SUMMER 2010 EXEMPLAR SCRIPT

ENGB3

Mark – 82

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

Examiner's initials

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- 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).

Q1. The language used by both Josh and Frankie and their childminder, Sue, is very interesting. Sue has taken over the role of caregiver and acts as part of the language support system the children need in order to develop their language. The idea of children needing a language acquisition support system came from language theorist Bruner and he termed it LASS. The idea that children need adults around them in order to progress in their language development is clearly demonstrated to
be true in these texts.

Sue, as caregiver, in Text A, uses a series of imperatives in order to engage the children in conversation, "what are you going to do now?" Sue also then asks a rhetorical question, "are you going to play for a bit?" which she then answers herself, "we can have a little play first." Pragmatically through her language model Sue is telling the children to go and play as perhaps she needs them to occupy themselves as she has something else to get on with.

Josh then tries to respond to Sue's questioning but it is clear, due to his age (4 years 2 months) he has to think carefully before he can respond correctly. Fillers such as "erm" and "er" are used by Josh in order for him to have time to think about what he is going to say. Josh also demonstrates a false start when he repeats, "we going or having we having" again showing him trying to get to grips with his language as he is passing the telegraphic stage of language development.

Franki, is 3 years 4 months and still seems to be in the holophrastic stage of her language development. She gives single word answers to questions for example, "okay" or "yeah". Franki, does not point in Text A and speaks in utterances but often the tense or pronoun is incorrect or her lexicon creates a non-standard word formation, for example, "not going on" is an incomplete phrase.

Sue uses imperatives in Text A in order to give the children direct instructions but uses empty adjectives and uninness forms in order not to demand things of the children. This is shown when she says to
the children, 'put your shoes and your coat away nicely, thank you'. The use of the adjective 'nicely' and saying 'thank you' plays down the imperative 'put which she may have done as although she has instrumental power in this situation the children may not respond to her as she in not their mother.

Franki uses the imperative 'drink' which as a demanding phrase sue uses as caregivers uses an imperative 'would you like a drink' in order to prompt a more polite response from Franki and she replies 'please'. These politeness forms are important as they show Franki has a concept that these lexicons are necessary in conversation. Sue uses a range of positive lexical choices in order to reinforce the language choices Franki has made are correct and therefore Franki will learn to use these phrases again. Sue rewards her with 'good girl' and 'well done'.

There is evidence also in Text A that Sue's idiosyncratic 'stop in line' or Franki understands this to mean stay in her uniform. This proves the linguistic theory that in a certain extent children learn through imitation.

E. F. Skinner a language theorist believed that children do learn through repetition and imitation as Sue also does in her repetition of 'yes thank you' in order to prompt Josh to learn this phrase.

In Text B the two children are conversing alone so the lexis used is slightly different in this context. The two children are able to use more non-standard forms of grammar and lexis as they are both more likely to understand each other as they are around the same age.

Josh shorten Franki's name to 'franks' perhaps a
nickname used by another member of the family, again demonstrating children learn by imitation.

Josh uses several non-standard or incorrect formations such as "it be cold" instead of it is no cold or it is cold, and also an incorrect pronoun and verb form "I like to

Franki demonstrates overextension of words when she says "they not my rights" and her brother corrects her that they are intact socks. Young children like Franki will overextend words to generalise, in Franki's mind anything that goes on your foot before a shoe she will call 'rights' even though she can physically see the difference the word will be used to describe anything similar.

Josh in Text B uses imperatives in order to get Franki to play with him in the way that he wants, for example, "do me up" "do it up", "watch". Josh uses these imperatives as in this situation he has instrumental power of the older child and pragmatically is wanting his sister to do or re-says. This shows that at Josh's stage of language development he knows that the language he uses will have a particular effect.

In Text C Sue uses the child's name several times in order to make it clear to whom she is speaking to. The direct address to the children is a common feature of caregiver talk as it makes it easier for the child to learn about question and answer and turn taking in conversation.

Sue also uses interruption in Josh speaking as this is an overlap in the discourse of Text C. She uses the filler "mm" in order that Josh feels she has
listened to what he said but then directs a question to Franky on the topic of a snake from the previous text. This could be because throughout the discourse, Franky dominates the conversation and Sue tries to engage Franky, so she needs more opportunity to develop her language.

In conclusion, the language used by both children and their caregiver shows that language is important in the development of children's language acquisition and the choices of language they make prove this.

See page 12.

04. Both texts are accounts of football matches, but due to the time between Text 1 and Text 2, the language used has changed in some respects dramatically. The lexis, graphology, grammar, pragmatics and tone of the articles are very different. Text 1, the newspaper article from 1934, contains large paragraphs of text, dense with information separated into columns. The font of the text is serif, a popular type of text at the time the article was written.

