

Pearson Edexcel GCE Advanced Subsidiary English 6EN03

The purpose of this pack is to provide centres with marked exemplars of responses to the June 2015 examination.

Included in this pack:

- Questions from June 2015 paper
- Marked responses

Contents

SCRIPT A:	2
SCRIPT B:	4
SCRIPT C:	5
SCRIPT D:	7
SCRIPT E:	9
SCRIPT F:	13
SCRIPT G:	17
SCRIPT H:	22
SCRIPT I:	27
SCRIPT J:	31
SCRIPT L:	35
SCRIPT M:	37
SCRIPT N:	39
SCRIPT O:	43
SCRIPT P:	47
SCRIPT Q:	51

SCRIPT A:

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

Identify and analyse **two** features which indicate that English is not the first language of the writer.

(AO2 = 5, AO3 = 5)

The first feature that indicates English is not the first language of the speaker is the spelling of 'colour', this relates to orthography.

The writer who is German writes 'color', which is the American English way of spelling 'colour'.

This shows that the writer has studied English as a second language and has chosen to not add the 'u' into colour, which could indicate that English is not the first language and the writer has studied it outside of his work environment.

The American English way of spelling 'color' ~~has~~ is a more possible attraction to spelling it instead of the British English conventional way of 'colour'. As the word has less graphemes to write and phonemes to sound, which could indicate that the writer is lazy.

Another feature that indicates that English is not the first language of the writer is the sentence, "maybe you will lose ground by watching our overwhelming newspapers." The context in which the text is written in shows that the writer does not understand that

things that could be taken in a passive way in Germany, translated would not fit into context in the English language.

What the writer means to say is 'Maybe you will enjoy our wallpapers, as they are nice' or something. But you can't 'lose ground' over looking at wallpapers. This example relates to lexis, as the lexis of the German writer when he's translated what to say may possibly not make much sense to the English reader.

Script	Question	Mark
A	Q1a	2 + 2 = 4

SCRIPT B:

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

Identify and analyse **two** features which indicate that English is not the first language of the writer.

(AO2 = 5, AO3 = 5)

In text 1, the writer from Germany uses the non-standard verb <measured>, which suggests that English is not their first language. In standard English this would be the past tense form of the verb 'to measure' but since the writer isn't totally familiar with the language as a first language user would be, some lexemes would be expected to differ slightly. This could be a result of accent and now <measured> would usually have a softer initial vowel sound than if a German speaker was to pronounce it. It can not be assumed but harsher vowel sounds made as dental fricatives may be used in German speakers and could ~~not~~ be supported by the use of the German word <Tapeten> at the end of the letter.

Another way in which the text indicates that the writers first language is not English is through the ~~use of a~~ missing determiner <the> on line 9 in the clause <the out of ordinary surfaces>. In standard English, this would be <the out of the ordinary> but since English is not their first language they may not have realised that standardly, the determiner would be used since it has no real grammatical meaning. However, in the same sentence, the writer has demonstrated that they can use the determiner <the> and still have knowledge on how to apply them even though it isn't fully developed but can still convey the same meaning.

Script	Question	Mark
B	Q1a	3 + 3 = 6

SCRIPT C:

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

Identify and analyse **two** features which indicate that English is not the first language of the writer.

(AO2 = 5, AO3 = 5)

Since English is now considered a global language, many foreign writers will use it as a means of communication to converse internationally. ~~However~~ However, some linguists, such as David Crystal, have argued that there are variances of English across nations, thus ~~the~~ many English speaking countries have their own branch of English. This writer is German and writing in a modern context to a reader of equal footing although there are non-standard features in the letter.

One ~~non-standard~~ non-standard variance concerns the writer's use of orthography. The writer uses "measured" and "colors". The former non-standard feature indicates that English is not the writer's first language as the Modern Standard English spelling would be "measured" therefore the writer may have simply missed the "e" grapheme due to lack of precise orthography or the writer may be using phonetic spelling and their German dialect may not pronounce the diphthong thus the writer did not include both letters. The latter non-standard orthography feature of "colors" is likely to stem from the influence of American English. Since America is a powerful and influential country, its

form of English has a large influence on other countries learning English as a second language. Noah Webster's dictionary aimed to diverge and simplify the English of his time into a new American English to show their independence and our "colours" became "color" in America. This feature is likely to be an influence of American Standard English due to its vast influential writings that span the world.

The grammar in Text 1 also diverges from Modern Standard English. The writer uses "Enclosed you receive your order", which would be likely to be written as "Enclosed, you will receive your order" thus the writer uses ellipsis on the modal auxiliary verb "will" and also eludes to a command, although it is arguable whether this is necessary here². This divergence shows English is not the writer's first language and their grammar patterns do not follow Standard English grammar conventions, which is likely to be due to differences in sentence structures in their mother tongue; presumably German. English comes from largely from other sources and is seen different from American English grammar to some extent. Despite the Gram Spanning we used other facts or the sources from Non-Standard British English.

Script	Question	Mark
C	Q1a	4 + 4 = 8

SCRIPT D:

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

Identify and analyse **two** features which indicate that English is not the first language of the writer.

(AO2 = 5, AO3 = 5)

The use of phonetic spelling in words such as "colers" ~~colers~~ ~~colers~~ would suggest that English is not the first language of the writer. This is because we spell "colers" as "colours", the way they have spelt it is consistent with how American people would spell it, so they may have seen American books or magazines with the spelling and assumed that was how everyone spell it. Also the 'ou' digraph is not as commonly used as it was in the past, as through the process of standardisation it has been turned into a simple 'o'. This demonstrates the descriptive approach to language change, as the language has gradually changed to start to lose the 'ou' digraph in the medial position.

Secondly, the lack of capitalisation in the opening paragraph ^{of} would also suggest English is not the writer's first language. This is due to the fact that maybe in Germany where the writer is from, maybe using capital letters to begin a paragraph is not important. Alternatively, it maybe a genre convention in Germany to begin the first paragraph of a letter

without a capital letter because it is supposed to instead follow on from the "Dear Mr x", which started the letter. However, as all of the other paragraphs begin with a capital letter, then the lowercase "i" may simply be a typing error.

