




Name:

# A Level Paper 1 Section B

## Revision Booklet

Topic		Confidence		
				
<b>Question 4</b>	Text A (Emily and Ethan)			
	Text B (Emma, Grandad, Nana)			
	Text C (Erin and Mum)			
	Text D (Theo and Nana)			
<b>Question 5</b>	Text A (Iris)			
	Text B (George)			
	Text C (Flora)			
	Text D (Hattie)			

## Question 4: Text A

Text A is a transcript between Emily and Ethan from a private data source. Emily is five years and five months old; Ethan is two years old. Emily is involving Ethan in a game about school.

**Emily:** okay (.) hang on (2) you're coming as well (.) now hold my hand (.) hold my hand

**Ethan:** /baɪ/ [why]

**Emily:** in you go

**Ethan:** it's home

**Emily:** is it (.) it's home time (.) d'you have a good day at school

**Ethan:** yeah

**Emily:** come on (.) let's (.) you want a ice cream

**Ethan:** /aɪs/kin/ [ice-cream]

**Emily:** come on (.) come with me (.) your school are doing a sale (.) what book do you want

**Ethan:** (*inaudible*)

**Emily:** you want the book about ice cream (.) come on then (.) let's go back to your school

**Ethan:** /kæz/ ma /bul/ [back my school]

**Emily:** oh (.) go and get your bubbles (.) it's a fair (2) come on

**Ethan:** /hould/ /hænd/ [hold hand] (3) /'bʌb/ bu/ [bubble] (2) /wi/ [whee]

**Emily:** oh (.) you left your bubbles (.) don't worry I'll go back to the fair and fetch them (.) you go  
indoors (1) here are your bubbles

### TRANSCRIPTION KEY

(.) micropause

(1/2/3) pause in seconds

IPA has been used to indicate non-standard pronunciation.

**Task 1:** You are tasked to answer this statement:

“Interaction with caregivers of any age is the most important influence on developing a child’s language.”

- Do you **agree** with the statement? Does the **data set? Why/why not?**
  
- Identify which of the **main four theories** would **support** your argument. What theories would **counter** your argument?

**Challenge:** What **secondary theories** would support or counter your argument?

**Task 2:** Summarise the key ideas of the data set and identify **three examples** that support those ideas.

	<b>Example 1</b>	<b>Example 2</b>	<b>Example 3</b>
<b>Child/Children’s stage of development</b>			
<b>Caretaker speech</b>			

**Challenge:** Are there any examples that go against the expected stages/caretaker speech? Why do you think that is?

**Task IV:** Summarise the key theories and their links to the data set, and the statement.

	<b>Example 1</b>	<b>Example 2</b>	<b>Example 3</b>
<b>Nativism</b>			
<b>Cognitive Development</b>			
<b>Social Interactionism</b>			
<b>Behaviourism</b>			
<b>Other Theories</b>			

**Challenge:** How can we be **critical** of these theories? Consider how that could link to the data set.

## Question 4: Text B

Text B is a conversation between a five-year-old girl, Emma, and her grandparents (Grandad and Nana). They are wrapping up presents (mainly sweets) for the game of 'Pass the Parcel' and then playing the game.

**E: Emma**

**G: Grandad**

**N: Nana**

**E:** right wrap that one up (.) that's somebody else's though but you can have that one (.) wrap that up thank you (.) that's Nana's

**G:** right

**E:** Grandad up (.)

**N:** thank you

**E:** that up for you (2.0)

**N:** can we play now? (1.0)

**E:** I've got (.) I've gotta wrap these up I don't know why there's so much but there's so much on (.h) here **yep** wrap your (.) things up an (.) whoever wraps the things up (.)

