

AS and A Level English Language



EXEMPLAR RESPONSES

AS level Paper 2, Question 1 – Child Language (Written Data)

Contents

About this exemplar pack	1
Question for AS level Paper 2, Question 1	2
Mark scheme for AS level Paper 2, Question 1	3
EXEMPLAR A	4
Exemplar A: Marker's Comments	5
EXEMPLAR B	6
Exemplar B: Marker's Comments	8
EXEMPLAR C	9
Exemplar C: Marker's Comments	10

About this exemplar pack

This pack has been produced to support English Language teachers delivering the new GCE English Language specification (first assessment summer 2016).

The pack contains exemplar student responses to GCE AS level English Language Paper 2, Question 1 – Child Language (Written data). It shows real student responses to the questions taken from the sample assessment materials, which are presented with the students own grammar and spelling.

This question addresses 2 Assessment Objectives: AO2 and AO5.

Students must:	
AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression
AO2	Demonstrate critical understanding of concepts and issues relevant to language use
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning
AO4	Explore connections across texts, informed by linguistic concepts and methods
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways <i>Note: This Assessment Objective must be targeted with at least one of AO2, AO3 or AO4, either in the same task or in two or more linked tasks.</i>

Following each question you will find the mark scheme for the level that the student has achieved, with accompanying examiner comments on how the marks have been awarded, and any ways in which the response might have been improved.

Question for AS level Paper 2, Question 1

Read Text A on page 5 of the source booklet before answering Question 1 in the space provided below.

- 1 Produce an article for a magazine called 'The Linguist' analysing and exploring Georgia's spelling development. The article is part of a series charting Georgia's language development aimed at A Level English Language students.

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.

For Text A, please see page 51 of the [Sample Assessment Materials](#).

Mark scheme for AS level Paper 2, Question 1

Level	Mark	AO2 = bullet point 1 Descriptor (AO2, AO5)	AO5 = bullet points 2
	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 and original 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 an original and 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 original response. 	

EXEMPLAR A

The Linguist – Georgia

As children grow and develop, spelling becomes one of the most integral aspects of reading, writing and spoken development. The text is written by seven year old Georgia which, as suggested by BM Kroll, means she is theoretically within the differentiation stage of writing. This would mean mistakes are expected, but start to become less frequent, with a clear writing style starting to emerge. Word banks and frameworks are often used and phonic approaches to spelling are more probably used. An example of this might be the synthic phonics approach in which phonemes are blended to ease the pronunciation of the lexicon.

However, Georgia makes a number of virtuous errors which indicate less spelling abilities. In saying this, the errors Georgia make have possible explanation. For example, Georgia's spelling of 'blond' is most probably because the spelling approaches that Georgia has used do not account for silent letters and she has, as a result, omitted the 'e.' Similarly, Georgia has spelt 'dance' as 'danss' and this, again, is most probably because Georgia is spelling as she would say the word. Taking in to consideration the fact that Georgia has used this double consonant to spell 'danss,' it is possible that she has been taught a rule about double consonants, and this is supported by her correct spelling of 'batteries.' However, because this is a somewhat complex lexical item, it is possible that Georgia has experienced this word before or she has had access to a word bank to aid her.

Another virtuous error is Georgia's spelling of 'Czech Republic' as 'Check rPublick.' Although 'Czech' follows no rule of spelling, Georgia has utilized her knowledge of the phonology of the phoneme 'ch' to create the sound for 'Cz' and has done the same for the final consonant 'k'. This technique of forming spellings proves successful with Georgia's spelling of words like 'walk' where each phoneme is represented correctly. Another error by mistaking the phonology of a word is 'ruth.' It is possible that Georgia was attempting to spell 'rough' because it follows after 'strong' but she utilized 'th' for the 'f' sound, which in some cases would be correct, but for this one it is incorrect.

After analysing Georgia's short piece about her toy, it is evident that is able in her spelling but is still in the process of differentiating between phonemes and when they are correctly suited. Referring back to BM Kroll's stages, perhaps Georgia would be categorised early in the differentiation stage because of these recurring virtuous errors.

Exemplar A: Marker's Comments

This essay type response shows a very general understanding of audience and function and there is little attempt to engage the audience. Additionally, the writing has some noticeable technical lapses. Although no IPA is used, the student discusses examples of phonetic spelling and double consonants and how children attempt to spell words based on existing patterns. These, combined with references to phonics teaching and virtuous errors shows clear understanding of issues and concepts associated with the development of spelling.

Mark: 12/20, level 3

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 and original elements.
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EXEMPLAR B

How to Write like a 7 Year Old

Hi there, and welcome back to The Linguist. In this issue we are looking at a piece of writing sent in by Georgia aged 7 from her school. Firstly looking at this it is clear to us that Georgia's writing puts her in Stage 5-development, this is due to most lexical items being formed correctly, although there are some mistakes in her orthography and grammar. In terms of theorist BM Kroll, Georgia is in the differentiation stage of writing. This is evident as Georgia was tasked with describing her toy and is able to effectively do this.

Now then, what can we see about Georgias writing and language development from this text?