Script	Question	Mark
D	Q1a	3 + 2 = 5

SCRIPT E:

- (b) Texts 2 and 3 are examples of advertisements for health and beauty products and services.

Analyse and comment on what these texts show about the changing nature of this type of writing, using your knowledge about the ways in which language and meaning are influenced by social, cultural and other contextual factors.

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

Comparing both texts, we see the changing nature of this particular writing. The first feature I noticed was the use of complex language in text 3. Comparing with text 2, text 3 has a lot of polysyllabic words, more directly they are science based jargon. ^{These} words such as "Glycolic" and "Salicylic" suggest a certain level of sophistication and knowledge to the audience that it is aimed at. This could perhaps be a reflection in terms of scientific development over the years.

Another point that shows us the changing nature of the writing is the layout of both texts. Because text 2 was produced in 1890, this tells us that at this time Galle's Printing Press was in full use, especially seeing as it also tells us about its ferment, that being an advertisement. With this knowledge of the printing press, we see that their layout is almost limited in their writing as it is all one block of text. This could perhaps be a reflection of the fact that the more space and ink that a text used, the more money it would cost, so this shows us that they were quite

Conscious about the way they layout their text. The opposite of this is in text 3. We see that it is a website that the text was off. With the rise of technology we know that it is free to create a website and there is also no cost when it comes to using up text and free space on the page. So this highlights the fact of how much space the website has used up and their justification for the layout they have chosen. So both of their layouts are a reflection of change and accessibility of technology.

Another feature shows us the change in culture and the advancement of healthcare. In text 2, diseases and problems that are rarely a problem nowadays are being referred to. Problems such as "Mercurial ~~poisonous~~ vesicles" and "Scurvey" are being discussed. These are problems specific to the time zone of the text, which perhaps a reflection of the advancement in healthcare. But comparing this to text 3, we see that the problems that are discussed

are ~~more~~ less significant and dangerous topics. They discuss "Wrinkles", "Sun damaged skin, dead skin cells and acne" in the text which could be to do with the fact that these are more suited to be called ~~health~~ "health and beauty treatments". So I would say that the context of the text is affected by the development of science and health.

~~There is also a big difference in the~~ There is also another point that is related to text 3's format of being produced on a website. They use abbreviation with "FAQ" at the top of the page. FAQ stands for frequently asked questions and is a feature commonly used on websites on the internet, so again, this is a reflection on the change ~~in~~ technology and how ~~an~~ abbreviation is used.

Because both texts are advertising certain services, I would say that they would be writing to persuade their audience, so from both of these texts I can say that the way in which persuasive writing is produced has changed. In text 3 the writing is more focused on glorifying the treatments and they do this by using descriptive words such as "luminosity", "revitalised", "healthier" and "younger" all of which are describing how skin can look. This could be used so that perhaps it draws in viewers and their website becomes more popular due to the language used.

There is a difference in the way language has developed also with these texts. In text 2 all nouns are capitalised such as, "Wrinkles", "Pimples" and "Skin". This shows the development of how far language has changed and how capitalisation was used for emphasis and

Importance in some words.

Although this is not consistent, there is an additional consonant in the word "wrinkles". This additional 'c' is used for harshness on the 'k' sound in the word. This again shows us the development in language and shows that language and more directly consonants had no fixed values, or at least not nearly as much as they had nowadays.

With the ~~rise in tech~~ development in technology, we see that text has different effects when it comes to the fonts on the page. Because it is so quick and more specifically FREE to change the way the text looks, the publisher has done this so that we can distinguish between what is subtext and what is the title. If you were producing this on a printing press it would cost quite a bit of money due to the fact that it would be extra ink for the printing press, whereas for a computer it is literally just selecting a setting in order to change it.

Script	Question	Mark
E	Q1b	$4 + 6 + 5 = 18$

SCRIPT F:

- (b) Texts 2 and 3 are examples of advertisements for health and beauty products and services.

Analyse and comment on what these texts show about the changing nature of this type of writing, using your knowledge about the ways in which language and meaning are influenced by social, cultural and other contextual factors.

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

Text 2 is an example of Early Modern English writing and since ~~it's purpose~~ its purpose is to advertise and appeal to an audience, many of its features adhere to its function of persuading. An example of this would be the use of the modified noun phrases, < excellent wash > and < greatest quantity >. These are used to attract the readers attention and since it is ~~an~~ ~~specific~~ specific, they have tried to make the product sound better. Modified noun phrases are also used in Text 3 from modern day English, < natural golden colour > and < ^{Alpha} ~~Alpha~~ Hydroxy Acid >. These seem more subject specific as they are telling the reader exactly what colour the product is and exactly what type of acid it is without being general and less certain. This could be because now a lot more testing and experimenting has been done so more of a definite claim can be made about the products. These however in text 2 have been non-standardly capitalised and could be used to make the adjectives stand out to the reader and may be deemed more important. As well as being slightly more general, in the text from 1698, ~~the~~ ~~modal~~ modal auxiliary verbs of possibility are used like < may > ~~and~~ as again beauty products hadn't yet developed as much, modal auxiliary verbs of certainty are also used, < will > ~~as~~ but in text 3 they are limited. This is because in text 3 the writer of the advertisement has decided to use more bold statements like < skin becomes younger and brighter > which cut out

the need for a modal verb and can catch the attention of the reader solely by the ~~modal~~ declarative sentence of what will definitely happen.

