

DO NOT WRITE IN THIS AREA

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Page 7 of 32



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Page 12 of 32



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Page 13 of 32



General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Marking Guidance - specific

The marking grids have been designed to assess student work holistically. The grids identify which Assessment Objective(s) being targeted by each bullet point within the level descriptors. One bullet point is linked to one Assessment Objective, however please note that the number of bullet points in the level descriptor does not directly correlate to the number of marks in the level descriptor.

When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used:

- examiners should first decide which descriptor most closely matches the answer and place it in that level
- the mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are met at that level
- in cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to each of the Assessment Objectives described in the level. Marks will be awarded towards the

Paper 2 Mark scheme

Indicative content

Question 1

Candidates should focus on:

- the language features shown by the child
- the interaction between the child and his mother
- the context of the language.

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 child.*

Candidates should make reference to theories associated with child language development and how the data supports such theories or challenges them. Theories discussed could include, but are not limited to, Halliday's functions, nativism, behaviourism, social interactionism and usage based theory such as the work of Tomasello and Lieven. Candidates should use language features to exemplify their points about context and theory. Candidates should use the features they identify to illustrate both the development of Isaak's speech and how this development allows him to shape his language to interact with his mother.

Discourse/Pragmatics

- the mother uses interrogatives to interact and prompt Isaak to expand his utterances
- only the mother uses interrogatives and the frequent use could indicate she is pushing her child to talk
- the mother often repeats her child's utterances
- the mother clarifies and models Isaak's utterances, e.g. 'pink?'
- the mother reformulates her utterances for clarity, e.g. 'what did you have before? what did you eat before?'
- Isaak does not always respond as expected to his mother's questions and sometimes unexpectedly changes topics of conversation, e.g. 'food' to 'dinosaurs'
- Isaak uses longer utterances when discussing topics he has a personal interest in
- Isaak reformulates his utterances
- Issak shows understanding of turn-taking.

Phonology

- Isaak shows patterns of substitution when he finds phonemes difficult, e.g. using the voiced stop /b/ in place of voiceless /p/ and fricative/stop substitution on 'with'
- Isaak shows deletion of consonant clusters, e.g. 'sprinkles'
- shows evidence of elision in his pronunciation of 'and' and 'because'