

Pearson Edexcel Level 3 GCE

English Language - Advanced Subsidiary – 8EN0/02

Paper 2: Child Language

The purpose of this pack is to provide centres with marked exemplars of responses to the Summer 2016 examination.

Included in this pack:

- questions from June 2016 paper with exemplar responses
- scripts
- examiner commentary on scripts and marks.

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QUESTION 1

- 1 Using Text A, produce an extract for an A level English Language textbook explaining the features of Samantha's literacy at this stage in her development.

In your answer you should:

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

Please refer to the Specific Marking Guidance when applying this marking grid.			
		A02 = bullet point 1	A05 = bullet point 2
Level	Mark	Descriptor (A02, A05)	
	0	No rewardable material.	
Level 1	1-4	Recalls information/low skills <ul style="list-style-type: none"> • Uses a highly descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data. • Writing is uneven with frequent errors and technical lapses. Shows limited understanding of requirements of audience and function. Presentation of data is formulaic and predictable. 	
Level 2	5-8	Broad understanding/general skills <ul style="list-style-type: none"> • Has broad understanding of basic concepts and issues. Applies some of this understanding to the data. • Writing has general sense of direction, with inconsistent technical accuracy. Shows general understanding of audience and function. Some attempt to craft the presentation of data, with general elements of engagement. 	
Level 3	9-12	Clear understanding/skills <ul style="list-style-type: none"> • Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way. • Writing is logically structured with few lapses in clarity. Shows clear understanding of audience and function. Clear awareness of appropriate presentation of data, with some engaging elements. 	
Level 4	13-16	Consistent application/skills <ul style="list-style-type: none"> • Shows consistent understanding of concepts and issues. Consistently applies this understanding to the data. • Writing is effectively structured and consistently accurate. Consistently applies understanding of audience and function. Presents data in a consistently engaging manner. 	
Level 5	17-20	Discriminating application/controlled skills <ul style="list-style-type: none"> • Shows understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way. • Writing is controlled and confident throughout, with consistent accuracy. Demonstrates discriminating understanding of audience and function. Crafts data in an assured and creative response. 	

EXEMPLAR RESPONSE A

Whilst looking at the study of English Language and Child Language Acquisition we can see that dependant on the age that you are at the Language produced varies. For example looking at Samantha's text for example we can see that she is at Barclay ⁽¹⁹⁸⁶⁾ Stage 5 Invented Spelling Stage where she is capable of sounding out the words but not capable of being able to spell them completely correctly.

We are able to see from this that her understanding of bilabials appear to be weak by the use of utterances. When looking at Childrens writing and learning how children develop at different stages it can appear key to a teacher that children are aiming to write a certain way, and errors help track childrens development. We can

indicate a clear example of a virtuous error by the word, 'couldn't', being used

We are able to see they have learned a pattern the clear grammatical rule of an ~~aspirate~~ aspirate to break up the word however they have not used this rule correctly. The showing to us how the

child is learning and developing and ~~we~~ aim to write properly. In many cases displaying to use how they are at

~~Barney's~~ ~~Stage~~ ~~1~~ ~~Stage~~ ~~2~~ ~~of~~ ~~conventional~~ ~~spelling~~. This is reading onto ~~Level~~ ~~3~~ ~~Differentiated~~. This stage usually occur within a child between the

age of (6-9). It shows how the child writes in the way it speaks. When looking at English Language Child Language at an A level standard there are some of the devices that need to be

made extremely clear. ^{the ability to use a device} ~~the~~ ~~ability~~ ~~to~~ ~~use~~ ~~a~~ ~~device~~ ~~to~~

^{Malcolm} ~~Malcolm~~ ~~Chomsky~~ ^{approach} ~~Chomsky~~ ^(LAD) ~~(LAD)~~ - Language Acquisition Device

Noam Chomsky is an American

English Language Theorist meaning

he has his own ideas about child Language Acquisition and the ways they learn to speak. For example

Natural approach: he uses the idea that language is a way
 is hardwired into the brain which is the
 innate approach to language as well as
 the idea that it is through adults ~~rejection~~
 reinforcement that children pick language
 up. When looking at Samantha's
 writing piece as a clear example
 of this we can see that she writes
 in very simple sentences and already
 at the age of 6 has an awareness
 of language and the way it should
 be written.

A key concept when it comes to looking
 at Child Language Acquisition is children
 are at many times aware if they
 are spelling a word wrong yet they
 continue to because they expect the
 adult to spell the word correct.

They spell things as they hear
 them. A key example of under
 extension ~~not~~ being used from this
 concept is 'Dad's son', this is
 what Samantha in this example
 names her ~~Holly Bear~~ Teddy Bear.
 She is unaware of the silent 'h', that

appears in the ~~word~~ ^{name}, 'John'. However when looking at Samantha's writing you can see that the way in which she writes could be the result of her writing to impress the teacher. We can see ~~clear~~ the middle of this text ~~is~~ written, with the function of addressing what she did on the weekend.

Another aspect of looking at Child Language is looking at the way children write and for what intended purpose. Maybe if she wasn't writing for a teacher she might appear at Barley Stage 3 of Mean Letters where there are letters on the page that do not fit together to ~~you~~ grasp the key concept of phonology.

Samantha uses the word, 'tedy' instead of 'teddy', which portrays the idea of a lack of understanding in regards to grammatical rules. As well as the use of the words, 'banana' ~~as well~~ ~~an instance of~~ in addition to 'dropt', showing as she is of the age of 6 she is unaware of the correct

approach that language is indoctrinated to us as we grow up, whereas in comparison Bruner's innate approach of how language is hardwired into our brain. Portraying to you as A level students ~~there~~ a clear example of how children learn language.

EXEMPLAR RESPONSE B

The first framework we should look at is graphology. As we can see in figure A down below, Samantha has managed to use directionality and linearity in her writing with ease. Her writing successfully goes from left to right and in a straight line. This, however, is to be expected as she has lined paper and it was written at school where help would have been available. Samantha has also successfully used a 'finger space' between each of the words so that the reader and herself can clearly differentiate between them. Her writing is also a reasonable size and stays within the lines which demonstrates good motor skills for her age.

