

# A Level English Language

Summer 2019 Exemplars

Paper 2: Child Language (9EN0/02)





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## Introduction

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- The purpose of this pack is to provide teachers and students with some examples of responses to A level English Language Paper 2: Child Language (9EN0/02).
- The responses in this pack were taken from the Summer 2019 summer examination series. The questions papers and mark schemes can be found on the Pearson website [here](#).
- In this pack, you will find a sample of responses; examiner commentaries and marks.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact our subject advisor team on 03330 164120 or via [here](#).



# **Exemplar Scripts – Question 1**



## Script 1

Read Texts A–F in the Source Booklet before answering Question 1 in the space provided.

- 1 Analyse and explain how the children's development of language and literacy allows them to follow their teacher's instructions and produce written texts suitable for school-based activities.

In your response you should consider any relevant language frameworks, levels and theories as appropriate.

(45)

Though each child writes their text at different ages with different levels of mature literacy, all of them are able to ~~achieve~~ accomplish the teacher's task with appropriate assistance in places (Vygotsky, ZPD) and all of them write with a functional principle (Goodman). However, the key difference is that the development of grammar, lexis, and orthography allow one child to go further than another. Nevertheless, every text is suitable for the school-based activities assigned.

The pragmatics and the assistance of a community of practice are therefore very important in the children's development of language in fulfilling a ~~task~~ task. As they are in a school environment, prompts and positive feedback (Skinner, Behaviourism) aid in progressing their language and literacy skills. For example, in Text A, the teacher has written two sentences for the child (Meagan) to copy beneath. Although at first, she begins without noticing, she stops and



writes according to the format produced. As a result, we see slight adjustments in letters and graphemes such as a more linear "a" and an ascender on the "d" in "found". The help of Text B is slightly different: Thomas has been tasked with writing without guidelines and receives feedback at the end (Conthard, IRE), such as the orthographical error, "a nyther" being corrected to "another". Similar occurs in the other texts with positive reinforcement of "well done!" and "lovely instructions", whilst also providing advice for improvement such as "keep your work tidy". All of this undoubtedly plays a role in aiding the children's development in language and literacy to complete future tasks, and orthography is perhaps the best evidence to show this.

For instance, in Text A, Megan has good lineation and directionality (clay) but she struggles with heights of letters and spacing such as in "a holein". It is arguable that she is in Hall's preparatory stage as no conjunctions are used and graphemes are still being ~~re~~ mastered. However, this storyboard is undoubtedly for her



to practise and develop his spelling, hence why guidelines and ~~per~~ prompts have been provided. Thomas in Text B appears slightly more mature in orthography, though the majority is in the phonetic/invented stage of Barclay's stages, as he writes "butr", "warf", and "lled". Though, interestingly, this latter error is consistent in his work, which indicates Thomas is trying hard to memorise Lewis (Clay Inventory). The main problem is invented graphemes such as "E" and "madinga". Yet, despite this, he understands the conventions of an imperative list of instructions, and so over time he will <sup>likely</sup> gradually improve this issue. Text C shows less mature handwriting but greater spelling, as evidenced by the silent letter in "wheel" (Barley, transitional stage) and the correct irregular verbs "went" and "got". However, he could possibly either have remembered these from previous feedback, or asked for help when writing this text. The most mature writing is certainly in Text F, as demonstrated by the progressing cursive script and spelling of nouns such as "country" and "karate". Being 8 years old, though, obviously explains



this maturity, but he is arguably in appropriate spelling (Barclay) as there are minor virtuous errors still such as "befer". None of the mistakes in any text, however, hinders the children from finishing their tasks, and thus they are able to assist themselves for later ones.

Grammar is equally important throughout the texts. Whilst in Text A we see a simple sentence in declarative form, in Texts B and D we see imperative instructions in a list format, which they have likely been taught or have seen in textbooks before. In the latter text, though, there appears to be confusion, as Sophie begins with first person declaratives ("first I get out of bed") but switches to imperatives involving direct address ("get your coat of"). However, this once again does not alter the function or meaning of the text, and therefore Sophie is able to improve based on the teacher's feedback so that future work is more suitable to the activity. Furthermore, all the texts beside Text F appear rather paralectic in nature, as evidenced by Sophie in Text E, who





instead of using anaphoric reference, uses many simple sentences with the same opening: "I will". Despite this, she does use the coordinating conjunction, "and", which could imply she is nearing more subordinate, hypotactic language. She is therefore likely in Kroll's consolidation stage. As for Text F, we see Jacob using declaratives ("I am Jacob!"), interrogatives ("What pets do you have?"), and imperatives ("Let me tell you about my family"). Alongside correct capitals and good punctuation, he is very able to develop his literacy in order to complete the set task.

Finally, the consistency throughout the texts is in their discourse, primarily the understanding of genre and convention. For instance, Megan in Text A knows to write her name at the top, while Thomas and Sophie know how a list functions and what syntax an instruction should take.

This is confirmed by Sophie's teacher commenting " lovely instructions", thereby enabling to follow their advice and develop further. Additionally, Jacob in Text F understands the layout of a letter, correctly writing the address on the top left. However, this



has debatably been copied from the board or previously taught, thus showing Jacob has followed the teacher's instructions.

In conclusion, each child is able to follow instructions and feedback in order to write suitably according to the school activities. Though the older children may have mature language, all comprehend the games of their tasks and all still have much to learn in grammar and orthography.



## Script 2

Read Texts A–F in the Source Booklet before answering Question 1 in the space provided.

- 1 Analyse and explain how the children's development of language and literacy allows them to follow their teacher's instructions and produce written texts suitable for school-based activities.

*In your response you should consider any relevant language frameworks, levels and theories as appropriate.*

(45)

Pragmatically, Texts A–F were all completed in a community of practice (a school classroom) and therefore presumably in the presence of a more knowledgeable ~~to~~ other (Vygotsky) who can aid the children in scaffolding their language.

The children all appear to be around the consolidation and differentiation stages (Krohn). This is the optimum time for teachers (and those, according to Bruner, within the Language Acquisition Support System) to guide them into producing suitable texts. For example, the younger students Megan and Thomas are given space to draw alongside their writing in order to clarify their meaning and perhaps inspire and aid them in the writing process. e.g. Thomas draws a sandwich which may help him remember the components and the order in which to assemble them. ~~the~~ <sup>(Text E)</sup> It's interesting to note that 7 year old Sophie is also given space to draw, however, this appears to be due to the recreational and more creative ~~app~~ approach to the activity compared to the more functional learning principles (Goodman) of Text A and B.

By contrast, the elder child, Jacob, appears to have drawn his own writing guide (evident by the non-parallel



lines) Perhaps with guidance on the board or a helpsneer to guide him. This aids him in producing the correct genre or text, a letter rather than him being tempted to write a narrative. For example there is space for the ~~the~~ Queen's address "Buckingham Palace, London," the presence of the postcode again hinting keywords and information may have been present at the time the text was written.

Grammatically there is also evidence of teacher intervention. For example within Text B and Text D the children show an understanding of the use ~~for~~ of Chronological, short imperative sentences to create the ~~genre~~ genre of e.g. "Put on" and "get your" instructions. With the younger Text B student perhaps gaining more structural aid from teachers, illustrated in the numbered sentences, text D on the other hand, opening for more ~~more~~ developed discourse markers such as "next" and "first". Although ~~that~~ there is evidence of grammatical feedback from an adult within text D in the switch of pronouns ~~from~~ midway through from the first person singular "I" to the 2nd person "you" in order to make the text more suitable to the ~~genre~~ genre of 'instructions' as opposed to a recount (Rothney).