Both of these texts use a range of relative clauses which add more information to a statement being made, crucial to a text in the field of beauty treatments. Text 2 uses the clause < Powder for the teeth, which makes them as white as snow > on line 13. This is not a literal statement but aims to attract the reader into thinking that it could possibly be true and by using a comparable object like snow, a more extreme view and desire to try the product is constructed. Text 3 however uses relative clauses in a different way; not to persuade but to provide the reader with more factual information about the treatment. For example, < for ultimate result we recommend the salon treatments, which offer a stronger peel and of course ... >. This adds more information about what is further offered if they decide to take their advice.

Both of these texts also directly address the reader, for example in text 3, the writer states < whether you suffer with sun-damaged, mature skin >. This allows the reader to think that the advertisement is aimed directly at them and targets their specific needs if it applies to them. Text 3 however, directly addresses the reader more frequently for example on line 29, < You may have in the same house all manner of cordial waters >. This still addresses the audience but again makes it less certain since it is followed by the modal auxiliary verb, < may >. This indicates that the nature of this type of writing is changing and in more recent times, bolder statements can be made to convince

the audience since technology has advanced a lot more than when the first text was published.

Another way in which language wasn't as developed ^{around} in 1690 is shown in the sentence starting on line 9, < There is nothing of paint relating to it . . . who sold it there to the Queen and court above Twenty thousand Pistols in one year? . This sentence would standardly ~~not~~ be split into ~~two~~ ^{three} or more sentences since it has five clauses all linked by commas, ~~and~~ and not converging with new-developed written prose would be wrote nowadays. This has elements of speech to it and since it is for an advertisement, it may have been demonstrated to closely link to one product or treatment.

Graphologically, both of these texts are very different. Text 1 is all written in continuous prose without being put into paragraphs or divided with sub-headings as text 3 is. This is because at that time printing was developed but only just completely and technology was still and is still developing. Text 3 is more aesthetically pleasing for ~~an~~ an advertisement looking to attract an audience as the sub-headings of each individual product have been put into bold font, allowing the reader to be able to find whatever is best suited to them quickly, without having to scan through all of the data.

However, text 2 does show a slight development in technology and an awareness of how to attract their audience by putting ~~certain new~~ ^{words} ~~words~~, < Scurvey? > and < Cataracts > into italic font and making them stand out slightly in the piece of continuous prose writing. These ~~new~~ ~~words~~ ~~have~~ ~~been~~ ~~carefully~~ ~~selected~~

as they are the medical conditions that are being helped by the products so once the reader realises it would be easier to look for their specific condition.

Eventhough these texts are from very different time periods, there are still a lot of similarities in how they approach the way they advertise their products and only the development of technology has allowed the 2012 advertisement to attract the reader further by its aesthetics.

Script	Question	Mark
F	Q1b	8 + 11 + 10 = 35

SCRIPT G:

(b) Texts 2 and 3 are examples of advertisements for health and beauty products and services.

Analyse and comment on what these texts show about the changing nature of this type of writing, using your knowledge about the ways in which language and meaning are influenced by social, cultural and other contextual factors.

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

In text 2 there is evidence in this written text of phonetic spelling, for example in the word <parynous>, this was standard at the time. There is also evidence of final ~~e~~ in the ~~word~~ verb <Beautifie> this added e could be french influence at the time. The subject specific lexis <pimples, redness>, <skin>, <teeth> show us that the field of this text ~~was~~ is beauty, although ~~the~~ text 2 does have subject specific lexis like mentioned above it is obviously less advanced and scientific than the subject specific lexis in text 3 for example <Alpha Hydroxy Acid> and <salicylic acid> ~~for ex~~ which demonstrates the advancement in science between ~~modern~~ back then and modern day english. This scientific lexis in text three could suggest that the writer

function was to inform however I also think as well as that the writer wanted to persuade as well, this is demonstrated by the use of the metaphor <the unmistakable ozone smell is one of purity>, as this is not factual information informing the reader it is in fact trying to persuade them to get the treatment done as it draws them to the positives of the treatment. Similarly, although text 2 is lacking in factual scientific information this text also uses a similar method to persuade their audience with by using similes such as <as white as snow> and <tender as a sucking child> both these phrases have positive connotations and are used by the writers for the purpose to persuade people to use their service /

product. I think the function of text two is to persuade rather than inform. As ~~text 2~~ whilst text 3 is backed up with scientific evidence and statistics for example in the declarative <proven to stimulate collagen production>; text 2 however using the declarative tone then

ughout ~~does not use any~~ < making them perfectly beautiful, without any pain > the writer does not use anything to back them up.

In text two there is also ~~an~~ use of interchangeable i and y in the noun <oyntment>. This was because of confusion at the time between long stroke letters and short. It is also seen in the word <poynous> which is not like standard modern day English in text 3. Another feature similar to this is the spelling of the word <healthful> as the ^{noun} suffix <-ful> should be <-y>, this could be being confused with the words <beauty> and <beautiful> and would be an easy mistake to make at the time as the whole language wasn't fully standardised.

In text 3 the personal pronoun <you> is used, on your formality scale I think the formality would be formal, as although the personal

pronoun <you> is used the text is still ^{communicated} one way with lots of subject specific knowledge required. The use of this pronoun is evident in both texts 2, <whether you suffer> and text 3 <you may have>. This could be used to ~~break~~ ~~a~~ ~~positive~~ break down the distant/^{unknown} relationship between writer and audience and give them the illusion of a friendlier rapport and make it more personal to the reader, which can also be used as a persuasive device. Using a personal pronoun would also help break down any existing social barriers.

*1

In text 3 the writer uses lists of 3, for example <younger, healthier, smoother> and <unique, powerful, effective> all the adjectives used ~~are~~ ~~intense~~ have positive connotations, and are used to show a positive face to the audience so that they get a good impression from reading about the treatments they offer. Although text 2 does not have clusters of three, they use many adjectives to persuade

their audience ~~is~~ and show them a positive face e.g. <tender>.

Although these texts are the same in regards to persuasive devices they also demonstrate changes in science over time and ~~and~~ ~~the~~ graphological features and how to actually 'inform' the audience.

