

Examiners' Report
June 2013

GCE English Language
6EN03 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2013

Publications Code UA035874

All the material in this publication is copyright
© Pearson Education Ltd 2013

Introduction

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

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

In question 1(a) most candidates showed some awareness of language change issues and demonstrated that centres had given this topic due consideration in their delivery of the specification. Candidates achieving the lower mark bands tended merely to identify features with little or no attempt to describe and explain and/or they showed insecurity with the key constituents. At this level there was also a tendency for candidates to select features that did not allow them to display their linguistic knowledge. In some instances, candidates selected features that did not show a difference from Standard English and so struggled to gain significant marks. Higher band answers were careful to explain 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 question 1(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 newspaper reports.

In question 2(a) candidates had to demonstrate their knowledge of theories associated with child literacy by exploring a spoken interaction concerned with a reading activity, 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, or miss the point of the question, and write about Courtney's spoken language development only.

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

Question 1 (a)

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

There was still a minority of candidates who did not respond as required to the question. A number covered more than the expected two features or selected features that are still used in Standard English today. A very small number wrote context-based responses (discussing field, tenor, function and mode). Typically, such responses did not score well.

Lower band responses tended to be characterised by merely noting the differences between an example from the data and Standard English with little attempt to describe or explain. Candidates often identified issues like the interchangeable letters (<u> and <v> being the most popular) but did little more than link this to Caxton and implied he was the sole driver of standardisation. Other common errors which had varying effects on the quality of a candidate's response were: showing insecurity in the labelling of key constituents, mislabelling the time period from which the data came (as in previous series, Old English was a popular choice amongst such candidates), mis-labelling word class, and misunderstanding the use of verb inflections (a number were uncertain as to the function of the <eth> inflection). Discussing issues such as Latin loanwords (as opposed to archaisms) was not strictly relevant as Latin loanwords are used today so they could not be classed as a difference.

Candidates who achieved the 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 <i> and <y> such candidates discussed handwritten texts from the Middle English period and how the use of these letters evolved after the publication of this data. Another popular choice was the final <e> and many responses covered a range of reasons for this this feature, signalling that it had been well covered at a number of centres. Coverage of the verb inflections allowed candidates to discuss person/tense before commenting on how/why they had dropped from use.

This script scored in band 2 for both AOs and is typical of this level.

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 the English of Text 1 and current Standard English.

(AO2 = 5, AO3 = 5)

The extract was published in 1585, therefore late modern English and pre-1755, meaning that the English language had not yet been fully standardized. The first notable difference is in relation to (a). It seems that the grapheme 'u' is interchangeable with the grapheme 'v'. A 'v' is ^{interchangeable} used in the word-initial position where the 'u' grapheme would be used in standard English, for example in the lexemes "uncertain" (line 3) and "unto", but is used correctly in the word "very" (line 10). It also appears to be interchangeable in the word-medial position, for example in the lexeme "deceived" (line 11) the 'u' grapheme has been used where a 'v' would appear in standard English. However, the 'u' grapheme has been used similarly to the standard English orthography in the words "creature"

(line 14) and "continually" (line 6). This suggests that the two graphemes are interchangeable in the word-initial and word-medial positions compared to standard English.

The second notable difference to standard English is in relation to grammar, and is the way that the inflection "eth" has been used in the text. It seems that the "-eth" suffix has been used on verbs which in standard English would use the "s" grapheme. Examples of this are "beareth" (line 6), "seemeth" (line 12) and "thinketh" (line 5), which in standard English would read "bears", "seems" and "thinks" in standard English. This is done because the text was published prior to standardisation in 1755, and the English language was highly inflected.



ResultsPlus Examiner Comments

The candidate's first example is the interchangeable letters <u> and <v>. The candidate is careful to note the pattern of use in the data and uses some straightforward but useful terminology (grapheme/word medial/initial) to describe this variation. The candidate is also careful to note exceptions to the general pattern that they have described. However, the candidate could have improved the response by noting that pronunciation had not been affected by this change and could have offered some information or speculation on the origin of this feature.