This focus on genre in text B may be the cause for



consistently ~~phonetic spelling~~ incorrect spelling, with ~~Tom~~ Thomas substituting /r/ for /l/ and omitting the 'a' grapheme altogether. Text E, on the other hand, initially incorrectly spells "Triye" incorrectly but later corrects it to "try", this may be due to teacher intervention midway to correct the <sup>phonetic</sup> spelling (ferry) important for the text's structure, with "I will try" being important in <sup>the</sup> stative grammatical style of writing resolutions. Text D ~~on the other~~ appears to have begun combining visual & phonological spelling through the spelling of 'cheers' clarifying they are aware of the presence of /θ/ but not where it goes.

Overall, the teacher's instrumental power as teacher and ~~and~~ more experience with language allows them to help scaffold <sup>the children's</sup> ~~their~~ writing and language decreasing the child's zone of proximal development (Vygotsky), so they are more able to do activities alone with individual rather than joint construction (Kamery).





### Script 3

Read Texts A–F in the Source Booklet before answering Question 1 in the space provided.

- 1 Analyse and explain how the children's development of language and literacy allows them to follow their teacher's instructions and produce written texts suitable for school-based activities.

*In your response you should consider any relevant language frameworks, levels and theories as appropriate.*

(45)

In these texts we can see how children improve their writing skills as they get older by having their teacher (MKO – more knowledgeable other – Vygotsky) to instruct them and give them positive feedback with improvements.

In the first text (A) we can see 'Megan' writes her name at the top, spelling it correctly with a capital letter as this is a key part of her inventory (clay). She has to write her name on all her work at school so this makes it easier to write as she's had practice.

In the text itself there is scaffolding (Vygotsky) and we can see the zone of proximal development (Vygotsky) is quite small as she's given a sentence to copy out. So she doesn't understand the function (Gee Goodman) but she practices the formation of conventional letters (Barclays). She will



also understand graphemes are linked to phonemes (pre-preparatory stage-kroll) as this sentence would probably be read aloud to the class by the teacher to help. She also draws a picture (multimodal) so she can understand what the sentence is about - a bucket.

In text B, the student is older and given a genre to write about. He fulfills what he's asked to do by writing about making a sandwich or as he says a 'saladwich' which shows assimilation as he gets muddled between similar context bound words.

You can tell Thomas understands the function (Goodman) of the text as he writes the recipe in chronological order with numbers like a report (Rothery) and uses imperatives such as 'put' and 'cut'. The teacher aids the child's learning by recasting his spelling errors by putting 'always'. So Thomas can practice the spelling for next time.

Text C is from a child of a similar age, but there is much less writing. However, this is a weekly exercise so it's ~~most~~ something



the children are use to and could pragmatically lead to laziness in writing as they're use to this activity. But Sammy understands simple sentences and recounting (Rotherapy) in 1st person, ~~be~~ using the 1st person pronoun 'I' which fulfills Bellugi's stage 2 of pronoun acquisition.

In this case spacing between words is very varied with the last 3 words of 'purple and and sir he' merging into one. Here we can also see Sammy missing the aspirant h by omission and substituting the 'st' for a 'v' and 'y' for an 'e'. So here Sammy uses phonetic spelling to work this word out (~~Bar~~ Gentry).

The teacher doesn't correct spelling errors here but she does mention keeping 'work tidy' which could relate to spacing and formation of letters.

Text D is similar to text B with the genre of instructions. However, in this example Sophie begins in 1st person using the personal pronoun 'I' making it more of a recount (Rotherapy), but then halfway through she begins to use the second person pronoun 'you', however





there's omission of 'u' as she spells it 'yore' and adds the 'e' on the end, most likely because she's seen 'you're' and so a bit of assimilation has occurred and she's muddled her tenses.

Adding the MKO marks with ticks and adds the improvement of use of capital letters. As she lacks consistency with this across her bullet points. ~~At the~~

At the top of the text Sophie adds a date and title by herself as this is an action she always does when writing in her community of practice and she wants to impress her teacher by using the best language possible (Youseff).

Meanwhile in Text E there's some more scaffolding (Vygotsky) and a picture making the text multimodal and depicting how well Sophie's motor skills have developed. In this case a title is already written out, so the children have a clear idea of genre. Like text C there are 3 full sentences and in the first sentence Sophie even uses the discourse marker of 'In 2008' to bring real life context to her work, showing she



understands the linguistic and functional principles of the text (Goodman). Throughout, she uses the common simple future tense phrase 'I will' and this shows it's a part of her inventory (Clay). But she does also understand possessives with 'my bike' showing she's at stage 3 of Brown's language acquisition. She also spells 'try' wrong at start with an addition of 'i' - 'triye' and addition of 'e'. But later on in the text she spells this correctly ~~so~~ which could be from asking for help from the teacher (Vygotsky) or asking a friend.

In the final text F the class have been asked to write a letter to the Queen so here they will use their best language as they know the prestige of the queen, so this is like in Yousef's study when the child spoke better with her mother than her brother, as she's trying to impress her mum.

Throughout a range of sentence types are used; moving away from just declaratives like the other texts by adding interrogatives and declaratives so heuristic language (Halliday)



is used. We can also see the student knows the functional and proper use of pronoun acquisition (Bellugi) with 'her' and 'I' and 'you'. Cursive casual script is also used while in the other texts it was just print handwriting.

This shows how with teachers guidance students can really improve and also how who they're writing ~~to~~ really influences their language (Youseff). They always want to impress their MKO and sometimes their audience - depending on who it is.



## Script 4

Read Texts A-F in the Source Booklet before answering Question 1 in the space provided.

- 1 Analyse and explain how the children's development of language and literacy allows them to follow their teacher's instructions and produce written texts suitable for school-based activities.

In your response you should consider any relevant language frameworks, levels and theories as appropriate.

(45)

Text A features Megan a text describing a bucket, written by Megan, 5 years and 1 month. She was asked to describe a bucket from a story, this could imply from a story the class had been reading. The text is multimodal, using a ~~picture of~~ drawn picture of a bucket and writing. Her developed motor skills and spelling ability allows her to follow instructions and describe the bucket. Her first sentence 'I found a hole in', seems to be written without the help of her teacher, as when compared to her second sentence the writing is much clearer in the second. Her spelling appears to be in conventional spelling even before ~~even~~ there is input from the teacher. Despite this we cannot be sure how much input the teacher has had. Teacher ~~may~~ input in this text also may have caused the child to make an error, ~~the~~ the first time Megan spells 'in', she spells it correctly. However, once ~~then~~ she has the sentence to copy from the teacher the spelling of 'in' turns phonetic as she is likely saying the word out as she copied it, and spells it 'in'.

In Text B, Thomas has been asked to write some instructions in his writing journal by his teacher. The text is multimodal





featuring writing and a ~~short~~ drawn picture of the salad he is giving instructions how to make. Being asked to make instructions, Thomas, has ~~also~~ made a cook-book style piece which may have seen at school or at home when his parents have made food. ~~Also~~ He has ~~and~~ an understanding of how instructions should be, as his ~~or~~ work features a list with numbers down the side and it <sup>it</sup> includes a delimiters such as 'put' or 'now cut' which are typical features of instructions. This shows that Thomas ~~was~~ likely understands that instructions are used to tell someone what to do and his language reflects this.

