SUMMER 2010 EXEMPLAR SCRIPT

ENGB3

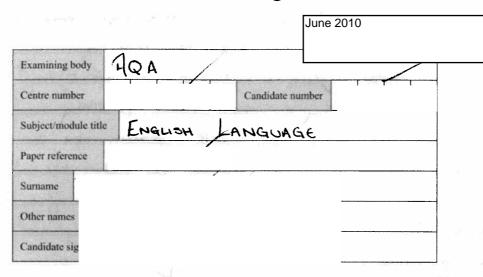
Mark - 76

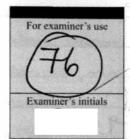
This script has been chosen for the purposes of exemplifying the qualities of a high level response for this unit.

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.

12 PAGE ANSWER BOOK

SE and GCE Examining Bodies





Question number	Mark
ring)	36
4	36
Transactural	
W s	
ÆA	
- 20	
.6	
-7	
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

development this would go some way to explaining the language used tristly. Frank at age 3 years 4 months from the organism.

At 2 is entering the 'telegraphic' stage of speach development, and this is evident in attendances such as: black now today went rain rain. Here the simple 'texical structure and is in fact, being used in an unagenerius from Not any is the commenting on her surroundings, thereby showing an expropriente appreciation of noncrete

Leave blank

AB12

orbbiobujets for her als gre she pas dependive Jeature comfortable with context expresses typical Characteristics mostly 100 one" children Tandhade Q! Horence tent critical period entronce education other varying Just (2.0) "" "" the contracted and applicate the

		time to think and develop independent ideas When this
1		to is used by Sue it is for similar purposes: "oh very
fee	ster r	Total (20) so (10) sinht " Has must have the emphatic
1	1	good (2.0) so (1.0) right However here the emphatic
		purpose is that of prosodius reinforcement of good behaviour
		an achievement. Benoviouses have argued that one of the
0-		main ways in which children born is indeed through
	1	reinforcement, however extremists such as BF Okinner have
	-	now been discredited when arguing that unitation and
		reinforcement are the only factors in linguistic development.
G	1	Hnother characteristic of Caretaker language and parentene
		is through extensive quothoning what have you been up to
7		today (6.0) you don't know (7.0) can she Josh
		in this extract suc is obviously using the ynterragolives
0		to drive Jamards the conversation. This is usual amongst
J	سکمر.	rarers as it appears to be an inate characteristic to
,	1	encouraged learning among children. This is further demonstrated
1~		as the quarious here are designed to be thought-providing
	1	for the children encouraging the development of idependent
		and imaginative thought.
		A jurther Junction of language here is as a social
M	3/2	tool not purely educational. "yes thankyou (2.0) yes
Luc	بالم	thank you "This otern reinforcement of colithes features is
	7	a socialist theory which are conditions shildren to use such
l s	ندرل	Centures as a matter of habit. Its shown when the children are
Pan		features as a matter of habit. Its shown when the children are close one use the phrose "placese" without prompting. She makes reported use of the empty adjective "nicely"
		It is viterating to note that the uses these utterances when
de	mil	falking to traki, nowever it is undear whether this is a
		G .
ONI	leve	matter of language simplification due to her age, or
م سے سد ارا	we	denether it is another example of genter stereotypes as
w	•	empty adjectives and dominative Jame such as "Little" are
		most commonly used by and to Jemales.

	>
	of Sue the convercation appears to carry more creative
NO3	of Sue the convercation appears to comy more creative
10	occom the on " He are hights"
27	errors such as "they not my highto". However althou
N	deterion of the key verb " are " has occurred there
w₁_	are many other advanced grammatical and linguistic features
ښ.	that should be commended here, such as the
	identification of the concrete noun "hights", furthermore
w .	Franki has identified them as plural, but also with the
	possessive pronoun "my" which shows a funtastic
	development of her sense of ago as the develops through
	the tolored in
	the telegraphic stage?
_	Josh is an example of a language Hausihion Support
n .)	System (LASS) to tranki, as shown when he expands her statement to "no, they socks", Josh is unwittingly
	her statement to "no they sacks take is unwithingly
40.	A SET IS WINDING
1	helping to activate whate Bruner would call
	her LAD, by gradually exprained her to washilary
7	and gramatical forms only olightly more advanced
7	than her own, it gives her a model from which
.a 21234.j	
	The can easily aguire language.
99	the second of th
	Le peze 12.
	The second secon
The control of the co	