The second example concerns the inflection 'eth'. Again, some straightforward terminology such as 'inflection' and 'suffix' contributes to AO3 as it shows knowledge of the key constituents. The candidate clearly understands what would replace this in modern English but there is a missed opportunity to use the term '3rd person' here. Unfortunately, the response becomes a little vague towards the end. It would have been beneficial to give over a few lines to explaining how inflected English was in the past and to put the feature in the context of changing (and reducing) verb inflections.



ResultsPlus Examiner Tip

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

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.

This response also scored band 2 for both AOs and has been included because the candidate discusses different features from the example above.

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 the English of Text 1 and current Standard English.

(AO2 = 5, AO3 = 5)

final <e> is present in this text as demonstrated by the ~~abstract~~ concrete noun <wumbe> and verb <keepe>. Final <e> is a remnant of an old English inflection and was used for decoration as well as prestige. It was also common to find final <e> placed on the end of lines as people scribes were paid by line. Upon standardisation of spelling, final <e> fell out of use but was kept in a diacritic function to indicate preceding vowel sounds. It also fell out of use due to the invasion of Germanic tribes, which spoke old Norse, ~~and~~ due to their different grammatical endings to English speakers, when they communicated the final <e> was often omitted. Final <e> is also found in present day English holding a diacritic function to represent

preceding vowel sounds e.g. <~~me~~ mme>. <i> and <y> have been used interchangeably in this text as demonstrated by ~~the~~ verb <guyde> and concrete noun <bodie>.

~~The~~ the *t*ur were originally used interchangeably to avoid confusion in the mode of writing when using the long stroke letters called minims. Due to their close long nature of all lexemes written in minims readers were often confused, so due to the phonetical similarities of <i> and <y> they were used interchangeably to avoid confusion. It was also common to find <i> and <y> in the same lexeme whereby <y> was used in medial position and <i> elsewhere e.g. <phylippa> during standardisation this rule slowly fell out of habit and <i> and <y> had their own distinct values whereby <i> is a vowel and <y> a consonant. This is also the rule followed in present day English.



ResultsPlus Examiner Comments

The candidate begins with final <e>. Although the comments about 'decoration' and 'prestige' are not particularly useful, the candidate does show understanding by stating that it could be a remnant from early forms of English (but it is a shame that they didn't offer one or two sentences to explain the highly inflected nature of Old English and the loss of many of these inflections over time). A second plausible reason for its use is offered (scribes being paid by the line) but not explained. Although the final point in this section is a little confused, there is some understanding that social, cultural and political change can have an effect on language.

The candidate's discussion of the <i> and <y> shows some good understanding and the candidate avoids merely noting that they aren't used as standard and attempts to explain their interchangeable nature by using knowledge of earlier forms of English. Perhaps it would have been useful to note that pronunciation was not affected, and to offer a little more detail on whether the pattern in the given data reflects that found prior to this text where <y> would replace <i> near stroke letters.



ResultsPlus Examiner Tip

You need knowledge of earlier forms of English in order to explain features that occur in Early Modern English

Question 1 (b)

This question was concerned with change over time and diversity and presented candidates with two American newspaper reports concerning the deaths of American presidents. Candidates were expected to use the data to discuss how the language has changed over time and how the language used reflected contextual factors such as function, tenor, field and mode. Additionally, the data gave some limited scope to discuss aspects of American English. Most candidates took the approach of analysing each text in turn and used the marks available to judge a suitable length for their response. However, candidates need to be aware that both texts should be given equal coverage. As in previous years, some candidates in lower mark bands often wrote significantly less on Text 3.

Despite the sombre nature of this material, most candidates engaged with it successfully and many made some informed comments about the changing nature of newspaper reporting. The majority of candidates were able to recognise the more emotional tone of Text 2 and the more removed approach of Text 3. Better responses justified these observations through a rigorous discussion of sentence types and functions, syntactic variation, modification of noun phrases and pronoun choices, as well as metaphorical language and phonological patterns in Text 2 and the predominance of proper nouns in Text 3.