Thomas' spelling ~~stage~~ stage is likely in ~~phonetic~~ <sup>Phonetic</sup> spelling, this is because ~~that~~ he understands general spelling laws, however he uses phonetic spelling as well, e.g. spells 'radish' ~~it~~ well but doesn't spell 'bread' properly. There is the ~~recurring~~ recurring mistake on the spelling of 'bread', recurring principle (clay) the /r/ ~~is~~ is not written properly and the /d/ is missing. The word is spelled phonetically as /ea/ sounds the same as just the /e/, however the child knows how to correctly write an /r/ which may suggest his has a regional accent ~~or~~ just has difficulty with /r/'s in the middle of words. His writing features frequent deletion for example 'tmtto' for 'tomato' which misses out letters, this is likely the result of his phonetic spelling ability, causing him not to realise what letters should be in the word.



Text E features Sophie, aged 7, writing her ~~new year~~ New Year's resolutions. ~~As~~ she demonstrates she understands what a ~~new year~~ resolution is and her language is evidence of this. She writes in the future tense, 'I will try' shows she understands it's something you try to achieve over time. The piece is multi-modal, featuring a picture of her riding a bike down a path. In the text ~~on the~~ there is a pre-written prompt saying 'My new year's Resolution', this will be to help the students writing to what they have been asked to do. The text is in conventional spelling.



## Script 5

Read Texts A-F in the Source Booklet before answering Question 1 in the space provided.

- 1 Analyse and explain how the children's development of language and literacy allows them to follow their teacher's instructions and produce written texts suitable for school-based activities.

In your response you should consider any relevant language frameworks, levels and theories as appropriate.

(45)

Texts A-F are all ~~from~~ pieces of child writing written for an institution of learning, where they have been prompted to produce written texts in order to aid their development of language. All of the texts are written within a zone of proximal development (Vygotsky), ~~at~~ the written purpose being ~~for the~~ for the more knowledgeable other, the teacher, to assist in their language development.

~~selecting pragmatically, all of the written texts are produced in order for the~~ by the child in order

~~firstly when studying texts A-F, all~~

Texts A-E within the texts all contain written feedback from the more knowledgeable other, the teacher, at the end of their writing. Due to the pragmatic meaning the text is being written in a place of learning, the positive reinforcement (behaviourism - Skinner) that ~~comes with~~ follows ~~allow~~ allows the child to be pointed in the correct direction for learning, as well as constructive criticism such as 'start with capital letters



phase' which sets a goal for learning. Many of the texts contain scaffolding (Bruner-interactionism) in order to aid the writing development. Text A, ~~then~~ ~~is~~ an observation/comment (Rothery) style written text, contains a sentence that was written by the more knowledgeable other that will allow ~~the~~ Megan to copy the text, aiding her fine motor skills development when forming graphemes on the page. Megan is also in the preparatory stage (Kroll) of writing, ~~as she is still~~ ~~although~~ she is forming her writing well, similar to an older child in the ~~pre~~ consolidation stage. ~~it must~~ be noted that ~~for example~~ ~~she~~ ~~for example~~ ~~with~~ ~~forms~~ the graphemes 't found a hole' correctly. Saying this it must be noted that she is copying the text so ~~it does not~~ ~~contribute~~ with possibly raise her writing ability.

The written texts also demonstrate ~~graphemic~~ phonetic development within the ~~the~~ ~~graph~~ writing of ~~a~~ the child. ~~As~~ ~~of~~ ~~the~~ ~~texts~~, ~~from~~ ~~A~~ ~~to~~ ~~B~~ for example, in text B, ~~there are~~ ~~some~~ some written instructions on how to ~~make a sandwich~~ prepare food, contains substitution of the 'l' phoneme in place of the 'r' phoneme when ~~the~~ Thomas is discussing 'bread' this is potentially because ~~the~~ Thomas is in the phonetic spelling (Barclay) stage of development, as the phonemes are similar sounding, he is spelling





as he would listen and understand the word in spoken speech. Thomas also produces correct spelling for written text. For example he states 'put on radish'.

He also ~~also~~ uses the phonetic spelling of 'radish', suggesting again that he may have heard a more knowledgeable other ~~to~~ produce the word only out loud. The topic of food is most likely what they have been studying at school, suggesting Thomas may have picked up correct spellings of words such as 'radish' when studying the topic from other written texts and be copying from the more knowledgeable other. Thomas is in the transactional stage of writing (Britton), as he is aware of ~~the~~ the game being instructions, using discourse markers as a numbered list to demonstrate his knowledge of the game. Saying this, ~~the~~ the class was studying ~~the~~ lists in his most likely studying lists in instructions in lesson, allowing him to quickly develop his understanding of the required genre.

Text F demonstrates a boy in development in the children's language. Text F contains <sup>mostly</sup> ~~mostly~~ fully formed lexis, with correct spelling on many of the words. Jacob struggles with some harder words such as



'capriolate' demonstrating ~~that~~ ~~it~~ ~~is~~ that he ~~is~~  
has confidence in spelling phonetically and attempting words  
before receiving feedback from a ~~the~~ more knowledgeable  
other. Jacob also shows knowledge of genre, the  
text is a written letter and he has opened with  
the address of the recipient, in this case the Queen.  
Saying this, it is unknown if the scaffolding was  
provided by the language acquisition institution of learning,  
however the use of the address demonstrates awareness of  
contextual understanding. The text is a report (Rhetoric),  
as it is an objective account of events, the  
teacher has not influenced what Jacob is saying -  
Jacob is able to ~~start~~ begin to form his own  
identity through his writing, and form his own  
personal style within it. Social cues such  
as 'xxxxx' are also demonstrated in his  
~~large~~ writing which ~~is~~ were most likely  
picked up from a more knowledgeable other  
such as a parent, or a teacher when addressing  
politeness in the genres



## Script 6

Read Texts A–F in the Source Booklet before answering Question 1 in the space provided.

- 1 Analyse and explain how the children's development of language and literacy allows them to follow their teacher's instructions and produce written texts suitable for school-based activities.

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(45)

In text A we know that <sup>Megan</sup> ~~the child~~ produced the <sup>description</sup> ~~instructions~~ at school, which suggests ~~the child~~ that the child may have been aided in terms of spelling by a more knowledgeable other e.g. his teacher. This supports the Social Interaction theory which is supported by Vygotsky and Bruner, in which communication between a child and a more knowledgeable other plays a key role in their development and serves as ~~an important~~ a type of scaffolding which helps bridge the gap in ~~the~~ Vygotsky's zone of proximal development. Furthermore, this allows the child to follow the teacher's instructions in order for them to complete the tasks ahead of them. Similarly, in text A we can see that Megan's writing has directionality, showing that she understands that writing goes from left to ~~the~~ right. However, in the ~~context of the~~ ~~task~~ dynamic vs "fossil" – it could be classified as



scribbling, or rather, controlled scribbling because the shapes of the letters are not readable, showing that the child needs further development in terms of motor skills.

On the other hand, in terms of text b, Thomas has directionality and understands his writing should be left to right - and also understands that there should be a title for his writing. However, Thomas makes the virtuous error of deletion in the noun "Butter/butr" by removing the vowels "er" demonstrating that he is yet to be able to spell properly. Furthermore, Thomas also substitutes the consonant "r" for the consonant "l" in the noun "Dread"/Dled - which shows he understands the overall sound but as this occurs more than once it is clear that perhaps Thomas is yet to be able to use double consonants. However, Thomas is able to describe instructions on how to make a sandwich, which implies that he has seen the process many times before, which suggests that perhaps his parents showed him at home, which allows him to produce this written





text for his teacher.

