data at hand.

This script was a good example of how many candidates engaged with AO5. They were able to produce a script for a podcast with little difficulty, adopting a suitable register and tone for the intended audience.

- 1 Using Text A, write the script for a podcast to support first year A Level English Language students' classroom learning. The podcast should analyse Isla's written language to show how far she is able to adapt this for the intended function.

In your answer you should:

- use an appropriate writing style
- write with accuracy and control
- write to engage your audience
- introduce relevant theories and research
- focus on language frameworks and levels as appropriate.

(20)

~~Hi everybody~~ ~~Hi everybody~~ ~~Hi everybody~~

W: Wow, can you believe we are almost halfway through the AS syllabus already? I know I certainly can't!

M: I know, right? It seems only yesterday our ~~students~~ listeners were just budding linguists, now look at them! What's today's topic, Raja?

R: Okay, so we're going to be talking about Isla again, remember her, Manila? We'll be looking at how ~~far~~ far she is able to write for intended function. Listeners ~~are~~ in class, you'll hopefully have a printed copy in front of you now - if you don't, get on it!

M: You know, Raja, the first thing that jumps out at me from Isla's text isn't that she quite clearly understands how to follow the conventions of her ~~genre~~ ~~Dunin~~ piece, which is a letter.

R: Yeah, look at how she writes 'dear mister': that shows she understands a little about formality doesn't it.

M: Perhaps, ~~man~~ but I'm sure her parents helped her start off the letter: you've got to look at the context of these sorts of things.

R: Absolutely: ~~the~~ you guys need to make sure you understand how the background of a child's life impacts on their ~~spelling~~ understanding of punctuation.

M: You can clearly see that someone ~~helped~~ ~~you~~ wrote out 'because' for her; she originally substituted the /e/ for an /ɪ/ phoneme, as 'e' and 'a'.

R: Hey, she used a subordinate clause ~~in~~ in an extended sentence with a connective, in that

case. That shows she understands the very basics of persuasive writing: she knows that she's got to get her point across backed up with some reasoning.

M: Raja, ~~do~~ do you think the guys listening have noticed ~~which~~ which of Rothery's four classifications of writing this is?

R: I'm sure they've been able to work out that it's a comment under her ~~of~~ categories. I mean, it is partially an interrogative with a pragmatic imperative, but look at how she makes a declarative statement ~~on~~ starting on line five. How does that relate to function though Manila?

M: Because she is ~~making~~ ~~writing~~ writing under one of Rothery's four categories and still comprehending the function of the text. In fact, she is almost showing that she can write beyond the categories when she needs to, hence the ~~is~~ interrogative-imperative.

R: That's all well and good, but ~~oh~~ ~~because~~ I bet our audience want ~~to~~ ~~show~~ us to talk

about her spelling. How ~~do~~ has she adapted her spelling for this text's persuasive function?

M: Well, let's look at how she has spelt ^{'clean'} ~~pleas~~ (as 'cleans'). Clearly, she has phonetically ~~pleas~~ spelt the word, and by doing so has under-applied the 'ea' rule.

R: Has she correctly applied the rule anywhere else in the text? And, function, Manila!

M: Yes, she correctly applied the rule with 'please', albeit she substituted out the /s/ for a /c/. From where I'm sitting, the fact that she has used both spellings shows that she is unsure of which one is right, so by using both she knows that one ~~has~~ must be correct, so her letter ~~looks~~ looks more 'respectable' by her reader, thus making it a more valid persuasive letter.

R: Okay, I see what you mean, Manila. What do you guys think? Is Manila making a valid point?

M: Anyway, we're now about to be joined by our special guest for the week... stay tuned!



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Examiner Comments

This candidate crafted their response in an appropriate and engaging format, suitable for their audience of A Level English Language students. They demonstrated a good understanding of podcasts and were able to adopt a suitable register that fulfilled the description in the question. However, this was to the detriment of the language analysis. The candidate illustrated a clear understanding of written language development and was able to discuss aspects of form and function. However, comments, while valid, were often fleeting and undeveloped. The candidate could have explored this in more detail, making clear links to the influence of environmental print. This, in conjunction with the references to Rothery's categories, would have demonstrated a clearer understanding of Isla's development. The candidate covers a number of relevant language features, some of which were pertinent, such as the subordinate clause and pragmatic imperative. The candidate made a good point about the subordinate clause, which illustrated their awareness of the purpose behind the clause and its function in the letter. However, many of the points made in the response were undeveloped and lacked consistent references to concepts and issues. These points, in conjunction with the clear understanding of the format, were enough to place the response in Level 3.