*1 - The graphology between text 2 and 3 are very different, whilst two is more like a letter, 3 ~~to use~~ make use of a subheadings e.g. <Alpha beta peel> <Glycotic peel> which organises the text more clearly and makes it short and snappy for the reader to read, which may not have been needed in text 2. There is also non consistent / standard capitalisation in text 2 e.g. <Accident>, <Face>, <Red>. This would be because of

~~non standard~~ grammar not being standardised and was also used back then to highlight important info, similar to the use of subheadings, in

Script	Question	Mark
G	Q1b	6 + 8 + 7 = 26

SCRIPT H:

- (b) Texts 2 and 3 are examples of advertisements for health and beauty products and services.

Analyse and comment on what these texts show about the changing nature of this type of writing, using your knowledge about the ways in which language and meaning are influenced by social, cultural and other contextual factors.

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

Within text 2 we can find features highlighting the time period ~~the~~ it was written in, Early modern English. Such as, the 3rd person ~~the~~ verb ending of <ath> on <hath>. These forms lasted longer on auxiliary verbs ~~the~~ <to have> and <to do> although began to die out in ~~the~~ middle English due to them being replaced by modern standard <s> suffix to indicate grammatical relationship. Due to ~~the~~ invasions, first and second person inflections were lost previously ~~as~~ as relationship is now reflected through word order. We also find the ~~was~~ unstandard spelling of <Poysonous> which in modern day would be <poisonous>, this relates to the switching of <i> and <y> in ~~the~~ written texts in Middle English period, ~~the~~ when <i> was placed next to other minims (vertical stroke of pen to formale ~~the~~ graphemes) it was almost indistinguishable. Therefore, to reduce minim confusion it was generally replaced with a <y> although this didn't effect pronunciation ~~the~~. During this period it is inconsistent shown through standard spellings such as, <difficulty> and <miracle> this could be due to the introduction of

printing press in the 1400s pushing the need for standardisation. The nonstandard spelling of <windlles> and <freadles> highlight phonetic spelling as ~~the~~ <ec>, <ch> and <ch> all represent the phoneme /k/ so ~~the~~ spellings differed but didn't effect pronunciation.

The time period of the text is relevant to issues described such as <small-pox> and <scurvy>, these issues aren't as common in modern day although in the 1600's this would have been a concern so are needed to be highlighted in medical service texts.

Within Text 2 there is a standard negative clause <shall never need> showing a shift towards the use of word order instead of relying solely on high frequency of inflections. Although, we find some slight irregularities such as the relative clause <which keeps them all winter from chapping> where the predicator comes after the adverbial, this could be to highlight the time of year the text was produced and make patients ~~worried~~ concerned with cold weather and its affect to their appearance. They have also added the present participle <ing> to make the action seem ~~ing~~ like an ongoing issue that needs to be avoided.

The use of relative clauses such as the previous example, and <which if any person desire to be satisfied in> are placed to give extra detail to products available which is common and suitable in advertising texts. The relative clause <which is now

dead> is unstandard as the use of <who> should be used to refer to a human being. Such lexis as <dead> and <poisonous> carry negative connotations, these would most likely be replaced by euphemisms in modern day showing a change in attitude towards ~~health~~ health.

The text has a high frequency of adjectives such as <smooth>, <tender> and <excellent>, this is a persuasion technique found in adverts in order to interest the audience. These are relevant in modified noun phrases <white pots>, <excellent secrets> and <delicate past> which ~~are~~ add information to the effect of the products carrying positive connotations to shape audiences view of them making them more likely to purchase.

The text has unstandard capitalisation referring to a time before Dr Johnson's dictionary in the 1700's. ~~The~~ Nowadays capitalisation would be used at the start of sentences or for ~~proper~~ proper nouns whereas in this text they are used on compound <Gentle woman>, ~~verb~~ ^{noun} <hair> and ~~adverb~~ ^{adjective} <Red>. The text also shows reference to ~~less~~ no longer in common use such as <Pistols> ~~des~~ describing economic change since this period. ~~The~~ The phrase ~~is~~ <without any soil or smudging> highlights medical/beauty advances which now allow women to purchase hair dye instead of taking other approaches.

The high frequency of adverbials such as <everyday>, and <ten in the Morning> reflects time description which is used in this text to highlight availability - giving the reader extra information of where they can take action on this advert. The use of modal auxiliary verbs <will> also reflects certainty increasing the readers trust that the product will be successful. Pronouns such as ~~you~~ second person <you> also allows direct address to

make the audience feel more personalised with their medical issue.

Text 3 being from a website nature has bold subtitles in order to achieve a more organised layout so the audience can read

Specifically about what they are looking for. Since information can be accessed on multiple platforms nowadays, it is essential to have a fragmented layout as audiences tend to prefer to only consume data they are particularly looking for.

The use of the semantic field of science portrays the advancements in their field from the previous text. Most of these lexis were brought into the language from Latin in the Renaissance period.

These are deemed academic and professional, therefore make the company knowledge seem more legit. Examples being <glycolic acid>, <cellular> and <pH balanced>. The verb <recharge> also suggests lexis deriving from technological advancements as the term <charge> is something you tend to do to an electronic device

, but the term has been used in this case with a prefix to suggest skin being renewed. The use of prefixes are often apparent in the text <uneven>, <renewed> and <discolouration> added to adjectives to suggest to change after the product is used or highlights common modern issues ^{people} find with their skin.

Although, this text uses many features found also in text 2 such as

modified noun phrases < mature skins >, < tranquil surroundings > and < dead skin cells >, used to add ~~an~~ extra information to the noun even ~~when~~ not visible, ~~as~~ this attracts audience purchase as they want to know about the product before buying due to the expansion of beauty and health products available. They also use modal auxiliary verb of certainty, ~~can~~ < will >, to convince audiences that they believe the product is going to work. The use of ~~the~~ second person pronoun < you > also highlights direct address and synthetic personalisation to make the product feel more specifically tailored for their needs. Although, ~~the~~ first person plural < we >, doesn't include the audience and is instead a reference to other people involved in the company.