In text C we can see that Sammy is able to produce writing with 3 sentences, which is encouraged by ~~his~~ her teacher. Additionally her teacher also points out that her writing is untidy - suggesting that Sammy requires further work on developing her motor skills - how she holds her pencil, the movement of her pencil as she writes etc.

On the other hand in texts D and E we can observe Sophie's development between both texts. In text D, she knows to bullet point in order to create more concise instructions for her reader. However, as her teacher points out, Sophie does not include capital letters at the start of every sentence suggesting that she needs further development in grammar and punctuation. However, if we look at text E which is another text produced by Sophie



## Script 7

Read Texts A–F in the Source Booklet before answering Question 1 in the space provided.

- 1 Analyse and explain how the children's development of language and literacy allows them to follow their teacher's instructions and produce written texts suitable for school-based activities.

*In your response you should consider any relevant language frameworks, levels and theories as appropriate.*

(45)

As children's language and literacy develop, they are able to recognise the certain purposes, forms and audiences of written texts, eventually creating their own personal voice in their writing once they reach the integration stage of Kroll's four stages. The school system aids this by having class focussed on certain kinds of writing or use of language.

Text A is written by Megan, aged 5 years and 1 month, therefore we expect her to be in Kroll's preparatory stage. Her teacher has asked her to ~~write~~ describe the bucket, and she has successfully written about what she ~~is~~ sees. The space to draw an image may have helped her visualise the object, making it easier to use language to describe it through text-image cohesion. The line guide aids a ~~child's~~ child's letter sizing and orientation and it's clear Megan understands the basic shape of letters and direction of writing.

Grammatically, the sentence includes the first person pronoun 'I', both the definite article 'the' and indefinite 'a', prepositions such as 'in' and the past tense 'found'.



The verb 'found' is the irregular past tense of 'find', a feature which Brown describes as one of the earlier features children use correctly.

Text B was written by Thomas, age 5 years and 5 months also likely to be in the preparatory stage. Asked to produce instructions, Thomas clearly numbers each point, understanding the step by step nature of, in this case, a recipe. He also uses ~~the~~ imperatives 'put' and 'cut' and discourse marker 'now', perhaps taken from environmental influence such as cooking programmes or cooking at home with a parent. This supports Skinner's ~~theory~~ behaviourist theory that children learn through imitation, as Thomas has naturally understood the main features of a recipe and used them successfully following teacher's instructions.

The spelling patterns in the text are likely influenced by Thomas' spoken speech, for example 'bled' substitutes the <sup>fricative</sup> /r/ sound for /l/. O'Grady ~~is~~ claims children know most sounds by the age of 4, but /r/, /w/, /θ/ and /ð/ are the hardest to produce. Therefore, this language development ~~is~~ combined with the phonetic spelling technique may hinder a child's ability to follow instructions to the best of their ability. However, contextually, there is no miscommunication of what Thomas means.



Text D is also a set of instructions, this time of Sophie age 6 years and 9 months, so likely in ~~the~~ Kroll's consolidation stage. She also shows awareness of a list by using bullet points. She begins with more complex <sup>range of</sup> discourse markers 'first', 'then', 'after' and 'next', before only using imperatives 'go', 'get' and 'put' when describing what she does in school. Perhaps this changes because she is used to ~~being told to do these~~ meaning these instructions from her teacher every day, so simply writes what she is used to hearing. She spells the noun 'school' correctly despite the initial consonant cluster, suggesting whole word recognition of an everyday word in her life.

The task in Text C is what Rothery would describe as a recount, and ~~sammy~~ sammy successfully follows this structure. Although brief, she describes a chronological, or Perera's types of language, recount of her personal news. She also uses adjectives to add more description, perhaps recognising that her audience need this to imagine what she is describing.

In terms of lexis, each text is limited to the semantic field of the writer, and being young children this is largely concrete nouns ~~of an~~ from environmental





influence. For example, in text D Sophie uses nouns 'breakfast', 'uniform', 'school', 'lunch box' and 'folder', all linking with her morning routine when going to school. However, in text F, Jacob is 8 years old, therefore perhaps in Kroll's differentiation stage. He uses a range of lexes from multiple semantic fields such as 'pets', 'fish' and 'dog', and also 'sports', 'football' and 'tennis'. This is evidence that as a child's vocabulary increases, they begin to use ~~use~~ this range in set tasks at school.

In text F, Jacob also shows correct use of the auxiliary verb 'I am' and second person 'do you'. He also correctly uses pronouns 'you', likely in stage 3 of Bellugi's pronoun stages as he uses the auxiliary with them, for example 'what pets do you have?'. This aids Jacob in creating a friendly, informal letter, adapting his own personal voice to complete the class task which was likely to write a letter.

### Teacher's use

Overall, the development in a child's language and literacy contributes to their ability to produce a text fitted to their audience, with a distinct purpose and style. Teachers' positive reinforcement



such as 'lovely Sophie' and 'well done' encourage students, as well as negative reinforcement 'keep your work tidy'. This is an example of Bruner's LASS (language acquisition support system), aiding children in learning the standard forms of writing, ~~as well as another example of Skinner's~~ ~~behavior~~ ~~target~~ through the knowledge and help from adults. Vygotsky referred to these as the more knowledgeable other, helping children through the zone of proximal development (ZPD).



## Script 8

Read Texts A–F in the Source Booklet before answering Question 1 in the space provided.

- 1 Analyse and explain how the children's development of language and literacy allows them to follow their teacher's instructions and produce written texts suitable for school-based activities.

In your response you should consider any relevant language frameworks, levels and theories as appropriate.

(45)

It is evident throughout the texts that each of the children are able to use their literacy and written skills to follow their teacher's instructions and write suitable texts, all to a certain extent. ~~This is displayed~~ For example, in Text A we can see that graphologically, Megan is able to copy a sentence written by her teacher, which shows that she is most likely on the preparation stage of her literacy development, as she still requires assistance (to copy the sentence instead of <sup>writing</sup> making her own). We can also infer that she is somewhat confident in writing her name which could be due to practice at this stage of her early development, as the letters are <sup>clearly</sup> written. In comparison to the other texts it is evident that the other children most likely had to write their texts independently although they would have still had some assistance, but they are ~~are~~ more further developed than Megan.

Grammatically, we can see more use of imperatives in Text B and Text D; contextually, both



of these texts ~~are~~ are ~~based off~~ <sup>based</sup> ~~centered~~ around instructions and we can see that both children understand that imperatives must be used.

For example, in Text B, Thomas uses imperative verbs such as 'put', 'butter the bread' and 'sp. Slice the cheese.' Sophie in Text D also uses similar ~~features~~ <sup>verbs</sup> ~~words~~ such as 'go', 'get' and 'put.' Additionally, she also uses discourse markers such as 'first', 'then' and 'after' which creates a very systematic approach, hence ~~becoming more suited~~ <sup>which reflects</sup> to the task of writing instructions. Thomas also uses discourse markers but uses numbers instead, which could be a reflection of his stage of development and also mirrors what he's most likely learned in school, perhaps in maths lessons. Both of these children demonstrate how in their stages of development they're able to produce texts which are well-suited to their purposes.