Weaker responses, as well as focussing too much on graphology, tended to have more generic comments. There were several references made to Webster's dictionary as a way of commenting on orthographical and semantic change but there were a number of candidates who wrote at some length about Johnson's dictionary and some, usually very low band answers, discussed Caxton at length. Where comments on American standardisation were integrated, they were more successful.

Some of the stronger responses also commented effectively on cultural change, such as the status of women, by linking their views to specific linguistic features. Answers were often clearly structured and often separated into key constituent paragraphs.

This response was awarded band 3 for AO1 and just into band 5 for AO2 and AO3. An extract only is included below.

When analysing the orthography there was evidence of old English runic symbols in text 2 such as 's' which occurs throughout the text and may be due to immigration from England to America, particularly in 1620 when the Mayflower set sail. This led to an English influence in the spelling of many words, also influences from other languages came from across the world. An example of this feature is 'inst' / person / august' which may be ~~present~~ ~~was~~ ~~be~~ ~~present~~ ~~because~~ of reflect a state of flux in spelling during this time as this feature is inconsistent. For example, 'groves' / miles / ~~boons~~ ^{greatness} where the standard ~~USA~~ American English 's' grapheme has also been used. This could reflect the changes occurring to the orthography of American English, possibly due to standardisation where norms in spelling were being applied and older spellings were beginning to be dropped.

A major influence to American orthography was Noah Webster's American dictionary (1828) which can apply to text 3 as Webster adapted the irregular spellings of the English language, also suggesting a separate unique identity for America. An example of this would be the spelling of 'music' where ⁱⁿ Webster's first dictionary he dropped the standard English use of ~~the~~ 'ck' in words such as music.

The orthography of text 3 is similar to current English as there are little differences in my area between the two variants. So, text 2

and 3 differ in terms of orthography as text 2 reflects less standardisation and more inaccuracies where as ⁱⁿ text 3, the language has reached an agreed spelling system.

An interesting grammatical feature present in both texts is the use of complex sentences, for example, in text 2, there is a sub-ordinate clause 'where the family vault is placed' with use of the sub-ordinating conjunction 'where'. This ~~words~~ reflects the need to include more information without using multiple 'and' conjunctions which can become repetitive. This is a common feature of newspaper reports where complex sentences help to include the necessary facts. An example from text 3 is the use of adverbials to include more information, for example, 'shortly after the burial', this adverbial 'shortly' provides information about how long after the burial 'it' was announced. Another ~~particularly interesting grammatical feature evident in text 3 is the use of~~ - there is also evidence of adverbials in text 2, including time, for example, 'on wednesday last' this gives the audience accurate information about the field of the text.

Another particularly interesting grammatical feature is the use of passive voice in text 3, for example, 'the mats were celebrated by' 'the state department was flooded' which shifts focus from the subject onto the object. The significance of this feature is that certain information is provided but is given less emphasis by changing the subject (news/object) order to create the passive voice.

This feature is also shown in text 2 for example, 'funeral service of the church was performed' / 'the firing was repeated' which again shift focus from the subject of the sentence. This reflects how there have been changes to the nature of newspaper reporting but that due to their past mode of being newspaper articles there are also many similarities.



ResultsPlus

Examiner Comments

Although the discussion is valid, the candidate probably spends rather too long discussing the long s, but makes an interesting and plausible point at the start with regards to why this feature is in an American text, which makes the section easy to award under AO2 and 3.

The comment which follows on Noah Webster is slightly more problematic. Certainly the candidate understands a core issue of American language differences (that many stem from a quest for a separate identity) but it is not specifically focussed on the data. Candidates should always keep their core focus on the data and use it for exemplification.

The section on grammar is assured and confident. The candidate makes some accurate and knowledgeable comments on the use of complex sentences in newspapers before focussing on the use of adverbials. The examples are accurate but the candidate could have been slightly more explicit about why these are necessary in newspaper reports (beyond the stated function of 'necessary facts') and the fact that both papers use them.