The development of beauty is highlighted in the reference of turning; this is a recent concern, the company capitalise proper noun of product < Fake Balm > with which the audience may be previously familiar with. ~~as~~ They also point out it is the safer option pragmatically implying to the audience not to use sunbeds.

The use of a passive sentence split into two from line 23 to line 26

is used to highlight the effected rather than ~~the~~ the doer, as it will be the audiences appearance that is most important. Although, the agent is not omitted and further ~~it~~ allows extra information to the audience by describing how these changes will be made.

Script	Question	Mark
H	Q1b	10 + 14 + 14 = 42

SCRIPT 1:

- (b) Texts 2 and 3 are examples of advertisements for health and beauty products and services.

Analyse and comment on what these texts show about the changing nature of this type of writing, using your knowledge about the ways in which language and meaning are influenced by social, cultural and other contextual factors.

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

The first text (text 2) was written just at the beginning of the Enlightenment period of language change, ^(1650-1800's) before prescriptivism of 1700's as well as Johnson dictionary in 1755, making the text quite ~~unstandardised~~ standardised only to the point of King James' Bible in 1611. ~~Thus~~ As such, ~~we can see~~ non-standard spelling such as 'poysonous' or 'vestue' (poisonous, ~~is~~ virtue) can be seen, with the modern era and it unlikely to hold any ~~last~~ non-standard features.

Both texts are written with the intention of advertisement, encourage people to use their services, persuading them. Both ^{appear} take on the semantic field of 'purity' or 'youth' in an effort to ~~appeal~~ ^{appeal} more looking to such ideas, 'child', 'young', 'snow', 'soften', 'tender', 'water', etc. (text 2) 'gentle', 'younger', 'healthier', 'brighter', 'revitalised' (text 3). Though telling of the time lapse between these two texts is that processes of conversion in these lexemes can be seen in text 3, the ~~later~~ more recent text; see; the conversion of ~~some~~ abstract nouns 'health' and 'young' as well as common nouns 'bright' into superlative adjectives 'healthier', 'younger', 'brighter', using the 'er' morpheme, to describe and ~~not simply~~ identify. This process only took place much later than 1690 and is to do with

the increasingly expanding vocabulary of the English language.

*A Additionally, these texts identify their field within their semantic field with 'illness' / 'defect', 'medicine' and 'body parts'; 'gums';

*A

However, text 2 appears to be more religiously ~~less~~ inspired language and imagery, in ~~words~~ ^{examples} such as 'miracle', 'spirit', which are ~~both~~ quite spiritual words to be using in a text which is ~~not~~ ^{more} about medical procedures as well as metaphors like 'smooth and tender

as a sucking child': ~~to~~ people within the modern era of text 3 would likely find such imagery quite uncomfortable to read about and with the decrease in numbers of ^{a religious} ~~religious~~ audience, such words would not be likely in explaining modern medical procedures. It is more likely to be objective and scientific.

*B 'kidney', 'blind', 'cataracts', 'remedy', 'word (text 2)

'skin cells', 'treatments', ^{problematic} 'skin conditions', 'exfoliates', 'oily', ^{sunbath} (text 3), as they are offering medical procedures. However, the time difference shows how in the way that text 2 appears to mention a large count of largely more severe ^{or} ~~of~~ ^{or} ~~of~~ conditions 'e.g. 'Smallpox' which was eradicated by vaccines well before 2012 and 'cataracts' which is still possible to contract in the modern era but is far more severe and negative compared to the 'problematic skin' of the 20th text. This may have something to do with the increase in the general health of the population over the centuries between these texts, because of technological advancements and a greater scientific understanding of how the human body works. This makes text 2 more like a medical clinic advert whilst text 3 is more of a spa treatment even though they're both ~~at~~ almost

exclusively about skin.

Another medical element telling of the time lapse is the
 & jargon seen in text 3 that would not have existed during the
 the 1690's, for example 'holistic' meaning 'whole' or latinate
 scientific & jargon 'glycolic acid', 'Alpha hydroxy acid', 'salicylic',
 'exfoliates' etc. as well as ~~plain~~ simply plain latinate-influenced
 wording 'moisturisation'. This would be because of the scientific
 advancement that started only, really, in the industrial period
 between the 1800's till the 1950's and continued into the modern
 era with even more technological advancements evident in text 3
 by mention of 'Advance within a technology' ~~as well as~~

More linguistic features to be seen telling of the difference in
 time could be across the primary verb line 'hadn't' which
 have largely died out by sounderisation or simplification of
 verbs and within the English language. Also, there is a relative
 clause 'obtained it of a lady, which is now dead, who (...)'
 which is non-standard as it refers to a person, the 'lady',
 not an object, as ~~which~~ relative 'which'. This would be considered
 a non-standard verbal feature within the modern era (2012)
 and the other text mentioning nothing as such. However, it then goes to
 refer to her as 'who', the standard form, so it seems the
 standardisation and understanding of grammar in 1690 wasn't
 quite as set as of yet. Robert Lowth's book about English grammar
 inspired by Johnson's Dictionary only came out in the late 1700's,
 after all.

Also, it seems, that ~~the~~ the text features many non-standard
 & typology features, where it capitalises seemingly randomly
 although it does seem to own a pattern of rare 'Guns',

'Small-pox', 'Remedy' etc. This practice died out ~~during~~ by the start of the 1800s and it is no wonder that text 3 is ~~but~~ filled with *more standard uses of capital letters. Additionally, within the context of typography, the discourse set out of the text is very different. Text 3 is ~~split~~ split into efficient paragraphs with individual categories, making the format much easier to digest as a reader. However, text 2 opts for a block of writing format which ~~is~~ is far less efficient ~~and~~ ~~is~~ ~~more~~ ~~likely~~ ~~to~~ ~~be~~ ~~found~~ ~~in~~ ~~the~~ ~~text~~ ~~itself~~. Writing in a block format is a practice that has only recently been adopted. I would expect it to be fairly challenging to write in such a way using a dypewriter (invented in 1476, ~~but~~ it is likely to be like mode of ~~the~~ text 2) and so the format is rather blocked instead.