**N:** I think we've got **enough** Emma (1.0)

**E:** right well I've got put all the (.) these on I have (5.0) is that /zæt/ right? (.) no (.) and what was on there? (*omitted text*)

**E:** three as well (.h) has everyone got three? (2.0) um I can (.) sing (1.0) a rusty car (1.0)

**G:** OK (2.0) how does that one go?

**E:** {*sings*} my dad dri. (.) twinkle twinkle (.) little star my dad drives the rusty car (.) off he goes (.) in a cloud of smoke (2.0) {*speaks*} right pass them **round** then (1.0) {*sings*} twinkle twinkle chocolate bar my dad drives the rusty car off he goes in a cloud of smoke (1.0) pull the engine (1.0) {*speaks*} can't remember the rest (1.0)

**G:** very good (1.0) did you make that up?

**E:** no (.) my school singed it

**G:** oh (*omitted text*)

**E:** you choose whatever you want

**N:** this one?

**E:** yeah if you want (.)

**N:** right ready

**E:** yeah that's can be my one (.) because (.) cos that's got two in (.) {*giggles*} an that's got a lollipop in {*all laugh* (3.0)}

**E:** have you every got (.) something (.) have you every (.) sa. some thing got something to eat (.) for everybody? (.)

**G and N:** yeah

**N:** we've got lots to eat

**G:** right I'll start with this one (3.0)

**E:** that's **you** that wrapped that one u. up isn't it?

**G:** no it wasn't me

**E:** it wasn't **me**

**G:** well who **did** it then?

**E:** Nana?

**G:** we must have a ghost in here

**E: Grandad I know** it's you (.) Nana didn't wrap any up

**G:** I didn't wrap **that** up you saw me wrap them up

**E:** didn't (.) I didn't saw you wrap (1.0h) a **lollipop** up (.) I didn't even you saw (1.0) pop any of them up (.) just (.) **some**

**G:** just some of them

**Task 1:** You are tasked to answer this statement:

“Positive reinforcement is key to developing a child’s language.”

- Do you **agree** with the statement? Does the **data set**? **Why/why not**?
  
- Identify which of the **main four theories** would **support** your argument. What theories would **counter** your argument?

**Challenge:** What **secondary theories** would support or counter your argument?

**Task 2:** Summarise the key ideas of the data set and identify **three examples** that support those ideas.

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	<b>Example 1</b>	<b>Example 2</b>	<b>Example 3</b>
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**Challenge:** How can we be **critical** of these theories? Consider how that could link to the data set.

## Question 4: Text C

In text C, Erin and her mum are playing in a sandpit at home. Erin is 3 years and 1 month old. Erin pretends to hurt herself. They then pretend to plant a garden.

Mum: climb in honey  
Erin: ow (.) I did that (.) it hurts  
Mum: you did what  
Erin: [*shows her knee*] I hurted there (.) right there (.) look can you see (.) it hurts  
Mum: your knee (.) is it ouchy  
Erin: look mummy (.) look [*laughs*] look (.) I didn't did it (.) I [*tending [laughs]*]  
Mum: [*you are a cheeky lady*]  
(1.0) shall we plant a garden here (.) I've got the watering can (.) what are you doing  
Erin: planting  
Mum: what kind of seeds  
Erin: smiley ones (.) pink flowers (2.0) can I have some  
Mum: what  
Erin: bucket  
Mum: [*passes the watering can*] I'll plant the seeds if you water them then [*Erin fills the watering can with sand and pours it out*] (3.0) [*that's very full*]  
Erin: [*sprinkling*] (.) sprinkle  
(.) look (.) all done (.) sparkly (2.0) all poured (.) pat (.) pat (.)  
Mum: what are you doing  
Erin: patting the water in (.) done (.) I'm going to dig it up  
Mum: but the flowers won't grow  
Erin: I need to move it  
Mum: shall we leave them to grow  
Erin: no

**Task 1:** You are tasked to answer this statement:

“Without the stimulus of different contexts, children cannot fully develop their language.”

- Do you **agree** with the statement? Does the **data set**? **Why/why not**?
  
- Identify which of the **main four theories** would **support** your argument. What theories would **counter** your argument?

**Challenge:** What **secondary theories** would support or counter your argument?

**Task 2:** Summarise the key ideas of the data set and identify **three examples** that support those ideas.

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<b>Other Theories</b>			

**Challenge:** How can we be **critical** of these theories? Consider how that could link to the data set.

## Question 4: Text D

In text D, Theo (aged 3) is about to have a bath. His grandmother (Nana) is with him.

Theo (aged 3) is about to have a bath. His grandmother (Nana) is with him.

