English Language

Exemplar Responses

Unit 3 – 6EN03

January 2013

1 (a) Read Text 1 and answer the following question.

Select **two** examples which represent different key constituents of language.

Using these examples, identify and analyse the differences between the English of Text 1 and current standard English.

(AO2 = 5, AO3 = 5)

One exampe of the difference between the English of Text 1 and a [current] Standard English is Grammar. The syntax word order is very different, line 9 "for the Booke.." to line 10 "that of all sciles." The sentence started with subject, then matter. ~~Another part of~~ [This sentence] would not make sense in Current Standard English, but could probably ~~manage to~~ [be] comprehended. This may be because French still had such a big influence ~~due~~ on the English language during this period, and their word order may have been copied. Another difference in the Grammar is the use of inflections; "owne, newe, sterre" These inflections were eventually lost when it was realised they were not needed in English.

Another example of the difference between the English of Text 1 and the current standard English is orthography. Many ~~verbs~~ of the graphemes

were still interchangeable between 'v' and 'u', and 'i' and 'y'; "haue" wald read as have in current standard English, and "wyth" wald read as with. The big influence on standardising the spelling between then and now ~~is the~~ was Caxton's Printing Press. This ~~all~~ meant Caxton had to choose which spellings wald ovenide and be used in printing. This then became very available to majority of the population, therefore ~~most of~~ ~~these~~ current orthography became the standard.

Examiner's marks

AO2 – 2, AO3 – 2

Candidate B –
Section A

One example from this text that displays a key consnituent is ~~Fright~~ "requyre", in today's modern standard english this would read "require" This represents the key consnituent of Orthagraphy. This text was produced in 1573 and serves the purpose of a letter, this was just after ~~th~~ The Great Vowel shift which occured from 1350-1500 and before Mulcaster's Elementarie in 1582. This tells us it comes midway through standardisation and at a time where orthographic inconsistencies were common, this explains why the "i" and the "y" were snll interchangable. We can also seen that this inconsistency continues with "v" and "u" being interchangable in the word "use". The lack of consistency was what lead to this time being known as "chaotic english".

* This represents Grammar.

Another example from this text is "Englished : Surely". The colon used here would, in standard English, be replaced with a full stop "... English. Surely...". ☆

This text is from 1573 and therefore comes after the Invention of the Printing Press by William Caxton in 1476. Caxton struggled with choosing one dialect to print with & setting up a punctuation system as was not one in place. He put it down to three symbols; the punctus "." the colon ":" and the virgule "/". Their uses however still remained confusing & unclear and therefore explains the

general lack of punctuation in this text and the use of a colon where modern english would put a full stop.

Examiner's marks

AO2 – 3, AO3 – 3

Candidate C –
Section A

Considering the orthography of the text, there is a marked difference between the text and modern standard English. The words 'the' and 'that' are spelt 'ye' and 'y^e' respectively. This stems from olde English where the rune for the 'th' sound, was aesthetically similar similar to the letter 'y'. The introduction of the printing press meant that more people could learn how to read and write but olde English runes died out. Rather than use a 't' and a 'h' to make the 'th' digraph. The similar looking 'y' was used to save space leading to 'y^e' and 'y^e' for 'the' and 'that' to save space. However, in the text this is used inconsistently as the words 'the' and 'that' show up in full later in the text. This would suggest that the spelling practice is dying out and beginning to come more in line with what we know as modern standard English.

Despite this being a written text, we can still see the sign of inflections used in words. The inflections are mostly the addition of the letter 'e' on the end of certain words. This suggests that the letter alters or used to alter the pronunciation of the word but, due to the great vowel shift, did or will be becoming useless in its current form. Standard English lacks these inflections, the vowels sounds having changed to make such inflections redundant.

Examiner's marks

AO2 – 4, AO3 – 4

(b) Texts 2 and 3 are examples of scientific writing.