The next framework that is key to analyse is grammar. Now, according to Kroll's stages of writing development (more info on page 76), Samantha is the consolidation stage as she her writing resemble speech quite closely. Samantha, at age 6, has impressively managed to grasp the past tense, writing in it almost perfectly, writing completely anaphorically about past events. Despite being 6, Samantha is still using short, simple sentences and it is expected in the following year of her development for her to start using conjunctives such as 'and' or 'but'. Samantha has also attempted to use an apostrophe in 'couldn't/couldn't' which is way beyond the expectations of her literacy at this point in her development *

One of the most important frameworks to look at is spelling. Different spelling stages are explained on page 60. Samantha is currently at the semi-phonemic stage as although some words are spelled correctly there are still some words such as 'draft' that are spelled phonetically. Considering Samantha's age and literacy development,

She has successfully used a minimal amount of spelling mistakes. The only noticeable errors are the omission of the double consonant in teddy and the deletion of the unstressed syllable in banana which she wrote as 'banan'.

The other spelling error that you might have noticed was the phonetic spelling of dropped (spelt like 'dropt'). This is peculiar however as Samantha had managed to apply the -ed rule to called but not to dropped. The explanation of this may be down to contextual factors as this was produced at school and a teacher or helper might have told her how to spell called, also phonetically the -ed ~~sound~~ or suffix at the end is created by a more plosive sound so phonetically that would make sense.

* Another grammatical feature that isn't too common in writing from children as young as Samantha is the use of the correct determiner 'an' where 'a' would ^{most} commonly be misused.

Samantha also correctly used a capital letter for the use of ~~the person~~ ~~third person~~ pronoun Jon, and at the start of her sentences (with a little help from her teacher). Another grammatical success in Samantha's writing is the use of a full stop at the end of each of her sentences.

Grammatically, Samantha successfully managed to use the SVO (subject, verb, object) structure correctly in the ~~write~~ right order with no complications.

EXEMPLAR RESPONSE C

~~XXXXXXXXXXXXXXXXXXXX~~ Samantha is in the consolidation stage which is 6. She is quite consistent and because of her age she is progressing well as ~~XXXXXXXXXXXXXXXXXXXX~~ her handwriting can be read clearly and is evenly spaced out which shows she has put effort in the writing.

Structure.

The Structure of the text is well thought out and is in a story time style which shows her imagination is really good. ~~XXXXXXXXXXXX~~

The phrase "T" was mistakenly used as a small letter but then she has changed it after realising her mistake and we know this because of the clear line going through the middle making it look like an 'f'. There is a clear sentence structure but the sentences are still quite short which makes it look like a statement rather than a story. We know the text's structure is a story because of the phrase "Happy endings" which is written on the top of the sheet.

Spelling and virtuous errors.

Although Samantha is quite talented for her age, she has quite a few virtuous and spelling errors. For example "tedy", she

has forgotten the digraph "dd" and may have spelt it like you say it. Although it is possible that Samantha was not yet taught that skill yet, ^{for the} naming word "banana", Samantha has used deletion ~~inappropriately~~ and has taken off the "a" at the end now. This may have been a mistake or it may be because that is how she wants to spell it, possibly because it may be how she says it, which can be linked to what area she lives in and her nationality. Another spelling error is "dropt" instead of "t" for the ending she should have used "ed" although this again may be because it hasn't been taught to her yet or, that is how she says it (pronouncing the 't' at the end) so wrote it down like that. *

Grapheme

Samantha's writing is quite neat and consistent, but some of the letters need a bit more practice. For example, the "n" on "snailings" looks like a 'h' as the line has been made longer than it should be. Also the 'n' for 'Jon' looks more like a 'w' as it is really sharp, however we know she can ~~write~~ write neat, curly 'n' because we can see it in the banana. Samantha has written the right way on the paper and ~~is~~ in a straight line too. This shows that she has understood the concept of not writing in all directions, but one. However the writing is too spaced out so she may have to just write it narrower so it looks like one word rather than letters that have been spaced out so much they look like

individual letters.

* The word "couldn't" has a vitreous error as the apostrophe has been misplaced. It is a vitreous error as she ~~understands~~ understands that to use it it should be to make 2 words become one but she has not known where to place it. This may be because ^{it} ~~it~~ sounds like it has a space after the "cou" part.

key words

- * Consolidation stage - the second stage of writing.
Between 7 - 8 years old.
- * Plosive - 9 - 12 months sound, stops ~~the~~ the air in your mouth.
- * Vitreous error - when you understand a concept but ~~use it wrong~~ use it wrong.
- * Digraph - 2 words (eg. ph, ch, sh, dd)
- * Grapheme - the style of your writing.

EXEMPLAR RESPONSE D

This part of the textbook will be looking and exploring the features of six year old Samantha and her literacy development. Throughout the textbook, you have now (hopefully) learnt the key theorists and stages. Here, we will put the knowledge to the test and see what we've learnt.

Immediately, Samantha is aged 6 years which places her in BM Kroll's consolidation stage of writing. At this stage it is clear that Samantha uses short, simple sentences such as "he was called Jon". From this phrase, Samantha is able to grasp the idea of using nouns such as "Jon" which can be linked to Nelson's theory. Nelson argued that 60% of a child's first words are nouns, verbs, adjectives followed by

Social words. It is therefore evident that six year old Samantha is able to articulate herself using a range of descriptive devices. From your prior knowledge in the previous chapters, can you think of any theorists that we can use to ~~write~~ develop this further? The fact that Samantha had created this text during the school day suggests that she is placed in a controlled and strict environment. This may be the key to explaining her accuracy, for instance her ability to use the correct "there" shows her positive attitude towards her writing development.

Cohesive Writing features are important as they form the basis of any piece of text. Chapter one referred to all the features that a child needs in order to develop their writing. Samantha demonstrates the ability to write in straight lines through the aid of guidelines. Not only this but she is aware of ascenders and descenders particularly in the letter "g". However, it can be argued that Samantha is unable to become consistent with her knowledge ~~and~~ and still

places letters such as 'p' above the line. This reinforces Samantha's young age and her inability to grasp ideas fully throughout her work. However, it is extremely important to weigh out the negativity with some positive aspects. For instance, it is amazing for Samantha to be able to punctuate her work correctly, the use of a capital letter in the sentence "They got an ice cream" illustrates her understanding of punctuation. However, although this is the case, Samantha is constantly aided by teachers, through the use of correction. The first line "there was a..." had been corrected by her teacher which conveys Samantha's positive attitude where she learns from her mistakes.

Moreover, in this chapter we promised to put our skills to use, ~~and~~ so, can you spot any ideas that can be analysed any further? ~~Some~~ ~~instances~~ ~~of~~ ~~phonology~~, Samantha is great at Samantha follows the conventions of Rothery's observation and comment as she is able to state "there was a teddy bear" and follows it with an evaluative comment 'he was called

Jon" Immediately it is evident that Samantha is able to write complex sentences ~~and~~ and use descriptive devices. Devices such as stating his name and his actions suggests that Samantha is placed in Britton's poetic mode of writing. Samantha is clearly able to shape and develop her language through detailed description.

