

English
Language
Exemplar
Responses
Unit 3 –
6EN03
June 2014

Question 1 a

Script	AO2	AO3
A	2/5	2/5
B	3	4
C	3	3
D	3	4

Candidate A

(AO2 = 5, AO3 = 5)

A first way in which the language used in text 1 differs from Modern Standard English, is with regards to the key constituent of graphology. ~~In~~ In the lexemes "vpast" and "observe" the graphemes ~~differs~~ "v" and "u" differ in their use from standard English, despite the phonic sound they represent likely being the same. There appears to have been a change over time between the use of the two ~~graphemes~~ graphemes with their appearance remaining the same following William Caxton's introduction of the printing press in 1476, however their role within ~~the~~ the English language has changed.

Another example where the language differs from current standard English is with regards to the key constituent of text and specifically the orthographical differences in the lexemes featured. Obvious differences can be seen in the spelling of ^{lexemes} ~~words~~ such as "haire" and "smoore" with a silent "e".

~~Orthographic variations in lexis such as this can be attributed~~ The addition of silent "e" on lexemes such as this can be attributed to the ~~French~~ French influence on the language, ~~seen~~ following the battle of Hastings, which is typical of Middle English which the text is representative of. Up until the development of early Modern English in the 18th century, orthographical variations in lexis such as this example, would have been common within use of the English language.

Candidate B

One example of the differences between the text and current standard English can be found in the orthography of the piece in which the graphemes 'u' and the grapheme 'v' are used interchangeably, as seen in the words 'hauē' ('have') and 'vpcost' ('upcost'). The reason for these differences may be due to the date the text was published, 1612, being a time in which the English language has still ~~not~~ undergone the process of standardisation, with Caxton creating his printing press only 43 years previously meaning that the language still hadn't had enough time to standardise as standardisation was a gradual process.

Another example showcasing the differences between the ~~text~~ ^{text and} ~~the text~~ ^{the} under standard English can be found in the Grammar of the text; the second person pronouns 'thee', 'thine', and 'thou' are still in use, as seen in the sentence 'as niere as thou mayst'. These pronouns were originally used to denote that the person being spoken to was of a lower or equal ~~status~~ ^{standing} to the speaker, though gradually fell out of use as the forms denoting a higher status, 'ye' and 'you', were used more commonly in conversation, and thus come to mean both of the particular meanings. However, this change hadn't occurred at the time the text was written, and thus the text still contains the original forms of address. They likely fell out of use due to the lower status holders gradually getting richer and becoming educated as time went on.

Candidate C

In terms of orthography, the graphemes <u> and <v> appear interchangeable throughout the text. It appears that <v> is used in the initial positions with <u> being used in the medial and terminal. Despite the different graphemes being used it is likely that pronunciation of words such as 'upcast' and 'provided' would have been recognisable in current Standard English. Perhaps these graphemes being used is an early attempt at standardisation because it is done consistently throughout. The text is from a published book so it is likely that the author wanted his writing to reflect standard English at the time, despite being over 100 years before the era of prescriptivism.

With regard to grammar, the pronoun usage highlights text as being different to current Standard English. In current SE, the second person ~~singular~~ plural subject pronoun ~~was~~

'you' would be used when addressing an audience in a book, however, the text uses the word 'they' or 'thou'. This would have been used widely around the 16th and 17th Centuries, and is shown in the works of Shakespeare who regularly used these forms of the pronouns. However, the use of 'his' - the third person singular object pronoun that is still used in current SE shows perhaps the beginning of a change to the pronouns used today.

Candidate D

This text was published in 1619, a period in which ~~the~~ Middle English was becoming gradually standardised to Early Modern English. There are therefore some interesting differences between this and current Standard English.

Notable orthographical differences include the prevailing "e" grapheme at the ends of ~~or~~ lexemes such as "haire", "scholar" and "goe". In current Standard English none of the given lexemes have the "e" grapheme, though some silent examples do remain, often to stress a ~~single~~ mid-positioned vowel (as in "gare") or sometimes entirely ~~to~~ non-consequentially (as in "have"). However, it is likely that the "e" in the text was not silent; Middle English was heavily influenced by the old French language, and rooted in Anglo-Saxon before that, both of which are likely to pronounce every syllable in a lexeme. After all, the earliest ~~the~~ written languages and alphabets were phonetic. "Haire" may well have been pronounced with an /ə/ at the end, not dissimilar to the ^{modern} German "Haar" - Anglo-Saxon was, as English is, a Germanic language.

Another orthographical difference is the seemingly interchangeable use of the "u" and "v" graphemes, not found in current Standard English. In "vpcast", "v" functions as a vowel, but in "~~po~~ virtue" as a consonant. Similarly, "i" forms part of a vowel in "thou" and "virtue" but a consonant in "provided" and "heaven". This text was published well after Costar's 1476 introduction of the printing press, so standardisation has begun to mould the English language, but minor discrepancies and inconsistencies such as this were still in place; the major prescriptive movement of dictionaries ~~not~~ to uniform orthography is still at least a century away.