In conclusion, the centuries ^{apart} between these two texts are very easily seen in the writing due to technological advancements, scientific discovery and development as well as standardisation processes including the dictionary, Robert Law's and prescriptivism. Additionally, the audience of text 3 are more likely to have been more widely educated following education act of 1870 and, ~~as~~ as such, more scientific text is used.

Script	Question	Mark
I	Q1b	6 + 9 + 10 = 28

SCRIPT J:

2 (a) Read Text 4 and 5 and answer the following question.

Select **two** examples which represent different key aspects in the development of writing.

Using these examples, identify and analyse the development of Rachel's writing, bearing in mind the purpose of the text and the context in which the text was produced.

(AO2 = 4, AO3 = 6)

Rachel has produced both bits of writing within a school environment. The interactionist theory suggests we have a more knowledgeable other, who through interaction devices such as interrogatives and repetition helps us to develop our language. The proximal of social development takes into consideration the child's mental capacity and ~~the~~ his/her innate ability to see what they can do and can't do without supervision.

In text 4 both <plgs> and <wds> are spelt standardly with correct formation of each letter. Rachel may have been asked to carry out this piece of work after reading a story as the pictures may suggest. This means she would already be familiar with the spelling of the word or the teacher has went over words that were common within the book.

She has spelt the word <saw> with a double consonant, making it a long vowel sound. This may be due to her not being

able to distinguish the difference between <so> and <saw>, or she may recognise that <saw> has a longer vowel ending, explaining the double vowel ending. In text 5 she spells

the word <Pisa> incorrectly. In text 5 she may not of had as much influence from her teacher as shes talking about a personal experience from the holidays that her teacher would not of been aware of. She appears to have attempted to spell the word phonetically. She also might of deen this word from her environmental print, such as being in the restaurant where she bought purchased the pizza.

Script	Question	Mark
J	Q2a	2 + 2 = 4

SCRIPT K:

2 (a) Read Text 4 and 5 and answer the following question.

Select **two** examples which represent different key aspects in the development of writing.

Using these examples, identify and analyse the development of Rachel's writing, bearing in mind the purpose of the text and the context in which the text was produced.

(AO2 = 4, AO3 = 6)

These texts show that Rachel has grasped the fact that a sentence ends with a full stop as both of the texts show this. However, capital letters seem to be absent from the start of a sentence which shows that she hasn't fully understood how a sentence is structured but she knows how to end one. The non-standard use of the capital 'L' in 'wolf' in text 4 further highlights that she may not fully understand how capitals work. She is also spelling phonetically which shows that she understands how words are spelt. This is seen

in the word "aga'gen" where
~~she~~ she has substituted the 'ai' digraph
 for 'e' as that is how the
 word sounds. Though the spelling is
 non-standard, it does show that
 Rachel understands how word formation
 works.

Script	Question	Mark
K	Q2a	1 + 1 = 2

SCRIPT L:

2 (a) Read Text 4 and 5 and answer the following question.

Select **two** examples which represent different key aspects in the development of writing.

Using these examples, identify and analyse the development of Rachel's writing, bearing in mind the purpose of the text and the context in which the text was produced.

(AO2 = 4, AO3 = 6)

Text 4 and 5 are both recount pieces that have been produced most likely in as a task set by a teacher. Text 4 shows evidence of Chro's consolidation theory as she ~~misses~~ ^{mistakes} the digraph <e> for <ai> in 'ageni'; ~~she~~ She knows that <en> is needed to create the sound /en/ but she just does not understand the different spellings. ~~to be~~ ~~we~~ ~~understand~~ ~~that~~ ~~Rachel~~ ~~struggles~~ ~~with~~ ~~en~~ Because Rachel is in the consolidation stage we understand that her accent will play a role in how things are spelt. We see this with 'soo' (saw), her idiolect could have influenced the way she writes it down. 'resrot' is found in Text 5 meaning 'restaurant', the use of all the vowels in this noun could have confused her, making her pick out the ~~no~~ obvious sounds in 'restaurant', being the 'res' and 'ot'.

Being a recount text we understand that stories will have had an effect on her chosen words. Rachel uses adverbials to make it sound like a story, 'Over the holidays' and 'the pigs never saw the wolf ~~again~~^{again}'. She does this to make the writing feel ~~more~~^{realistic} and professional, like the stories that she would have read/listened to. This could be an example of environmental print making a mark on Rachel's writing, as said before she will have read it somewhere, she is copying it to impress, and show off her knowledge.

Script	Question	Mark
L	Q2a	3 + 3 = 6

SCRIPT M:

2 (a) Read Text 4 and 5 and answer the following question.

Select **two** examples which represent different key aspects in the development of writing.

Using these examples, identify and analyse the development of Rachel's writing, bearing in mind the purpose of the text and the context in which the text was produced.

(AO2 = 4, AO3 = 6)

In terms of graphology, the non-standard spelling of 'again' is used, spelt like 'agen'. This shows that Rachel is spelling the word phonetically because she is associating the 'e' grapheme with the /ə/ phoneme. This means that she would be placed in Gentry's 'phonetic' stage because of the technique she uses to spell words, she spells words how she says them. It would seem that this same technique is also used in text 5 so this shows very little signs of development for moving onto the next stage in Gentry's stages which would be semi-phonetic.

In terms of grammar it can be noticed that both of the texts are similarly structured ~~by~~ but text 4 shows evidence of a compound sentence which is harder than the simple

sentence of text 5. However, text 5 seems to have worse spelling and less neat handwriting. Although, this may be down to the fact that she could've been rushing text 5 or have been more distracted

Script	Question	Mark
M	Q2a	2 + 3 = 5

SCRIPT N:

(b) Read Text 6 and answer the following question.