However, although at six years old, Samantha is able to articulate herself ~~so~~ ~~great~~ outstandingly well, Samantha ~~does~~ includes many spelling ~~and~~ and phonological errors throughout her work. For example, Samantha can be argued as a girl who spells phonetically ~~but~~ which is illustrated in the text ~~"the~~ "banan" where she omits the letter "a". Moreover, Samantha is a victim of using salient key sounds in her work through the use of "tedy bear",ⁿ which she omits the second 'd'. These are ~~the~~ examples of the very few mistakes created by Samantha. For your upcoming exams, be sure to examine the text thoroughly for mistakes made by the child. See chapter 10 for popular spelling errors conducted

by children. Although Samantha is able to punctuate well, through her use of full stops and capital letters, Samantha over generalises the rule ~~is~~ for the lexis "couldn't". This particular lexis illustrates her ability to acknowledge that an apostrophe is needed but is unable to place it correctly. ~~Not that~~ Nevertheless, her use of such lexis conveys her knowledge of negative particles hugely.

Coming back to the ~~topic of~~ positive aspects of six year old Samantha's writing, it is ~~that~~ amazing how she is able to grasp the correct grammatical skills. For instance, "They got an ice cream" the lexis "an" illustrates her knowledge of vowels and their rules in language. Not only this but she is hugely aware of the "magic e rule" where she spells "ice". This immediately demonstrates Samantha's ability to transmit her knowledge through different scenarios.

If you turn to the next ~~p~~ chapter we go on to chart ~~4 year old~~ Samantha's 4 year old sister. This will help you to practise exam based skills for your upcoming

A levels. (see chapter 1) for ~~answers to some~~
more detailed annotations ~~to~~ regarding Samantha)

EXEMPLAR RESPONSE E

Samantha's literacy. Aged 6.

As we can see on the opposite page, text A shows a huge development in Samantha's literacy ^{at age 6} compared to the previous section when she was aged 4 years old. Here, it can be seen that Samantha is in Burdick's unoriented spelling stage of development, as she spells some of her ~~words~~ ^{leis} phonetically. This is seen through the use of the omission of the consonant 'd' from 'tedy', and the substitution of the ^{past tense} inflectional affix of '-ed' (~~past tense~~), for a 't' in 'deeph'. ~~As this is a~~ ~~As children of this~~ Knowing that children of this age use phonics in their acquisition of written language, it does show that from a Nativist perspective, this is a virtuous error due to the ^{phonetic} logic behind the non-standard spelling.

Samantha's use of graphology is also often used in a non-standard way. The underextension of the capitalisation of words shows that, from a ~~social~~ Interactional perspective, Samantha is still at an early stage (possibly Kroll's

consolidation stage) and needs some extra scaffolding to aid her development. This can be seen as her teacher seems to correct some of the graphemes (for example the 'T' in 'There'). However, ^{considering the} ~~according to~~ cognitive theory, it can be ^{seen} suggested that Samantha is developing in regards to her literacy as she is able to understand that proper nouns have a capitalised initial ~~position~~ ^{position} as for example, she ~~correctly~~ capitalises the 'J' in 'Jon' in a standard way. The capitalisation of the 'H' in 'Happy' is likely due to an element of scaffolding.

In terms of structure, Samantha has developed her literacy skills as here we can see that she understands the structure of a school textbook entry or diary. The use of the title and date shows that, since age 4, Samantha has developed in her understanding of ^{how to} ~~the~~ structure her work, however ~~it~~ this could be a result of scaffolding ^(Contextualist-Bruner) as she is in a schooling environment. It may also be a result of conditioning ^(Skinner) (behaviourism) as she may have repeatedly been taught to write a ~~title~~ title and date in school, or may have imitated it from work she has previously seen.

Samantha consistently self-corrects her work. We can see evidence of this in the 'e' in 'he' and also the 'e' in 'weem'. This shows us that Samantha seems to struggle more with the formation of

her words, particularly the grapheme 'e', but she seems to show evidence of the Language Acquisition Device (the LAD - Nativism) or the Language Acquisition Support System (the LASS - Interactionist), as she tries to correct herself independently yet is in a schooling environment.

Overall, the literacy development of Samantha at this stage has improved since previous extracts (pages 101 to 105). Although possibly due to some other reasons (such as scaffolding) it is clear from text A that Samantha does have an understanding of discourse as well as phonics.

5.4.4 Summary

QUESTION 2

- 2 Analyse the ways in the passage that George shows his development of language and the influences on it.

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

- phonology
- morphology
- lexis
- syntax
- discourse.

Please refer to the Specific Marking Guidance when applying this marking grid.				
		A01 = bullet point 1	A02 = bullet point 2	A03 = bullet point 3
Level	Mark	Descriptor (A01, A02, A03)		
	0	No rewardable material		
Level 1	1–6	Recalls information <ul style="list-style-type: none"> Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses. Uses a highly descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data. Lists simple information about context. 		
Level 2	7–12	Broad understanding <ul style="list-style-type: none"> Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses. Has broad understanding of basic concepts and issues. Applies some of this understanding to the data. Describes contextual factors and language features. Application is undeveloped. 		
Level 3	13–18	Clear understanding <ul style="list-style-type: none"> Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way. Explains clear contextual factors and language features. Begins to link these to construction of meaning. 		
Level 4	19–24	Consistent application <ul style="list-style-type: none"> Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions. Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data. Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning. 		
Level 5	25–30	Discriminating application <ul style="list-style-type: none"> Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way. Evaluates contextual factors and language features. Discriminates when making links to construction of meaning. 		

EXEMPLAR RESPONSE F

Within the transcript we see that George shows a very good understanding of language. George is aged 4 years and 1 month. We can see that George's parents can have a full on discussion with him and not receive one word answers back.

First of all George seems to doubt himself when he gives answers back to his parents. This is shown throughout the transcript when George says something but then instantly afterwards says it in a different way. An example of this would be "its broke , it been broken". Here we see George flick between two different tenses. This could show that he is still just getting to grips with language and that he is still doubting the responses he gives.

Secondly we see that George uses a lot of small words to make up his paragraphs. The words he has chosen do not contain many hard sounds. This could suggest that George is still trying to master the basics of speaking. Although he can string words together to create a sentence and that sentence makes sense, he misses out on the chance to add different words in to make it more descriptive.