The lexicon in this text includes the pronouns "thou", "thee" and "hy" which have since become archaic. The different forms of this pronoun reflect its grammatical status; "thou" is a subject, "thee" an object, and "hy" is possessive. Current Standard English has no differentiation between second person pronouns other than an "r" affix to form a possessive ("your"). Note the inclusion of "you" toward the end of the text - this ^{second person} pronoun, the only to survive, is here used as a plural, but is now used for almost every second person form. The reason for ~~lozemes~~ becoming archaic is simply that they drop out of usage over time, whilst "you" adopted new meanings ~~to~~ and therefore was retained.

Question 1 b

Script	AO1	AO2	AO3
E	6/10	8/10	8/10
F	8	12	12
G	8	12	11
H	4	4	4

Candidate E

Text 2 is from a book called '100 things a boy can make', it was published in London in 1900's. This text is from post WWI and the way it is written reflects this. Text 3a and 3b are from the book 'The Big Book of Boy Stuff' and was published in America in 2004 which makes it very current and up to date.

Regarding discourse, the mode of all the texts are the same in that they are all extracts from books. This is also apparent for the function of the texts which is to instruct the audience which in this case ~~not~~ appears to be young boys on how to make things. The field of each text however differ slightly with text 1 giving instructions on how to help around the ~~the~~ house. For example 'A coke purifier' which helps keep horrible smells from the 'larder'. This represents the time as it is possible that fathers and husbands could have been lost to the first world war and this gives the son a chance to feel like the man of the house and help his Mother out. This contrasts with texts 3a and 3b as they give instructions for things that are going to benefit or entertain the audience in a fun and what could be perceived as immature way. The overall discourse of each ~~the~~ activity in text 2, so the 'Making Toffee Apples', 'A coke purifier' and 'An alphabet book' flow quite fluently and are easy to read.

They also finish with the outcome of what it is you will have made. An example of this is the last sentence for 'An Alphabet Book' section which is the imperative 'You will value it highly someday'. This is similar to the extracts in texts 3, in particular 3b which clearly addresses the result with a subheading of 'Result' and begins with the declarative sentence 'There will be a loud boom and the bottle will burst'. It is likely this has been done so that the audience know what to expect. The audience for all the texts is likely to be boys from the age of around 12-15 years old as it is around that age boys begin to look for ~~in~~ activities to take part in. However the tenor between the audience is different. Text 2 has the intentions of helping the boy audience to have fun but at the same time helping the boy to become a man this is why instructions for things to help 'your Mother' out are also being included. Whereas both extracts in text 3 are made for fun purely and have no real benefit apart from fulfilling entertainment value for example watching a bottle explode.

The grammar in both texts are similar as they both have the same intention to instruct the audience to do something. Therefore both texts use imperative sentences for example in text 2 'Mix the ingredients in the order given, and boil in an enamelled saucepan for twenty minutes.'. The imperative

used in text 2 are much more complex for that of text 3b for example an imperative from this text is 'Take your plastic soda bottle and some dry ice.' I feel the sentences in this text are much more short and simple to exaggerate that it is purely for fun and doesn't need to be made complicated for the young audience.

The lexis within each text help reflect that the texts are from different countries. Text 2 is written in what appears to be Standard English using phrases such as 'One such thing'. There is also the use of the very British word which is 'order'. The other feature that is in this text and would differ it from American English is the use of the noun 'mother' as Americans refer to this relative as 'Mom'. Text 3a and 3b although appearing very English have distinct features of American English (AmE) within its lexis use. This can first be seen in text 3a as they refer to the thing that is needed as a 'couch' which is the American way of saying it however in English it would be referred to as a 'sofa'. However they have not completely disregarded the word in English as the text says 'a couch or sofa' which reflects that the author is aware he may have some English readers. Another example of AmE is the use of the dollar sign when how much the author made is stated '\$1.35' and also in text 3b when it says you need a 'soda bottle' and 'Shinglet', these words are not a common feature of Standard English however are of AmE.

Another key constituent present in both texts is graphology. The visible features on the page. Both texts use titles to show what it is they will be giving instructions for. Text 3a and 3b are easier on the eye as the steps are split up into separate paragraphs and also at the top of each one is what you need, separate from the rest of the text and seen first on the page so it can be clearly understood what is needed to partake in the activity. Whereas, text 2 although having titles to distinguish what it is, is written in big chunks of writing with no clear way to identify what is needed for the activity. Due to this I think that text 3a and 3b are easier for the reader to understand especially as they are likely to be of younger ages and although may be of full reading ability, may find text 2 quite complex.

Overall I think these different texts show well how this style of writing has changed. Whilst text 2 stands for helping boys turn into young helpful adults, text 3a and 3b are used to entertain and excite the 'Boat Simpson' generation. Text 3a and 3b show how society has changed and that it is no longer that instructions always have to be on serious terms and can be quite colloquial with the outcome and result usually being fun.

