

SUMMER 2010 EXEMPLAR SCRIPT

ENGB3

Mark – 76

This script has been chosen for the purposes of exemplifying the qualities of a high level response for this unit.

Please note that although the qualities which constitute a high level response do not change series to series, the grade boundaries for a unit may change series to series.

GCSE and GCE Examining Bodies

June 2010

Examining body	AQA	
Centre number		Candidate number
Subject/module title	ENGLISH LANGUAGE	
Paper reference		
Surname		
Other names		
Candidate sig		

For examiner's use
76
Examiner's initials

Question number	Mark
1	36
4	40
Total	76

- Use black ink or black ball-point pen.
- Write the information required in the spaces above.
- Use both sides of the paper.
- Write the question number in the left-hand margin.
- Rule a line across the page after each answer.
- Do all your rough work in this answer book and cross through any work you do not want to be marked. Do not tear out any part of this book. All work must be handed in.
- Write the numbers of the questions you answer in the order attempted in the left-hand column of the boxes opposite.
- Check that you have written the information required on each additional sheet used and have attached each sheet to this book.

Write here how many additional sheets you have used (if any).

Question number

1	As both children are at different stages of their linguistic development this would go some way to explaining the language used. Firstly Frank at age 3 years 4 months is entering the 'telegraphic' stage of speech development. This is evident in utterances such as: "black cow today went rainrain." Here the simple lexical structure is in fact, being used in an imaginative form. Not only is she commenting on her surroundings, thereby showing an appropriate appreciation of concrete
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Leave blank

1. marking point

nouns and actions appropriate for her age. But she has also used an onomatopoeic device in the form of "rain rain". This ~~repetitive~~ repetitive feature is one found in many nursery rhymes and could possibly be an example of borrowing a word pattern she is already comfortable with and using it within her own context.

Frankie expresses typical characteristics of the telegraphic phase as she functions mostly in present tense (axis:

A01

"I can't do that one". As Bruner suggests this is typical as, at this stage children still require concrete associative devices to relate to language. However a

A02

Dramatic difference can be seen in Josh as he is 4 years 2 months. This age, up to that of about 6, has commonly

A02
critical periods

become known as the critical period. Often this can be linked with the entrance into education, exemplified here as Josh is in "nursery school", but is referred to as school.

A03

Josh makes an effort to use ~~both the past and~~ the past present and future tenses to varying degrees:

gives
text
coherence

"I'm going first (2.0) and you have to go after"

By using the contracted "I'm" it shows a confidence of his own sense of self. As such it is a feature most commonly found in adult male speech, combined with imperatives, that could indicate Josh is already conforming

to the stereotype of ~~masculine~~ male dominance in conversation,

acting here as the 'floor holder' according to Lackoff.

Furthermore in text B Josh displays some features of caretaker language such as emphatic pauses between utterances; "okay (3.0) right (1.0) that's my one". This could

be for the benefit of both children as it allows Frankie time to absorb and assimilate the information, and Josh

time to think and develop independent ideas. When this tool is used by Sue it is for similar purposes: "oh very good (2.0) so (1.0) right..." However here the emphatic purpose is that of positive reinforcement of good behaviour

an achievement. Behaviourists have argued that one of the main ways in which children learn is indeed through reinforcement, however extremists such as B.F. Skinner have now been discredited when arguing that imitation and reinforcement are the only factors in linguistic development.

Another characteristic of caregiver language and parentese is through extensive questioning: "what have you been up to today (6.0) you don't know (7.0) ... can she Josh"

in this extract Sue is obviously using the interrogatives to drive forwards the conversation. This is usual amongst carers as it appears to be an innate characteristic to encourage learning among children. This is further demonstrated as the questions here are designed to be thought-provoking for the children, encouraging the development of independent and imaginative thought.

A further function of language here is as a social tool, not purely educational. "yes thank you (2.0) yes thank you" This often reinforcement of politeness features is a socialist theory which ~~pre~~ conditions children to use such

features as a matter of habit. It is shown when the children are alone and use the phrase "please" without prompting. Sue makes repeated use of the empty adjective "nicely".

It is interesting to note that she uses these utterances when talking to Traki, however it is unclear whether this is a matter of language simplification due to her age, or whether it is another example of gender stereotypes as

empty adjectives and diminutive forms such as "little" are most commonly used by and to females.

No 3 of Sue the conversation ~~interfering~~ appears to carry more creative errors ~~such~~ as "they not my rights". However although ~~deletion~~ of the key verb "are" has occurred there are many other advanced grammatical and linguistic features that should be commended here, such as the ~~seen~~ identification of the concrete noun "rights", furthermore Franki has identified them as plural, but also with the possessive pronoun "my" which shows a fantastic development of her sense of ego as she develops through the telegraphic stage.