In addition to this George's parents act as a catalyst for conversation. They keep George from losing interest in the many conversations that take place by asking him many questions and giving him the chance to test out his language skills. Even when he says something wrong they do not correct him. This could be to see whether or not George is ready to start learning harder parts of language or even to see whether George can realise his own mistakes within his writing and correct them himself.

Lastly we see George overgeneralise some of the rules of language. Firstly he overgeneralises the add "s" to pluralise rule. This is shown throughout the text in which George says, "waters" and "dies". By overgeneralising the rule it shows that despite George being able to have a full on conversation he still has not mastered the ins and outs of grammar and those rules that go with it.

EXEMPLAR RESPONSE G

Firstly, the child in this transcript is at the post telegraphic stage because they are using exceptionally ~~8~~ long, fairly sensible, and grammatically correct, ~~complex~~ compound sentences, which makes him extremely advanced for only being 4 years old 1 month.

In this text we can see constant help and encouragement from his mother and father which is a massive help to George because it requires a reply and allows him to practice his speech. The social interactionist approach suggests language requires us to communicate with ~~8~~ peers around

us and studies, such as Jim deaf parent study and feral child Jeanie shows that without communication we won't learn how to talk and properly pick up rules, so his parents talking to him enables him to learn.

Throughout their conversation we can see that George is still learning laws of speech so he often pluralises when it's not needed, but misses it off when it's required, and examples of this would be "put some waters on it" and "~~needs some~~ we needs some ice", this proves Jean Berko's study of pluralisation that found children just add an s if there is more than one, so it actually shows a high level of intelligence in George.

The pronunciation of the word flower as 'flaʊwæ' is spoken

like that because George is using the 'o' sound as 'oo' as he has seen it used like that in other situations and so overgeneralises it for this word too

We can also see his mother speaks to him constantly and always leaves a longer pause of around 3 seconds to give him a chance to reply and if he doesn't she uses child directed speech, put forward by Jerome Bruner in order to help him to learn, instead of shouting at him for an answer, she uses 'tomato' then repeats it very phonetically and clearly pronounced to hope he repeats it and understands the word, the cognitive approach suggests we can't say a word until we understand it so she wants to make it clear and discuss a word when there in the situation.

The use of the parents getting George to look at the seeds and discuss them while he's there, could represent Jean Aitchison's views that children are interested and want to explore something until they eventually learn the word.

Pronunciation of the word 'thing' as θɪŋ is very interesting as it shows many things about the child, firstly they are highly intelligent as they knew/had learnt the pronunciation of the digraph 'th' however they mustn't have fully learnt the word or have knowledge of word endings as they miss out the g, due to it being silent.

Many children at this age many get syntax or tense muddled up however George gets his tense correct, very often for an example "when she fell" as an appose to "when she

failed" as they may just add
ed to present tense version.
This exceeds Roger Brown's
expectations of developing
grammatical morphemes as they
know more than the average
Present tense.

The type of speech in this
transcript provides evidence for
the behaviorist approach to
'Children Copy' because a lot
of ~~George's~~ George's lexis is very
high, intelligent such as 'collaboration'
and 'veins' however word order
are correct articles are
sometimes incorrect i.e. 'be' instead
of 'are' which gives the effect
of simply copying and not
having a fully grasp however
this approach is flawed, as if
it was copying he wouldn't make
mistakes and need to fill in
blanks on his own.

Use of stress and intonation
from the parents is used to

encourage a response from their child, and correct them if needed, and example would be 'veins' repeated correctly by the father to use Skinner's approach and reinforce pronunciation as his attempt previously was slightly incorrect but the father would want to simply tell him he was wrong.

Use of 'we needs ice' leading onto "ice lolly or ice cream" reflects his age as he is really easily distracted and has evidence of ~~Lesley Kisorias~~ Lesley Kisorias extensions as the child uses analogical overextension to refer anything made of ice to a food they once had, showing the child doesn't fully understand the conversation.

There is evidence in the transcript that suggests this

child to Katherine Nelson would be known as a referential child because main elements of their lexis in this particular conversation is made up of nouns and a few adjectives.

The conversation is always being restarted by the parents for an example when George puts down his seeds they re-start another one about fossils as they can tell he had best interest.

Two word sentences such as 'cut self' show that George is receiving information that he was told and he can just remember certain key elements so that's what he tells his parents.

Finally Michael Halliday would say that this child and his

Parents use a mix range of sentences, for an example, George uses informative, fact based sentences that are about what he knows and has seen whereas his parents are more personal using nouns such as 'Dad' and 'you', they create an environment where he can thrive and learn.

Repetitions of lexis such as 'and' shows he is telling a lot of information in a story but only knows that way to connect them.

In conclusion this transcript shows the importance of communication in a child. Le Penneberg suggests communication is crucial as a child will never learn, we see how children develop and the ways George picks up elements of language as he grows up.

EXEMPLAR RESPONSE H

In the passage, George is aged 4 years 1 month (49 months) and so is at the telegraphic stage because his language skills have developed significantly already because of his age. This is clear through his use of utterances such as "have a look on the back!" which are complex for his age. The conversation takes place at home in a domestic setting and the purpose of the speech is simply for the parents to interact with George and have fun playing. He is engaging in a conversation with his mum and dad, who often initiate the turn-taking and encourage George's speech by asking questions such as "what happens when veins break?"

Due to his age, George makes less phonological errors when ~~making~~ talking than you'd expect a younger child to as he has acquired more language. For example, he is able to use more complex vocabulary with more than one syllable, such as "collarbone" and "labelle", which supports Chomsky's theory that children

have an innate ability to learn language and will naturally do so as they get older. George also uses complex sentences when talking about what happens when you plant a seed. The story he is telling is in the logical order, "we put some waters on and the sun comes up...", showing how George has grasped the concept of time and the chronological order in which things happen. He is also talking in future tense, for example, "and then it turns into a beautiful flower", supporting Piaget's theory of how children learn language when it's important to them and they need to use the words.

However, George does make some phonological errors. For example, he uses consonant cluster reduction in the form of "mat @r" as he doesn't pronounce the "to", making it easier to say. He also pronounces "three" as "free" because the 'th' sound only is only acquired at aged 48 months, according to Brunwell's sequence, and George is only 49 months old.