ResultsPlus

Examiner Tip

Candidates should ensure they discuss the reasons behind the child's language use, and support these comments with relevant references to concepts and issues.

This was an interesting response that adopted an approach akin to that taken in Component 1. As the nature of this question was to examine Isla's ability to adapt her language for the function and not simply explore written language development, the approach was appropriate and valid.

1 Using Text A, write the script for a podcast to support first year A Level English Language students' classroom learning. The podcast should analyse Isla's written language to show how far she is able to adapt this for the intended function.

In your answer you should:

- use an appropriate writing style
- write with accuracy and control
- write to engage your audience
- introduce relevant theories and research
- focus on language frameworks and levels as appropriate.

(20)

Speaker :

Welcome back to another episode of : Child Language Decoded! In this weeks episode we are going to explore the world of genre conventions and how children gradually learn to adhere to these over time.

This week we will be analysing a text by Isla - aged seven years and five months. Due to the use of second person pronouns such as "you" and the variety of conjunctions used such as, "because" and "and" it seems that Isla is now moving into Kroll's differentiation stage which suggests she is starting to understand the differences between speech and writing which will have hopefully helped her to understand more deeply

how to adapt her writing style to the genre of letter writing.

Firstly, Isla opens her letter appropriately with the standard opening "Dear Mister Camran". By doing this she shows awareness of her intended audience as well as adapting to an appropriate level of formality as it is unlikely that Isla shares a close tenor with the ~~pos~~ Prime Minister. Additionally she closes the letter with a similar level of formality by using the politeness phrase "thank you" and signing off "from Isla Webster and Jacob Webster and mummy Webster". For the majority of this closing Isla is particularly formal including both her first name and her surname. However, it seems that she does not yet understand that the proper noun "mummy" would not be the expected term of address in this setting for her mother. It seems that in order to adapt more to the genre conventions of a letter Isla will need to develop her pragmatic awareness to understand the subtle differences in formality.

Throughout the text it seems that Isla has ~~as~~ also adapted her grammar to accommodate to the formality of this genre. Ultimately Isla's purpose

for writing this text is to request or to persuade, however due to the power the Prime Minister has in this situation Isla appears to show an ~~understand~~ understanding that her language should not sound too demanding. Her use of epistemic modal verbs such as "can" and "will" mitigate the requests she is making which will help her to avoid making a potentially face threatening act. She additionally uses the politeness phrase 'please' to further mitigate ~~the~~ her initial request; this therefore shows her awareness of accommodating to an appropriate level of politeness in her writing.

Whilst writing this letter we are informed that Isla had the help of a more knowledgeable other (also known as an MKO). Through the presence of an MKO it implies that Isla was likely to have been helped through the zone of proximal development - according to Vygotsky. This ~~to~~ will therefore help to bridge the gap between Isla's current understanding of genre conventions and will help her to gain a deeper awareness of how to adapt her writing which she demonstrates through the more formal and detached tone she creates.

by using third person pronouns such as "they". The higher level of ~~so~~ sophistication demonstrated here also suggests that Isla is able to write in Britton's transactional mode.

finally it seems that Isla's ability to adapt to genre conventions is encouraged by her home environment. According to theorists such as Wray et al writing at home has a greater purpose for children as opposed to just writing for the sake of writing in the classroom. This therefore suggests that Isla is more likely to consider genre conventions because she has a greater sense of purpose in her writing.

That brings us to the end of another episode, we hope you have enjoyed it and have plenty of new knowledge which you can apply to your studies.

If you enjoyed this weeks podcast don't forget to listen out for our next episode!