Candidate F

Texts 2, 3a and 3b are written for similar purposes - to instruct boys or for to entertain themselves with everything from letter codes to controlled explosions with the actual goal being to entertain. Both texts are actual written books, despite texts 3a and 3b being written in 2004 with access to the internet, and the field of both is to do with entertainment using whatever the respective eras had to offer. One major difference between the two eras is the tone: texts 3a + 3b aim to create a personal tone with the audience whilst Text 2 is purely instructional and ^{has} an almost dictatorial tone. This is shown in Text 2 through the use of many imperative sentences (e.g. "You will value it highly" and "you will grow up to be self-reliant"), modal auxiliary verbs such as "will" (to highlight a definitive future and to assume control over an audience) and the use of "we" and "our" in comparison to "you" (e.g. "Our advice to you" and "we make ourselves") - a technique which creates a feeling of power due to the instruction coming from a 'plural' group with the pronoun "we" rather than an individual as demonstrated in Texts 3a and 3b e.g. "I just tried this". Text 2 uses these techniques to instruct and demands the obedience of the reader at the cost of a more personal tone - due to the higher adult-child respect present in the early 1900s, ~~the~~ Cubitt came from the "children should be seen and not heard" philosophy.

not heard" attitude of the Victorian Era) this absolute power and commanding tone would have been very common in those times. In comparison, Text 3 uses very American colloquialisms such as "Heck" and the use of an adverbial to begin a sentence ("Anger has pulling...") to mirror the patterns of speech and thus seem approachable to a modern reader.

Text 2 contains many features that categorise it as an early 20th Century ~~text~~ text. The lexis is more complex than would be found in a book for children in the modern day. C.e.g. "chiefly", "constraint" and "multitude" are words that ~~it~~ ~~signify~~ do not feature in 3a + 3b) and the lack of spacing mixed with the complex compound sentences and frequent relative clauses (e.g. "a quality which is highly valuable" and the ellipsis in "obtain, say, the dream, which are) free from caterpillars..." - then try to give as much information to a potential reader as possible, as there are no diagrams to refer to and the instructions must be clear) is reminiscent of the Victorian method of writing. The text is also fairly dense and sections are only distinguished by a brief sub-title in capital letters to separate the information. In comparison, Texts 3a + 3b use very few complex sentences, relying instead on compound sentences (e.g. "... a loud boom and the bottle will burst") with the few subordinate clauses beginning at the start of a sentence (e.g. "If you get impatient..."). In addition, the formatting of the page in Texts 3a + 3b is easier to digest:

a "You need" list clearly outlines to a younger audience what they need and states paragraphs are used for each instruction. Bold text and large fonts (e.g. "Result") are used to draw attention to and outline different sections, along with capital letters only being used to highlight "ADULT SUPERVISION" and italics being used for emphasis for words like "solid" and "gas". In comparison to this easier layout, Text 2 bunches the materials needed and the instructions together which can be confusing for a modern reader but is very of its-time.

Both ~~Text~~ Text 2 and Text 3a + 3b contain lexis which root their squarely in their respective time periods. The return in Text 2 to a ~~like~~ the size of a "farthing" would have been common knowledge to a contemporary reader but may be confusing to a modern reader ~~due~~ to changes in currency. Mother is called "mother" as a Victorian boy would have said, whereas a modern reader may have used 'mum' or 'mom' as in the modern day 'mother' seems overly formal. The return to a "ladder" and a "purifier" may seem odd to a modern reader as the fridge's invention since then means that the story of "man (and) uncooked vegetables" ~~as~~ does not take place in the ladder and the invention of the computer means that an "alphabet book" in the context of "printing" is also a rarity due to the influx of technology in recent years. The proper nouns of "Sharp's Super Cream Toffee" suggests a bit of

early product placement: it is out of place amongst the wholesome "butter" and "condensed milk" and seems to be described by the author as "very nice" and seems to be advertising a particular brand of tetter. In texts 3a + 3b, words such as "cavendish", "filthy varmint" and "cracker crumbs" are definitely Americanism, and the word "garbage" is particular has its roots in Old and Middle English and was brought over by the settlers - the word died out in Britain but stayed in America to this day. The currency, too, is different: "riches, dimes, quarters, major even dollars" are alien to a British audience, and the reference to a "credit card" shows the modernity of the text, along with "soda" and "plastic", all of which are inventions post-1900. Text 3b also utilizes an modal auxiliary verb in a different way to Text 2 - "it SHOULD be safe to approach" contrasts with the command "will" of Text 2 and provides a warning to any potential children performing the experiment. However, the commanding tone is kept here with the use of short sentences such as "Stand back" - these imperatives are clear and to the point so that a reader would notice the danger.

In conclusion, the way that instructions are conveyed to children have become more personal over the years and between countries, but they both share a purpose - to inspire young boys to have fun creatively.

Candidate G

Text 2 was published in the early 20th century when traditional European values were still in full force. Due to this, it is full of ideas about masculinity and family. Texts 3, on the other hand, were published quite recently, when ideas about boyhood were more childish and less focussed on responsibility, so the texts are more concerned with fun and play. All of the texts are written, and their function is to entertain and instruct, so they do have some similarities in grammar and text. Both are aimed at boys, which also accounts for some of their similarities.