Lms.) Josh is an example of a Language Acquisition Support System (LASS) to Franki, as shown when he expands her statement to "no, they socks" ^{much like Sue's later actions.} Josh is unwillingly helping to activate what Bruner would call her LAD, by gradually exposing her to vocabulary and grammatical forms only slightly more advanced than her own, it gives her a model from which she can easily acquire language.

See page 12.

4. Although both texts are articles on football FA Cup finals they differ greatly, text I written in 1934 and J in 2008. The first difference to note is that text I was ~~written~~ published three days after the match, whereas text J proudly boasts "FA Cup final as it happens". This is partially because in 1934 the process of gathering quotations and typing the article would have taken longer due to the less advanced technology. The rapidity of text J's publishing is due to the advancement of internet and computer technology in a society where speed is paramount.

103
line
text

One of the crucial linguistic differences between texts is that of emphasis on the text producer's voice. In text I there is only one paragraph which is not a direct quotation from "prominent football personalities", and this is not accredited to anyone, whereas the writer's voice and opinions are at the forefront of text J.

"I don't think the Pompey fans want to leave Wembley either." This shows a change in attitudes towards journalists as here Caroline Cheese is accredited author and appears to be ~~the~~ considered an expert. Whereas in 1934 journalists were held in much lower esteem, even seen as some in a derisive manner.

103
text
producer
103
(role)

Text J relies on the text receiver's previous knowledge of the game as it gives no information about the actual score. Whereas text I states the score twice for effective emphasis. However this could be because text I is writing in retrospect whereas J is giving virtually 'live' coverage.

103
Knowledge

Text I uses simple lexical and vocabulary choices. "Great stuff, Unlucky Cardiff," this colloquial form

101
Lexis

of address can be contributed to a variety of things. Firstly in order to appeal to a wide audience (such as the internet provides), the simple vocabulary makes it accessible to all classes. Furthermore by use of such colloquialisms it enhances the idea of live spoken commentary, allowing the audience to feel engaged with the text. Moreover it could be viewed as evidence of "slang upon theory" as characteristic of spoken utterances work their way into written texts. Prescriptivists take a grim view of this as they feel it is leading to the gradual degradation of standard English.

However text I could be seen as a counterpoint to text J's description. The use of archaic vocabulary such as "Bravo" continues to show the relative formality of the piece, whilst still expressing a congratulatory message. The formality can once again be seen in the contrast between the texts address of people:

Address: "Mr. W. Wild (Manchester City's Manager)."

Here there is a distinctive use of "Mr" as a formal term, a practice in decline in the 21st Century text. Furthermore the description of his position is bracketed off followed by a full stop. Some with a descriptive attitude could view this as an excessive, overly flamboyant use of punctuation. Especially when contrasted to text "Bournemouth keeper David James - twice an FA Cup final

It is clear that there is no use of the title 'Mr', rather an informal register is adopted as his first name is given. Furthermore his position is used emphatically at the start. This could show the society emphasis on belonging to a club or team in a culture where

football and cultural identity is valued. However both texts highlight the importance of these terms of address by italicising and emboldening respectively

graph

vocabulary in both texts feature borrowings from other languages. In text I this is less so, however

clusters
ex. 1/2

"Bravo" is taken from both Italian and Latin

This could be because the idea of the British Empire was still strong - despite its diminished power after World War One. Text J uses a French borrowing "en-masse"

NTZ
borrowings

in this case it could be because travel to mainland Europe and further is easier than 1984 due to affordable travel and advanced technology. Many have said that this has brought a massive influx of vocabulary. If

NT3
travel

further expansion of vocabulary since 1984 can be contributed to the technological advancement of computers. This can

be seen in the use of the term "GOALFLASHES" which is the merging of two distinct words in order to expand the

NT3
text

vocabulary for football.

The direct quotations in text J are far shorter than I. This could be because the deliverers had less time to develop responses. However the quotation from Harry Redknapp shares some characteristics of those from text I. firstly the use of the tricolon "my family, the fans, the players" makes his response appear more

NT1
date

contrived than others in the text. This element of planning is reinforced with the cliché "this is a dream come true" This could be because as "Boss" he had time to think of responses to all outcomes of the game, similar to text I, this gives them a shared sense of professionalism and superiority.

double
points

Grammatical changes are present in the use

of text I's hyphenation: "to-night"

This has gradually disappeared since the start of standardisation in the 1700s, however it is still present in

this text. This shows the changing nature and fashions of language as the hyphen has largely dropped out of use by the 2008 text. Furthermore text I

still uses capitalization mid-sentence "best finals" where as text J only uses it at the start of sentences and

for names, some would argue that this is once again a fashion brought by technology.

See page 12.

