

AS and A Level English Language



EXEMPLAR RESPONSES

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

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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 2 – Child Language (Spoken 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 3 Assessment Objectives: AO1, AO2 and AO3.

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 2

- 2 Analyse the way Eleanor’s spoken language has developed between the ages of 22 months and 3 years 6 months in Texts B to D.

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

- phonology
- morphology
- lexis
- syntax
- discourse.

For Texts B, C and D, please see pages 52-54 of the [Sample Assessment Materials](#).

Mark scheme for AS level Paper 2, Question 2

		AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3
Level	Mark	Descriptor (AO1, AO2, AO3)		
	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 A

At 22 months Eleanor's spoken language is very basic and hasn't reached the level of standard adult English. She can copy what her mother has told her to say, for example 'hello granny'. However her pronunciation has not yet developed, for example she says 'ləʊ' instead of 'hello'. Another non-standard pronunciation was '/dɒgɜt/' instead of 'yoghurt', where she pronounces the 'y' as a 'd'.

She also responds to her mother and grandmother's questions in a very simple grammatical form. She uses one word sentence to reply, for example 'finished' or 'help'. This shows how her sentence structure hasn't quite developed into standard English.

By 26 months Eleanor is able to answer her Grandmother's questions without being told what to reply. For example 'hello Eleanor' – 'hello Granny'. Although her pronunciation is not quite standard English, the discourse of her conversation has developed further than it was at 22 months. Her language has also developed in lexis and morphology. Instead of one word answers she is able to give more detail in her answers. For example the Granny asks her what she is doing and she replies with 'riding bike and buggy.'

By three years and 6 months Eleanor is able to respond to her mothers questions. For example 'because (1.0) its my form..' Although the structure is developed further than at 22 and 26 months she confuses a tense 'I maked the decision.'

Although the morphology of her spoken language has developed from 26 months she still confuses the plural tense of 'sheep' and calls them 'sheeps'.

Eleanors grammatical sentence structure has developed from 26 months 'and go swings park' to a more standard english form 'but I don't want sheep'.

The discourse has also developed as at 22 months Eleanor took no pauses before answering or speaking. However at 26 months she begins to pause, for example 'yes (5) and go swings'. She also continued this development to when she is 3 yrs 6 months. However she has more of an idea as to how long the pause should be. For example 'because (1.0) it's my animals..' and she also begins to use micro-pauses. For example 'I don't want (.) sheep.' Her pauses become shorter or become a micro pause as she has developed her coherence further.

The phonology of her spoken language also developed as at 22 months she could not pronounce most words in a standard form. However at 3 yrs she could get most words.

Exemplar A: Marker's Comments

The student takes a valid approach to the data. By structuring the response with a paragraph or section for each area or level of language a student can potentially ensure coverage of a range of different features relevant to the data and question. However, this student's approach to the analysis is superficial and demonstrates very little specific knowledge meaning that it cannot move out of level 2.

In the first section, the student reproduces the IPA from the data with no explanation of why and how the child's pronunciation differs from a standard form and so shows only some general understanding. For this student, a lack of linguistic terminology often results in valid comments becoming somewhat general. For instance, the discourse based comment about Eleanor no longer needing prompts in the later data is interesting and valid, but terminology such as 'adjacency pair' and links to theories such as child directed speech would have resulted in a more detailed and effective analysis. Comments such as 'she is able to give more detail in her answers' should be followed a language feature based explanation and exploration. This lack of exploration is a characteristic of this script and can be further illustrated with the section on morphology. This was a perfect opportunity to discuss issues such as regularisation/over-generalisation and reference to developmental theory but the student merely observes the difference.

Mark: 10/30, level 2

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.
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EXEMPLAR B

Eleanor's language has developed from when she was 22 months to when she is 3 years and 6 months. The phonology detected in her language is one of the main aspects of her language which has developed as Eleanor uses more standard forms in her way of speaking, therefore less non-standard phonetic language is used, which is more non-standard. The way her language has developed through sound is that she does not need to be prompted so much by older peers around her because their older, and more knowledgeable standard form of speaking is what will influence and encourage Eleanor to improve the sound of her developing language, until it sounds more like a standard way of speaking, similar to her mother and granny in the source text.

The morphology of Eleanor's language over time has increased. The words she used when she was 22 months old, were usually single words in their singular forms, plural terms aren't used. Eleanor uses more physical movement to help others understand her language formation, by for example; pointing to the fridge if she wanted something from there, and only using a singular structured word such as 'yoghurt'. Eleanor's word formation improves as she gets older as she starts to use longer, more developed intelligent word use and can also expand on her opinion and decision.

The use of rising intonation occurs in the help during early development in Eleanor's language, as her mother constantly asks Eleanor questions which will help her language improve and enable her to expand on her word formation. Both Eleanor's mother and Grandmother use this technique of asking interrogatives in order to get a response from Eleanor. Eleanor's word use increases as she gets older and her vocabulary range broadens.

However, Eleanor at the age of 3 years and 8 months is still developing her language to make singular sounding words become plurals as she says 'sheeps' and doesn't suggest how many as that there are multiple sheep. The words which Eleanor is using in her sentences and vocabulary are all those from the same semantic field, of farms and animals. This type of grammar is one which children often pick up quickly due to their interest in animals, and the way the lexis can relate to physical objects and not verbs or metaphors, which include more abstract nouns.

The grammar which Eleanor uses is largely an inference from her mother and grandmother. The way sentences are strung together is a large development in children's language, as they begin to introduce more abstract lexis into their vocabulary, which they can use to create sentences. In the source material, full sentences are not really demonstrated because the conversation structure is very quick and impulsive, so that Eleanor's Grandmother and mother are using interrogatives, and Eleanor is replying in quick clause phrases. Her sentence structure has improved since she was 22 months old, but her grammar is still restricted when she is at the age of 3 years and 6 months. The material provided shows a short question and answer conversation between Eleanor, her grandmother and her mother, which doesn't allow for full grammar structure to be demonstrated.

The conversation discourse is very minimalist, as the conversation which Eleanor, her Grandmother and mother are pursuing is very stigmatised, which causes the structure of the sentences to be simple and not having elaborated upon.

Eleanor's length of utterance increases as she gets older which is evident from the sample material. However, as Eleanor's sentence and answer length increases, so does her mother's prompting utterance, this is all used to increase Eleanor's awareness of sentence structure and how conversations are portrayed and laid out. As Eleanor gets older her language also appears more independent so her conversation at 26 months she clearly answers her grandmother without the help of her older influenced speaker, who is her mother, this shows how her language and discourse structure is improving. As she develops her clause structure through influence and practice, the coherence of her answers and spoken language increases.

Exemplar B: Marker's Comments

This student shows a slightly more assured response but too much information is left implicit and the student does not clearly demonstrate knowledge of linguistic features and makes no specific reference to developmental or functional theories that may underpin development. However, this script shows enough understanding of relevant concepts and issues and relevant knowledge to merit a level 3 mark.

The fact that the student has some understanding of the stages of development is implied with reference to 'single words' and the importance of context is illustrated with the discussion of 'pointing' but this could have been made more detailed by discussing the type of words used and by speculating on the function of the utterances as well as identifying the elements that the child does not use.

The section on 'rising intonation' strongly hints at an understanding of child directed speech/ caretaker speech and its role in development but it is not named and the student does not explore and explain how specific examples are functioning. This lack of specific and detailed focus is continued in subsequent sections. The student identifies issues such as the non-Standard plural 'sheeps' but does not speculate on why this non standard plural has been formed. The student continues to make valid observations (such as 'restricted grammar') but the lack of analysis of specific examples means that the student is restricting the number of marks available.

Mark: 17/30, level 3

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.
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EXEMPLAR C

The mode of the text is spoken, which means it is to a degree spontaneous. The tenor over the texts seems to be quite informal and social, as the multi-party interactional texts show close relations of Eleanor such as mum and Granny, '/hello granny/ləʊ gwæni/' which reveals that children respond better and are more comfortable speaking with friendly faces. The function of the texts are quite unsuspecting as it is trying to manipulate the little girl into producing certain responses through the use of provoking imperatives, 'say hello', which supports B.F Skinner's theory of behaviourism which argues that through conditioning and reinforcement children pick up certain utterance habits.

In the first text at aged 22 months Eleanor seems to omit certain phonemes such as 'r' and instead uses bilabial sounds such as 'w', 'gwæni' substituting the alveolar , as maybe she finds it hard to pronounce or has not yet acquired the capability to use her mouth in certain ways to pronounce it. At aged 26 months Eleanor is still showing signs of omitting the 'r' in granny for a 'w' however, she shows signs of thinking about her utterances through the use of a five second pause (5) before completing the sentence 'and go swings park' where she omits the direct determiner out of ease, which reveals that she may still be in the process of moving from the two-word combination development stage to telegraphic utterances.

In contrast, in the third text at 3 years and 6 months, Eleanor shows signs of having picked up the determiner 'the sheeps' however she still substitutes the harsher 't' sound with a softer 'd'/dʒ/. Secondly, in text b Eleanor shows signs of moving between babbling sounds, 'ləʊ' as hello to two word combinations 'cuddle yoghurt/dɒgɜ:t/, where she shows signs of being able to associate words with objects and areas where they are places, which reveals she may have seen this happen with her parents, and is attempting to follow an adjacency pair but hasn't required the social interactional skills in order to reply appropriately.

However, in both texts C and D Eleanor shows signs of understanding interactional discourse, where she replies 'yes' to an interrogative question 'feeding the ducks?'. This reveals that over the space of four months she learnt how to appropriately interact in an adjacency pair. Similarly in Text D, Eleanor shows signs of a more sophisticated pronunciation, where she uses the plural form 'horses, and 'dogs' in standard English, and even uses an adversitive conjunction 'but I don't want to' with 'Bʌt' indicating a regional accent, revealing the development from 22 months to 3 years and 6 months.

Since spoken language requires an interactional element, it is very distinctive skills that must be acquired in order to appropriately answer in an adjacency pair. The discourse structure is quite incoherent due to the involvement of a minor who hasn't yet grasped the knowledge of spoken language. However, it seems that in text B the mum and granny attempt to replicate turn-taking in an adjacency pair, to familiarise Eleanor with certain spoken discourse skills, 'say hello say hiya' trying to model an adjacency pair, provoking a correct response from the little girl. Further along in development it seems that

Eleanor has grasped the idea of turn taking, where she gives the second half of an adjacency pair without needing to be prompted '/ləʊ gwæɪnɪ/hello granny', which is a very hard subject to grasp at such a young age.

Furthermore, in text D when Eleanor has understood the main function of an adjacency pair, she still is unaware of the degree of a response which is required to fulfil the listeners needs 'why not' where the mother has to ask using a negative interrogative to almost manipulate Eleanor into saying the correct thing. Secondly, she has grasped the idea of conjunctions being used to express your point of view, using the additive conjunction 'because' in order to explain why she said no to her mother. Therefore, over the three texts portraying Eleanors development, she has acquired the ability to correctly interact with others and be involved in both adjacency pairs and multi party discourse structures.

The use of morphology changes throughout the texts, as Eleanor becomes aware of tenses and participles. In text B, Eleanor used the –ed participle, 'finished' to show the past progressive tense, allowing the granny to know that she has carried out the accent. However, she uses a non-standard English sentence 'finished/have some' where the subject 'I' is omitted and the generic s/v/o structure has not yet been grasped. However, in text C she shows development of the difference between singular and plural nouns, 'feed the ducks', and later in Text D is showing knowledge of the past tense 'I made' use the -ed participle where she cannot yet distinguish between irregular forms of primary verbs 'made', which will come with age and experience.

In addition, syntax is a very interesting aspect of Eleanor's use of language. In Text B, she is able to recognise Imperative functions where she says 'help', and uses imperatives 'cuddle' to provoke a response from her granny. Then in text C she is able to use telegraphic utterances shown in the form of a ellipted compound sentence 'riding bike and buggy' showing the development of a more sophisticated use of syntax. Lastly, in text D she is able to use a prepositional phrase 'on the farm' with a noun phrase embedded, along with a standard English sentence 'I(s)/don't want(v)/sheep(o)/on the farm(a).

Finally, the use of lexis clearly expands throughout the three texts, showing development of a more sophisticated vocabulary. In text B she used proper nouns such as 'mummy' and 'granny' along with food, 'yoghurt', which are words associated with early stages of language acquisition. However, in text C she is able to distinguish between concrete nouns 'buggy' and 'ducks'. Then in text D she is familiar with subject-specific lexis from the semantic field of farm animals, in able to express her view in the conversation, and sticking to a certain topic, 'cows horses' using regular plurals to show her understanding that there will be more than one. So, Eleanors development between aged 22 months and 3 years and 6 months is clear through lexis and other key constituents of language.

Exemplar C: Marker's Comments

This is a detailed response from a student with an extensive knowledge of language features that shows many traits of a band 5 response but the narrow range of theories applied to data limits it to band 4.

In the opening paragraph, the student considers the influence of some contextual factors that are relevant to the language event and uses these to demonstrate knowledge of a theory associated with language development. The student uses relevant examples from the data to discuss phonology and shows accurate and appropriate use of terminology relevant to describing speech sound. The reference to 'telegraphic speech' shows understanding of concepts and issues associated with language development but this is not developed in the later stages of the response.

The student's ability to demonstrate consistent understanding and to write in an appropriate register and style is further demonstrated by the discussion of discourse. However, although the student provides a detailed description of Eleanor's development, this section would have benefitted from a reference to a developmental or instrumental theory to show knowledge of issues and concepts associated with language development.

More evidence of this student's ability to apply appropriate terminology and to evaluate language features is found in the section on morphology and syntax, but while the description is detailed, the student does not speculate on the ways that Eleanor may have developed these skills. It is the lack of these references that prevents the candidate reaching Level 5.

Mark: 24/30, level 4

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.
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