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.
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).

<table>
<thead>
<tr>
<th>Question number</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
</tr>
</tbody>
</table>

Total 76
nouns and actions appropriate for her age. But she has
also used an onomatopoeic device in the form of
"rain rain". This onomatopoeic 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.

Franke expresses typical characteristics of the telegraphic
phrase as she functions mostly in present tense lexis:
"I can't do that one." He suggests this is
typical as, at this stage, children will require concrete
associative devices to relate to language. However a
dramatic difference can be seen in Josh as he is 4 years
2 months. This age, up to that of about 6, has commonly
become known as the critical period. Often this can be
linked to with the entrance into education, exemplified here
as Josh is in "nursery school", but is referred to as school.

Josh makes an effort to use the post present
and future tenses to varying degrees:
"I'm going (s)ort (2.0) and you have to go off."  
By using he contracted "I'm" it shows a confidence of his
own sense of self. In such it is a gesture most
commonly found in adult male speech, combined with
intimacy, that could indicate Josh is already conforming
to the prototype of adult male dominance in conversation.

Furthermore in text B, Josh displays some features
of caretaker language such as emphatic pauses between
utterances, "okay (2.0) right (1.0) that's my one." This could
be for the benefit of both children as it allows Franke
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
on achievement. Behaviourists have argued that one of the
main ways in which children learn is 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 caretaker language and parentese
is through extensive questioning: "what have you done up to
now (6.0) you don't know (1.0) ... can she Josh" in this extract Sue is obviously using the question
as to drive onwards the conversation. This is usual amongst
parents 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
social: please..." This stern reinforcement of politeness features is
a socialist theory, which conditions children to use such
polite features as a matter of habit. As shown when the children are
done 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 Maki, however it is unclear whether this is a
matter of language dilution due to her age, or
whether it is another example of gender stereotypes as
empty adjectives and diminutive forms such as "litle" are
most commonly used by and to females.
When the children are interacting without the input of Sue, the conversation appears to carry more creative errors, such as "they not my hight." 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 identification of the concrete noun "hights." 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.

Josh is an example of a Language Acquisition Support System (LASS) to Franki, as shown when he expands her statement to "no, they socks." 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 was written in 1934 and 3 in 2008. The first difference to note is that text I was published three days after the match, whereas text 3 proudly boasts "FA Cup final as it happens". This is partially because in 1934 the process of gathering quotations and typing the article could have taken longer due to the less advanced technology. The rapidity of text 3's publishing is due to the advancement of internet and computer technology in a society where speed is paramount.

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 3: "I don't think the Pompey fans want to leave Wembley either."

This shows a change in attitudes towards journalists, as here Caroline Ousey is accredited author and appears to be considered an expert. Whereas in 1934 journalists were held in much lower esteem, even seen as some in a servile manner.

Text I relies on the text receiver's previous knowledge of the game as it gives no information about the current score. Whereas text 3 stresses the score twice for emphasis. However, this could be because text 1 is writing in retrospect whereas 3 is giving virtually "live" coverage.

Text I uses simple lexical and vocabulary choices: "Great stuff, unlucky Cardiff," this colloquial form
of address can be contributed to a variety of things. Firstly, in order to appeal to a wide audience (such as the internet providers), 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 "slamp on theory" as a characteristic of spoken utterances work their way into written texts. Descriptions take a grim view of this as the year 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 text address of people:

"Mr. H. Wild
(Manchester City's Manager)"

Here there is a distinctive use of the "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 J:

"Portsmouth Keeper David James - twice on FA Cup final loser."

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 embedding respectively.

Vocabulary in both texts derive borrowing from other languages. In text 1 this is less so however "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 1 were a French borrowing "en-masse" in this case it could be because travel to mainland Europe and further is easier than 1934 due to affordable travel and advanced technology. Many have said that this has brought a massive influx of vocabulary. If further expansion of vocabulary since 1934 can be contributed to the technological advancement of computers. This can be seen in the use of the term "rhombus" which is the meaning of two distinct words in order to expand the vocabulary for football.

The direct quotations in text 3 are far shorter than 1.

This could be because the deliverer had less time to develop responses. However the quotation from Harry Redknapp shares some characteristics of those from text 1. Firstly the use of the "my family. the fans, the players" makes his response appear more personal 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 1. This gives them a shared sense of professionism and superiority. Grammatical changes are present in the use
of text: Is hyphenation: "to-night."

This has gradually disappeared since the start of standardization in the 1700s, however it is still present in this text. This shows the changing nature and jocundity of language as the hyphen has largely dropped out of use by the 2000s text. Furthermore text I still uses capitalization mid-sentence "best friends" whereas 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.
Q1. No1: Some thoughtful exploration of language features. Range of methods applied. 18

No2: Direct and applied relevant theories. 12

No3: Clear sound interpretation of context. 6

Q4. No1: Clear focus on some examples shown through engagements. 20

No2: Use of change in genre and select some concepts to explore with examples. 12

No3: Strong, precise and integrated analysis and awareness. 8