The candidate then moves on to discuss passive sentences, gives two accurate examples, and correctly describes the change of focus these bring. The candidate finishes by pointing out that this is a feature that has not changed. By discussing these areas, the candidate is able to score across all AOs.



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.

The following extract is from a script that scored high band 3 in AO1 and high band 5 in AO2 and AO3, and shows how grammatical knowledge can be integrated into a response.

There are many influential grammatical features to this text. Adverbials of both place and time e.g. <banks of the Potomac> and <On Wednesday last> support the function of the text which is to inform the absent reader of the events of the day. This may help the reader visualize the account for themselves. Adverbials of time are specifically important as they allow the reader of the article to follow the narrative in chronological order. This feature is still present in modern day newspaper reports as can be evidenced by <tomorrow> in text 3. Relative clauses also are present e.g. <which lately dwelt in that lifeless form> as it is adding extra information to the noun <spirit>. Such a

grammatical device is present here as the again the function is to inform, and describe the unfolded events. The noun <spirit> is also from the semantic field of death, and keeps the focus on Washington as we can assume this to be Washington's 'Spirit'. Another example of a relative clause would be shown through the example <who paid the last sad honours...> supporting that this feature, although produced in the EME period, is a common convention within the newspaper report genre. This leads me to believe there are a variety of complex sentences in the data, e.g. <three general discharges by the infantry - the cavalry and 11 pieces of artillery, which lined

the banks of the Potomac bank ... > . More than one verb phrase is to be expected from the sentences within the report as it is recalling precise actions from the members within the funeral procession.



ResultsPlus

Examiner Comments

The candidate begins by discussing adverbials and identifies two functions they are interested in – place and time. Many candidates, even if they discuss such features, do not always remember that the function of the adverbial (time, place manner, reason etc.) can add valuable information to a contextual analysis. The candidate offers some valid examples from Text 2 and explains why they believe they are important ('chronological order') before making comparison with Text 3.

Relative clauses, which form the next part of the candidate's response, are another feature of grammar and again the candidate exemplifies and explains, using fluent written expression and appropriate linguistic terminology (thus meeting all AOs).

This extract is the first part of a low/ mid band 4 response. Although the quality of the analysis is relatively high, the original script did not have the range of features required to achieve high band 4. It is still an appropriate example of how a candidate can cover a range of features with some efficiency.

(b) Texts 2 and 3 are examples of newspaper reports on the deaths of American presidents.

Analyse and comment on what these texts show about the changing nature of newspaper reporting, using your knowledge about the ways in which language and meaning is influenced by society, culture and other contextual factors.

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

The main sentence mood of Text 2 is Declarative which is used to aid the function to inform. However there are several exclamations such as <but alas!> and <fallen!> this is used as a dramatic technique following the function to persuade and is used to personify the text and gain the readers attention and therefore aids the tenor of the text. This shows the changing nature of newspaper articles as exclamations are now rarely used.

The use of modified noun phrases in Text 2 is large an example of this would be "beautiful and sublime scenes" here the subjective ^{adjective} "sublime" and the abstract noun "beautiful" used here as an adjective are used to modify the ~~na~~ collective noun <scenes> the use of more than one modifier serves the purpose to inform whilst helping to create an accurate image in the readers mind. This is important as many people would

not have been able to make it to George Washington's funeral however this creates imagery which compensates for this.

The use of the long *s* in ~~ca~~ <corpse> and <procession> shows language change over time, as this was used only for internal letters and never as a capital or final grapheme. This held no phonological change and <Set> would still be spoken /set/.



ResultsPlus

Examiner Comments

The writer begins by examining the sentence mood and makes some clear links between the function of the sentences and context. They note a change (the use of exclamations in Text 2) but unfortunately do not back this up with reference to Text 3.

The candidate then moves on to a productive discussion about noun phrases. In this section, the candidate shows understanding of terminology and the analysis is quite detailed as the the function and effect of the modifying adjectives are considered. It could be argued that one or two more examples would have allowed the candidate to expand the discussion but nevertheless, knowledge is clearly displayed.