Likewise, he uses ~~data~~ substitution to pronounce "the" as "da" because the 'd' sound is harsher and develops at 24 months, making the word easier to pronounce. Finally, George still struggles with ordering sentences correctly, for example, "because we don't do that, says the adults" and he ~~uses repeats~~ misses morphemes such as 's' on

"cut self" off the end of the word. This is one of the morphemes that Brown says develops late

Additionally, George uses overgeneralisation in the passage. He does this through "people dig up (-) digged up". He assumed he was incorrect with 'dig' and so tried to correct himself with 'digged' as he understands the rule that 'ed' is added to form past tense and so tried to apply it by himself to 'dig', showing he has some understanding of rules and tenses. He also overgeneralises "die" by saying "dies" instead as he knows 's' is added to make plurals but doesn't yet know that it doesn't work in all cases.

The lexis George uses contains mostly ^{concrete} nouns, such as "sun", "flower" and "seeds", supporting Katherine Nelson's theory of how children develop nouns before any other function word. He does, however, use some verbs like "plant" and "look," and imperatives at the start of a sentence to create a command ("have a look"). George has also developed his ability to use verbs in the past tense such as "broke" once again supporting Piaget's theory as, when they are very young, children very much live in the present

Moment:

Finally, caregivers are present in the passage and have a big impact on George's speech. His mum begins the conversation at the very start and initiates the conversation with "tell me about these seeds" and this encourages George to talk in detail. His mum also used paralinguistic features by pointing at a packet of seeds so George can see what she's talking about. George's mum and dad ask a lot of interrogatives all the way through the passage, like "how did she do it?" and "why not?" George always responds to these questions and so it supports Bruner's theory that children will acquire language better if parents talk to them. Also, the parents also praise George by saying "that's really good" to encourage him and make sure he knows he is correct for the future. This supports Skinner's theory of children learning through reward and punishment. Skinner's theory is also supported when dad corrects George by repeating what George said, "vines?" to make him realize he was wrong. The parents play a key role in the passage, especially through questioning.

To conclude, despite making typical phonological errors, George's speech is still rather advanced as he uses complex sentences and he knows the difference between right and wrong. His parents are very important in him acquiring language as they encourage him to talk through questions and praise.

EXEMPLAR RESPONSE I

Text B is an a spoken transcript between the interlocutors George, His mother and his father. ~~the~~ The text seems to show a close tenor between George and his parents as George will meet their adjacency pair through for example "is it open?" "yeah". ~~As well as this the use of positive lexical choices for the function of the text is interactional.~~

Firstly the use of the conjunction 'and' in George's long utterance seems to suggest that George is in the consolidation stage according to ~~the~~ Krowll because ~~he~~ George is ~~begining~~ beginning ~~to add~~ extend his sentences from short declarative "plant ^{it been broken} some seeds" to "plant some seeds and then the sun comes up" the use of the conjunction demonstrates George's ability

to lengthen his sentences, to become more complex.

3 The use of minor sentences where George has emitted function words, for example "yes cut self" here George has emitted the ~~personal~~ ^{personal} pronoun "I've" and the possessive pronoun "my" creating an elliptical sentence. This suggests George is in the Telegraphic stage of development. However George is successful in some areas of his syntactical development as he has used the standard utterance "Isabelle broke her ~~collarbone~~ collarbone." ~~so~~ which suggests ~~the~~ ^{he} could be in between the telegraphic and the post telegraphic stage.

The use of positive lexical choice lexemes by both the caregivers suggest convergance towards their child this supports Vile's Accomodation theory as it suggests that they are trying to encourage George into the discourse. This can also be seen through child directed speech "tell your dad what happend to Isabelle today" this utterance would of been used purely to encourage George. The use of

the diminutive "dad" shows endearment. *
~~The use of this~~ The use of child directed
 speech and positive lexical choice supports
 Bruner's social interactionist theory which
 suggests that other people encourage a
 child to talk & * which suggests a close bond.

Other forms of caregiver language can be
 seen in text B for example motherese
 language as George's mother uses the utterance
 "that's really good" this is positive reinforcement
 which supports Skinner's behaviourist theory
 because it shows how children learn
 through reinforcement. However this does
 contradict Chomsky's nativist theory which
 suggests children have an innate
 ability to acquire language
 through their LAD (language acquisition
 device).

George also uses substitution of certain phonemes
 for example in the noun such as "them"
 in the utterance "when you cut them".
 George substitutes the easier bilabial plosive
 /d/ for the harsher dental fricative
 /θ/ possibly because he has mastered

the bilabial plosive as they are usually the first to be acquired. Another instance of this is when George demonstrates his semantic field of 'vegetable' when talking about tomatoes and carrots. When George pronounced the noun 'tomato' he used the plosive /m/ for the fricative /t/ possibly because he has mastered the /m/ phoneme because of the regular use of it in words such as mummy. Whereas /t/ is a much harder ^{labiodental} ~~labial~~ fricative to grasp.

EXEMPLAR RESPONSE J

Text B is a transcript between George (aged 4 years and 1 month) and his parents. George's likely stage of development is post-telegraphic as he can construct full sentences; however, the lack of function words such as pronouns used suggests that he has only just entered this post-telegraphic stage and his language ^{is} ~~will~~ ^{may} improve and develop over time. In this text, the likely environment is at home, which is a safe and interactive environment that allows language development to take place. The purpose of this exchange is to get George to interact as his parents constantly use interrogatives to force interaction from him.

Since George is in the post-telegraphic stage, his phonology is relatively developed and careful - he pronounces a lot of words correctly, such as 'collarbone' and 'buried', which are quite complex words. However, he does mispronounce some words, particularly flower; George pronounces 'flower' as 'flawnee' and therefore deletes the

unstressed ~~syllable~~ syllable of 'r' at the end - he pronounces the opening syllable correctly 'flaugh', which is expected as it contains phonemes such as 'w', which ~~are~~ is a phoneme that is acquired the earliest according to Crunwell. However, later on in the extract, George proceeds to pronounce the noun 'flaw' in the same way that he pronounced 'flower'. This shows that George ~~has overgeneralised as he assumed~~ his language development is advanced as he is aware that they are pronounced the same. However, he ~~may~~ may have ~~just~~ overgeneralised the rule and thought they were the same word, therefore supporting Chomsky's Nativist theory. Additionally, Skinner's Behaviourist theory is disproved several times within the extract as the ~~old~~ mother utters 'tomato' with the correct pronunciation and George fails to imitate his mother correctly; George utters 'mato' and so deletion of unstressed syllables is evident. It is disproved again when he utters 'vainz' and his father corrects him but he proceeds to pronounce it wrong again, therefore disproving Brown and Bruner's socialist theory too.