Theo: how much am I  
Nana: what do you mean (.) you get in Theo (2.0) oh do you mean weight (.) how much do you weigh  
Theo: yeah how much (1.0) think that I'll put a bit cold in  
Nana: is it too hot (.) wait a minute  
Theo: there's the Scooby Doo badge  
Nana: Scooby Doo (.) [*singing*] SCOOBY SCOOBY DOO  
Theo: SCOOBY DOO (.) [*Nana splashes Theo*] OY (.) why did you throwed it at me [*laughter*] OY (.) OY (.) you throwed water at me (.) you splashed (.) [*Nana puts Theo on the weighing scales*] DONE  
Nana: you're three stone  
Theo: is that big  
Nana: no  
Theo: oh (.) I think I'm four (.) look it's gone past (.) [*Nana lifts Theo into the bath*] it tingles (.) WOW WOW WOW [*Theo shows Nana a toy*] (.) this is the nasty monster  
Nana: a nasty monster  
Theo: this is the monster (.) it's light monster  
Nana: wow (2.0) is that Scooby Doo's monster  
Theo: yeah (.) no  
Nana: is it just a monster  
Theo: it's a pretend one in the bath (.) [*inaudible*] (.) and it jumps  
Nana: and do you still like Scooby Doo  
Theo: yeah (.) [ and it ]  
Nana: [ and tell ] me what (.) tell me (.) have you done your letter to Santa yet  
Theo: no  
Nana: when you gonna do it (.) shall we do it [ tomorrow ] (.) shall we write [ one ]  
Theo: [ yeah ] [ yeah ]  
and write what I say  
Nana: have you been a good boy  
Theo: I have been a good boy  
Nana: have you really  
Theo: wow (.) wow (.) it's broke [*pointing to the plug chain*]  
Nana: yeah it's broken  
Theo: and I'm telling you it's the **broke** chain  
Nana: pull that  
Theo: I think the chain is broke by the monster (1.0) what we having for breakfast

**Task 1:** You are tasked to answer this statement:

“The best way to explain children’s language development is to focus on what they use it for.”

- Do you **agree** with the statement? Does the **data set? Why/why not?**
  
- Identify which of the **main four theories** would **support** your argument. What theories would **counter** your argument?

**Challenge:** What **secondary theories** would support or counter your argument?

**Task 2:** Summarise the key ideas of the data set and identify **three examples** that support those ideas.

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**Challenge:** Are there any examples that go against the expected stages/caretaker speech? Why do you think that is?

**Task IV:** Summarise the key theories and their links to the data set, and the statement.

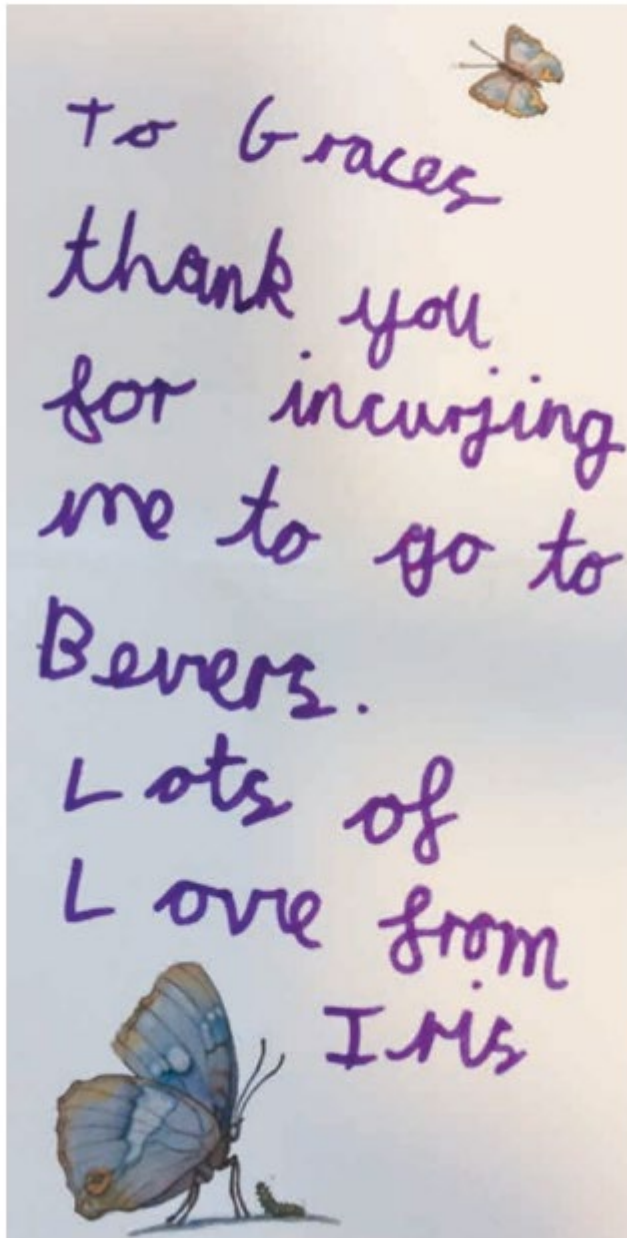
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<b>Other Theories</b>			