In terms of grammar, text 2 frequently uses the second person pronouns 'you' and the possessive 'your' to directly address the reader, which makes the audience feel more involved. Due to the instructive function of the text, it is dominated by imperatives, such as 'when you have done this, procure half a pound of Demerica sugar'. The use of the second person pronoun gives these imperatives more force, as it is specifically telling the reader to do something, rather than just

anyone.

The text also uses the collective first person pronoun 'we' and 'our'. Sometimes, this appears to include the reader, but in 'our advice to you' it separates the reader from the writer(s), giving them more power. This shows that the writer has the higher tenor.

The text is quite complex for a child, as it contains many compound, complex and compound-complex sentences, which gives the text a formal feel. This may link to the tenor, as the writer is thus shown to be more intelligent and in a way qualified to instruct others. Interestingly, the text also contains a couple of minor sentences, such as 'now as for rotten apples', which does not have a subject. This may be done to create a 'fun' and informal feel, while still giving the writer the higher tenor. In fact it can even be seen as patronising to the reader.

The text also uses the third person singular pronoun 'she' to refer to the reader's mother, and uses a declarative on her part - 'she knows that...'. This gives a feeling of authority to the text, even though it is false.

Texts 3 also use the second person pronoun 'you' to directly address the reader, as in 'you need'. However, it also makes use of the first person

singular subject pronoun 'I' in 'I just did'. This makes it seem as if the writer is part of the game, creating an equal tenor between the writer and the audience.

The texts are also dominated by imperatives, as they are telling the reader how to complete these activities. However, there are also many sentences with an exclamative as well as a declarative/imperative function, e.g. 'It is REALY cold.' and 'Careful!' This makes the text more exciting, as well as increasing the force of the warning the writer is trying to impart. 'Careful!' is also a minor sentence, as it is just one word. This, and the frequent use of simple sentences such as 'This might be the simplest explosion device of all time', makes the text a lot less complex than text 2. Furthermore, the use of parentheses also makes the text simpler and breaks it up for clarity.

In terms of lexis, text 2 contains a semantic field of food, with lexemes such as 'butter', 'sugar', 'milk' and 'meat', which emphasizes the values of the 20th century, as having enough food was very important. Similarly, it contains subject-specific lexis relating to household and family matters, e.g. 'larder', 'mother' and 'clean'.

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

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

Texts 3 contain a lot less serious or formal lexis.

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

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

Overall, writing for young boys has become more informal and simple over time. This is partly due to the overall simplification of the language, and partly due to changing values, as being helpful, self-reliant and masculine is no longer the ideal for boys. Writing for children is now more light-hearted and focused on fun and play rather than responsibility.

Candidate H

All three texts are written at different times, although the function of all three is to entertain and give instructions. However as they are written at different times ~~it~~ they use different techniques. First off ~~the~~ text 2 is the oldest although still written in modern English the layout is more formal. Text 2 is English so the lexis used all fit with standard English.

Text 3a on the other hand was published in America in 2004, therefore the majority of the lexis used is ^{the same.} American English. Text 3b is ~~written~~ but ~~it sounds like~~ it ~~could be~~ English and is rather ~~new~~ ~~renewed~~ ~~than~~ text 3a

Text 2 feels long winded and there isn't a lot of breaking up of text especially where the instructions are

given. There's only ~~is~~ headings to break up text and ~~paragraphs~~ paragraphs but there is no ~~is~~ break up with the paragraphs themselves.

Compared to text 3a and b which all the information which is needed is explained in a concise manner which makes it easier to understand but also more interesting. Texts 3a and b also involve the reader more ~~is~~ they give instructions using personal pronouns in order to build a relationship with the reader. Text 2 does this slightly but not as much as the other, it only uses you and your when ~~is~~ not discussing instructions.

Spellings vary in text 2 compared to 3a ~~is~~ and b because of the American influence that 3 has. The use of garbage^{can} instead of rubbish bin in text 3a could indicate that the audience may also be ~~is~~ different, may be directed at American boys rather than English. However the impact of

Americanisms could be ~~come~~ down to the changing technology, people are using electronic software suggesting an influence of more varied speech.

The way in which ^{punctuation} ~~grammar~~ has been used also ~~varies~~ varies text 3A and b uses a lot of exclamation marks compared to text 2 showing that there is a lot more interrogatives used. Again spellings such as 'neighbor' and in text 3b 'Fahrenheit' is different than standard English.

Americanisms seem to be slipping in more and more because of influences ~~set~~ such as film and TV but also more recently games.

Text 3b seems a lot less formal than 2, however it does have elements such as a warning notice capitalisation and italics on information which needs to be taken seriously. Text 3a ~~is~~ seems more joking and messing around, it doesn't really

need instructions but it has because the function of the text is to entertain. It is clear from the content that 3a and b are for older boys rather than younger ones. The content of some language 'heck' in text 3a isn't really child friendly but also what is being asked of them 'Dry ice is frozen carbon dioxide' not ~~children~~ safe for kids to play with. Although it does say adult supervision

Text 2 sounds a lot more sophisticated the title gives the first impression, this could be down to when it was written, just before WW1, social responsibilities were different then and boys had to grow up a lot quicker than they do ~~now~~ now. The sorts of things which are talked about a 'coke purifier' for example, are then referenced alongside the boys mothers and how they would 'value' them making one. There ~~are~~ is one example of asking questions compared

to the other texts.