The overall tone of the text is formal and displays many lexical formations that are now obsolete or archaic. The formality of the piece is displayed in such phrases as, "state of affairs" and "heavily at the recollection," which are not phrases that would appear in a football article today. The title of the text contains a borrowing from the Italian language 'Bra' owing that due to the expansion of travel and broadening of the British society, words from other languages are being brought into the English language and would be easily understood by everyone. This term however is in modern language now archaic and only used perhaps in theatre or by
a very select few people, it is an almost obsolete term. The formal tone of the text can also be seen in the archaic terms 'empire' to describe the UK, this is a term that would have been widely used at this time to describe the country which is now an obsolete term. The term does pragmatically suggest a feeling of great pride however in the UK and also perhaps in one football team itself.

organismsally the lexeme 'to-night' has changed from 1934 to present day as the hyphen in these two words is now no longer used and the two words have been blended to create the single word 'tonight'. Other archaic and highly formal lexical choices such as 'to my mind' and 'having regard' show that both the way football is reported upon is much less formal but also that the prestige and formality of the game has gone as in recent years the players are more at ease with the covering of the game.

The readings of the personalities interviewed are also all "managers" "directors" "constables" or "chairman" which shows the difference that now the "players" are more important and their views and feelings are more important. The lexemes of these positions all suggest power and therefore knowledge of the game. In text T the Portsmouth "boss" is interviewed but this term makes the position much more laid back and informal and suggests that football is more accessible to all. The only other two people interviewed were the "keeper" and "scorer" as specialist football lexemes that would be widely understood at the time this article was written in 2008. These less formal titles...
give the overall tone of the piece much more accessibility.

The lexical choices in Text J contain much more emotive language for example 'fantastic' 'close family' which shows the change in language use is due to the social change in the way society wants football to be reported upon.

Also a feature of the 2005 text, is the use of idioms, for example, 'Hats off to him' and 'went down like flies'.

These features show how language has adapted over time and these phrases are now part of contemporary language.

Text J is a website bulletin so the graphology of me at least reflects this. The numbering at the side of the paragraphs of text show the times that these pieces of text were posted. The times are not separated by colons which could be for speed or perhaps to get as much information down as possible as the text is constantly being updated. The context of the text, that it is a bulletin constantly being updated as the match celebrations are taking place is shown in the short sentences and declaratives used. For example,

'This is the best moment of my life' and 'still plenty of time to vote'.

Colloquialisms for the team names are also used which shows how language has changed for example 'Pompey' and 'Bluebirds' this could be because fans have become more involved and these diminutive could have developed from chants or football songs.

Borrowings can also be found in Text J, for example 'en-masse' is a term borrowed from a foreign language which shows again the expansion of the travel industry has broadened the English language.
In text 1 the archaic term "telegram" is now no longer used in the English language as through the development of the computer and other technologies neologisms have been created to describe new concepts such as 'email'.

In text 2 there are examples of the broadening of terms such as 'soak up' which are now not only applied to soaking up a liquid for example, it can be understood to mean absorbing atmosphere as in the text on soak up the sun. The term now also applies to the taking in of something.

The difference between the two text styles is also apparent as the 2008 text, text 2 uses a modern font sans serif which makes the text easier to read.

The logo at the top of Text 2 and the layout of the blog title shows how the advances in technology have affected the way language is used to retell the news. The delivery of news in 1934 would have been entirely formal as is displayed in text 1, however as Text 2 demonstrates due to the popularity of the internet the news now has a gateway to reaching people in a much more informal way which is accessible and understood by all.

The logo 'BBC SPORT' and the subheading, 'The FA Cup final as it happened' gives the text more of a reliable tone as it seems the reporter writing this is there as the match is taking place so makes the person reading the bulletin feel more involved.

Other lexical choices which show the difference in tone and formality between the texts for example in text 2, "tracks him down," "funky" and "legend". "Funky" is a unique term which has undergone a process of
amusement as it was first understood to mean "naughty" or "mischiefful" but is in terms of this article used in modern English to mean "slightly amusing". The term "Legend" has also been broadened as in past years it has referred to Greek or Roman myths but is now used to describe someone whom people look up to or admire.

The advances in technology are also shown in the "use 606" or "text us... on 81111!". People in 2006 would know that use 606 refers to an interactive channel on their TV's and that the advancements in mobile telecommunications have changed the noun "text" to be more like "to text"?

In conclusion, the lexis, graphology and grammar in the two texts differs greatly showing that over time language changes and is still an ongoing process.

See page 12.
Q1: No1: Synthetic and analytical. Appropriate knowledge. 20
   No2: Clear application of relevant concepts. 18
       One more subtle obs on Turnover
   No3: Some consideration of context. 5

Q4: No1: A comprehensive response. Not quite exclusive. 21
   No2: Clear understanding of change processes. 14
   No3: Range of integrated contextual obs. 8

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