Analyse and comment on the ways in which Ben and Ella's spoken language is currently developing and the influences on it. In your answer you should bear in mind the context in which the language was produced.

(A01 = 10, A02 = 15, A03 = 15)

Ben and Ella's spoken language is developing as they both show signs of progress throughout the text.

Ella, although only 11 months old tries to participate in the conversation, but only when spoken to. Ella speaks when asked a question replying 'yes' /i/ and then further in the conversation she replies 'yes' /je/ which shows development and improvement in the word 'yes'.

She may have a problem with sounding out all of the letters due to still being a young age but she has the help of having more knowledge ^{able} others around, in terms of Vygotsky, to help her progress and develop her spoken language.

~~The~~ Ben's progress in spoken language develops as he also has the help of a more knowledgeable

other.

Although, Ben has problems with his consonant clusters and has some issues with sounding all of the phonemes. "~~the~~ "rabbit" /wæbɪt/ which shows that Ben has still not fully understood the

idea that you must say every word in the text in order to sound it out correctly.

Although at his stage it is not a problem as he has time to develop his LAD (Language Acquisition Device). ^P

Ben further in the conversation has another consonant cluster with 'thank' /frɛnk/ as he has trouble with these words 'th' and finds it easier to say 'f' in replace. ~~stuck~~

Ben shows signs of having an accent when he says 'looking' the IPA translates it to /lʊkɪn/ which could possibly show that he has a regional accent of the northern area.

Ben's mother aids his development of spoken language, as she participated in the conversation as the 'more knowledgeable other'.

Ben's father 'get those other cubes', to which Ben replies 'the cube' puzzlingly and the mother says 'get the other blocks Ben'.

According to Skinner, conditioning the child is a good way to help them learn language which

is what Ben's parents are doing. They are conditioning him to learn new language by showing him how words are sounded and that there can be more than one word for an object, 'cube' and 'block'.

Ben begins the conversation by "the people's coming (.) the people coming (.) it's a people". Ben here shows he has not understood the concept of singular and plural as he should be using 'person' which is singular as he is only speaking about one person. His ~~mom~~ mother acts like a more knowledgeable other and corrects him but not straight away 'how many people' correcting his virtuous error (Chomsky) by indicating to him that 'people' is referred to when there is plural not singular. Ben shows development with saying his sisters name, as to begin with he has difficulty. 'Ella /ei/ /eɪə/' where further on he has no difficulties which shows that he is able to correct himself and show development within his own spoken language. *^{page 14}

Ben and Ella both have many influences with their language as they would hear words at nursery/school or in the street. But the main two people who would influence their language would be their parents. Ben and Ella would both listen to them and try to understand the best they could ~~later~~ how to speak properly, using the right tenses and pronouns where applicable, which all contributes to

Chomsky's theory of the Language Acquisition Device.

* However, Ben has trouble after he says 'double u' to reference the letter 'w'.

His father acts as a more knowledgeable other and concedes him to say 'that's w /w' ~~no~~ but, Ben has not grasped this concept and says further down 'double u' again. This shows that Ben thinks he's right although his father has tried to correct him or that he can't sound out the letter correctly as he has trouble ~~pr~~ getting the syllables together.

Script	Question	Mark
N	Q2b	4 + 5 + 5 = 20

SCRIPT 0:

(b) Read Text 6 and answer the following question.

Analyse and comment on the ways in which Ben and Ella's spoken language is currently developing and the influences on it. In your answer you should bear in mind the context in which the language was produced.

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

In text 6, Ben and Ella both have their spoken language developed by their parents, as well as each other. An example of this would be how when Ben says <the people coming> and <this people> the mother asks <how many people> with a particular focus on <many>. This is because she can see that Ben knows the word <people> and what it means but by modelling how he should use it and exaggerating the context it should be used, she subtly influences how he should use it. This could link to social interaction as the mother isn't overtly correcting Ben or even telling him it is incorrect at all, she just approaches it in a way that he might or might not take notice of which at this stage she isn't too concerned over. Another way in which social interaction is used is through the use of Ben's father asking a question, <is she big?>, again putting stress on the adjective and encouraging a conversation with Ben. Straight after this he recasts the question to <is she a big girl now?> to a more specific requirement, again encouraging a more detailed response. This may be because the conversation is being held in the morning over breakfast and as a distraction over the toys Ben is playing with, his father is trying to provoke a conversation.

When pronouncing the word <rabbit>, Ella substitutes the sound /r/ for /w/ as they are both made of the front of the mouth;

/w/ being easier for a child of this age to pronounce. This could ~~link~~ link to the nativist theory, not that language is innate but that by trial and error she would be able to produce the sound correctly. After attempting to say <rabbit> she makes an indecipherable sound which could possibly be another attempt at pronouncing the word under her breath before changing her mind completely, declaring that it is a <whale shark?. This shows that she has given up on saying <rabbit? so has replaced it with a word starting in a p-sound she knows she can make, /w/. Even though the object probably isn't a whale shark since the mother later on brings back up the rabbit, she dismisses this and carries on talking to Ben about the whale shark, allowing behaviourism to be dismissed. This is because the mother hasn't attempted at all to help him say rabbit and hasn't modelled it for him. For now, she has let him talk about something else without questioning it and has still been able to carry on the conversation. This may be because he is still only 2 years and 11 months old and for now his early stages of speech are still more important.

~~then~~ On line 23, Elias's father asks her a question, <what do you think of that Ella? >, directly addressing her by her name but when he gets no response, he recasts the question. This can be linked to social interaction as he still wants a response but by wording the question in a different way she might have been more likely to respond. Further on in the text, he ~~also~~ ^{again} tries to get Elias's attention by directly addressing her, <Ella (.) Ella (.) is that exciting? >.

Still getting no response he tries adding the adjective <exciting> to encourage her, again trying to provoke further conversation.