Overall the difference from text 2 to ~~the~~ texts 3a and b show that social changes have meant that boys are able to be more boy like and not grow up, they are able to mess on.

Another thing could be technology change, text 2 was published before computers therefore the graphology of text 3a and b had more things done to it as computers are able to do more work to layout than the printing press or typewriters.

Question 2a

Script	AO2	AO3
I	2/4	3/6
J	3	4
K	3	3

Candidate I

Text 4 was written by a young child in school which means she may have had some help from ~~an~~ a more knowledgeable other (MKO) which in this case would be her teacher. However we can still see how Annie's written language is starting to develop.

Regarding graphology it is clear to see that Annie is aware of lineation and is writing from left to write. It is also clear to see that she is aware of space bounding and that there is a different sized space between words than there is letters. This may have been acquired as a teacher ~~she~~ could have told her to do this.

When looking at orthography we can see that the key word ~~that~~ Annie has spelled correctly is 'Floppy' and she has also capitalized the 'F' this suggests that she may understand that 'Floppy' is a noun and that it is a key part to the sentence. The rest of the sentence that Annie is at about stage 6 of Barclays stages which is consonant-al letters as we can see each letter Annie has written

however are unable to see a full word. Having said that it can still be seen as her writing developing as it is clear to see a 'sct' which would appear in the word 'biscuits'. This suggests that she has some correlation and understanding of which letters go into the word.

A first feature which can be identified which demonstrates Annie's beginning to develop written language skills, is with regards to the key constituent of graphology. Annie is able to correctly form a number of graphemes, including "A", "a", "i", "u", and "s" as well as others. Also in the name "Fippy" she correctly identifies that a capital letter is required at the start of the proper noun. This demonstrates an understanding of what specific graphemes look like and how to form them, with an advanced knowledge of how to use capital letters, an advanced concept, being shown. Given the child has a teacher, this concept is likely something which she has been taught explaining her knowledge of it.

Another feature displaying her beginning to develop written language is with regards to lexis, specifically in an orthographical sense. Some ~~proper~~ spelling is correctly achieved by Annie when spelling "Fippy", which as the subject of the work, is a spelling she is likely more familiar with. While she is not so successful in spelling any other of the lexemes for her

work, it does appear that Annie does correctly identify the graphemes "s", "c" and "t" which are prominent consonants used to spell ~~the~~ biscuit. It can be said that this shows some understanding of the graphemes which are representative of phonetic sounds to spell the word biscuit. This could be seen as one of Vigotsky's virtuous errors, where some understanding and therefore development regarding a linguistic concept is shown by a child within an error made. On the whole some development of an understanding of how to spell within written language is being ~~demonstrated~~ ^{demonstrated}.

Candidate J

A first feature which can be identified which demonstrates Annie's beginning to develop written language skills, is with regards to the key constituent of graphology. Annie is able to correctly form a number of graphemes, including "h", "d", "i", "n", "u", and "s" as well as others. Also in the name "Floppy" she correctly identifies that a capital letter is required at the start of the proper noun. This demonstrates an understanding of what specific graphemes look like and how to form them, with an advanced knowledge of how to use capital letters, an advanced concept, being known. Given the child has a teacher, this concept is likely something which she has been taught explaining her knowledge of it.

Another feature, displaying her beginning to develop written language is with regards to lexis, specifically in an orthographical sense. Some ~~proper~~ spelling is correctly achieved by Annie when spelling "Floppy", which as the subject of the work, is a spelling she is likely more familiar with. While she is not so successful in spelling any other of the lexemes for her

works, it does appear that Annie does correctly identify the graphemes "s", "c" and "t" which are prominent consonants used to spell ~~the~~ biscuit. It can be said that this shows some understanding of the graphemes which are representative of phonic sounds to spell the word biscuit. This could be seen as one of Vygotsky's virtuous errors, where some understanding and therefore development regarding a linguistic concept is shown by a child within an error made. On the whole some development of an understanding of how to spell within written language is being ~~demonstrated~~ ^{demonstrated}.

Candidate K

In terms of graphology, Annie seems to have grasped the idea of separate graphemes. The graphemes 'p', 'i', 'k', 'l', 'd', and others, are clearly visible. This shows ~~she~~ Annie has complete control of her motor skills and understands directionality, writing from left to right and from top to bottom. Her graphemes ^{are} written neatly and she understands spacing, as all the graphemes are evenly spaced. The picture above also shows that she understands the concept of ~~the~~ annotated illustrations. This links to Piaget's Cognitive Theory - Annie is able to produce such writing because she has grasped the concept of picture books.

In terms of orthography, Annie seems to be in the semi-phonetic stage. She spells 'Floppy' in a standard way, and even shows understanding of double consonants. There is evidence of Annie trying to spell 'biscuits', as some of the final consonants of the word ('ct') are present. This suggests Annie's spelling still concentrates on the salient sounds. ~~the~~ Annie's phonology and accent may mean that she ~~does~~ stresses the consonants and the last syllable of the word 'biscuits', which led her to only write down these sounds. The fact that the subject, 'Floppy', is the only lexeme spelt in a standard way suggests this is the most important aspect of the sentence to Annie.