ResultsPlus

Examiner Comments

This response was structured very well, using an assured and confident style. It adopted a more formal tone and moved away from the colloquial and chatty style found in other approaches. The candidate demonstrated a sound understanding of a more academic podcast, reproducing this style with confidence. The style was sustained throughout the analysis and utilised rhetorical devices in a highly engaging manner, appropriate for their learning audience.

There were high levels of accuracy in their language knowledge, which were explored and underpinned with appropriate concepts and issues. The range of language features were consistently and accurately exemplified with evidence from the data. Linguistic terminology was purposeful and discriminating, reflecting a sound knowledge of the language frameworks. The response focused primarily on the form and function, as dictated by the question, exploring the reasons behind the formality levels in the letter. They discussed the occupational power and linked this to the child's awareness of persuasive language techniques. These were linked to concepts and issues relating to written language, including Vygotsky's 'zone of proximal development'.

This was an assured and sophisticated response which was placed in Level 5.



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Examiner Tip

Paying close attention to the question will steer candidates towards the intended approach. While the focus remains on written language development, the question will not always focus solely on the child's literacy. Candidates should consider alternative ways in which the child's written language develops.

This extract comes from a response that was placed at the top of Level 2. It showed a broad and general understanding of language development and adopted an appropriate style for the audience. However, it does include some common errors found in candidate's responses.

H: Moving on. Let's talk about Syntax. Syntax, as you know, can be a tricky topic to talk about within these texts, so we will do our best to help you familiarise yourself with it. Syntax is the way in which the sentences are formed. As we can point out, from Isla's letter, there is an absence of punctuation throughout the whole discourse. This shows you, as A-level students, that Isla is in stage 3, of Well's theory, moving to stage 4. This is due to Isla being able to ~~properly~~ make requests but not able to correctly write them down.



ResultsPlus Examiner Comments

The candidate led us through a systematic analysis of language features that were present in the data. In this section, identified as 'syntax', they inform that this is a tricky topic and briefly define the language level. However, as this section continues, the candidate does not examine syntax but makes a point about the lack of punctuation. This is linked to an AO2 concept; Well's theory. Although the candidate suggests that Isla is moving into level 4, there is no explanation of the theory or how it supports punctuation or syntax.

This is common in the lower levels as candidates tend to 'bolt on' theory in an attempt to support their linguistic analyses. These however, add very little to the analysis as they are not applied effectively.



ResultsPlus Examiner Tip

Concepts and issues should be briefly defined to illustrate the candidate's knowledge of those referenced in their responses. These should then be applied in a relevant and appropriate manner with discussion of how it supports the child's written language development.

Question 2

This question presented candidates with a transcript of a conversation between Isla, aged 7 years and her brother Jacob, aged 4 years. They were playing together in the bath. Candidates were asked to analyse how they interacted with each other.

This question was successful with candidates demonstrating a high level of preparation. They applied their knowledge in a more assured way to move higher up the language levels. Candidates' responses showed a strong level of engagement with the data which enabled them to examine context and language use closely. Candidates engaged much more with the phonemic transcriptions and identified patterning for both children. They engaged well with the data, exploring the key phonological similarities between Isla and her brother and used the IPA effectively to explore issues around pronunciation.

Higher level candidates identified patterns in the children's spoken language such as the regularisation of the verb 'hitted' and the adjective 'gooder'. They accurately linked this to Chomsky and nativist ideas and even used this to refute other theories including behaviourism. Candidates' attempts to challenge concepts and issues was more noticeable this year. This made the responses more discriminating and moved them higher in the levels. There was a clear link to the data and responses at the higher levels showed assured and confident understanding of concepts and issues. Many candidates were able to give accurate and considered points about the context, particularly the issue of sibling rivalry and fairness.

There was a tendency towards description and feature spotting in lower level responses, with some students struggling to move beyond an observational approach in their answers. References to issues and concepts were made but they were often undeveloped and loosely applied, with a few responses showing simple regurgitation of popular theories.

Contextual factors were significant in enabling students to understand how the children interacted with each other but there was often a lack of reference to these in the lower levels. Some candidates made sweeping statements about Isla's development often adopting a deficit approach e.g. 'Isla is underdeveloped for her age as she does not use the passive voice and she should be able to at this stage'. Such candidates also tended to insert theories and theorists without fully linking them to the text making comments such as 'This proves Piaget's theory of language'.