**Challenge:** How can we be **critical** of these theories? Consider how that could link to the data set.

## Question 5: Text A

### Data Set 2

Data Set 2 was produced at home. Iris is six years old. Grace is a family friend.



#### Transliteration

To Graces  
thank you  
for incurjing  
me to go to  
Bevers.  
Lots of  
Love from  
Iris

Data Set 3 was produced at home. Iris is six years old.

MY RESORPY  
For Ice Cream  
and ~~Sorbay~~ <sup>Sawbay</sup>  
Ingredyonts  
1) Ice      Ice  
2) Frute      Cream  
3) Crean  
4) ~~Frige~~  
5) 4) Freezer  
5) Spoon  
6) Bowle

**Transliteration**

MY RESORPY  
For Ice Cream  
and ~~Sorbay~~ Sawbay  
Ingredyonts  
1) Ice      Ice  
2) Frute      Cream  
3) Cream  
4) Frige  
5) 4) Freezer  
5) Spoon  
6) Bowle

**Task 1:** You are tasked to answer this statement:

“In learning to write, children should develop their accuracy before learning to write for different contexts.”

- Do you **agree** with the statement? Does the **data set**? **Why/why not**?
  
- Identify which of the **main five theories** would **support** your argument. What theories would **counter** your argument?

**Challenge:** What **secondary theories** would support or counter your argument?

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	<b>Example 1</b>	<b>Example 2</b>	<b>Example 3</b>
<b>Child/Children's stage of development</b>			
<b>Teacher feedback</b>			

**Challenge:** Are there any examples that go against the expected stages/use of teacher feedback? Why do you think that is?

**Task IV:** Summarise the key theories and their links to the data set, and the statement.

	<b>Example 1</b>	<b>Example 2</b>	<b>Example 3</b>
<b>Kroll</b>			
<b>Britton</b>			
<b>Rothery</b>			
<b>Teacher Feedback/Scaffolding</b>			
<b>Accuracy vs Creative</b>			

**Challenge:** How can we be **critical** of these theories? Consider how that could link to the data set.

## Question 5: Text B

Data Set 2 was produced in the classroom. George is seven years old.

26/4



I went to joro pac and i dort a  
part. I sor the chimpansees. The litte  
~~muncees~~ they had yelow hans. We went  
to see the dollfins.

Super sentences George.  
Please try and remember capital letters at the  
start of sentences.

writing sentences about the events of the weekend.

### **Transliteration**

I went to joro pac and i dort a  
part. I sor the chimpansees. the ('t' corrected to 'T') litte  
muncees they had yelow hans. we ('w' corrected to 'W') went  
to see the dollfins.

Super sentences George.  
Please try and remember capital letters at the  
start of sentences.  
writing sentences about the events of the weekend.

**Data Set 3** was produced in response to a class novel. George is seven years old.

## The Enormous crocodile



I think I should be given another  
chance because I am ryll sorry. I will  
(givthe)ch) neveat (chodredr)  
chdron a again. ✓

I hope not!

children

children children

### **Transliteration**

Sorry

I think I should be given another  
chance because I am ryll sorry. I will  
(givthe)ch) neveat (chodredr)  
chdron a again. I hope not!

children

children children

**Task 1:** You are tasked to answer this statement:

“The role of the teacher is essential for literacy development.”

- Do you **agree** with the statement? Does the **data set**? **Why/why not**?
  