Question 2b

Script	AO1	AO2	AO3
N	8/10	11/15	11/15
O	6	8	8
P	7	9	9

Candidate N

The influence of education is apparent straightaway in texts 5+6, as ~~that~~^{the} paper has been used to aid linearity, in comparison with Text 7 (produced at home) which tends to fall to the right and onto regular paper. However, the purposes of the texts are entirely different: Texts 5+6 were written at school and therefore have an ~~adult~~ adult influence and objectives to meet, whereas Text 7 was written with no adult input at home and is for the enjoyment of Sarah, the author. Kröll's stories would place Sarah in the consolidation stage, as she has moved back to structuring recognizable words and creates simple sentences (e.g. "I saw the houses") ~~there~~ without much experimentation with structure or her own narrative style. In Texts 5+6, titles have been used, i.e. "What I can see" and "News 21205" ("21205" possibly referring to a date) which demonstrates the teacher giving the class a framework to operate within. Sarah's simple sentences in text 5 demonstrate an understanding of the past tense in "saw", and the verb "moving" demonstrates an understanding of continuous verbs. She uses very simple adjectives to demonstrate colour (e.g. "white" and "green") but uses a relatively complicated adverbial phrase "in the trees" to describe the trees. Sarah seems to have grasped the knowledge that a double-vowel ~~digraph~~ (or diphthong) represents a long vowel sound, i.e. words such as "green" and "trees" but has over-generalised the rule in the word "moving".

This virtual error could be due to the pronunciation of a cow's low ('moo') which is often used by children and taught to them, so Sarah may have generalised the rule and used the spelling she already knows ('moo') and ~~adding~~ added the inflection ending '-ing' to create the word. Although her spelling would technically have correct pronunciation, she has not yet learned the 'correct' spelling of 'moving' (/mʊvɪŋ/) and not learn it yet. ~~moving~~

Holliday's functions would classify Sarah's simple sentences in Text 5+6 as personal, as they give information about herself and her life and would describe Text 7 as imaginative, as she is using language to convey a story to herself or others. In Text 7, Sarah incorporates many narrative functions which are representative of storytelling. Her use of the adverbial time phrase "One day" to begin her writing is the way in stories to begin, and Sarah may have copied this from a different story in order to use the technique. Although the correct speech marks are not used, Sarah incorporates the past tense verb form in "~~Henry~~ said" to replicate the pattern of storytelling in books she may have read or had read to her. Interestingly, Sarah, although spelling the word 'Daisy' in many different ways (e.g. "Daisy Daisy" and "Daisy"), ~~uses~~ uses the capital 'D' to represent the proper noun 'Daisy' for a name (along with the capital 'S' for 'Scottie') consistently throughout. This is also shown in the capital 'O' for "One day" to show the beginning of a sentence - a skill she probably

picked up under the influence of education. Her writing follows a clear narrative: the character's past actions is a chronological way and there is no confusion as Sarah uses the past tense throughout and displays impressive cohesion. Her use of proper nouns, however, does not extend to the names used in Text 5 (e.g. "chick's world" and "pip" are both proper nouns conveyed without capitalisation). Perhaps she learnt the skill in the time between writing the two texts, as teacher demands would probably have encouraged her to use the correct capitalisation if she had known it.

Sarah demonstrates some knowledge of digraphs and double-consonant-duplicate in words such as "cliff", but does extend that knowledge to "shoping" and "grass", where only one vowel is used. Sarah is writing the words as she would speak them: although she has mastered the "-ing" inflectional ending for "shoping", the digraphs "ss" and "pp" have not been learnt yet as Sarah spells them using grammatical rules learned from other words. She has also mastered the "-ed" inflectional ending correctly to demonstrate past tense in "stroked", as many children would simply add a "-d" suffix, showing that Sarah has learnt well at school or that she may have had help with spelling. Her fluency and directionality tends to shift whilst writing - at times she is writing on top of a line and at times she is writing above it (e.g. "What I can..."). This shows that her writing skills are not fully formed, as her sentences and grammar are

fine but

Candidate O

~~text~~ In text 5 and 6, which were written at ~~the~~ school, ~~message~~ it is noticeable that Annie has grasped an understanding of tense through the use of "see" and "saw". This relates to piaget's cognitive theory and Annie's cognitive development, in which she starts to gain an understanding of aspects such as size, volume and time. This is a key stage in children's language acquisition and piaget believed that a child could not continue to expand its vocabulary without the understanding of this concept. Due to the fact that this text was ~~the~~ produced at school, it is possible that Annie had the help of a More knowledgeable Other (MKO), which links in with Vygotsky's theory. He thought that there was a zone of proximal development

(ZPD) in which a child would progress through stages of being reliant on scaffolding from a MKO to becoming completely independent. By comparing texts # 5 and 6 to text 7 which was produced at home we can see that there is more of an inconsistency ~~in terms of orthography~~ in terms of orthography. For example, in texts 5 and 6 there is mainly the presence of an additional vowel in or a ~~single~~ vowel sound like an extra <O> in the word "mooing" ~~to~~ to represent how the word would sound phonetically or a reduction of a consonant in a cluster like the final <S> in "grass". This contrasts slightly to the ^{non-standard spelling} ~~in~~ in text 7 where they are a little more frequent. ~~like the omission of the silent vowel <U> in "naughtly"~~ like the omission of the silent vowel <U> in "naughtly". This suggests that although Annie can produce the texts on her own she may still need scaffolding from time to

time, therefore placing her in the later stages of Vygotsky's ZPD.