The final section in this extract is concerned with long <*s*>. Most candidates commented on this at some point in their work but many, especially in the lower bands, wrote far too much (sometimes nearly a side) on this relatively minor feature.

It is worth noting that the mark scheme awards 'range' and this means candidates have to be efficient in their analysis. In only 6 lines this candidate notes the features present, and accurately describes the pattern of use and the fact that it didn't represent a sound change. However, it might have been useful to speculate on how this feature entered American English and when it was lost.

Question 2 (a)

Like question 1(a), this is a short response worth 10 marks. In this case, the candidates were asked to display their knowledge of linguistic theories relating to the development of literacy. The question was quite open ended and allowed candidates to discuss any aspects that they thought relevant.

Stronger responses selected successfully and commented on two different aspects of the data, relating them precisely to the acquisition of key constituents and relevant theories. Many candidates commented on the role of the MKO and the child's approach to grapheme/phoneme correspondence. Candidates in the higher bands identified aspects of behaviourism and social interactionism (including appropriate discussions of caretaker speech). Weaker responses lacked precision in terms of labelling significant features (although the phonetic script in the text was often regurgitated) and the candidates' inclusion of theories tended to be generic, sometimes bearing little relation to what was actually occurring in the text. In a few cases it was clear that the candidates had not read the question carefully, so their responses became little more than a critique of Courtney's current linguistic skills and her ability to participate in a conversation, which limited the awarding of marks.

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 describe **two** aspects of the data that illustrate how children develop literacy.

(AO2 = 4, AO3 = 6)

Children develop literacy by reaching the understanding that ~~phone~~ phonemes can be represented by graphemes. Courtney is cognitively ~~s~~ ready to begin reading, as shown by her realisation that the ^{phoneme} ~~grapheme~~ 'k' is represented ^{obvious} on a page as the ~~phoneme~~ ^{grapheme} 'c'. Courtney sounds out the entire word 'come', as she has probably been taught in school, but is not cognitively ready to string the sounds together on her own, 'kə/ to/ h/ k/ - what spell?' Nevertheless the relation concept of phonemes being related in text by graphemes is understood, and this helps children to acquire literacy. The idea of 'phonics' being taught in school is obviously a contributing factor in Courtney's attempt to read a book, and clearly works, as she manages, with ~~the~~ sounding out each letter, to spell the word 'digger'. She knows (perhaps from school) that a double grapheme makes the same sound - she doesn't say ~~di/ ki/ ge/ ge/ digaga/~~ but rather /digae/.

Another aspect of learning to read is, as theorist Peccei says, explicit instruction. Courtney has clearly benefited from instruction at school, and, with her mother acting as an MKO (more knowledgeable other) she manages to read the word 'come'. Courtney's mother uses questioning and repetition to aid her daughter in her reading, 'can you work it out?' (line 2) and 'the mark that goes with questions... a question mark' (line 25 and 27). This careful questioning and encouragement, 'can you remember?' (line 12) and 'yes it is' (line 18) helps Courtney understand letters and aids her reading, for instance when Courtney's mother explains what the grapheme 'r' looks like.



ResultsPlus Examiner Comments

The candidate makes reference to a wide range of theories and issues to support the discussion such as cognitive, phonics based teaching, the MKO and some implied links to social interaction at the end. A knowledge of the key constituents is clearly demonstrated through terminology such as grapheme and phoneme, but the candidate could have been more explicit in describing the type of language structure used by the mother instead of the somewhat generic term 'question'.



ResultsPlus Examiner Tip

For the short response questions it is essential that you select the most productive features. Some brief planning may help you to decide which features best allow you to demonstrate your linguistic knowledge. If you are going to reference a theory, you should explain it (to demonstrate your understanding) and its relevance to the data.

Question 2 (b)

Some candidates struggled with the amount and range of data for this question, perhaps not sure how to structure and balance their response across four texts from two different modes. There was also some confusion over the age of the child, with quite a number of candidates thinking that the girl was the same age in all texts and focused relentlessly on trying to place Natasha at a specific stage of acquisition, rather than focusing on the remit of the question.