As well as phonology, morphology and lexis is also significant in George's language development. The majority of George's lexis ~~and~~ consists of nouns

such as 'flower', 'tomato' and 'carrots', therefore supporting Katherine Nelson's theory that 60% of a child's first words will be nouns. George also has a semantic field of food which again is common amongst children as it is what they come in contact with frequently. George ~~also~~ ^{labels} ~~names~~ a series of vegetables that he can see in his environment, which shows his understanding of the objects in the environment around him - this supports Piaget that children learn to and develop language to learn about the world around them rather than for communication as George is using language to label objects around him, which may encourage the packaging and network-building processes to take place, in Atkinson's theory. ~~As well as nouns,~~ George's lexis is also made up of body parts such as 'collarbone' and 'nose', suggesting how he may be learning the names of body parts in school and so conforms to John Dore's function of labelling. In addition, George's language consists of adjectives such as 'beautiful', which shows how developed his language is as he is aware that adjectives can be used to describe objects; he also pronounces this adjective correctly suggesting how he learnt it from imitation as 'beautiful' is usually used to describe flowers.

The grammar in George's utterances is also a signifier of his language development. Although he can produce a series of declaratives, which is evidence of Halliday's instrumental function, George tends to miss out function words such as the pronoun 'I'. This conveys his limited understanding of grammatically correct sentences but may be due to the fact that he has only just entered the post-telegraphic stage and is only just learning. Although he ~~uses~~ misses out pronouns, he does not refer to himself in the third person, which shows a sense of development as using the third person rather than pronouns is the first stage of Ursula Bellugi's theory. However, George tends to use the collective pronoun 'we', which suggests the importance of the social environment as he thinks of them as collaborative and thinks as a family rather than independent, which supports Brown and Bruner's socialist theory as the social environment is important for language development. Furthermore, George over-generalises the regular past tense rule as he applies it to the verb 'dig', to form 'digger'. This portrays his ~~lack~~ limited understanding of irregular past tense forms as he assumed that you add the 'ed' inflection to form a past tense in any word, therefore supporting Chomsky's Nativist theory, as well as Cuttenden's

Inflection theory.

Conversational skills also help to convey George's understanding of conversation and language. George successfully ~~complete~~ completes adjacency pairs by answering questions asked by his parents, therefore balanced turn-taking takes place as ~~the~~ George ~~and~~ completes adjacency pairs and doesn't interrupt anyone, therefore conforming to Lakoff. However, he ~~flaunts~~ flaunts Lakoff when his mother asks 'why not?' and he answers 'because' and stops to watch TV; George ignores his mother and therefore does not complete the adjacency pair.

George's language development is greatly aided through the role of the parents. His parents are constantly ~~used to~~ using child directed speech to encourage interaction from George and help ~~and~~ ^{with} his language development. They constantly use interrogatives to encourage George to complete the adjacency pairs, ~~and~~ therefore forcing interaction, as it encourages him to talk. In addition, they use positive correction and recastings when George mispronounces a word, to encourage him to pronounce it correctly. When George utters 'the 'KIRITS'', his mother responds with the correct pronunciation in a

rising intonation to make it seem more positive.

COMMENTARIES AND MARKS

QUESTION 1

EXEMPLAR RESPONSE	COMMENTARY	TOTAL MARK AO2 & 5
A	<p>The candidate shows some awareness of how to present the data with the use of the inclusive pronoun in the opening section but the comment about Barclay is not illustrated with an example, as would be expected in this type of writing. The next section shows some unclear expression and lacks structure. There also appears to be some confusion with linguistic terms in this section and the analytical points are vague and confused. The rest of this section shows little evidence of applying understanding to the data and the writing continues to be uneven and difficult to follow with a lack of specific examples. Towards the end of the second side there is an attempt to show understanding of audience and function as the candidate seems to know that this type of writing would define key theories. However, the reference to Chomsky is again very confused and difficult to follow and is not presented in a way that would make it relevant to written language. There are some implicit comments in the subsequent section about the importance of a teacher when the candidate discusses the spelling of 'Jon' but the candidate's lack of confidence prevents them from discussing this more explicitly. The use of vague and superficial explanations is continued when discussing the spelling of 'teddy'. This is wrongly identified as grammar and the references to the theories are confused and seem to indicate a basic recall of information. The mention of 'handwriting' again shows that this candidate can recall relevant areas of for analysis but the uneven written expression and descriptive approach means there is little award.</p> <p>This candidate showed low skills and the ability to recall information. The approach was highly descriptive and showed little evidence of applying understanding to the data. The reference to some key areas of child literacy showed some broad understanding. The writing was very uneven throughout – to the point where it clouded the candidate's meaning and the response showed very limited understanding of the requirements of audience and function.</p>	4
B	<p>The first section shows use of the inclusive pronoun which indicates some awareness of the requirements of the given task. The opening discussion on linearity and directionality shows some understanding of key concepts that underpin literacy but is perhaps a little overlong. The written expression is generally clear but the understanding of audience and function remains fairly general. In the next section a discourse marker 'now' is used in an attempt to meet the requirements of the task but gives the text a spoken feel that would not often be encountered in a text book. Much of the discussion in this section centres on skills that Samantha would have acquired in her spoken language (such as tense) but the candidate shows some clear understanding of literacy issues when they give an example relating to punctuation. The rank ordering of the information ('one of the most important...') shows some attempt to meet the requirements of audience and function and the inclusion of spelling indicates the candidate is aware of the key information required in such an analysis. Use of terms such as semi phonetic show an understanding of how children develop spelling skills but could have been improved with the use of the IPA to make the spelling sound links in 'dropt' clearer to the audience.</p> <p>Overall, this candidate sits on the level 2/3 borderline. The candidate shows some general understanding of audience and function but the writing is logically structured with few lapses in clarity. Although a fairly narrow range of features from the data are discussed there is evidence of clear understanding of some of the features and issues that underpin child literacy and this understanding is applied in a clear way.</p>	8