Furthermore, a common feature of all three texts is Annie's use of simple and minor sentences such as "I went to a ~~party~~ party" and "scooter did get up". ~~However, there is some evidence in text 7 which suggests that there is some compound sentences but there is an omission of coordinating or subordinating conjunctions like "and" or "because". This could suggest that Annie has begun to understand different writing styles, as mentioned in Kroll's theory as part of ~~the~~ stage 3 which is 'differentiation'. This is because the purpose of texts 5 and 6 would have been simple tasks set at school which appear to be describing tasks. This differs to~~

texts 7 in which Annie is writing a story, as shown by the opening "one day". This means that Annie grasps some understanding of the different conventions of the texts and may be why there is ~~evidence~~ ^{evidence} of compound sentences being constructed in order to give more description and information. ~~An~~ An example is when Annie ^{says} "granny said go to bed they went to bed" without any ~~penetrations~~ ^{penetrations}.

In addition, Annie uses lexis in the text that relates to the semantic fields of ~~animals~~ animal, like "cat" and "mouse". She also uses lexis like ~~as~~ "chopping" and "parted" which she would have learnt by observing others. This links into Vygotsky's theory that children learn from the environment that they're in. It also links in with Skinner's behaviourism theory and that children learn through imitation and reinforcement. It is possible that Annie learnt these terms through observing her caregivers and

repeating them. However, Skinner's theory suggests that children learn purely through imitation but does not take into consideration that not all children are passive learners and that they sometimes make virtuous errors that would have not been copied from an adult. ~~in the Annie case diagram~~
This idea is reinforced when Annie ^{uses} says "mawser" instead of nice, ^{in text 7} which would not have been uttered by an adult. This relates to Chomsky's nativism theory that children are born with an innate ability to learn language.

Candidate P

Texts 5 and 6 were produced by Sarah at school, where she would be expected to write as well as she could. These texts are therefore more standard and detailed, as Sarah seems to have put more effort into them. The audience of these texts would be the teacher who would judge Sarah's writing, so there is more pressure for her to write 'correctly'. Text 7, however, was written at home for fun and not as a task. The audience are likely to be Sarah's parents who ~~are~~ probably have an informal relationship with her, so the texts are less detailed and more non-standard.

Sarah's grammar is simple, but well developed. She is able to form full, grammatical sentences such as 'I saw the trees morning in the breeze', which is a simple sentence, and 'She went to Scooter they ate the mouse', which is a compound sentence, although it is missing the ~~conjunction~~ coordinating conjunction 'and'. Sarah is also able to use a range of different pronouns. She frequently uses the first person singular subject pronoun 'I' in her school writing,

but in the writing produced at home she also uses the ~~third~~ third person singular subject pronouns 'she' and the plural 'they'.

Furthermore, she is able to use various grammatical function words such as determiners, e.g. the definite article 'the' in 'they ate the mouse' and the ~~the~~ indefinite article 'a' in 'Daisy went for a walk'. She also uses prepositions such as 'in' as in 'mooning in the trees' and 'to' as in 'I went to cliff path'. Sarah also understands tenses - she is able to use the highly irregular copula verb 'to be' standardly in its past tense form, as in 'she was naughty'. She is also able to use the strong verb 'ate' correctly, which many children turn into ~~the weak~~ the weak verb 'eated' in their attempt to standardise language.

In terms of lexis, Sarah's writing is dominated by concrete nouns like 'houses', 'flowers', 'cat' and 'path' and ~~the~~ dynamic verbs such as 'went', 'scotched', 'catching' and 'ate'.

Piaget's Cognitive Theory would claim that this is due to the fact that Sarah has not yet fully grasped the concept of abstract ideas like feelings.

However Sarah does give a moral opinion when she uses the subjective adjective 'naughty' to

describe Daisy the cat, which suggests she does have some idea of feelings.

Sarah's language is somewhat descriptive, as she is able to use post-modification such as 'in the trees', which is a prepositional phrase that gives more information about the movement of the trees, and pre-modification, such as the adjectives 'white' and 'green' in 'white flowers' and 'green grass'.

This shows Sarah has moved beyond simple declaratives and imperatives and is able to use language creatively. Sarah frequently uses proper nouns to refer to animals, e.g. 'Daisy', 'Scooter' and 'Pip'. This shows she is socially developed. She also uses the place name 'Cliff Park', which shows she is aware of her environment.

