Paper 2 Mark scheme

Indicative content
Question 1

Students should focus their response on:
- the interaction between Thomas and his parent(s) being representative of Child Directed Speech (CDS)
- the role of CDS in child language acquisition
- the context of the language
- language negotiations
- the role of the caregiver in the language exchanges.

This focus should be supported with examples from the data using an appropriate range of language levels and frameworks. ***The candidate should not use a deficit model to describe early speech.***

Students should make reference to theories associated with child language development and how the language in the data supports such theories or challenges them. Theories discussed could include Halliday's functions, social interactionism, Vygotsky.

Phonology
Effective exploration will require use of phonemic specialist terminology to describe the differences.
- Thomas finds some phonemes difficult to produce and shows a pattern of substitution and deletion. Few cause any issues with the quality of his communication.
- Thomas uses an elided form of because /kɒz/. This is likely to have been influenced by other language users and could be used as evidence that the environment may influence the development of language.
- Thomas has problems with complex strings of sound he does not encounter often. In 'microwave' he removes the unstressed syllable to simplify the pronunciation. Since the key part of the word is clear his communication is successful.
- He substitutes /k/ for /t/ in his pronunciation of 'little'. This is the only time his parents seem to model the standard form, but he shows little interest in the implied correction. There is an example of consonant cluster reduction in 'just'.

Morphology
- Thomas shows an awareness of the regular past tense morpheme <-ed> but but it's not entirely secure, for example 'change'.
- Thomas over-extends the regular past tense ending on the irregular past tense verb 'came'.

Lexis
- Colloquial forms such as 'yeah' are appropriate to the context and may reflect environmental influence.
- Thomas uses lexis from various semantic fields as appropriate, for example food (roast beef), motor vehicles (steering wheel) and parts of a house (roof).
- Phrases such as 'started up' and 'getting ready' have possibly been learned as units.

Grammar
- Thomas does not use an auxiliary verb in the negative 'it not started up'. Since the function of the utterance is still clear, the clarity of his communication is not impeded.
- He uses the auxiliary in the correct tense in 'I are staying at home' but has used the second person form.
- He shows variability in his use of the copula on line 38 'there lots' and 'there is lots'.
- He uses modifiers to add detail to his utterances, e.g. 'microwaved roast beef'. It is possible that he has learned 'roast beef' as a collocation from his environment.

Discourse
- Thomas responds correctly to his parent's questions, enabling interaction to take place for example by giving reasons 'so people can go inside'.
- his parents use a range of interrogative structures to engage him in conversation, for example tag (L9), open (L5) and closed (L3).
- His father recasts his utterances when Thomas does not reply, for example 'what did he do? (L4) did he eat everything in the house?'
- Thomas shows evidence of a closed question to clarify a point in the conversation 'do you mean my little house'.
- The turn taking is very ordered and shows this skill has already been acquired.
- Thomas interrupts his father, possibly because he predicted the end of the utterance.

		Please refer to the specific marking guidance on page 2 when applying these marking grids.

		AO1 = bullet points 1	AO2 = bullet point 2
Level	Mark	Descriptor (AO1 and AO2)	
	0	No rewardable material	
Level 1	1–6	**Descriptive** • Knowledge of methods is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.	
Level 2	7–12	**General understanding** • Recalls methods of analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data.	
Level 3	13–18	**Clear relevant application** • Applies relevant methods of analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data.	
Level 4	19–24	**Discriminating controlled application** • Applies controlled discussion of methods supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concept and issues to the data.	
Level 5	25–30	**Critical and evaluative** • Presents critical application of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues.	

Level	Mark	Descriptor (AO3)
	0	No rewardable material
Level 1	1–3	**Descriptive** • Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.
Level 2	4–6	**General understanding** • Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.
Level 3	7–9	**Clear relevant application** • Explains construction of meaning in data by making relevant links to contextual factors and language features.
Level 4	10–12	**Discriminating controlled application** • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.