C	<p>The opening offers a general introduction to the data but does not show much understanding of the audience and function of the creative aspect of the question until the use of the sub heading. This, alongside the use of the pronoun 'we', shows clearer links to the presentation of the data and shows some minor aspects of engagement. The use and explanation of the term 'virtuous error' shows clear understanding of concepts that underpin a child's spelling and the terminology such as 'digraph' shows that they are able to apply their linguistic understanding to the data. The discussion of deletion is effectively illustrated and as clear examples and explanation would be a feature of a textbook it shows that the candidate is able to present the data effectively. The link to Samantha's spoken language and its effect on her literacy further illustrates this candidate's ability to apply their understanding in a clear way.</p> <p>Further clear understanding of relevant concepts is illustrated by the inclusion of a section on graphology. The candidate's examples of areas where Samantha's graphemes are not standard is a little descriptive but this is difficult to avoid when discussing graphology. The inclusion of the key words at the bottom of the page show a clear focus on the demands of the task as they would be a key aspect of a textbook.</p> <p>Overall, this candidate shows a clear understanding. They cover a number of relevant concepts and issues and show an understanding of these. There is a lack of development at times and a wider range of issues could have been examined. In the main, the writing is logically structured and there are few lapses in clarity. Features such as the pronouns, headings and the key words shows some clear awareness of audience and function.</p>	11
D	<p>The opening of this response clearly links to the presentation of the data and other features, such as audience address, show that this candidate has an understanding of how audience and function shape language. The content of this opening paragraph also shows aspects of originality as it presents the analysis in the context of further exploration. The opening of the analysis shows some detailed understanding of issues underpinning literacy with references to Kroll, mention of 'short simple sentences' and the example given also shows that the writer is aware of their audience and purpose. Further evidence that the candidate is bearing in mind their audience (and the requirements of a linguistic analysis) is the use of technical lexis such as 'nouns' and further reference to a theorist (Nelson). At this point the candidate shows further detailed knowledge of key issues as they acknowledge that Samantha is able to transfer her linguistic knowledge from speech. This whole section shows effectively structured written expression and the use of an interrogative shows an attempt to engage the audience with the material. The ability of this candidate to integrate both an advanced writing style and an outline of key issues is illustrated in the section beginning 'cohesive writing features...'. A range of key terms associated with graphology, such as 'ascenders' show understanding of this aspect of literacy development. References to previous chapters are a clear illustration that this candidate consistently focuses on audience and function and has not lapses into an essay style.</p> <p>Although very well written with a formal lexicon suitable for the audience (illustrated by words such as 'salient'), the section on 'spelling and phonological errors' lacks specific reference to how children have been taught to spell and the IPA would have been useful to explain sound and spelling links. However, the candidate is able to show clear knowledge of this aspect of development through the examples they have explored.</p> <p>This response shows consistent skills. The candidate writing is controlled and confident and they consistently apply knowledge of audience and function throughout. The achievement for AO2 is slightly more mixed with some aspects just meeting level 4. The understanding is consistent and it is applied clearly to a range of examples but some key areas, especially spelling would need further detail to achieve higher in level 4.</p>	15
E	<p>Several factors at the start of this response indicate a candidate who has a clear focus on the presentation of the data. There is the use of the subheading, the use of the inclusive pronoun at the start of this response and further down the opening section, there are references to a fictional previous section. The analysis in this section is detailed and shows understanding of a wide range of terminology that not only shows understanding of concepts and issues relevant to literacy but would be expected by the</p>	17

	<p>named audience. Key theories and issues such as phonics teaching and nativism are referenced at the bottom of this section, further evidence of this candidate's confidence with the issues that underpin literacy. This section could have contributed to a more assured level 5 mark had the candidate discussed a wider range of examples and illustrated more clearly how Samantha makes links between graphemes and phonemes.</p> <p>The inclusion of graphology is relevant and the candidate discusses this using controlled and confident written expression. The teachers comments are noted (but their role in literacy is not explicitly discussed) and there is some discriminating analysis of capital letters in the data where the candidate examines a range of examples. The candidate then goes on to broaden their discussion beyond letter forms to other features of the text. The consideration of the influence of the school environment and behaviourism shows more focus on key concepts and issues and the candidate clearly evidences their understanding of these. This understanding is further illustrated when the candidate adapts the nativist theory to explain the child's corrections. Although the candidate's writing still has a controlled and confident structure, they have drifted a little from the clear 'textbook' focus seen at the start of this response before recovering this aspect with a sub headed summary.</p> <p>This candidate has produced a response in which the writing is controlled and confident throughout. The data is presented in an engaging manner and with some evidence of discriminating understanding of audience and function. The reference to a range of theories and issues that underpin literacy shows a consistent understanding and the range is quite wide, given the time allowed.</p>	
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QUESTION 2

EXEMPLAR RESPONSE	COMMENTARY	TOTAL MARK AO1,2&3
F	<p>The opening paragraphs in this response have some lapses in expression and seem to be adopting a descriptive approach to the data and, although a relevant example is included, the candidate's discussion of it lacks depth and use of clear terminology. This descriptive approach continues in the third paragraph. No specific example is offered to support the discussion and the use of phrases such as 'hard sounds' seem to indicate a candidate who lacks confidence with linguistic terminology. The lack of examples means that it is difficult at times to understand fully the focus of the candidate's analysis, as illustrated by the comment on 'stringing words together'. In the final section, the candidate makes an implicit reference to the role of interaction in developing language and the writer seems to understand the importance of adult language users asking questions and modelling language for the child but no specific examples are used to illustrate this. It is not until the final paragraph that a specific feature is discussed and the candidate successfully applies the term 'over generalisation'.</p> <p>This is a very short response that lacks a clear focus. The candidate recalls some information but generally has a descriptive approach with little evidence of applying understanding. The examples are underdeveloped but there is some evidence of a candidate who is attempting to apply understanding to the data.</p>	5
G	<p>The candidate begins with a general introduction before starting to explore the role of interaction in child language development. While this does indicate some understanding of its role, the writer does not include the analysis of any specific example and this results in some underdevelopment.</p> <p>The candidate shows a clearer focus in the next section when they discuss pluralisation. A specific example is used but there is a technical error as 'needs' is not a noun. Although the candidate does not offer an in-depth analysis (such as identifying 'water' as a mass noun) they do show some clarity of understanding of the processes children go through when developing morphology.</p> <p>The written expression has been clear throughout this response but there is a lack of effective transitions between sections as the sudden start of a phonology section indicates.</p> <p>The discussion of 'flower' lacks the use of IPA by the candidate and they resort to trying to represent sound with standard letters which shows a lapse in AO1.</p> <p>The section on Child Directed Speech is more convincing. The candidate discusses aspects such as repetition and pauses to illustrate how the mother is using language in a way that aids the child's understanding and so shows some clear knowledge of concepts that underpin language development. This section would have benefitted from the addition of a specific example so the candidate could have offered more consistent detail with regards to how the child responds to his mother's efforts.</p> <p>The slightly random structure of this response is illustrated by a return to phonology in the next section but there are errors here that show some uncertainty with language features such as the discussion of the /g/ sound that is not present in the standard pronunciation of the word.</p> <p>Following some acknowledgement of the skills the child has achieved (tense) the candidate shows some clear understanding of the behaviourist theory and they are probably correct when they state he will have copied some words from the environment. In this section, the written expression lacks clarity and starts to obscure the candidate's point.</p> <p>The following two sections both begin 'use of' and show a lack of effective transitions and lack aspects of a clear structure. However, the first point is a successful illustration of the behaviourist theory that shows clarity of understanding.</p>	12