	4.	Although both texts are articles on football FA Cup finals
		they differ greatly, text I written in 1934 and Jis
		2008. The first difference to note is that text I was enter
		published three days after the match, where as text
•	 	J proudly boosts "FA Cup final as it happens". This is
		partially because in 1934 the process of gathering guidalians and hyping the article about have taken longer due
K	3 1	and typing the article about have taken longer due
fe	ek	to the two advanced technology. The rapidity of text J's
	1	publishing is due to the advancement of internet and
		computer technology is a society where speed is
	1	paramount.
		One of the orucial lunguistic differences between texts is
		that of emphasis on the text producers voice In text
		I there is only one paragraph which is not a direct
		quotation from "prominant football personalities", and this
		is not accredited to anyone, behaveous the conflors voice
		and opinions are at the forefront of text J.
		I don't think the Pompey Jans want to coave Wembley either."
		This shows a change in attitudes towards journalists
M	13	as here Caroline Choose is accredited outhor and
KX	t Les	appears to be the considered an expert. Whoseas in 1934
,		foundists were held in much lower extrem, even soon as
مم	19 19	some in a servial manner
)		Text I relies on the text receivers previous knowledge
M3	,	of the game as it gives no information about the
ک صر	لعم	thermal score. Whereas tent J states the score twice
-	}	for effective emphasis. However this could be because
	1	teact 1 is writting in retrospect whereas J is gluing
-		virtually live goverage 103
,	MI	Text I was (simple lexical and washing choices:
fa	KS	" Great shuff, Universey Cardiff," this (collectual) form

address can be contributed to a variety of things n order provides. the internet the emaloguialoms prisone Wolsoner spoon throng characteristics Oto as the Jeel arim view of gradual degridation of " Bravo" continues formatiky <u>texts</u> Manager/.

Distinction use of Ma the 21st Century geocuphon position 13 bracketed descriptive contraste worlsper emphalically

Jostbar and cultural identity is valued. However both highlight the importance Citaliasing and embaldening Somomos ck. nes anorte lide som - despite 1t3 french be travel and advanced technology many brought a massive influx Sina ternologies, advancement term of two distinct awas in order to probudence for bostoall quotanions in teach greet 2 are for smorter foothired uschouses professiondian

Hullioc	
	of text I's (hyphonoxion: "bo-night"
	This has gradually disappoined since the start of
1	standardisation in the 1700s, however it is still present in
	this text. This shows the changing nature and
	Joshians of language as the hyphon has largely dropped
	out of use by the 2008 text Furthermore text I
	otill uses capitalisation mid-sentance "best finals" where
	as text I only uses it at the start of sentances and
	.
1.	for Names, some avoid arque that this is once again a
	foodwoon brought by technology.
	Le jage 12.
	•
····	

101: In a Nough the explant of language patrix Rough of Nettods replied 18 No2: Selects and applied rectained Presies No3: clear frond intropolation of antest 6 14 No1: clap from a rowe examples shows seave engagered 102: Uses charge in gene + selects some concepts to explace with example 12 103: Thing, prayhing + integral collected 8 anywarrows. 14		•	Lea
MOZ: feeets and applied retenant Mesies. Mo3: clear front inhappelation of context. 6 14 Mo1: close from on some examples Moss scarce ergagement. 20 Mo2: Usus change in gare + selects some concepts to explose whim examples. 12 Mo3: Money, presphie + inhighted collected.	QI	101: Some noughful exploration of language	bla
MOZ: feeets and applied retenant Mesies. Mo3: clear front inhappelation of context. 6 14 Mo1: close from on some examples Moss scarce ergagement. 20 Mo2: Usus change in gare + selects some concepts to explose whim examples. 12 Mo3: Money, presphie + inhighted collected.		frehoes. Range of nethods applied	18
14 Mos: clear from a some examples shows seare ergegenest. 20 Mos: Usu chaque in gener + selects some concepts to explain with examples. 12 Mos: Money, prespice + integrated columbes 2		<i>d</i> , , , , , , , , , , , , , , , , , , ,	
14 Mos: clear from a some examples shows seare ergegenest. 20 Mos: Usu chaque in gener + selects some concepts to explain with examples. 12 Mos: Money, prespice + integrated columbes 2		NOZ: Leets and audied rateur of hearing	
14 Mos: clear from a some examples shows seare ergegenest. 20 Mos: Usu chaque in gener + selects some concepts to explain with examples. 12 Mos: Money, prespice + integrated columbes 2		-, roce and appearing residue.	10
14 Mos: clear from a some examples shows seare ergegenest. 20 Mos: Usu chaque in gener + selects some concepts to explain with examples. 12 Mos: Money, prespice + integrated columbes 2		maily water road.	2
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14 Mol: close from on some examples sours seave ergegenest. 20 Mol: Usus cheque in gener + selects some concepts to explace with examples. 12 Mol: Money, prespice + integrand columbat &		MO3: clear bound inhujelesson of ortest.	س کا
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MOZ: Usus dengu in gerre + schents some concepts to explace with examples. 12 MO3: Mong, prayhire + inlighted columbal 8	94	101: clase bows or some examples shows teams.	
MOZ: Usus dengu in gerre + schents some concepts to explace with examples. 12 MO3: Mong, prayhire + inlighted columbal 8	* 1	orace of	2 0
103: Those, prespice + unigrated columbal &		- Jones .	ريد
103: Those, prespice + unigrated columbal &			
103: Those, prespice + unigrated columbal &		102: Usu dengu un gewen + Schente dome concept	7]
103: Those, prespice + unigrated columbal &		to explice with examples.	2
, pagine + longitude			
		103: Three exceptive + whenthe control	g
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