Paper 2 Mark scheme

Indicative content
Question 1

> **Text A**
>
> Students must demonstrate critical understanding of the concepts and issues relevant to an analysis of Georgia's spelling. They must also adapt their writing style to meet the demands of the task. A simple essay response identifying features without explanation is not sufficient. The candidate must include examples to show how and why the child writes as she does. It is expected that students focus on what Georgia can do, as well as the 'virtuous errors' she makes.
>
> Candidates are expected to consider the effect of learnt spelling strategies and the influence of learnt reading strategies ('phonics') on Georgia's spelling. They might also consider expectations for the writing ability of children Georgia's age. Children are likely to be taught the relationship between certain phonemes and graphemes at an early age. Until they become aware of the irregularities in the system they are likely to over extend this information and spell new or unfamiliar words using established patterns or phonological strategies (a 'sounding out' approach):
>
> - 'blond' (blonde) – Georgia omits the final <e> which is silent in the pronunciation
> - 'smily' (smiley) – Georgia may have sounded this word out to aid with her spelling as she produces five graphemes. She is aware of the role of the grapheme <y> in words ending /i/ and the fact she does not end in an <e> or <ee> probably shows the influence of literacy teaching. However, she is not aware of the variant form <ey>
> - 'ruth' (rough?) – as the meaning of this cannot be pinpointed with certainty, award any reasonable exploration of this word
> - 'danss' (dance) – this probably shows a mix of phonological and pattern-based spelling as the four phonemes are represented with five graphemes. Georgia avoids the purely phonological approach of representing the final sound with a single /s/ and instead uses a double consonant which she may have seen represent this sound and may have been taught in schools (for example, words ending '-ness')
> - words that show foreign influence in their orthography present a significant challenge as the spelling often differs significantly from expected patterns – 'marryanet' (marionette), 'Check rpublick' (Czech Republic). She applies her prior knowledge of how to represent a /tʃ/ sound gained from words such as 'church' and represents the final /k/ using a pattern she will have seen established elsewhere. She repeats this strategy for the final part of 'republic', demonstrating consistency but also showing that she has not yet learned the variant ways of representing this sound in the final position. She also seems to have applied a phonological approach to this word as she has omitted the <e> after the initial consonant.
>
> There are a number of words that are spelled in the standard way that may be used to illustrate the skills that Georgia has grasped. These could include:
>
> - 'walk' – Georgia represents the final /k/ standardly (this can be compared with the final /k/ in other examples). She shows significant deviation from phonology in that she represents the medial vowel /ɔ/ standardly, including the silent <l>

- 'batteries' – she uses a double consonant after a short vowel. As the second consonant is silent in speech this demonstrates that Georgia is not solely dependent on sound and is aware of some spelling patterns. (She over extends this rule in her representation of marionette.)

AO5

Candidates are expected to produce their response in a style and register suitable for the audience (students) and function (inform and explain). Such features may include but are not limited to:

- predominantly formal Standard English lexis grammar
- adapting syntax to foreground important areas of discussion (e.g. adverbials)
- use of appropriate lexical field for knowledgeable audience
- standard use of punctuation (including apostrophes)
- discourse markers to shape the discussion and perhaps give some elements of spoken language to create a relationship with the audience
- use of short paragraphing to aid reader attention
- use of a greeting/sign off as the article is part of a series.

It is not necessary to mimic the format of a magazine (columns etc.) but it is likely that most students would include a heading of some sort.

Please refer to the specific marking guidance on page 2 when applying this marking grid.		

		AO2 = bullet point 1 ・ ・ ・ ・ ・ ・ **AO5 = bullet point 2**
Level	**Mark**	**Descriptor (AO2, AO5)**
	0	No rewardable material
Level 1	1–4	**Recalls information/low skills** • 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** • 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** • 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** • 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** • 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.

Indicative content
Question 2

	Text B	Text C	Text D
PHONOLOGY	• substitutes phonemes she finds easy for ones she finds difficult. She omits the post alveolar /r/ and favours the bilabial /w/. Generally, bilabial sounds are among the first acquired • uses a rising intonation on 'granny'. This may be an attempt to change the function of the utterance – something she cannot yet do with grammar as she is only just moving into the two-word stage	• still unable to produce the initial syllable in 'hello' • still substitutes /w/ for /r/ in 'granny' • pronunciation of 'and' shows both elision and reduction. This could be developmental or influenced by the pronunciation of others. Her grandmother seems to model the standard pronunciation for her • deletes the phoneme /ð/ • children find this phoneme difficult to produce and it is typically a later acquisition	• achieves standard form of the determiner 'the' after initially substituting the alveolar plosive /d/ • pronunciation of 'but' may indicate a northern accent • pronunciation of the plural form 'horses' shows a vowel change. Such diminutive forms are associated with early nouns • omits the unstressed syllable from the end of 'hello'. This is common at this age and may be because these are more difficult for the child to hear in adult speech
MORPHOLOGY	• uses the standard regular past tense morpheme <-ed> on finished	• uses plural morpheme <s> standardly. But these terms will rarely appear as singular	• regularises the verb 'to make'. She understands past tense but is not yet aware that this does not apply to all verbs and that for some, specific forms need to be learned • over-generalises the plural morpheme <s> on the zero plural 'sheep'

	Text B	**Text C**	**Text D**
LEXIS	• uses the names of family members (granny), food (yoghurt) and the names of common actions (cuddle). Words from these semantic fields are commonly associated with the early stages of lexical development	• uses concrete nouns that are part of her environment, for example 'buggy' and 'swings' • uses the noun phrase 'swings park' to label the park. This is likely a 'family' usage and this is confirmed by the fact that G seems to understand the reference and repeats it	• uses nouns from semantic field of animals/farms • shows a developing concept of lexical relationships when she identifies lamb as a hyponym of sheep
SYNTAX	• although her own grammar is limited, she seems to understand more than she can produce. Her mother uses direct imperatives to encourage her to interact, for example 'say hello…' and her grandmother uses declaratives to model the common greeting found at the start of a conversation • Eleanor has to augment her utterances with gestures as she lacks the grammar to distinguish between declarative, imperative and interrogative. Adaptive parents have to interpret these utterances and often 'check' intended meaning, e.g. 'do you want some yoghurt' • her one word utterance 'help' has an imperative function	• use of telegraphic utterances with deleted elements shows that she is moving into this stage, e.g. 'riding bike and buggy' (missing subject/pronoun and auxiliary verb) • uses the conjunction 'and' to form compound structures	• able to form a negative verb phrase, for example 'I don't want'. The use of the auxiliary verb shows she is moving beyond telegraphic speech • can now produce full sentences for example, the SPOA structure 'I don't want sheep on the farm' • some telegraphic elements still remain as she omits the auxiliary verb in 'I got cows…' • she shows frequent use of the conjunction 'and' to link her nouns, possibly because she is not planning her utterance and is constantly thinking of new things to add to her list • able to form a tag question, e.g. 'Oh yes there is isn't there' and will enable her to initiate turn taking in a conversation

	Text B	Text C	Text D
SYNTAX contd	• her utterance 'have some' (constructed from verb + determiner) seems standard as adult users may omit obvious or pre-referenced nouns in conversation but here it is most likely because of her developmental stage		
DISCOURSE	• adults are modelling the opening adjacency pair in a conversation and are also perhaps modelling turn-taking skills	• gives second part of greeting (adjacency pair) without prompting • ability to turn take successfully	• although she understands that the interrogative 'why' requires a reason, her initial answer shows that she does not realise that she has not really fulfilled her listener's needs. After prompting she constructs a fuller response using the subordinating adverbial conjunction 'because'

		Please refer to the specific marking guidance on page 2 when applying this marking grid.		

		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** • 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** • 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** • 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** • 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** • 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.		