Grammatically, we can also see in Text F that Jacob is able to form questions in his text to which he has a follow-up answer such as: 'what pets do you have? I have a fish..', he also includes rhetorical questions such as 'what King! Queen was before you? ~~Is~~ Is it King George the VI?' At this stage of his development we can assume that



he <sup>has</sup> progressed from the consolidation stage to writing more sophisticated texts. Graphologically we can see that he has written 'xxxxx' next to 'The Royal Queen' which could be seen as a reflection of 'text - talk' due to environmental print. According to Skinner's theory of imitation, this could be something which he has picked up from ~~the~~ the internet or social media, due to development of technology and society encouraging children to engage ~~into~~ with technology.

On the other hand, this could be seen as 'inappropriate' as writing 'xxxxx' is contextually associated with sending to someone whom you're close with and of the same status, which the Queen is not.

However, lexically he demonstrates that he can use politeness strategies such as 'Dear Her Majesty' and 'I appreciate your work', showing that there are degrees of formality to this text which he's produced, reflecting that he can use both formal and informal language features, ~~such as~~ such as exclamation marks ('I am Jacob!'). to suit the text.

In Text C, ~~is it~~ it is evident that Sammy is able to follow instructions and write a suitable text for the task. She is asked to <sup>'recount personal news'</sup> ~~write a report~~ which, according to Rothery, ~~does not have to be~~ <sup>is usually</sup> in





chronological order, to which Sammy is able to do. ~~She recounts going on.~~ She <sup>also</sup> uses adjectives ~~in~~ in the text. ~~to~~ Such as 'big wheel', 'purple' and 'silver [sivhe]', this could possibly be in chronological order ~~that~~ <sup>as</sup> it is easier to recount by order as suggested by Rothney. Sammy's teacher also positively reinforces her work ~~but~~ by emphasizing how she ~~to~~ wrote three sentences and writes 'well done!', which was most likely her target. ~~This demonstrates how she is able to~~ <sup>Sammy</sup> She also is able to successfully use past tense, 'went', 'got' and 'was' which further shows how she is capable of following instructions to recount her personal news.

~~According to~~ According to Piaget, a child must first understand a concept before applying it, such as past tense before present tense; this further implements the idea that Sammy has understanding of tenses to successfully write a recount.

We can see in Text E that Sophie is able to apply definitive verbs and auxiliaries such as 'I will be' and 'I will try'. Contextually, a New Year's Resolution is something that we must try to stick to, so by ~~Sophie~~ Sophie purposefully selecting specific lexis such as 'will' it implies that she understands the commitments and dedication towards a New Year's



resolution, again reflecting Piaget's theory of cognitive development and understanding of concepts before applying them, which Sophie is able to do here.

<sup>or</sup> demonstrate  
All the children ~~reflect~~ <sup>demonstrate</sup> their understanding of particular contextual concepts in order to produce a text ~~and to follow teacher's instructions~~.

~~and~~ and are able to <sup>take</sup> ~~advantage~~ of their language ~~and~~ and literary skills they've acquired to successfully do this, by following their teacher's instructions.



## Script 9

Read Texts A-F in the Source Booklet before answering Question 1 in the space provided.

- 1 Analyse and explain how the children's development of language and literacy allows them to follow their teacher's instructions and produce written texts suitable for school-based activities.

In your response you should consider any relevant language frameworks, levels and theories as appropriate.

(45)

A child's development of language and literacy can be clearly seen throughout the piece, as the child advances, they can begin to write <sup>for</sup> more challenging fields and functions and can correct more and more of the non-standard errors they make as per the school curriculum as set by the government.

Firstly, in terms of orthography, development is important as it allows them to produce writing that can be more clearly understood. What is interesting is that in Text A, the spelling is conventional which is far above the expected level for a 5 year old, "I found a hole in the bucket", however, when she firstly writes the piece without help, she doesn't finish her sentence, stopping before the concrete noun 'bucket', thus implying she doesn't know how to spell it on her own. It isn't until the teacher provides a scaffolding for her to copy <sup>can</sup> ~~does~~ she complete the sentence in a standard form, thereby providing support for Vygotsky's theory of the Zone of Proximal Development as she can produce standard ~~disturb~~ writing when aided, possibly explaining the conventional spelling. In text B, the spelling is





semi-phonemic which certainly would be expected of a 5 year old. For example 'sprinkle' is spelt, 'spricl', this could be due to the fact that the omitted 'n' is ~~also~~ an unvoiced nasalised sound which could easily be missed when hearing the pronunciation, /sprɪnkl/, and obviously, the 'k' and 'c' sounds are both pronounced /ɪ/ and ~~also~~ <sup>due to the level of focus</sup> the 'e' being a silent letter. Given the ~~fact~~ that teachers must now put upon their heads on phonics due to the phonic screening becoming a priority for reception and in particular year 1, it is understandable why the spelling is using salient sounds. However, this development of phonemic awareness does allow the child to produce a text that is understandable.

Text D is mostly <sup>standard</sup> correct but the most notable spelling errors are 'sters' and ~~breakfast~~ 'breakfirst' which imply that she has tried to 'sound out' the words as encouraged by many teachers but a regional accent has prohibited her from achieving the standard spelling, as 'sters' is reminiscent of the Northern accent /st 3:rs/. Similarly, the only word spelt incorrectly in text E is 'uwer' which features most prominently a ~~th~~ /θ/ 'th' flapping, which again can be explained by a regional accent and being heavily encouraged to 'sound out' tricky or new words. Finally, it is interesting to note in text E that ~~the~~ <sup>the</sup> is more difficult



vocabulary like 'karate' is spelt correctly whereas higher frequency words like 'before' aren't. This could potentially be due to the fact that he enjoys karate and so is interested in it, hence the word and therefore spelling holds more meaning to him so is more likely to be spelt right, or because although it isn't high frequency for everyone, it could be for him given that he plays the sport so often according to the pragmatics of his letter. Overall, the development in spelling allows them to follow teachers' instructions as teachers always instruct pupils to 'find out' words which is evidenced here, and it allows them the understanding allows them to attempt a wide variety of lexis to include in their pieces.

Continuing on the theme of lexis, text A may ostensibly appear to be more simplified lexically, however the majority of the words included like the pronoun 'I' and determiner 'the' <sup>and a</sup> and preposition 'in' are <sup>amongst</sup> the key words that the government have decided are important, so the fact she is using them is highly commendable. My work experience in a primary school suggests to me that these words are likely to be displayed in the classroom and so this environmental print could, according to Ferraro and Teberosky, be



encouraging her to use them in her writing. Also, it is of up most importance that the basics of lexis are what Ben Zee describes as automatised before a child can advance as these are what help every text that ever will be produced for school or not to make grammatical sense. The development of language to help produce texts of specific fields is evidenced in text B, where he uses subject specific lexis, 'cheese', 'ranch', 'tomato', 'lettuce', in order to fulfil the desired field of the piece. Without this development and knowledge of the lexis of the subject, the piece couldn't have been written. Piaget argues that a child cannot use language until they understand it and so having this development of language has clearly helped them to write this text for school as per the teacher's instructions, although it is likely that they had a discussion about the subject first. What also would have helped is the fact that the teacher picked a subject field, food, that all of the students would be familiar with, as Laba says 'well-meaning educationists could often <sup>hinder</sup> ~~damage~~ a child's learning if they don't take into account their background' and food is universally applicable to all children's backgrounds. For text C, it is likely that they've begun to encourage the children to use description, hence



the use of the adjectives 'silver' (sivhe) and 'purple' and similarly, in text D, gives the ~~text~~ function, the use of imperatives, 'put' and 'go' are also likely to be encouraged as would the dynamic modality, 'I will' in text E. All of these help fulfil each respective texts' individual functions and so the development of understanding of different texts' purposes, is not only the transitional stage of Krull's theory which is way ahead of what he'd expect for their ages (although the increased difficulty of the national curriculum could account for this), it shows that they are able to produce these texts for school.