- Identify which of the **main five theories** would **support** your argument. What theories would **counter** your argument?

**Challenge:** What **secondary theories** would support or counter your argument?

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**Challenge:** How can we be **critical** of these theories? Consider how that could link to the data set.

## Question 5: Text C

Flora, aged 5 years and 6 months, produced **Data Set 2** at home.

my holiday

We \* staid at teds house.  
Teds house is in york.  
We went to the park  
It was muddy.  
Mummy was cross, because it was muddy.  
~~Busess~~  
We went to the thain muozeum  
We went shoping and mummy let me beg a  
new backbac.

it was amazing!

by flora 5 harf

### Transliteration

my holiday

we p staid at teds house.

Teds house is in york.

We went to the park

It was muddy.

Mummy was cross x bucaeos it was muddy.

~~Busess~~

We went to the thrain muoezeeum

We went shoping and mummy let me bey a  
new backbac.

it was amazing!

by flora 5 harf

Flora, aged 5 years and 6 months, produced **Data Set 3** at home.

Flora ShoppingList

five and a harf

Donut  
strawberriy's  
grapes  
cornonthecob  
bagles  
Mirk  
Chease  
Smothie  
birthday card  
birthdeypresunt  
frozun dou  
tmartoes  
Sweets  
chocolet

### Transliteration

Flora ShoppingList

Donut five and a harf

strawberriy's

grapes

cornonthecob

bagles

Mirk

Chease

Smothie

birthday card

birthdeypresunt

frozun doll

tmartoes

Sweets

chocolet

**Task 1:** You are tasked to answer this statement:

“Practising the conventions of different genres is key to developing children’s literacy skills.”

- Do you **agree** with the statement? Does the **data set**? **Why/why not**?
  
- Identify which of the **main five theories** would **support** your argument. What theories would **counter** your argument?

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## Question 5: Text D

Hattie is 7 years and 4 months old.

Her teacher has given her the words: help, pain, hope, spite, use, wonder and thought. The teacher has instructed Hattie to add the suffix 'ful' to each word and to use each word in a sentence.

Monday January 28th

suffixes

help

I am helpful cleaning the car. ✓

pain

It ~~hurts~~ when I fall over it is very painful. hope I am very hopeful that I <sup>move</sup> ~~move~~ house soon. spite

I am very spiteful. use When I <sup>set</sup> ~~set~~ the table I am very useful.

wonder I can't wait to <sup>move</sup> ~~move~~ house it will be wonderful.

thought My dad is very thoughtful.



28 JAN 2008

Try to complete your sentence before you hand work in.

**Task 1:** You are tasked to answer this statement:

“The teaching of explicit grammatical rules is the key to developing children’s literacy skills.”

Do you **agree** with the statement? Does the **data set**? **Why/why not**?

- Identify which of the **main five theories** would **support** your argument. What theories would **counter** your argument?

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## Phonemic symbols

Monophthongs				Diphthongs			
i: see /si:/	ɪ sit /sɪt/	ʊ good /gʊd/	u: two /tu:/	ɪə here /hɪə/	eɪ eight /eɪt/		
e egg /eg/	ə away /əweɪ/	ɜ: her /hɜ:/	ɔ: four /fɔ:/	ʊə cure /kjʊə/	ɔɪ boy /bɔɪ/	əʊ no /nəʊ/	
æ cat /kæt/	ʌ up /ʌp/	ɑ: ask /ɑ:sk/	ɒ on /ɒn/	eə there /ðeə/	aɪ my /maɪ/	aʊ now /naʊ/	
Consonants							
p pen /pen/	b bee /bi:/	t ten /ten/	d do /du:/	tʃ chair /tʃeə/	dʒ just /dʒʌst/	k can /kæn/	g go /geʊ/
f five /faɪv/	v very /veri/	θ thing /θɪŋ/	ð this /ðɪs/	s so /seʊ/	z zoo /zu:/	ʃ she /ʃi:/	ʒ pleasure /pleʒə/
m me /mi:/	n nine /naɪn/	ŋ long /lɒŋ/	h house /haus/	l love /lʌv/	r right /raɪt/	w we /wi:/	j yes /jes/
? glottal stop							