Sarah's orthography is somewhat non-standard, which is normal for her age. Her spelling is often phonetic, e.g. 'moonin' and 'brees'. This goes against Skinner's Imitation Theory, since Sarah would not have seen these words spelled this way, and so she couldn't have imitated the spelling.

Sarah often shows over-generalisation in her writing. For example, in 'match', she seems to have applied the spelling pattern of similar-sounding words such

as 'shock' and 'mook', assuming that 'ck' would be the right combination of graphemes to represent the /k/ sound in 'mook' as well. The same occurs in her spelling of 'pinck' for 'pink'. This supports Chomsky's innate theory - it seems that Sarah has a natural language Acquisition Device which tries to apply language rules to unfamiliar words. So Sarah's misspellings of 'mook' and 'pinck' are universal errors.

Sarah makes a few other 'errors' common in children her age, for example the insertion in 'Disay' (Daisy) and 'moues' (mouse). She also uses a single for double consonant in 'gras' and 'shoping'.

It seems that Sarah has never come across the present continuous form of the verb 'catch' in writing before, since she forms it with two separate lexemes - the base form 'catch' and the preposition 'in'. However, she successfully uses the present continuous tense in 'morning', which shows her writing is not yet consistent.

Overall, Sarah's written language is well developed. She is able to form sentences and use grammatical function words, and in terms of graphology her text is clearly visible and easy to read. Her main

area of difficulty is orthography, but this is normal at her age.

Candidate Q

Text 5 and 6 which were produced by Sarah between the ages of five and six when she was in school. There are a range of features in the texts 5 and 6 which Sarah has demonstrated that shows she is quickly developing English language. Text 7 is produced by Sarah at the age of 7 ~~with~~ with no adult input which shows her progression.

At the age of 5 and 6 Sarah has picked up the basic skills of language which language theorist Kroll explains in the pre-phonetic stage. She has learnt the basic motor skills of language and is capable of writing it down on paper. Another language theorist Gentry came up with his 5 spelling stages for children. With regards to Sarah she would be at the third stage called phonetic spelling. This is where she writes down the words as she hears them in her head. An example of this is when she spells 'horses' meaning 'horses'. She hasn't quite gathered how the double vowels 'o' and 'u' replace 'x' which is the sound produced in her head.

Other features of language which are clear in text 5

and 6 is the use of first person singular pronoun 'I', when describing incidents relating herself. In text 5 Sarah uses repetition of the phrase 'I saw' when explaining the different objects apparent to her. The use of repeating phrases is also evident in text 6 as she repeats 'I went'. As with text 5, Sarah uses this feature for the same purpose to describe what she did.

In text 5 and 6 there is evidence of her being able to use consonant clusters. In text 6 she capably spells 'chairs worth' which is a consonant cluster at the end of the word 'th'. Another feature to Sarah's language in text 5 is the deletion of letters at the end of words. Sarah misses out the final 's' on the word 'grass', * which shows she isn't able to spell words that are spelt differently to how they sound or contain extra letters. However Sarah is capable of using both past and present tenses. In texts 5 and 6 she says 'I saw' and 'I went'. These are past tense phrases for 'I see' and 'I am going'. Sarah is also understanding letters at the beginning of a sentence must be capitalised. However she doesn't understand the rule that each proper noun must be capitalised which is obvious in the spelling of

'Chatsworth' spelt 'chatsworth'. Throughout texts 5 and 6 she demonstrates her capability of using declaratives e.g. 'I stroked P.P.'. She is able to describe her own actions or what she did during the day.

In text 7 Sarah shows indications that her language skills are developing. At the age of 7 according to Kroll children will be at the consolidation stage where they show signs of phonetic spelling and simple sentence structures. With regards to Sarah she is advancing from phonetic spelling and is beginning to learn spelling forms of English. Relating to Genton's 5 stage spelling theory, Sarah will be in the transitional zone. Her spelling of certain lexis is diversifying e.g. she is able to spell 'mouse' rather than spelling it phonetically 'mause'.

However some language rules still haven't been understood yet by Sarah. One of them being the plural form of words. Sarah says 'mouses' which the correct spelling form of more than one mouse is 'mice'. In text 7 she is beginning to produce complex sentence structures 'granny said go to bed they went to bed. Although it is clear she misses out connectives such as 'so', or 'but'. She still mainly uses monosyllabic lexis and punctuation is starting to appear in the shape of full stops.

Noam Chomsky explains that children are capable of learning a language ~~at~~^{out} birth through his theory 'LAD', 'language acquisition device'. He states that language is innate which can be developed easily.

Another language theorist also described the process of children's language acquisition. Vygotsky explains it through his theory zone of proximal development. He states that children learn the language through their own means when they are ~~not~~^{being} supported by others. In relation to Sarah this applies in text 7 as she is writing with no input from others. Vygotsky extends his study explaining 'MKO', 'more knowledgeable other'. This is where the child ~~learns~~^{gathers} the knowledge from someone else e.g. adult, computer. Sarah at the age of 5 and 6 in the first two texts is being supported by her teacher. She then in text 7 copies writing techniques she has been shown to enhance her writing skills.

* However on some words Sarah uses addition of extra letters 'walck' meaning 'walk'.