The problem of candidates producing an A-Z of language development has occurred before and candidates are advised to read the question carefully and tailor their responses to the specific demands of the question or the marks available to them may be limited. Weaker responses tended to be characterised by a narrow range of observations rather than by a lack of knowledge.

Better responses recognised specific narrative techniques, then commented on how the acquisition of key constituents could be seen operating within these early story attempts and made effective links to contextual factors that may have influenced Natasha's spoken and/or written language. Once again this year, there were some very impressive discussions of phonological development and some specific labelling of phonemes, in terms of place and manner of articulation, which were then linked to ease of production. Fewer non-standard features were labelled as 'mistakes', with 'virtuous errors' being a preferred term, and there were often relevant mentions of CLA theories.

Many candidates were able to make informed comments about patterns, such as regularisation, and track them across both the written and spoken texts, demonstrating their knowledge of language development.

This wide ranging and fluent response received the top band for all AOs.

(b) Read texts 5–8 in the Source Booklet.

Analyse and discuss the similarities and differences between the written and spoken stories produced by Natasha. In your answer you should consider how her language development and other contextual factors affect her ability to communicate a story.

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

Natasha understands the conventions of storytelling, and in her written and oral narratives follows the formula of starting with an adverbial in the past tense, 'it was a happy day', (text 5) 'One time there was' (text 7) and 'One morning', (text 8) Her written texts are shorter than her narratives, as understandably, she probably got bored of writing as it takes longer than speaking.

It is not mentioned whether Natasha has ever attended school, but presumably she has learnt her alphabet from school. However the written narratives were written at home, without the help of any MCO. ~~This explains~~ Natasha inverts some letters for instance the grapheme 'g' in the word 'magic' (text 5) and the 'd' in Disneyland (text 6.) This is what child language acquisition theorist Gunther Kress explains as being experimental, and as Ferreira and Teberosky claim, being in a school environment can tend to restrain children's imagination, whereas in a relaxed environment they are free to be creative.

Natasha is being creative, and draws on her ~~knowledge~~ exposure to other things for ideas, like 'magic fairies' and 'princesses'. Vygotsky's theory that exposure to the environment has an effect on children's language development is proven here as Natasha in both her written and spoken narratives brings in ideas from other books or films like 'Kopy and Tim' (text 8) and presumably 'Sleeping Beauty' was the inspiration for text 7.

There is linearity and directionality in both written texts, along with a mixture of capitals and lower case letters. Natasha consistently confuses the two graphemes 'c' and 'k' as they can phonetically sound the same, like in 'came', which she spells 'keme'. In text 6 Natasha was clearly torn between the two letters, and thus settles for both in the verb to like, 'I likee'.

There is complexity in Natasha's narratives; she uses a clause of reason; 'I like Disneyland because it was fun' and a relative clause in text 8, 'when it got home...'. This shows Natasha's ability to vary her stories and their structure. Natasha is also aware of the superlative (in text 6) where

flying carpets

she writes that she liked the ~~whole show~~ 'the best':

Natasha's spoken narratives are more detailed than her written ones, and unlike the written texts they include a range of tenses. Natasha uses the simple past, the past continuous, 'she was hoping' and the historic present, 'knock at the door.' It is obviously easier to express tense change in speech than it is in writing. Another difference in her written and spoken work is that her oral stories include dialogue, 'is that rabbit still here?' (text 8) & a common feature of story telling that Natasha has understood. Presumably she has not learnt about speech marks and yet as her written narratives omit any punctuation at all.

A similarity between the written and spoken is the reflection of accent. In text 6 Natasha omits the last grapheme of the word 'flying' - 'flyn' & either because she ~~is~~ uses the reduced consonant cluster in speech or perhaps she has put the 'g' before the grapheme 'n' by mistake. She clearly pronounces the digraph 'et' as /ɪt/ as she consistently spells words like 'planet' and 'carpet' accordingly. This is what Chomsky would term as a virtuous error

as it is phonetically correct. Natasha's accent is apparent in her oral stories as she says /kæstəl/, for castle, /wɒn/ and /tɔ:əl/ indicating she's from somewhere North^{of England} like many young

children she is unable to pronounce the letter 'r' and settles for 'w' instead, in 'prices' and 'rabbit'. She seems capable of pronouncing the phoneme /ð/ in 'that' and 'this', even though this is supposed to be one of the most difficult of sounds to master.