	<p>The remainder of this response shows many of the same characteristics. There is a lack of overall structure and it becomes quite list like (probably as the candidate was running out of time) but they are able to include references to the parents having to continually engage with George, George repeating information from the environment and repetition of lexical structures.</p> <p>Overall, this candidate shows clear understanding of the data. They are able to reference a number of relevant issues (such as CDS and behaviourism) and show an understanding of these. Language features are referenced and in some cases these are linked to context and the construction meaning. The response is not structured logically but the written expression is clear and most points have a clear example.</p>	
H	<p>This candidate begins with an introduction that places George in a stage of development and outlines some basic contextual factors before moving into the main part of their analysis.</p> <p>The initial section of the analysis is quite general as the candidate has a lack of focus and mentions phonology (without an example) and lexis (with a reference to Chomsky that is not wholly plausible) but they do make an interesting point about George's use of chronology and a reference to Piaget that shows clear understanding of relevant concepts.</p> <p>The section on phonology shows clear knowledge and the candidate attempts to use some terminology but there are some errors here, e.g. the misapplied consonant cluster, and the candidate does not use the IPA, or terminology associated with articulation to illustrate George's target sound. They do however show understanding of common processes such as substitution and are able to link this with clarity to George's stage of development.</p> <p>The section on over generalisation, illustrated by '...dugged up' is much more successful and shows clear analysis but would have benefitted from some key terms such as 'irregular verb'. This more focused analysis is also seen when discussing concrete nouns and imperatives but this section does show a lack of logical structure as several different features are referenced.</p> <p>The final section of this response shows understanding of the role of the parents and a more effective structure. There is an implicit reference to the importance of context when the candidate discusses the mother presenting a packet of seeds and key terms like 'interrogatives' are used alongside clear and relevant examples. At this point, the candidate shows some evidence of discriminating analysis when they note that, among the interaction focused imperatives, the parents exhibit language behaviours that can link to the behaviourist theory and their explanation of this shows some confident understanding.</p> <p>In summary, the candidate has produced a response that is mostly structured logically with clear examples. A number of relevant concepts and issues are referenced in the course of the response and although the candidate demonstrates a clear understanding of the majority of these, it is not consistent enough to leave mid level 3. A number of language features are referenced and explained but there is the occasional lapse.</p>	17
I	<p>After a general introduction, the candidate focuses on a specific aspect of development – the length of utterances. Kroll is an unusual choice here, but the candidate does use some effective terminology to explore a relevant area.</p> <p>The candidate backs up their initial assertion that George is in the telegraphic stage with a series of effectively integrated examples and uses linguistic terms in a discriminating way in the course of their discussion. There are aspects of discriminating analysis when the candidate discusses the more standard utterances and uses these to modify their original assertion and conclude that George is moving towards the post-telegraphic stage.</p> <p>In the next section, the writer demonstrates that they are able to adapt their linguistic knowledge for new purposes. Although not traditionally associated with language development, this candidate references convergence/Accommodation theory to describe the adults language, alongside the more traditional Child</p>	21

	<p>Directed Speech. Both of these are relevant and show a candidate who is able to consistently apply theory to their work.</p> <p>The logical and clear structure of this response is now apparent and paragraph openers such as ‘other forms of caregiver language...’ show effective transitions between sections. In this section, the candidate skillfully integrates a reference to behaviourism. This support and dismissal of theories, or aspects of theories, shows discriminating application.</p> <p>The final section on phonology shows some clear application of the IPA and detailed linguistic terminology (with some errors) but it would seem the candidate was running out of time.</p> <p>In summary, the analysis is applied consistently and ideas are supported by carefully chosen examples. The structure is confident with effective transitions between sections. The range of references to theories show confident understanding with aspects of discriminating understanding and is this candidate’s strongest point. There is a constant awareness of language features but the candidate could have developed these more. This response has been slightly limited by range and length.</p>	
J	<p>This candidate provides a quite detailed introduction and identifies George as ‘post telegraphic’. This already shows aspects of high level application as candidates at lower levels tend not to consider where within a given stage a child may be.</p> <p>The opening of the next section picks up on a feature from the introduction and so shows both an effective structure and effective transitions. The candidate’s discussion of phonology shows some clear knowledge of language terminology (e.g. ‘unstressed syllable), but it is a shame the candidate does not use the IPA and instead uses the letter <r> rather than the appropriate sound symbol. There is evidence of discriminating analysis when the candidate discusses ‘flour’ in order to compare pronunciation (looking at patterns of use is often productive) and they are able to integrate more relevant theories while showing a clear ability to both support and refute developmental theory.</p> <p>The candidate’s confident and discriminating knowledge of concepts and issues is further illustrated in the section discussing lexis. Like the previous section, it is effectively structured with examples clearly integrated into the body of the discussion. Throughout this section context is considered as the candidate discusses George’s immediate environment and how it influences his language.</p> <p>The inclusion of a section on grammar further illustrates this candidate’s confidence with language features and also allows the writer to demonstrate knowledge of a different aspect of relevant theory – instrumental approaches. The inclusion of references to this, alongside the developmental theories referenced so far, shows discriminating understanding of a wide range of concepts and issues. The writer returns to a previously raised issue, post-telegraphic, and uses a range of terminology and features, such as pronouns, function words and irregular verbs to illustrate this.</p> <p>The final section on ‘conversational skills’ confirms this candidate’s confidence with language levels and frameworks and the section on Child Directed Speech shows clear knowledge as the candidate lists the features. This last section is the most general as there is no discussion of how the child responds or specific examples but it is likely that the candidate was running out of time.</p> <p>Overall, this candidate has produced a discriminating analysis supported by sustained integration of examples and has applied a range of terminology with accuracy. There is discussion of a very wide range of concepts and issues and the candidate shows a full understanding of these. There is a consistent awareness of language features with some sections showing careful evaluation.</p>	26