Mark Scheme (Results)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 2 Mark scheme

Indicative content
Question 1

Candidates should focus on:

- the context of the language and how the children use their knowledge of language to shape their school-based writing tasks and how successful these are
- the language features associated with writing shown by the children
- the children's ability to transfer their spoken language knowledge to the written language
- the effect of learned spelling and reading strategies ('phonics') on the children's spelling
- the role of others in developing the children's literacy skills.

The 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 the language of the children.*

Candidates 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 reference to specialist written language theories (e.g. Cathy Nutbrown) and candidates may also adapt theories more commonly applied to spoken language.

Graphology
Across all the texts, this may include:
- title and dates
- consistency of letter size and spacing
- capitalisation
- punctuation
- formatting, structure and illustration.

Orthography
Across all the texts, this may include:
- evidence for sounding-out approach, e.g. 'tmrto' (Text B)
- evidence of learned spelling, e.g. 'wheel' (Text C)
- consistency of misspelling, e.g. 'bled' (Text B)
- evidence of influence of accent, e.g. 'uver' (Text E).

All texts show a mixture of learned and phonetic-based approaches to spelling. Credit any reasonable exploration of these features.

Lexis
- the children are transferring their lexical knowledge from their spoken language and/or from their environment, including school-based activities (Texts A–F).

Morphology/Syntax
- **Text A**
  - original sentence is incomplete.

- **Text B**
  - produces imperatives for each of his instructions
  - uses 'another' to add clarity to his instruction
  - uses the adverbial 'now' to create a chronology.

- **Text C**
  - series of simple sentences
  - uses pronoun referencing, e.g. '…got a lo lo ball. It was…'
  - uses subject complement to add detail for her audience, e.g., 'it was purple and sivhe'.

- **Text D**
  - uses adverbs to create sequencing, e.g. 'then'
  - uses second person to address/involve audience
  - initially uses declaratives before a series of imperatives
  - uses modifiers to add further detail for her audience, e.g. 'school uniform'.

- **Text E**
  - uses modal verb 'will' to create future certainty
  - uses fronted adverbial 'In 2008' to meet audience needs
  - mixes simple and compound/complex structures.

- **Text F**
  - uses simple, compound and complex sentences
  - uses declaratives to inform and interrogatives to engage with his audience
  - uses exclamation marks to bring spoken aspects to his letter
  - over-extends use of modal 'will' in a subordinate clause, e.g. '…when I will come…'.

Discourse and pragmatics
- all texts show awareness of the needs of audience and purpose, e.g. bulleted instructions (Text D) and letter format (Text F)
- the children use a range of strategies in order to achieve the task set by the teacher, e.g. use of modals to create future certainty (Text E), use of adverbs to create sequencing (Text D) and use of interrogatives followed by declaratives to create a conversational structure (Text F)
- shared context / knowledge with audience, e.g. 'yore folder' (Text D)
- absence of mitigated imperatives (Text B).

Teacher comments
- credit any reasonable explanation of the role and effect of teacher comments.

These are suggestions only. Accept any valid interpretation based on different linguistic approaches.

		Please refer to the Specific Marking Guidance on page 3 when applying these marking grids.
		AO1 = bullet point 1 **AO2 = bullet point 2**
Level	**Mark**	**Descriptor (AO1 and AO2)**
	0	No rewardable material.
Level 1	1–6	**Descriptive** • Knowledge of methods of language analysis 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 language 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 language 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** • Controlled application of methods of language analysis 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 concepts and issues to the data.
Level 5	25–30	**Critical and evaluative** • Critical application of methods 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.

		Please refer to the Specific Marking Guidance on page 3 when applying these marking grids.	
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.
Level 5	13–15	**Critical evaluative approach** • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.