Grammatically, A is interesting as she appears to have only a declarative knowledge (Taffy Raphael) of the use of a full stop, knowing what it is, but can only use it again when it has been modelled by the teacher. However, as the ages progress, this becomes automatised into a procedural knowledge and by text F, other forms of punctuation are also being used, '!' '?', showing that as knowledge of grammar and punctuation (literacy) develops, the ~~student~~ children can apply this to produce more





advanced writing for school. Furthermore, in text D, the use of capitalisation where appropriate seems to only be conditional knowledge as it is used occasionally for a start of a sentence, 'First...', but not consistently, 'get ...' and not for the proper noun 'October'. This is actually a correction that the teacher has commented on 'next time use capital letters please' but in a positive way to encourage her, this has since been corrected by the next age ~~by~~ in text E showing that because her literacy knowledge has progressed from conditional to procedural, it has allowed her to address her corrections as made by the teacher. Alternatively, though, all of her sentences start with the first person pronoun 'I' which is taught that it is a capital from reception, so this could be the reason for improvement, but regardless, text E features ~~correct~~ standard capitalisation for sentences 'Let me...' and proper nouns 'George' (George).

Finally, discourse and understanding of what makes a text become a certain mode is important, the government and so teachers want the children to have a broad repertoire of modes they can write from articles in text





C that feature the appropriate name of the news outlet '5015 News' to instructions in texts B and D, which show the progression of having to use numbers to adverbials and discourse markers 'firstly' '~~secondly~~<sup>then</sup>' 'next' and of course the aforementioned imperatives, to the address line 'her majesty the queen...' for the letter in text E. It is more than likely that each time this new concept was being taught, that the teacher used environmental print and modelled examples to help, but the advancement of knowledge for literacy allows for the children to write to fit these models as per the teachers instructions and write pieces appropriate for schools as encouraged by the government.



# **Exemplar Scripts Commentaries – Question 1**



Script number	Examiner commentary and mark
Question 1	
Script 1	<p>The candidate uses the opening paragraph to make a reference to the question and to make some general reference to theory. Following this context is developed by noting that the tests are produced in school/community of practice (AO3) but the habit (seen throughout this response) of making a general reference to theory and then putting information in brackets does not allow the candidate to show developed understanding and so they are not showing aspects of level 4. This is illustrated on the second page with the unclear reference to 'Coulthard IRF' where the link between this and the comment 'writing without guidelines / receiving feedback is not clear. However, the candidate is showing some clear understanding (AO2), examples are useful (AO1) and the discussion is focussed (AO1).</p> <p>On the third page, the candidate shows an ability to discuss relevant examples of spelling (AO1 and AO3). Although the discussion shows 'clear' understanding, it would be expected that candidates reaching level 4 would use the IPA to discuss reliance on or independence from phonology and they do not speculate as to why a child may use a phonetic approach and so is not able to move from mid-Level 3. As this section progresses, there are mentions of imperatives and past tense forms, showing some clear understanding of language features (AO3) but these are not developed and beyond the reference to school, links to the precise context (function etc) are sparse so far and the candidate has drifted from the question into a general developmental response and this limits AO3 awarding.</p> <p>The focus on grammar is developed on the fifth side and there is evidence of accurate terms (AO1), relevant examples (AO1) and some further clear knowledge of language features (AO3) with some links to context implied through the mention of 'function or meaning' (AO3). This grammatical focus does turn into a bit of a feature spotting list and interesting areas such as Jacob's use of interrogatives are not explored.</p> <p><b>Summary</b></p> <p><b>AO1/2:</b> The candidate shows mid-Level 3 by applying relevant methods of analysis to the data with clear examples for each of their points. Ideas are structured logically and there is clear use of terminology. Although the reference to key theorists are somewhat underdeveloped, overall this response illustrates a candidate who has clear understanding of concepts and issues that underpin literacy development.</p> <p><b>AO3:</b> The candidate scores at the top of level 2. Although they make reference to a number of language features these are not always linked specifically to the context of the pieces (as directed by the question) and context tends to be described rather than explained. Using language features but not linking explicitly to context is contained within the Level 2 mark description.</p> <p><b>AO1 and AO2 - Level 3: 16 marks</b></p> <p><b>AO3 – Level 2: 6 marks</b></p>



Script number	Examiner commentary and mark
Script 2	<p>After a brief introduction, the candidate makes reference to Kroll (AO2) and although the relevance is not explained, the writer does show some understanding of the influence of school (AO2 and AO3). Although the section on drawing and graphology is relevant in showing some common practices within school, the candidate lets this dominate their response and comments on general graphology do not allow students to demonstrate their more advanced skills.</p> <p>The section on grammar shows some clearer focus and rewardable skills although development is narrow. Accurate terms are used, for example 'imperative' (AO1) and there is mention of 'genre' (AO3) and examples (AO1). The mention of discourse markers (AO3) is valid but the candidate misses an opportunity to explain why these are a desirable feature of this genre showing a level 2 approach. This is similar for the mention of pronouns. The candidate is showing only general understanding by describing construction of meaning ('make the text more suitable') rather than explaining it.</p> <p>For the final section the response moves onto spelling. There is a lack of transition between sections, but ideas are generally expressed clearly (AO1). There is some confusion in this section and a particular interesting point about 'resolutions' is lost as is a point that seems to imply that the child is more focussed on meeting the genre demands than accurate spelling</p> <p><b>Summary</b></p> <p><b>AO1/2:</b> The general nature of the analysis and the limited range of points covered implies 'general understanding'. Although there is some limited relevant language analysis much sits within recall. Ideas are generally organised and expressed with clarity and although there is little terminology it is generally accurate. Basic concepts and issues (such as Vygotsky and Kroll) as are applied but it tends to be summarised</p> <p><b>AO3:</b> The candidate tends to note or describe some aspects of context without explaining. They show some knowledge of language features such as aspects of grammar, phonology and graphology but these are not developed. This means that mid-Level 2 is most appropriate.</p> <p><b>AO1 and AO2 - Level 2: 12 marks</b></p> <p><b>AO3 – Level 2: 5 marks</b></p>