This response was placed at the top of Level 5. It has a discriminating and controlled writing style which utilises accurate linguistic terminology with sustained intergrated exemplification. The concepts and issues included are applied effectively to support comments about language development.

2 Analyse the children's spoken language and the ways in which they interact with each other.

You should refer to the following language frameworks and levels as appropriate:

- phonology
- morphology
- lexis
- syntax
- discourse.

(30)

The following conversation is between two siblings. Isla ~~also~~ appears to be in David Crystal's post-telegraphic stage because she is using longer more complete utterances such as "you can pop it in the middle" which contains many functional words such as the preposition "in" and the definite article "the". Her brother Jacob also appears to be moving into the post-telegraphic stage which is perhaps influenced by his sister in this interaction because she acts as a more knowledgeable other in utterances such as "cos it's not a toy". According to Halliday this utterance would have a representational function because she is describing her immediate surroundings to Jacob. As this conversation took place ~~starting~~ in their home it implies that they are comfortable speaking in this environment as well as being familiar with the way the other person speaks which is demonstrated

through the use of colloquialisms such as "cos". Overall this conversation is shown to have a mainly interpersonal function.

Firstly, in terms of their phonological development Isla is shown to have a firmer grasp of pronouncing fricatives such as /ð/. This is demonstrated in her pronunciation of the lexical items /ði:z/ and /ðæ?/. According to Pamela Grunwell this fricative is one of the hardest for a child to acquire because it the child needs to be able to control the air flow so that air is released in a constant trickle. The ~~difficult~~ difficulty children sometimes have pronouncing this fricative is demonstrated by Jacob who pronounces "this" as /dis/. In this case Jacob substitutes the fricative /ð/ for the plosive consonant /d/. It is likely that this consonant is easier to produce because the air is released in a singular explosion and therefore does not require as mature motor skills. However, despite Isla's ability to pronounce the initial fricative consonants in a lexical item she does show some difficulty ~~pron~~ pronouncing them when they are the final consonant in a word. This is shown by

her pronunciation of /wɪf/ where she has substituted the final fricative /ʒ/ with another fricative ~~ʒ~~ /f/. Although this may be a phonological difficulty it might also suggest that there is a coxney influence on the children's language which is implied by the frequent use of glottal stops such as /zæʔ/, /dæʔ/ and /wɒʔ/ as well as the use of 'th' fronting in lexical items such as /fɪ:/. If the children are imitating the pronunciation of people in their environment it could provide evidence to support Skinner's theory of behaviourism because the children have learned this pronunciation by directly modelling adult speech.

However, it seems the children have not solely acquired language through modelling as suggested by behaviourism. This is because Isla and Jacob both overgeneralise grammatical rules in order to produce lexical items that they can't have directly copied from an adult. Isla firstly overgeneralises the formation of the simple past tense when she says "gived" and "hitted". In both examples she shows awareness that the bound morpheme "ed" must be added to the stem of the verbs in order to

create the past tense. However she ~~it~~ seems to make a virtuous error in this example because ^{which} ~~it~~ suggests that she has used her language acquisition device (LAD) to apply a regular grammatical rule to an irregular verb. ~~Similarly, Joe~~ This could therefore support Chomsky's nativist theory.

Similarly, Jacob appears to use his LAD to produce the comparative adjective "gooder". In this example he shows that he has a cognitive awareness of gradation because he understands that things can be measured along a scale however he has overgeneralised the formation of ~~the~~ comparative adjectives by adding the ~~the~~ regular suffix "-er" to the base adjective "good".

Throughout ~~the~~ this conversation the children's language appears to be supported by the bath toys which act as a language acquisition support system. This helps them to achieve an overall lexical field of toys as indicated by lexical items such as "duchies", "octopus" and "tentise". As the children appear to be encouraged by their direct surroundings it may also emphasise the importance of

Bruner's social interaction theory because the children are using each other and their ~~scaffolds~~ surroundings as scaffolding to aid their language acquisition. In a similar way Vygotsky also states that interactions such as this one are extremely significant for a child's development because they are able to experiment and make sense of concepts they don't quite cognitively understand without the input of an adult. This is indicated through Jacob's interrogative "how's that fair" and Isla's reply "we've got the same amount". In this exchange Isla is helping Jacob's understanding of his surroundings as well as teaching him less obvious conventions such as sharing.

~~Therefore Isla's role is a~~ This could therefore be interpreted as a form of child-directed speech according to Catherine Snow because Isla takes on a more responsible role in this exchange in order to encourage Jacob's language acquisition even if she is not aware that she is doing this.



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Examiner Comments

The candidate adopts a confident and sophisticated written expression that explores a range of language frameworks. It includes effective transitions and sustained exemplification, which is discriminating and pertinent. The responses reflect the candidate's knowledge of spoken acquisition effectively, enabling them to explore the ways in which the children interact with each other.

The response begins by placing the children in the accurate stages of acquisition, supporting this with evidence from the data. They apply a number of appropriate concepts and issues including Halliday's functional taxonomy, behaviourism and social interactional theory. These are used to explain how the children's speech develops and aspects of their language development that do not conform to theoretical ideas. The candidate confidently challenges aspects of the theories, exemplifying such challenges with discriminating examples from the data.

A number of language frameworks are analysed with a clear section on their phonological development. In this section, the candidate recognises phonological variation in both children's speech, and explains why they may struggle with specific phonemes. A particularly discriminating point was made in reference to Isla's difficulty with the dental fricative in word final position. This clearly demonstrates the candidate's awareness of phonological acquisition, which has enabled them to confidently discriminate between the children.



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Examiner Tip

Discussing relevant language frameworks in depth will demonstrate greater knowledge and understanding than commenting on a wide range in limited detail. Often, candidates tend to strive for breadth of knowledge and forgo the depth of understanding, which is the key discriminator when placing responses in particular levels. Phonology, syntax and discourse tend to be examined more effectively in higher level responses, whereas the lower level responses have a tendency to focus on lexical choice.

This response was short but demonstrated clear knowledge and understanding of spoken language acquisition. It was placed at the bottom of level 3 but had it been longer, had the potential to be placed higher in the level.

2 Analyse the children's spoken language and the ways in which they interact with each other.

You should refer to the following language frameworks and levels as appropriate:

- phonology
- morphology
- lexis
- syntax
- discourse.

(30)

In Text B, the two children interact with each other through the use of questions and statements. Jacob tends to ask Isla a lot of questions as she is the MHO-Vygotsky's theory of More knowledgeable other. This means that she may be able to answer his questions in a way he can understand. Although Isla does not model any language for him within this text she does provide him with information. For example, when he asks why the sponge isn't ~~is~~ with the toys, she answers by telling him it is because the sponge isn't a toy. She is able to expand his knowledge and support his exploration and understanding of his environment by answering his questions like ~~that~~ that. Throughout the text, Jacob seems to drop his h's however as Isla does not this suggests that it isn't related to an accent and it is because he cannot produce the h sound. The h syllable is a harder consonant to produce due to the

complex pronunciation required and he may not have been able to grasp it as of yet but ^{the ability} ~~it~~ will ~~be~~ come along with his development.

Jacob and Isla both speak about 'it being fair' often throughout this transcript. This could be because they have learnt this concept recently and so are able to use it often as it is something new to them. "How's that fair?", "fair enough" and "it's fair on me" are all examples of this.

Isla says "you can have the a rubber ducky" - this could show that she ~~is~~ realised she was not being specific and possibly over-extended under-estimating the term rubber ducky to focus on the one she was looking at when really there are more of the same toys.

Jacob stutters when saying 'octopus' as ~~but the word is~~ 'oc octopus' could suggest that he was thinking if it was the correct term to use.

Jacob ~~makes~~ ^{makes} a virtuous error when he says 'is gooder than me' as he has taken the rule that he knows of adding '-er' to create a ~~hyperbole~~ hyperbole, however it does not work with 'good' as it does not follow that rule but it would make sense if it did so he is applying what he knows, unaware that it doesn't work on all adjectives.

~~Isla also says~~

Isla also makes a *virnow* error when she says "Jacob it hurt when you hitted me". This is because she has taken the rule that you add -ed to change a verb into the past tense. However, hit is an exception to the rule as it doesn't change. She also ~~did~~ made this error on the word 'give' as she changes it to "I gived you". This is another exception to the rule as it becomes 'gave' instead. However, as there is a rule behind these errors although not the correct one - they become what Chomsky called a *virnow* error.



ResultsPlus Examiner Comments

This candidate showed a clear understanding of how the children interacted with each other, and made some insightful comments about the role Isla adopted in their communication. They included some excellent points about how they interacted, including points such as: 'Although Isla does not model any language for him, within this text she does provide him with information [...]. She is able to expand his knowledge and support his exploration and understanding of his environment by answering questions'. Aspects of this response showed level 4 knowledge, but the length of the response limited its placement to low level 3. The candidate discussed the context briefly, commenting on their understanding of fairness and equality. However, like some of the other points in the response, it was undeveloped and lacked support from concepts and issues.



ResultsPlus Examiner Tip

Candidates are encouraged to explore the context in more detail and make clear links to language frameworks. This will enable them to effectively explore why the children use language in specific ways and apply concepts and issues appropriately. They should also aim to write at least 4 sides for this response as longer responses provide more opportunities for candidates to be placed in higher levels.

This extract is taken from a response that was placed in top level 4. The response was discriminating in its exploration of language frameworks, making clear and pertinent links to concepts and issues that underpin spoken language acquisition.

2 Analyse the children's spoken language and the ways in which they interact with each other.

You should refer to the following language frameworks and levels as appropriate:

- phonology
- morphology
- lexis
- syntax
- discourse.

(30)

Isia is at the stage in her development where she can form the inflection <ing> standardly in order to show present continuous aspect e.g. <going>, <popping> and <filling>. This is evidence for the cognitive theory as Isia now has the mental capacity and capability necessary to form these inflections. However, she ~~hasn't~~ hasn't fully developed into the post-telegraphic stage as she isn't able to form her <ed> inflections to show past tense standardly, yet. For example, <thitted>, <gived> and <gived> shows over-generalisation as she is ~~hasn't~~ adding <ed> to irregular verbs in an

attempt to make them show the past tense when these verbs would change completely, like <hit> and <gave>. This is therefore evidence of virtuous errors where children apply the same rule to ~~irregular~~ irregular verbs but they actually become non-standard. This supports the nativist approach as it says that children have an understanding of the deep structure of language. However, this refutes the belief of behaviourism as Lisa Well have never witnessed her caregivers say either of their non-standard verb forms.



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Examiner Comments

This particular extract illustrates how a candidate may approach the presence of inflections. The candidate identifies an aspect of Isla's language that is standard using accurate examples from the data. This is clearly linked to the cognitive theory, which is briefly defined. The candidate compares this to an aspect of the child's language that is non standard to draw distinctions between the acquisition of inflections. An explanation of why the examples 'hitted' and 'gived' is provided which demonstrates the candidate's syntactic knowledge. Linking this to virtuous errors is accurate and appropriate, which enables the candidate to then challenge the behaviourist approach with discussion of the nativism.



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Examiner Tip

Candidates are encouraged to challenge theories with accurate exemplification from the data. They should explain why the examples are non-standard and how the children have arrived at the identified structure. Theories should be briefly defined to reflect their knowledge. This will make their responses more discriminating.

Paper Summary

Based on their performance in this paper, candidates are offered the following advice:

- Understand the importance of covering language frameworks in Q1 (as well as Q2) to support and underpin their application of issues and concept relevant to language use.
- Make use of the English phonemic reference sheet provided in the source booklet to show discriminating knowledge and understanding of phonological variation to achieve higher levels in the mark scheme.
- It is often relevant for candidates to comment on what a child can do successfully as well as the areas the child finds difficult. In doing so, candidates should explain what the child does when faced with such areas of difficulty.
- Candidates are encouraged to explore theorists other than Kroll and Barclay when analysing written language development and avoid a deficit application.
- Explore context to explain why the child may be using specific language features.
- Avoid 'feature spotting' by always relating language features to context and an issue or concept.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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