Analyse and comment on what these texts show about the changing nature of scientific writing, using your knowledge about the ways in which language and meaning are influenced by changes in <u>social context.</u>

(AO1 = 10, AO2 = 15, AO3 = 15)

Text 2 is in the mode of written and is from middle english, this we can tell from the date '1672'. The phonology present in text 2 shows that most words are published in Standard Spelling. This is shown for example with "upon" where it can be seen as the correct form of spelling. This we can link to Coxton's printing press 1476, which was pnor to this showing that the printing press help to Standardise spelling. The pronunciation shown in text 2 shows Subject Specfic vocabulary for example "Brimestone" and "Diameter" are used, this could show that the pronunciation shown in text 2 is of Standard English. This we can link to Science's effect on language which braught new words into the english vocabulary Such as "Sulpher".

Moreover text 3 is in the mode of written also, however it is from modern english, this we can see as it was published in 2008. The phonology present is shown with the pronunciation of Standard English. For example word such as "equation" and "concentrations" are used. Which are spelt in the 'correct' form, this we can link to that this text was after Johnson's dichonary.

Furthermore the lexis and Morphology that is present in text 2 and 3 are both subject specfic with the semantic field of Science. This we can link to the lexical vocabulary that has derived from science for example 'thermochemical equation" (text 3) and " Cylindrical figure " (text 2). This is also context bound as no-one outside of Science would understand what the author is talking about. Additionally within text 2 'ed' words are replaced with ''d' for example "glaz'd" and " sem'd" are shown instead

of "glazed" and "Seemed". This we can link back to phonology showing that this could show how in middle english people pronounced these words. We can also link to Johnson's dictionary 1755, showing that this was prior to this time, which could show people didn't understand words and meanings (semantics ~~meap~~).

Consequently the grammar shown in text 2, use's the use of second pronouns such as 'our' and 'we' which shows the use of engaging the audience and making them feel apart of the experiment. However it also uses the personal pronoun of 'I', which gives it a personal touch. Imperative sentences are also used in text 2 for example 'we took' which gives the effect of a command. There are also limited sentence structures within text 2 which gives the effect that this experiment is more a list of instructions. Compared to text 3 where a range of sentence structures

are used. Along with Functional word classes, forexample again the pronoun of "We" is used along with conjunctions such as 'and" and also prepositions such as 'on" and 'under". Which shows that text 3 is more standardised than text 2. Technology could have an impact on Science. The use of the internet and the dictionary shows that scientific words can be looked up and understood.

Furthermore the graphology presented in text 2 shows block paragraphs and the use of numercles such as "II" instead of "2", this can link to latin. As latin played a significant role in influencing Science. Text 2 also uses "whence" and "wherin", which again links to the fact that text 2 was a time of standardization taking place. Within text 3 the graphology in it shows the use of separate paragraphs, it also show the use of signs and symbols which convey

meaning. For example the use of "ΔH" to represent a symbol again this is context bound as people in the proffession of science would only understand what this means.

To conclude both text's field is science. Whilst text 2 is from middle english it's function is simply to keep track of experiments that the author has done. Compared to text 3 where it is specfically aimed at university students. The changing nature of science is that text 2 could simply represent a 'diary' entry, where people would want to show what experiments they have done. However text 3 shows that in modern english, science is a way to use educate people within the field of science.

Examiner's marks

AO1 – 5, AO2 – 7, AO3 – 7

(AO1 – 10, AO2 – 15, AO3 – 15)

Both texts are very similar in nature, having a mode of ~~both~~ written language and containing the same semantic field of science expressed through language with field specific lexis i.e. 'Sulphur' from text 2 and 'reactants' from text 3 present in both, outshine the similarities. Main differences will occurr due to the time of which the texts were written. Although both in the modern English period, text 2 was composed in 1672, not long after advances in science started to play a huge role in language diversity and change ~~and~~ compared to text 2, which was constructed in very modern times (2008) when huge scientific advancements have taken place and established into standardised language.

In terms of graphology in text 2 it should be noted that Caxton's printing press had time to establish itself by this point and would have implemented upon language becoming more standardised. This is because prior to printing, books were handwritten, orthography was irregular and they were expensive so lack of them circulated.