Script number	Examiner commentary and mark
<b>Script 3</b>	<p>This response is similar to the previous but scores more highly because although it is still not developed, it does cover a greater range.</p> <p>The first comment on name spelling is valid and shows understanding of key aspects of literacy development (AO2), but the relevance of Clay is not explained. This habit of just noting theory continues in the next section, where the candidate does not explain how Goodman is relevant to function. Although underdeveloped, these mentions do allow the candidate to show general understanding.</p> <p>The candidate takes a text by text approach (one of many valid approaches) and while there are valid points, this section feels more like an overview and there are only a few examples used. There is more detail when the candidate begins to link some ideas to context (AO3) such as 'imperatives'.</p> <p>The coverage of text C shows some similar characteristics but again does focus on a particular language feature – first person pronouns. Rather than a link to context and the appropriateness of this for the given task, the candidate discusses only as developmental issue with links to Bellugi and does not acknowledge that it is likely that the child will have transferred this from her spoken language. This limited range of features continues into the next piece of data where graphology is discussed. This is certainly a valid feature of literacy but does not really allow the candidate to display their skills and it is not tied into the question.</p> <p>There is slightly more focus for text D when the candidate discusses the different pronouns that Sophie used in her instructions. They do not develop this point or create a stronger link to context, before being distracted by spelling. The spelling analysis is quite general and not firmly linked to concepts and issues.</p> <p>This candidate's ability to spot relevant features continues in the section on future tense but again the candidate has not tied this into context and is making only a developmental comment which implies level 2 characteristics. The response becomes a bit of an accurate feature list at this point with further mentions of pronouns and spellings. Understanding is evident but it is not developed enough to stretch comfortably into Level 3, but it is more convincing than the second standardisation script. The final section makes further potentially interesting but undeveloped observations on how the formality of the text may lead to more careful language use. While this is certainly plausible and links to the context of the piece, the language features mentioned are not exemplified.</p> <p><b>Summary</b></p> <p><b>AO1/2:</b> The candidate is able to apply relevant methods to the data but the lack of development in much of this response prevents the student from leaving the bottom of level 3. The ideas are structured logically, and this lifts the response somewhat. Terminology is used and is accurate. AO2 shows further borderline application but there is some indication of aspects of clear knowledge.</p> <p><b>AO3:</b> The candidate's limited specific links to context and relatively narrow range of language features mean that a level 2 mark is most appropriate.</p> <p><b>AO1 and AO2 - Level 3: 14 marks</b></p> <p><b>AO3 – Level 2: 6 marks</b></p>





Script number	Examiner commentary and mark
Script 4	<p>The first section of his response shows only general understanding with aspects of a descriptive approach. Much time is taken up at the start by describing the data and labelling the data as multi-modal is not really accurate. The candidate does apply a term associated with spelling development with 'conventional spelling' (AO2) but this is not explained or exemplified and is not really accurate. The final comment in this initial section about the teacher input causing an error is potentially interesting and shows some understanding of the teacher's role but how the child's spelling becomes more phonetic and why this should be is not detailed.</p> <p>The fairly descriptive approach continues for the second text and much time is taken in describing the data. There is some clear attempt to consider genre (AO3) with references to lists and instructions but there is an error in the application of terminology here (up until this point there has been little terminology).</p> <p>The spelling section is more convincing. There is a clear focus on specific examples and although the writer gets a little bogged down there is evidence of understanding of the type of approaches children may take when learning to spell (AO2).</p> <p>The response finishes with a look at Text D. Again, some valid features, in this case future tense, are identified and exemplified (AO1) and there is a tentative link to context (AO3).</p> <p><b>AO1/2:</b> This candidate just sits inside Level 2 although there are some level 1 aspects. Although the range is limited, the candidate recalls methods of language analysis and ideas are expressed with some clarity. Very little terminology is used and there are errors. Ideas are expressed with some clarity. Knowledge of concepts and issues is quite limited and there are some aspects of a descriptive approach but the section on spelling is slightly more focussed.</p> <p><b>AO3:</b> Limited links are made between specific language features and context but the few instances there are enough to lift the candidate to the top of Level 1</p> <p><b>AO1 and AO2 - Level 2: 8 marks</b></p> <p><b>AO3 – Level 2: 3 marks</b></p>



Script number	Examiner commentary and mark
<b>Script 5</b>	<p>This script can be compared to Script 2 and 3 as it is similar in its content. This candidate groups the texts together for comment (another valid approach) and begins with comment on the role of the teacher which shows both understanding of a key issue but also the environment in which the texts were produced. Although the term ‘pragmatics’ is not applied accurately, the writer shows an understanding of positive reinforcement and the importance of scaffolding (AO2). Although this section shows understanding of developmental issues, it does not address the type of texts the children are producing.</p> <p>The grouping approach continues with a section on phonetic spelling. Basic terms are used with accuracy (e.g. substitution) and there is clear exemplification (AO1). In the following paragraph, the candidate speculates that wider environment can affect children’s spelling and so starts to show some clear understanding of this issue. To be more developed into secure level 3 (or above) this section would have needed a link to context and the use of the IPA to explore sound and spelling links. There are some links to context at the end of this section, but the exploration is limited to mention of ‘numbered lists’ rather than specific language features.</p> <p>The final section deals with text F. The notion that this child is less dependent on teacher feedback shows further understanding of the development process, but the spelling analysis lacks some development. It would have been appropriate here to discuss some of the words the child can spell. Context is slightly more developed with the comments on genre, but again specific language features are lacking. The final comment on ‘xxx’ again shows a candidate who understands that literacy can be affected by external factors – it is a shame that they did not contrast this with the expected formality of a letter to a queen.</p> <p><b>Summary</b></p> <p><b>AO1/2:</b> Although the language analysis shows aspects of a Level 2 approach, ideas are structured logically, and the candidate uses clear examples. Terminology is also quite limited but accurate where used. The candidate sits on the level 2/3 border for AO1. AO2 is slightly more assured and shows some clear understanding of relevant concept and issues – enough to tip the response into Level 3.</p> <p><b>AO3:</b> The candidate shows general understanding. With the exception of spelling, the candidate uses quite a narrow range of language features and seldom ties these specifically to context. The candidate has largely ignored the question and produced a developmental response which does not cover the genre and the type of language features used to achieve this resulting in mid-Level 2 achievement.</p> <p><b>AO1 and AO2 - Level 3: 13 marks</b></p> <p><b>AO3 – Level 2: 5 marks</b></p>



Script number	Examiner commentary and mark
<b>Script 6</b>	<p>The candidate begins by showing a general understanding of theories associated with the support of a child during the development of their literacy but there is no reference to the data until the bottom of the first page. The candidate's initial comments are around directionality which are valid but do not stretch the candidate or allow them to use developed terminology or language features and as a feature is difficult to move beyond the descriptive. The written expression in this first section is accessible but a little clumsy at times.</p> <p>The candidate looks at spelling in the next section, but the analysis is largely descriptive and shows some uncertainty in application and the candidate offers no real explanation apart from Thomas 'not being able to spell properly'. At the end of this section, there seems to be some awareness of the importance of a child's experiences and environment but there is no linguistic terminology used to explore these instructions.</p> <p>The final two sections show the same descriptive approach. The candidate offers a simple sentence count but does not develop this and there is little sense of the type of language the child is producing. The final section mentions capital letters and offers a vague comment about punctuation.</p> <p><b>Summary</b></p> <p><b>AO1/2:</b> Knowledge of methods of analysis is limited and the range of terminology is similarly very limited. Ideas are organised with some clarity but there is a limited range of examples. Some basic concepts and issues are summarised, but overall knowledge appears to be limited.</p> <p><b>AO3:</b> there are a limited number of language features covered and the links between these and construction of meaning are minimal.</p> <p><b>AO1 and AO2 - Level 1: 5 marks</b></p> <p><b>AO3 – Level 1: 2 marks</b></p>
<b>Script 7</b>	<p>The initial comment on Text A is clearly expressed in an appropriate register and the comment regarding the coupling of image and language shows clear understanding of the earlier stages of literacy. The formation of letters is dealt with in a suitably brief sentence. Although the next section where the candidate describes the word classes used in the sentence doesn't really go anywhere, it does show that the candidate can use terminology.</p> <p>The candidate's efficient and clear style (AO1) is illustrated in the next section that discusses imperatives and a discourse marker (AO3). The candidate demonstrates their understanding of key concepts (AO1) by speculating about environmental influences and the possible links to behaviourist approaches and there is a link to context by mentioning the genre of the text. At higher levels, it would be expected that candidates would discuss issues such as why features such as 'now' are needed in this type of data and what it shows about the child's understanding of the genre.</p> <p>There is further illustration of a more controlled application in the next section on spelling. The candidate links the child's ability to spell to their spoken language and uses a theorist as support (AO2), but a single example is a little</p>



Script number	Examiner commentary and mark
	<p>narrow. Unlike candidates at lower levels, there is a link through to the context and the fact that this would not hinder audiences understanding (AO3).</p> <p>This candidate begins their next section by contrasting the older child's set of instructions with Text B. The question does not ask for comparisons but doing so is a valid approach and could offer a degree of sophistication to the response. Again, discourse markers are identified, but to move further into level 4 the candidate should have considered their effect on the audience. The candidate does however consider where/how the child would have developed these and in doing so shows understanding of issues that underpin literacy (AO2)</p> <p>The following section shows many of the same character tics. The genre of the text is mentioned alongside a reference to Rothery. Although brief, the candidate's comment linking the adjective use to the audience needs shows an ability to explain the construction of meaning in the data, but it is a shame that the notion of 'chronology' is not explored.</p> <p>It would seem that the candidate is aware of the need to explore language features from a number of levels as they target lexis in the next part of the response. They understand the influence of the environment and link this clearly to two of the pieces of data. Examples are plentiful and convincing.</p> <p>A limitation of this response is a slight tendency to feature spot as seen in the next paragraph with comments on pronouns and auxiliaries. Although the candidate may have been better focusing on the use of interrogatives, the final comment in this section is a convincing and well expressed link to context.</p> <p>The candidate completes their response with a brief focus on the influence of the teacher comments. Although the section is very brief, the writer discusses both negative and positive comments and examples are clear.</p> <p><b>Summary</b></p> <p><b>AO1/2:</b> this candidate shows Level3/4 borderline characteristics. The analysis is relevant and often controlled with some clear examples and clear use of terminology (although the range is a little limited). The structure of the response shows some control and is in an appropriate register. There is clear understanding and application of relevant concepts and issues.</p> <p><b>AO3:</b> The candidate explains construction of meaning in the data and is careful to make links between language features and aspects of context.</p> <p><b>AO1 and AO2 - Level 4: 19 marks</b></p> <p><b>AO3 – Level 3: 9 marks</b></p>



Script number	Examiner commentary and mark
<b>Script 8</b>	<p>The opening section shows a controlled structure with carefully chosen language (AO2) which makes the candidate's ideas highly accessible. A suitably brief overview of graphology is supplied and references to the teacher and name spelling start to hint at understanding issues that underpin the development of literacy.</p> <p>The candidate is able to link the use of imperatives in two of the texts to their function (AO3) and a range of examples from two texts are used to support the discussion (AO1). Like other candidates, the writer of this response spots the discourse marker but this writer offers a brief explanation showing a more developed ability to link language features to the function of the writing. Although not required by the question, the candidate contrasts the texts and speculates as to why there may be a difference in approaches (AO2). Throughout this section, the structure remains controlled with an appropriate register and style (AO1).</p> <p>The discussion of the interrogatives in Text F is more convincing than the brief mention in Script 7. The candidate notices that some have 'a follow up answer' while others are more 'rhetorical', showing a slightly more discriminating approach but they do not comment on their suitability for this type of writing/audience. Like Script 5, this candidate comments on the use of 'xxx' but this is more developed. The speculation about its origin is more detailed as it specifically references electronic language as a potential influence (AO2), and the candidate explains that this is not usual for this type of addressee (AO3). The candidate moves into more discriminating territory when they note that the child is able to use both formal and informal forms.</p> <p>The next section on Text C begins with a statement that shows a clear focus on the question and the task is linked to a theorist the candidate has studied, although it is a shame that they do not discuss the language features employed to give the text this structure. The discussion of adjectives is accurate and clearly exemplified but not a clearly linked to context as they could be and the link to chronology here is not wholly convincing. The section finishes with a brief comment on tense, which while not as explicit in terms of context as it could be, shows clear ability to link language features and context (AO3)</p> <p>The final section shows a close focus on context in Text E by discussing the auxiliary 'will'.</p> <p><b>Summary</b></p> <p><b>AO1/2:</b> This candidate was awarded towards the top of Level 4. The analysis is controlled and supported with the use of discriminating examples. The response is controlled with aspects of sophisticated structure and has an appropriate register and style. There is clear application of a discriminating range of concepts and issues to the data.</p> <p><b>AO3:</b> The candidate is careful to focus on the question which leads them to make a number of discriminating comments on construction of meaning. Relevant links between language features and context are made throughout the response.</p> <p><b>AO1 and AO2 - Level 4: 23 marks</b></p> <p><b>AO3 – Level 4: 11 marks</b></p>





Script number	Examiner commentary and mark
<b>Script 9</b>	<p>The main part of this candidate's response begins with a comment that clearly ties a language feature to context (AO3) and employs the ZPD theory to support their discussion on spelling in the first text (AO2). The discussion is expanded into Text B where the candidate is able to use the IPA to show the sound spelling links (although there is a minor error in IPA use as there is no /c/). However, the candidate is able to show some detailed knowledge of concepts and issues by briefly referencing the phonics teaching approach and they note that the spelling does not affect the audience's ability to understand (AO3). The discussion is expanded through the selection of two discriminating examples from text D. The candidate notes that these could be caused by regional accent and by implying that this is another effect of the phonic teaching system shows further detailed understanding. The candidate finishes their spelling section by discussing the final text and focuses on both standard and non-standard spelling. The reasons they give show some critical understanding and they usefully employ terms such as 'high frequency'. The section concludes with a comment which ties the spelling features into the question asked and the context of the pieces (AO3)</p> <p>In the next section there is an interesting mention of government targets for literacy which is a potentially productive reason to explain the tasks children are set in school (AO2) and although it does not add a great deal, it is pleasing to see the candidate back this up with their own personal experience.; The candidate notes the field specific lexis and implies that this is a result of their spoken language development. The lexical discussion is well supported with discriminating references to linguists the candidate has studied (AO2), including the interesting point about considering a child's background knowledge when setting school tasks. As this discussion moves into text C, three point are given in succession about adjectives, imperatives and modal verbs. The terminology is accurate and linked to context and a theorist. Although these could have been developed further there is a clear focus on the question in this section.</p> <p>This candidate turns their attention to punctuation and avoids the overly descriptive approach taken by candidates in lower Levels by exploring patterns of use and by considering the teacher feedback (AO2) and by contrasting the features shown by the children at different ages. As in the previous sections, the expression is sophisticated, and the discussion is well supported with examples (AO1)</p> <p>In the final section, the candidate again makes reference to government targets and introduced further accurate and relevant terminology and examples with the discussion of adverbials. This discussion is taken further when the candidate considers how this relates to the education process and the environment (AO2)</p> <p><b>Summary</b></p>



Script number	Examiner commentary and mark
	<p><b>AO1/2:</b> This response shows a critical analysis with sustained examples. The expression and structure are sophisticated (even when exam conditions are considered) and terminology is accurate and appropriate. There is clear application of a wide range of concepts and issues to the data and many of these are evaluative in nature</p> <p><b>AO3:</b> The candidate references a range of accurate and relevant language features and consistently links these to context.</p> <p><b>AO1 and AO2 - Level 5: 27 marks</b></p> <p><b>AO3 – Level 5: 13 marks</b></p>