

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

Examining body	AQA		
Centre number		Candidate number	
Subject/module title	ENGLISH LANGUAGE B		
Paper reference	ENGB3		
Surname			
Other names			
Candidate sig			

For examiner's use

82

Examiner's initials

Question number	Mark
1	39
4	43
Total	82

- 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

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 this LASS. The idea that children need adults around them in order to progress in their language development is clearly demonstrated to

Leave blank

be true in these texts.

Sue as caregiver, in Text A, uses a series of interrogatives

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 choices 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 er having we having" again showing him trying to get to grips with his language as he is leaving 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 Sue's questions for example, "okay" or "yeah". Franki, does at points in Text A speak in utterances but often the tense or pronoun is incorrect or her lexis 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 intercess 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 ~~sue~~ may have done as although she has instrumental power in this situation the children may not respond to her as she is not their mother.

AO2
power

Franki uses the holophrase 'drink' which as a demanding phrase sue then as caregiver uses the interrogative 'would you like a drink' in order to prompt a more polite response from Franki and she replies 'please' these

AO2
|

politeness forms are important as they show Franki has a concept that these lexemes are necessary in conversation.

AO2
|

Sue uses a series of positive lexical choices in order to reinforce the language choices Franki has made are

AO2
|

correct and therefore Franki will learn to use these phrases again. Sue rewards her with 'good job' and 'well done'.

AO2

There is evidence also in text A that Sue's ~~idiom~~ has been picked up by the children in the colloquialism,

AO2
colloquial
|
lexis

'stop in this' as Franki understands this to mean stay in her uniform. This proves the linguistic theory that to a certain extent children learn through imitation.

AO2
imitation

B.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.

AO3

In text B the two children are conversing alone so the lexis used is slightly different in this context. The two

AO2
|

children are able to use more ~~is~~ non standard forms of grammar and lexis as they are both more likely to

AO2
|

understand each other as they are around the same age.

AO2
|

Josh shortens Franki's name to 'frankie' perhaps a

AO3
age

13 nickname used by another member of the family, again demonstrating children learn by imitation.

Josh uses several non standard or incorrect forms such as 'it be cold' instead of it is too cold or it is cold, and also an incorrect pronoun and verb form 'I like to rain'.

14. Franki demonstrates overextension of words when she says 'they not my tights' and her brother corrects her that they are in fact socks. Young children like

15. Franki will overextend words to generalise, in Franki's gum mind anything that goes on your foot before a shoe she will call 'tights' even though she can physically see the difference the word will be used to describe anything similar.

16. 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 as the older child and pragmatically is wanting his sister to do as he says. This shows that at Josh's stage of ~~language~~ development he knows that the language he uses will have a particular effect.

17. In Text C Sue uses the children names several times in order to make it clear to them 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 there is an overlap in the discourse of text C. She uses the filler 'mm' in order that Josh feels she has

Ans 2 down

listened to what he said but then directs a question to Franki on the topic of a sticker from the previous text. This could be because throughout the discourse Josh dominates the conversation and Sue tries to engage Franki as 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 proves 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 the texts 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.

Ans 2
Shue

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 "heartily at the recollection" which are not phrases that would appear in a football article today. The title of the text contains a borrowing from

tone

Lexis

Ans 2/1
Lex
clay

the Italian language 'Bravo' showing that due to the expansion of travel and broadening of the British society words from other languages are being brought into the

Ans 3
have

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

~~SS~~

Ans 3

a very select few people, it is an almost ~~obscure~~ ~~term~~.
 The formal ~~tone~~ of the text can also be seen in the
 Lexis archaic terms 'Empire' to describe the UK, this is a
 | term that would have been widely used at this time to
 No3 describe the ~~country~~ which is now an obscure term. The
 | term does pragmatically suggest a feeling of great
 No3 pride however in the UK and also perhaps in the football
 | team itself.

Orthographically 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'.
 No3

Other archaic and highly formal lexical choices such as,
 'to my mind' and 'having regard' show that both
 Lexis the way football is reported upon is much less formal
 but also that the prestige and formality of the game
 No3 has gone as in recent years the players are more at
 | the centre of the game.

The titles of the personalities interviewed are also
 all 'managers', 'directors', 'constable' or 'chairman'
 No3 which show the difference that now the 'players' are
 | more important and their views and feelings are
 | more important. The lexemes of these positions all suggest
 No3 power and therefore knowledge of the game.

In text J the Portsmouth 'boss' is interviewed but this
 term makes the position much more laid back and
 Lexis informal and suggests that football is more accessible to
 | all. The only other two people interviewed were the
 | 'keeper' and 'scorer' two 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.

M03
Lex.
change

Also a feature of the 2008 Text, is the use of idioms, for example, 'Hats off to him' and 'went down like flies'.

Lex.

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 the text reflects this. The numeration at the side of the

M03
genre
graph

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.

M03
Context
of
products

The context of the text, that it is a bulletin constantly being updated as the match celebrations are taking place is shown in the

M03
genre

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

Lex
eg

'Bluebirds' this could be because fans have become more involved and these coinages could have developed from chants or football songs.

M03
use of
fans

Borrowings can also be found in Text J, for example 'en-masse' is a term borrowed from a foreign language

M211
Lex
change

which shows again the expansion of the travel industry has broadened the English language.

Q1 In text I the archaic term 'telegram' is now no longer used in the English language as through the development of the computer and other technologies ^{neologisms} ~~new words have~~ have been created to describe the same sort of idea such as 'email'.

Q2 In text J 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 this text or soak up the sun. The term now just applies to the taking in of something.

Q3 The difference between the font styles is also apparent as the 2008 text, text J uses a modern font sans-serif which ~~makes~~ makes the text easier to read.

Q4 The logo at the top of text J 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 I, however as text J demonstrates due to the ~~popularity~~ 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.

Q5 The logo 'BBC SPORT' and the sub heading, 'The FA Cup final as it happened' gives the text more of a reliable tone as it seems the reporter writing this is ~~more~~ more 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 J, 'tracks him down', 'pesky' and 'legend'. 'Pesky' is a ~~casual~~ casual term which has undergone a process of

10/1/2
 amelioration as it was first understood to mean 'naughty' or 'mischievous' 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.

10/3
 The advances in Technology are also shown in the 'use 606' or 'text us... on 8/111'. People in 2005 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~~ 'text' to be a verb 'to text'.

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

see page 12.

Q1	A01: Systematic and analytical. Appropriate knowledge. 20
	A02: Clear application of relevant concepts. Some more subtle obs on Tsch/power 14
	A03: Some consideration of context. 5
Q4	A01: A comprehensive response. Not quite evaluated. 21
	A02: Clear understanding of change processes. 14
	A03: Range of integrated contextual obs. 8
	43

39