When printing was established, books were produced in their thousands and were cheaper, so more circulated and more people were exposed to standardised features of graphology such as headings and subheadings which feature in the construction of text 2. 'The First Title' all formed in capitals as a mark of its importance, form part of the title for this extract. 'Exper. 11.' forms the subheading and lays the entire text out in an organised fashion to make it reader friendly.

In comparison to the graphology in Text 3 we can see how similar formations occurr, namely the subheading 'Standard enthalpy change' seeing as this is just an extract. only mere differences occurr in the way that paragraphs are structured. More frequent paragraphs are used, setting out the experiment in a chronilogical and organised way and certain phrases such as 'thermochemical equation' have been placed in bold to represent it's importance as a key word/ phrase. In terms of graphology for both texts 2 and 3, we can see how caxton's printing press as a change in social context since 1476 has effected the structure of both extracts and therefore their preferred meanings.

Many lexical features of scientific texts

have Latinate features as in the 1800's, Latin was the language of science and established many new words for anatomy etc that are still used in English today. With this in mind it is reasonable to consider how lexis in the field of science has derived from Latin, for example words in text 2 such as 'cylindrical' 'diameter' and 'sulphur' to name a few are all Latin words established shortly before the creation of this text.

It can therefore also be considered that the scientific lexis expressed throughout text 3, a much more modern indication of science, also has Latin origin. For example 'stoichiometric' and 'chemics'. Considering the tenor of text 3 and how it is aimed at an educated audience of 'first year university students' it is redundant in the sense that the lexis used throughout ie. 'the standard enthalpy of reaction' and the equations such as $N_8(g) + 3H_2(g) \rightarrow 2NH_2(g)$' is recognisable to an audience very educated in that field of science (being university students) and perhaps not so to those not practicing science at this level as they will have the inability to comprehend this advanced level of lexical

terminology.

The orthography in text 2 is pretty standardised in comparison to todays orthography. It is evident that by this stage in language, spelling formations had established due to aspects such as printing becoming more prominant, Shakespeares influence and due to printing the wide distribution of his works, ~~and~~ the king James Bible of 1611 and Samuel Johnsons dictionary. Only noticeable features differing due to the social context at the time this text was written in 1672, is the grammatical structure of certain words and the presence of apostrophe's in words such as 'pump'd' and 'plac'd' removing the standardised 'ed' suffix that is present in standard English today.

Grammar of text 2 only has the differences of 'wherin' and 'whence' which were typical features of early modern English which are only slightly prominent in this text as language doesn't change overnight and this text was only written 20 years or so after the early modern period ended.

The phonology of text 2 is very similar to how it is structured to today, so similar to text 3. This is the case in 1672 as the great

vowel shift had time to dominate Britain and the only differences in this text (2) tie in with the grammar of 'bak'd' and the removal of 'ed' soft suffixes.

Obviously features of grammar and phonology alike are then completely standardised in text 3. But overall the social aspects helping to standardise even text 2 are very vast, as discussed, phonology was helped by the great vowel shift where words spelt 'neem' became 'name' due to the dialect chosen to speak the language, orthography and graphology by Caxtons printing press, orthography also by shakespeare, the King James Bible and samuel Johnsons dictionary and lastly the Latin origins of Science and discovery, were a social context that changed the ~~meaning~~ language of the lexis. These social contexts helped to mould text 2 to a standardised text of its time and later established into texts of a similar nature to text 3. Showing how many factors can influence the language and meaning of texts over time, to its modern day form.

(Total for Question 1 = 50 marks)

Examiner's marks

AO1- 7, AO2 – 10, AO3 – 11

Both texts share the similarity of having a similar heightened tenor ~~due to the~~ which is indicated by the jargon and semantic field of chemistry employed in both. This also indicates both text have an exclusive kind of audience or select group of people who may comprehend the texts and complex lexis employed e.g: 'Sulphur' (text 2) and 'enthalpy' (text 3). This audience may consist of academics within the field of science. However, the audience of Text 2 may be smaller than that of Text 3 due to only higher classes of people in society being expected to read such texts whereas, in Australia and all parts of the world a greater number of 'lower class' individuals (determined by socio-economic status) having access to education. The audience can be assumed to have faith in what the authors are writing about in terms of validity of the concepts since the jargon employed makes them believe the author knows the concepts of science and can therefore believe what they are saying. This reflects David Crystals idea that the more jargon employed the more the audience trusts

the ~~the writing~~ writer knows their ~~~~ subject in depth.

The grammar used ~~can~~ by the authors is another ~~feature~~ interesting feature, ~~Here~~ as the tense may have a particular effect upon the audience. An example ('thought') - Line 20 past tense verb

of this is in Text2 where past ~~tense~~ is employed since it reffers to a past account of an experiment. This means the text is less accessible to people in the future since the ~~writing~~ and the concepts described remain in the present and may not be ~~employed~~ perceived as relevant ~~the~~ to the present due to the many advances in science taking place. Although this text does follow a major period of advance in science: the Renaissance, where many discoveries were made which makes this text valuable in that it shows ~~how~~ how people perceived concepts in this period such as the effect of air on fire. Conversely, ~~the~~ text 3 ~~used past past do~~ employs present tense, for example ~~the~~ the present tense copula verb 'are' is used in line 9. This makes the texts more accessible to all periods of time since the ~~~~ tense is present the concepts can be perceived as having relevance at any point in time.

~~The grammar~~ Nominilisation is another feature of ~~grammar~~ of ~~Text 3~~ which has ~~an~~ heightening effect ~~upon~~

the ~~text~~ ~~An example of~~ ~~this is~~

A grammatical feature which has remained ~~in~~ throughout time in Text 3 is the employment ~~of compound~~ complex and complex sentences in the discourse which also occurs in Text 2. This shows the ~~texts have~~ two scientific pieces still need multiple clauses in order to express concepts ~~to~~ effectively. ~~Take~~ for example, ~~lines~~ line 5 to ~~27~~ (text 3) and line 8 to 15 (text 2). The syntactical structure is ~~dramtically~~ and more complex longer/in text 2 due to the employment ~~of~~ semi colons ';' ~~heat;~~ and' ~~other~~ which functioned like commas do in current standard English. There are only four full-stops present in the text as this ~~was a~~ punctuation feature was heavily used in Early Modern English ~~publishing~~ writing.

The graphology of the two texts is also significant and the features differ greatly. An example of this is the capitalalised initial letters ~~of~~ most nouns ~~and~~ and not only the nouns at the beggining of a sentence or that of a name or place but of nouns of 'importance', as John Hart in The Orthography said. ~~The nouns of~~ An example of this is 'Pot' which would not be capalitised in current-standard English. This feature does not remain in Text 3. This may be due to 18th century

prescriptivists whom believed this usage was inconsistent and unnecessary ~~Therefore~~ and that capitals of nouns should only be permitted to ~~those~~ the words at the beginning of a sentence, ~~ne~~ place names and people's names. The noun 'product' ~~its~~ therefore had a lowercase 'p' in text 3. This 'rule' ~~may~~ have influenced this Australian piece as the English colonised Australia in 1788 and ~~they~~ brought many language features of the vernacular English to Australia, initially by James Cook who ~~he~~ brought 11 vessels containing 800 convicts to Australia.   ('standard Ates')

The graphology, in text 3, further differs where bold/~~and~~ text is used / to highlight important ~~in~~ phrases to the students who will be reading the ~~the~~ texts. Numbers and symbols are also employed and show how science has advanced in the development of complex equations ~~in~~ following the renaissance, $N_o(g) + 3H_2(g) \rightarrow 2NH_2(g)$ Text 2 does not employ these features ~~to~~ perhaps because the printing press had not yet advanced enough to create bold ~~text~~ and the use of capitalised ~~nouns~~ initial letters as aforementioned ~~may~~ ~~has~~ function in the same way. The ~~form~~ equations ~~may~~ not be present ~~because~~ because they have not yet been developed in this Early Modern period.

The employement of personal pronouns in both texts [strikethrough] closes the social distance slightly as they refer directly to the audience or to themselves and are often collocated in more personal texts. An example of this is the [strikethrough] first person singular 'I' employed in text 2 and the plural 'our' in text 3 which has the effect of uniting the audience with the reader and perhaps aid the comprehensibility of the text.

Formal lexis is used in both texts, which belong to a semantic field of science which shows the author's academic knowledge in the concepts they are explaining such as, 'Sulphur' and 'iron' and 'Cylindrical' in text2 and 'enthalpy' and 'carbon' and 'reactants' in text3.

The function to inform is relevant to both texts as they aim to explain scientific concepts to an audience. This is indicated by declaratives '[illegible]' in line 18 in text 2 and line 1 in text3.

questions.

2 (a) Read Text 4 and answer the following question.

(AO2 = 4, AO3 = 6)

Select **two** examples which represent different aspects of early writing.

Using these examples identify and analyse the significant features of Shonagh's written language development at this stage.

The child's writing takes a narrative structure. This may be because at that age children read mainly story books and they are read story books by their parents, carers or teachers. Shonagh spelled the word "staring" as "stering" this could be to do with the way they pronounce this word. Most of the words are spelled phonetically. The child writes "redy" "grat" and "tim" the letters /e/ and /a/ are missed out because the child spells words as they sound. The child shows advancement in writing because Shonagh adds dialogue into the text and uses capitalisation for it. The word out is spelled as "owt" This could be to do with the childs dialect.

Examiner's marks

AO2 – 2, AO3 – 2

This piece was produced at school and so Shonagh would have been given a writing frame. This piece is in the form of a storyboard. This childs writing does seem to be a similar size throughout although when he has used written speech he seems to recognise that speech is not written the same as the rest of his sentence and so he writes it much bigger so that it stands out. It is clear that he is not yet familiar with the concept of speech marks because children at this age write how they speak. Also this child writes phonetically so he spells the words how they sound such as 'sed'. which phonetically is spelt correctly. It is possible that this child is not yet familiar with sounds or letter combinations like 'ai' as it is quite

a difficult concept to understand at this age. However, it could be said that he does know and understand some letter sounds because he uses 'u' in looking instead of 'oo' which in some cases is actually a close sound. The child does show that he doesn't understand the use of the letter 'e' at the end of words because he writes 'him' for hime which shows he doesn't know that it changes the sound. Shonagh does show some basic awareness of spelling though because a lot of his words are spelt very closely to the actual spelling. he uses the right letters most of the time. When writing the word 'great' he writes 'grat' which shows further that he has some idea of how it is spelt but has missed out one letter.

Examiner's marks

AO2 – 3, AO3 – 3

Text 4 is a piece of imaginary text written by 6 year old Shonagh, of which is a school based exercise. According to B.M. Kroll, Shonagh is suggested to be in the Consolidation stage, features, which she displays in her writing. Also, as this was done at school, there has been some teacher input, which is essential to her writing development. To scaffold her was writing, she has been provided a writing fame, which is lined paper to keep her writing linear. The phrase 'One day' has been used, which is most likely a familiar phrase to her, as she may have seen from reading children's books, where it is frequently used. She has implied that she is aware of her audience, from the mentioning of the central characters' names (Pita and Jo), her audience likely to bee her teacher. As mentioned before, she to displays signs of the Consolidation stage, where she takes a phonological approach throughout her writing, for example her othography of 'Staring', which she has written as 'stering'. In this instance, she has

used the 'e' to represent the /ea/ dipthong. In regards to her spelling of 'were', ~~she has used~~ (war, ~~war~~ wur) she has used two letters, to represent one phoneme — /3:/. This suggests that she is aware that ~~do~~ letters can represent more than one phoneme. Although, she has spelled the word 'go' in a non-standard manner (gow) she seems to have applied the spelling rule of 'window' to 'go', an example of a virtuous error. ~~Sh~~ Despite this, she has shown that she is capable of writing the text in past tense, emphasising that this is a story, with the purpose of telling an imaginative story. She has also used the question mark, albeit in a non-standard way, suggesting that she lacks cognition of this punctuation mark; re-inforcing Piaget's Cognitive theory. ~~Furthermore, the child~~ But despite this, the child, ~~seems~~ to have cognition on perfect tense, using the 'ing' morpheme (stering, luching) in the standard manner.

Examiner's marks

AO2 – 3, AO3 - 4

(b) Read the data provided on pages 6–7 of the Source Booklet.

Analyse and comment on how Bryony's and Ellie's language development allows the children to engage in imaginative play.

(AO1 = 10, AO2 = 15, AO3 = 15)

Text 5 is a transcript of two girls playing together and using roleplay. The tenor between the two girls seem appears to be friendly, and they play together often as they seem to understand each other well. The children are supporting Halliday's theory of children's initial functions of language; in this case imagination to play, and giving orders or statements to give indication of what they want; "need to go to the shops" The girls also support Chomsky's theory that all children have a language acquisition device (LAD), that is innate, allowing them to communicate and use language without formal teaching. It appears these girls are by themselves, so have no adults to correct or advise them during their roleplay. They are also probably starting/started pre-school/reception year, so these this language development appears to be quite independent and learnt from elsewhere.

Both Bryony and Ellie appear to understand the conventions of shopping (bills, money exchange), meaning they can engage in the roleplay of a shopkeeper and customer, and understand each other

This also allows the drama to flow freely, as the girls show understanding of the transactional functions within a shop; "you want to buy", "(gives money) there you go", "thank you". As well as the field specific lexis associated with a shop "your card, take your card". These conventions and understandings may be due to everyday experiences of shopping, possibly with their families. This would also support Vygotsky's theory of Environmental Print; children's everyday experiences will support their language development and learning. As the transcript progresses, there is one moment where Ellie appears to be the More Knowledgable Other (Vygotsky), and impacting on Bryony's Zone of proximal development, despite the relatively small age gap. This is evident when Bryony asks "what your dog called?", and Ellie appears to have misheard, thinking she used the plural 'dogs', so reinforces by saying "What? My dogs? dog." (correcting her) Bryony then ~~validates this~~ by agreeing and imitating what Ellie just said. However, this language development would also link with Skinner's behaviourist theory which states children's language is learnt through three main ways; repetition, reinforcement, imitation. He believes children can be taught anything

through conditioning. The point that Bryony randomly asked about a dog may be due to the association of seeing dogs at shops when she has been previously, ~~and hasn't~~ She also suddenly says that the shop "is home", which Ellie agrees with before Bryony changes her mind and decides it's a shop again. This could be due to the girls momentarily forgetting they were playing shopkeeper and customer, after going on a tangent about a dog that ~~is~~ is absent. These could be seen as the girls over extending, by associating ~~ever~~ shops everytime with dogs, ~~or a building~~ and then home.

Another example of Environmental Print and how this has helped language development in order for the girls to engage in imaginative play is when ~~B~~ Ellie switches to talking about "rolled down the hill at home", to which Bryony immediately responds with "need to look at that scratch". This possibly comes from hearing her caregiver say a similar phrase if she has injured herself at home. However, this allows the girls to merge into playing families. Bryony also starts to ask a series of questions, "what's that there", "what you do", which indicates her need and interest in exploring, as she

has probably realised that by asking questions she will learn more about her surroundings. Linked to this is both the girls attempt at negotiating when it comes to swapping roles. They start by arguing; "I be mum", "no I be mum" "no you be shop keeper" but then compromise when they switch to playing families; "I will be baby", "I will be mum", "Yeah". The fact that mum, dad, baby and dog all are mentioned from line 42, also shows they both know and understand who all these people are from their own lives at home.

With both girls appearing to be at a similar stage of language development, this eliminates the chance of an older child being at a higher stage of language development and confusing the younger child who wouldn't understand, and subsequently the imaginative play would most likely break down because of the difference in development. I would suggest that the Vygotsky's theory of Environmental Print is most supported in this transcript, with other theorists also being supported, but only 3 in parts. Children's everyday life experiences influence and support their learning

the most, allowing language development to progress and children of similar stages of development to happily and successfully interact and communicate, and, in this case, engage in imaginative play.

Examiner's marks

AO1 – 6, AO2 – 10, AO3 – 9

(AO1 = 10, AO2 = 15, AO3 = 15)

Ellie and Bryony are both around the age of 4 years old, however I noticed when reading the transcripts that Ellie has more of an advanced level of speech, both they are both at the telegraphic utterance stage however Ellie uses much more function words, which makes her sentences more grammatical for example at the start Ellie says 'I need to go to the Shops' bryony mirrors what she says 'we going to the Shops' She omits the determiner at the start of the sentence this happens throughout the text and shows he lack in Auxiliary verbs, determiners, prepositions and Adverbs. By Ellie being a bit more grammatical in sentence structure it supports L. Vygotskys theory of 'More knowled other (MKO)' which states others have a influence in too language aqisition e.g old Siblings or friends. I also noticed that the functions Bryony and Ellie used the language for is supported by M.A.K

hallidays theory, which allows them
both to participate in imaginary play,
they both use language for interactional
(interacting) heuristic (asking for information)
and Representational reasons, this allows
there to be a flowing conversations
as they both now understand the main
conventions of speaking/conversating,
which is turn - taking. Both Children
have been through Coghnition (supports piaget)
because they understand how
concepts e.g families and shopping
can be interpreted and encoded in
different ways therefore allowing
them to participate in imaginative
play. Both Children can change their
declaritive sentences into interrogatives
in order to communicate.
The phonology of this text is quite
distinctive and can suggest there is a
regional dialect Both children say
words /haːrwʌn/ which contain the
/ʊ/ sou phonic this sound usually
indicates a form of a northern
regional dialect. Both children find
it easy to pronounce bilabial consonants

plosives and fricatives and they do not substitute them for any other letter. e.g Ellie actually substitutes you for the unvoiced fricative /f/ and the words 'pencils' /p/ and 'dog' /d/ dental plosive are easily said by both children they also can easily pronounce the back consonants (k) at the start of the word e.g /kɔ wɜd/ is said instead of 'called' I also noticed that words with a consonant cluster also haven't be substituted e.g 'shopping' this shows both girls have a high level of developed language.

Bryony repetes in her declarative sentences to emphasise her point e.g 'need to look at their scratch' and 'your card' both statements she repetes this technique is usually used by younger or less advanced children to get others attentions and to make sure they are heard.

Bryony often omitts inflections off her words e.g 'I got' and 'I be' she omits the present tense inflections which often makes her sentences

ungrammatical.

By using real life situations for pretend play, different influences and words are used, eg however although sometimes backchannel behaviour is evident disagreements are also evident, nearing the end of the transcript you see they cannot agree on something, their limited vocabulary shows because they are not able to expand and coherently say why it is they want to be a specific character.

Both children use simplistic grammar with simple sentences and connectives eg 'and' They both omit the couple verb 'to be' and you can notice where they just string words together most words being content words e.g Nouns 'home' and verbs 'shopping' you can see that lexical word classes are much more important than grammatical word classes.

You can see that both children are out of the egocentric stage as they can effectively engage in play with others and speak actively on issues

to do with society.

They have both got specific # use of language (as previously said earlier), and this is related to M.A.K Halliday I think this is mainly the reason how they can engage in imaginative play, not only this but because of the informal context both children in a relaxed environment are able to show their language development/skills esspecially because they are engaging with another child of the same age.

Examiner's marks

AO1 – 8, AO2 – 12, AO3 – 12

~~Text 5 appears to be~~ The discourse of text 5 is ~~in~~ spoken mode and represents two four year olds playing together using pretenses. This indicates the function of the interaction is ~~in~~ overall imaginative (Halliday) as the children are engaging in ~~prent~~ pretend roles. Since the roles and imagined environment are situated outside of ~~there~~ their immediate environment (home), this shows a kind of cognitive development as the two can understand the concept of playing a shopkeeper game ~~and~~ even ~~po~~ though they are not in ~~the~~ shop environment. This is indicated by Bryony's utterance , 'this is home' and ~~then~~ then says 'this is ~~to~~ shopping 'actually', both of which Ellie confirms which shows both of ~~this~~ their understanding of this concept. ~~Plu~~ ~~con~~ Vygotsky's concept of a more knowledgable other whom helps to scaffold utterances and perhaps understanding of concepts is ~~to~~ evident as Ellie confirms Bryony's ideas that they are shopping but are at home which aids her understanding. ~~of playing~~

The expansion of lexis ~~any also be~~ ~~indicator of~~ in the two speakers repertoires allows them to

engage in imaginative play as ~~they~~ this allows them
to describe concepts ~~which~~ appropriate to their ~~they may not be~~ imaginative
play. An ~~example~~ example of this is where Bryony
employs the lexis commonly used between adults
in ~~shop~~ Cashier - customer exchanges, 'and your card
(.) take your card'. The concept of a credit card
is employed here and perhaps shows how Bryony
has witnessed her caregiver and a cashier ~~having~~ having
a similar exchange where the shopping lexis
'card' was employed. This relates to Skinner's) behaviourist theory
of imitation ~~as~~ where the reinforcement of acknowledging
this lexis use may have been the prospect of the
food or products which Bryony would be able to
access afterwards which may have lead to her
~~or~~ curiosity and attention to transactions. ~~All~~ This
disproves Noam Chomsky's theory of poverty of
stimulus as this lexical usage shows the 'cacophony
of language' as he describes is not too difficult ~~to~~
for Bryony to extract the lexis 'card' from.
~~Ther too~~

The two speakers appear to be in the later stages
of the telegraphic stage as indicated by the
grammar employed where the copula verb is
often ~~assumed~~ omitted, for example. ~~I keeper as~~
'B: I I keeper' ~~as opp~~ where she omits 'am'. ~~Her~~
~~expect~~ However, ~~thee~~ even though there is a lack of

copula verbs the ~~function~~ personal function (Halliday) is
still fulfilled since it is after the lexis such as/nouns ^concrete^
and personal pronouns used which convey a message and
are imperative to doing so. When the copula is used
it is at the base, finite form of for example, 'be' in
line 35.

From a pragmatic view, the children engage in play
which is stereotypically associated with their female
gender: domesticity, shopping and families. This may have
been conditioned as the children may be imitating
their mother's role. ~~M Eff~~ Bryony explicitly say that
she wants to play the role of ~~those~~ a mother in
the game, 'I be mum', which ~~shows~~ how she is
inclined towards this role~~an~~ of the same gender. There
is a power struggle and suggestions of different
roles suggest as 'dad' are mentioned but Bryony repeats
this utterance in order to have this role which
shows the strong association of gender she has with
this role. Although skinner may argue she is socialised
this way, studies show children have an ~~now~~ innate
inclination to gender roles.

The phonological ~~suggests~~ aspects suggest the two
~~un~~ have little difficulty pronouncing most phonemes
, however assimilation and reduction of consonants
is present in the text as indicated by the IPA

symbols ~~which~~ such as 'pennus' for 'pencils' where the 'l' consonant is deleted. Assimilation occurs where the /tʃ/ phoneme is pronounced ~~b~~ before the noun 'scratch' in which /ʃ/ appers in the later part of 'scratch' ~~s~~, 'ch'. This shows the children are still having difficulty pronouncing consonants as they are the last phonemes to be mastered by children ~~due to~~ ~~their~~ their difficulty in comparison to vowels which are created easily by letting out ~~the~~ air and are voiced, whereas some of the unvoiced phonems such as ~~the~~ /l/ are more difficult to pronounce because of this.

~~The tense is mainly~~

The tense is mainly present as the children are refferring to present occurences 'take your card'. The tense ~~also~~ also changes to past tense as the children mimic ~~storytelling~~ which occurs in speech
_{person explains expressed}
between adults who recall an event, 'I rolled /wəʊld/ down the hill at home'. This is perhaps indicative of imitation of caregiver's ~~in~~ interactions at the cashier.

The conversational behavior is developed the moods of ~~out~~ utterances are not just restricted to declaratives as interrogatives are also employed as the children recognise a response can be gained this way and a topic can be established which they may have experienced from interactions ~~about~~ with

caregivers the chan often employ interrogatives. This shows the speaker's awareness of turntaking behaviour as the speaker responds to the question adhering to Grice's maxim of relevance by not changing the topic and answering appropriately, 'my dogs? dog B: yeah (.) here (.) uh (.) dog here!