Unlike the written texts, where Natasha conjugates the past tense ~~st~~ in a standard way, 'destroyed', in her oral narratives she ~~many~~ makes a few virtuous errors, like using the common 'ed' inflection on the irregular verb to sleep, creating the word 'sleped' as opposed to the more standard 'slept'. She repeats this for the verb to build, 'builded'. This shows Natasha is experimental and creative with her language, possibly like Keesa's status because of environmental influence, or perhaps ~~from the~~ from a MKO, or maybe, as Chowky believes, she has an innate ability for language acquisition. Natasha's narratives disprove the theorist Feccei's

idea, because Natasha at 5 presumably has had no official schooling, and creates her stories at home with 'explicit instruction' that Feccei believes is necessary for a child's development.

Natasha's knowledge of adverbials and connectives 'then' and 'and' along with her wide vocabulary 'Disney land', 'fairies', 'castles' and 'neighbours'

in addition to her understanding of the conventions of narratives all enable her to communicate stories. She is more fluent in speech than writing as she is young and is not yet capable of writing an entire story.



ResultsPlus

Examiner Comments

The candidate in this example starts with a grammatical comment that shows focus on the specific demands of the question and so is already making some headway with all three AOs (although the example from Text 5 is not accurate).

Having already mentioned one aspect of grammar, the candidate moves on to aspects of graphology. The candidate backs up their assertion with reference to two theorists linked to the development of written language, whilst considering the environment the child is in when producing the language. This attention to aspects of context, discussion of key constituents, and clear links to theories and issues is a productive one and ensures the candidate scores across all AOs.

This approach continues into the next paragraph where the candidate offers some brief comments on semantic field (keeping the focus on the demands of the question) and, although the subsequent paragraph on directionality and the graphemes <c> and <k> does lack some development, it does demonstrate that this candidate has a good level of knowledge of relevant key constituents and important aspects of early language development.

The candidate then returns to grammar but does make a few minor errors with identification of a relative clause. It is worth noting that this slight breakdown in organisation (grammar to graphology to lexis and back to aspects of grammar) does not significantly affect the AO1 mark as the candidate's written expression is clear and fluent and slight organisational issues are to be expected in exam. conditions.

This candidate's focus on the demands of the question continues into the next section. Tense is discussed using a range of accurate terminology and the candidate considers why Natasha may be showing differences between the spoken and written mode - and again can be awarded under AO2 and 3 for these comments.

Further clear evidence of this candidate's knowledge of the key constituents, the ability to use appropriate terminology (although there is another minor error), and ability to show understanding of the theories associated with child language development are evidenced in the next few sections. This section on phonology and spelling could have been improved if the candidate had linked the comments more specifically to the question (perhaps by considering if such features may prevent her audience from understanding the narratives) but the section on Natasha's morphology is very effective. The candidate uses the appropriate term 'virtuous error' to avoid a deficit approach (as did the majority of candidates) and confidently describes the process that Natasha has gone through in producing this form, while showing clear knowledge of a range of theories.

The final comments are somewhat rushed and may indicate a candidate who was running out of time.

Paper Summary

Once again, it was clear that centres had worked hard in preparing their candidates for Unit 3 and that the candidates were eager to display their knowledge. Most demonstrated that they had acquired some knowledge of the key topics covered by the specification and there were very few 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:

- Candidates need to understand the importance of careful reading of the questions in Section B to ensure that the focus of their response is appropriate
- Candidates need to keep their focus on the data presented for analysis, especially in question 1(b)
- If candidates wish to achieve the top bands, they must cover a range of features, including grammar.

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>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE