Mark Scheme (Results)

Summer 2019

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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

Text A

Candidates must demonstrate understanding of the concepts and issues relevant to Olivia's ability to produce descriptive writing and her development of written language.

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 for achievement of AO5.

The focus should be supported with examples from the data, using an appropriate range of language levels and frameworks.

Candidates should also make reference to theories associated with child language development and how the language in the data supports these theories or challenges them.

Discourse:
- Olivia's writing shows clear links to the learning objective by using her senses for descriptive writing
- third-person pronoun is an anaphoric reference to 'aliens' and shows an understanding of stylistic variation in descriptive writing.

Syntax:
- Olivia uses a range of adjectives relating to the senses: 'bright', 'squeaky'
- <-ing> verb forms used in a descriptive manner: 'floating'
- uses multiple adjectives to create a detailed noun phrase: 'big, bright and gleaming moon'
- only first and last sentence have a main verb
- use of adverbials shows ability to use other methods of description
- uses fronted adverbial to change focus of sentence: 'on my whale ride'.

Lexis:
- Olivia uses lexis likely transferred from her spoken language or recently learned from her environment.

Graphology:
- Olivia uses some appropriate spacing between her words
- she uses a comma standardly but is variable in her use of full stops
- she does not use capital letters at the beginning of all her sentences or for the proper noun 'Mars'
- all descending graphemes sit on top of the line
- inverted 't' on 'went'
- inconsistent letter size.

Orthography:
- all words are spelt accurately except one: 'talleing', credit any reasonable exploration of this
- she shows independence from phonology in her spelling: 'bright'.

AO5

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

- a more formal register perhaps with some informal or colloquial phrases
- use of direct address or other methods of personalisation
- definitions or examples of more complex terminology and concepts
- clear, cohesive structure identifying key features of descriptive writing.

These are suggestions only. Accept any valid interpretation of the data and the requirements of the task.

		Please refer to the Specific Marking Guidance on page 3 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 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 a 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 creative response.	

Indicative content

Question 2

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Candidates should focus their response on:
- the ways in which Lucas uses language to engage in cooperative play
- the language features shown by the child
- strategies the child's mother uses to engage him in the activity
- the stages of development.

The focus should be supported with examples from the data, using an appropriate range of language levels and frameworks.

Candidates should make reference to theories associated with child language development and how the language in the data supports these theories or challenges them.

Phonology:
- Lucas deletes the final syllable in 'window' but context makes his meaning clear
- he shows evidence of a regional accent in some vowel pronunciations: 'I /æ/'
- he is variable in his production of final consonants
- Lucas substitutes phonemes he finds difficult to produce: 'these /diːz/', 'catch /kæʃ/'
- he pronounces the affricate phoneme in 'jump' accurately
- Lucas devoices the initial voiced plosive phoneme /b/ in 'broke /prəʊk/'.

Morphology:
- Lucas uses a limited number of inflectional morphemes to show tense or plurality.

Lexis:
- Lucas uses lexis from the semantic field of animals
- he uses the phrase 'moo cow', which his mother reinforces.

Syntax:
- Lucas shows evidence of transitioning to the telegraphic stage of acquisition
- he omits most function words: 'catch sheep', the mother models and extends his telegraphic utterances
- he uses different sentence moods to instruct and inform: 'put on', 'it jump'
- the mother uses statements and questions to elicit information and to clarify.

Discourse:
- Lucas often copies his mother rather than responding to her questions
- unexpected switches between topics: 'what did mam do? / sheep fall down'
- the mother models standard forms
- she uses rising intonation to check understanding of Lucas' utterances.

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

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		AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3

Please refer to the Specific Marking Guidance on page 3 when applying this marking grid.

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.