Often, Georgia incorrectly spells lexis due to spelling them phonetically. An example of this is "danss". This shows Georgia using the "ss" morpheme rather than the "ce" version as it is more phonetic. The likely reason Georgia has done this is because, just like you and I when we were her age, she has been taught to sound the word out.

Georgia only uses short sentences in her piece such as "My toy can walk." This tells us that it is the only form of sentence she can write, meaning compound and complex sentences are yet to be learned. The frequent short sentences are the reason why Georgia's writing seems like a list.

The reason for Georgia's downfalls in her writing is mainly due to Chomskys theory of 'Virtuous error'. Georgia makes these virtuous errors as she has to use her own ability to create logical guesses, for example she uses the sounding out method when she is unsure of how to spell a word.

Looking more positively to Georgia's writing though, we can recognise some good features she has used.

In terms of the structure of her writing, Georgia's forming of letters and words is well developed as we can all see what each word is atleast trying to be, and all letters can be recognised. Georgia also places her words mostly on the line, making Georgia's work look neat. To further carry on with this Georgia will most likely start to join up her writing.

Georgia is also aware of writing conventions as we can see in this text by her headings. She has put the title and date on their own lines and separate to the piece. Both are also underlined and capital letters are correctly used within the written date. The underline for the date and title overlaps them, meaning Georgia has not developed the motor skills to properly do this. As Georgia gets older though she will become more familiar with writing, causing lines to be in the correct position and also neater handwriting.

So has Georgia's teacher recognised these positives about Georgia's work? Indeed she has. The teacher has put five ticks on Georgia's work as a form of positive reinforcement. Positive reinforcement is theorised by BF Skinner, here

the teacher is rewarding Georgia for good work. This will evolve a sense of pride in Georgia knowing she has achieved something, making her more likely to carry this on.

So after dissecting Georgias work, like a rather unfortunate frog, we can see she has mastered the basics of written language. This is seen by her forming of letters and correct spelling of words such as "batteries". Although there are also areas in which Georgia could improve, such as her spellings of non phonological words and joining up her handwriting.

Once again, we have sadly come to the end of another issue. If you enjoyed it as much as us then be sure to visit our website. We hope to see you in the next issue.

Exemplar B: Marker's Comments

The student generally presents the data in an engaging manner using pronouns and interrogative structures to engage the audience but the reference to frog dissection seems a little too informal for the context. In the course of the response the candidate demonstrates knowledge of some of the theories that can be applied to child written language such as behaviourism and the Chomsky's notion of the virtuous error. However, a limited range of specific examples of spelling issues exemplified in the data are discussed and the student drifts away from the focus of the question when they discuss sentences and graphology.

Mark: 12/20, level 3

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 and original elements.
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EXEMPLAR C

Georgia, (age), has been our guinea pig for our experiment exploring and analysing her spelling and development. Over the next 3 weeks we will be focussing on Georgia's language development as a whole ranging from Choice of words to test her vocabulary etc.

I hope this gives you an insight to children's spelling development.

Firstly, it is clear that Georgia doesn't struggle with monosyllabic words. However when faced with longer, polysyllabic words such as "Marryanet" – (Marionette)" she seems to develop a common issue. Looking at the way the word has been spelt it is clear Georgia has attempted to spell the word phonetically which is a good attempt at her age – even I would struggle to spell that!

To evaluate from an orthography point of view, it is clear that Georgia has misspelt words which have a foreign influence like "marionette" and "check rpublick". Georgia tries to follow English grammar rules with "ck" at the end of words which is obviously an over-extension of the grammar rules. Furthermore, Georgia's spelling of an unfamiliar word like republic uses a 'sounding out' method.

Other examples of an overextension on Georgia's behalf are the words 'smily(smiley)' and 'blond(blonde)'. On both occasions, Georgia sounds out the morphemes to form the grapheme but when sounding out blond, it is unclear that there is a silent e on the end of the word that Georgia has omitted – This can be seen as a virtuous error by Georgia's but one that most children make and will be rectified with age. The word smiley with the <ey> variant may simply not be one Georgia recognises or has learnt yet.

Now, looking at words that Georgia has grasped. Firstly 'walk' which could easily be confused and ended with a 'ck' or 'c' ending. Additionally, Georgia remembers to include the silent "l" which has minimal phonological value – Good work!

Best of all, Georgia's spelling of the word "batteries" is fantastic. Her use of a double consonant "tt" after a vowel. This conveys to us that Georgia isn't solely reliant on her sounding out approach and she is aware of some spelling patterns – despite overextending this rule to her spelling of marionette ('marryanet').

I blame it on the foreign influence! Thanks Georgia!

Pick up next weeks mag to see Georgia's vocabulary!

Exemplar C: Marker's Comments

This student consistently applies an understanding of audience and function and presents the data in an engaging manner. The audience is involved with the use of pronouns and there are effective transitions between sections, but the student's use of colloquialisms such as 'mag' for magazine are perhaps too informal.

Understanding is consistently applied to the data and the student covers a number of spelling issues such as polysyllabic words, over extension of existing rules and skills that Georgia has acquired. The student would have benefited from some IPA to make the link to sound more detailed and more exploration of the reasons Georgia spells as she does (e.g. the phonics teaching method).

Mark: 16/20, level 4

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 an original and consistently engaging manner.
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