The cognitive theory can be supported by Ben as he has made a form that no adult user of English would be expected to use. On line 36, Ben has produced the word <crumsy>, a non-standard lexeme that his father then repeats with the same pronunciation as Ben, asking what it means. This could dismiss the nativist theory as it suggests that language is 'built in', however forms like this wouldn't be created if it was. Also, Ben's father doesn't attempt at all to correct him or model a more suitable word, he models the same word as if Ben is correct and as if it isn't a word in which Ben has made up himself, dismissing the way he usually attempts to subtly correct him.

Another way in which Ben substitutes ~~a~~ phonemes is when he says /fænk/ instead of /θænk/. This is because /θ/ is a dental fricative and at under 3 years of age and a child possibly still missing teeth, /f/ would be a lot easier to articulate and since they have similar sounds, he has decided to substitute it anyway. However, on line 57 Ben demonstrates in the determiner <the> that he can make the sound and only in certain words is he articulating it. This is because he is in the telegraphic stage of speech and is still developing his language to become more standard in his pronunciation. Also, this conversation was produced at home, not at nursery or school in an educational environment so he may not have taken as much care when

articulating certain words and may have decided to go for the easy option as he knows he won't necessarily be corrected; as his parents ~~never~~ only occasionally do.

~~With the same non-abstract~~ Within the same phrase, the blocks >, Ben's mother has then repeated him but has added an extra piece of information through the use of the adjective <letter>. This could support the social interaction theory as she is encouraging Ben to put in more thought and to describe them further, allowing him to gain more knowledge even in a non-educational environment and to encourage him to differentiate between certain objects.

Script	Question	Mark
0	Q2b	8 + 11 + 10 = 36

SCRIPT P:

(b) Read Text 6 and answer the following question.

Analyse and comment on the ways in which Ben and Ella's spoken language is currently developing and the influences on it. In your answer you should bear in mind the context in which the language was produced.

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

The extract is set in a home environment in the morning when the family are having breakfast. There is a neutral and language-rich context. Ben is 2 years old and is using long, varied sentences. There is the telegraphic stage of development. Ella is 14 months old and since most things she says are indecipherable, aside from the non-sensical [S] many 'yes's', we can assume she is in the babbling stage of development although it may be over the telegraphic stage now. Since the children are with their parents and each other, Bruner's language acquisition system can be considered, as can Vygotsky's M.K.S. theory and Chomsky's theory of the language acquisition device.

One aspect of the extract that evidences Chomsky's theory is Ben's use of "crumsy". This shows a creative ability to take a word he has already acquired, "crusts", and use the rules he has been taught in contexts such as "crumsy" and just add a 'y' to grammar. He is unlikely to have heard anyone else say this word therefore this intense desire for his behaviour appears to be language as Ben could use the word there, although it could be argued he is simply pronouncing "crumsy" in a non-standard position. ^{Albeit,} ~~However~~ the most likely explanation is Chomsky's since the word fits the context and can be understood as a creative use of language knowledge he already has.

~~With~~ Kuhl's theory of the junctions of language can also be used in this extract. When Ben is asked what he can see one

of the window he replies with "where Ben?". Halliday's functions would categorise this instance as an imaginative function, which is one of the lower stages in the chart showing Ben's developing child language. The use of the verb is largely built up of Ben using questions such as "where you go?", "what sound?", "how what you doing?" and "can you hear me?", which Halliday would class as heuristic functions as they are used for information. The use of where Ben says can be put under the representational function as he is generally conveying information such as "This is people" and "Ellie got crumbs on her face". The four that Ben uses were three stages shows Ben's language is developing well for his age and stage some base on the lower three functions in Halliday's theory.

Although Ella's speech is mostly indecipherable, as she is in the aforementioned babbling stage, we can see how her speech attempts are encouraged and entered in her development. Her father uses expanded forms when talking to her in order to give her as many words as he can. For example "What do you think of your Ella? Are you near me? Are you the best?". This shows how the caretaker is using synonyms of "near me" and "the best" to expose the child in the critical period to as much language as possible. This has also likely to be said in a high intonation as to make the speech more meaningful for the

child. These actions will assist Ella in her development of language through a rich environment in which to absorb language.

Ben's language can be seen as still developing through the use of non-standard features in his grammar. Ben uses copular emission in "The people coming" since Modern Standard English speakers would

He likely to say "the ^{we} people are coming". Ben also uses "the people's coming", which does include the ~~abstract~~ verb in the abstract of "is" however this is also non-standard since it is the third person ^{singular} present form of the verb to be and the ~~abstract~~ third person plural present form that he used of "are" is Standard English. Children often struggle with irregular verb forms, such as the verb "to be", therefore Ben's language is as expected for his age and it is likely that he will learn the irregular forms as his language ~~develops~~ develops further.

However, there is some variation in Ben's verb usage since he seems to recognise the third person singular present tense form of the verb to be in "people's" as the abstract refers to the verb 'is' yet Ben uses ellipsis of this verb in many other instances such as "She is pink girl" and "I think Ella is the best", which the teacher seems to accept to not with in "you think she is the best" although Ben still uses ellipsis after this point. This supports Swain's theory again as, if he were to be believed, children would indeed copy this and never have a verb ellipsis again but Ben does not. This suggests Chomsky's theory should be applied here since he would suggest the child is aware of these verbs but is not quite ready to actively use them. This has been proven in ~~many~~ experiments where adults have said something in a non-standard form and children often say "no" or do not understand even though they use similar forms themselves. This supports Chomsky's ~~theory~~ theory and suggests Ben understands the regular verb forms but is not ready to use them actively at this stage.

Ben's language ~~also~~ also uses non-standard pronunciation in his phrases. Ben uses /wæbi/ for "rabbit" this is replacing the [r] phoneme with

a [w] phoneme. This is common of children at this stage since the [r] phoneme is a voiced sound and is articulated at the back of the mouth by the tongue but the [w] phoneme is unvoiced and bilabial requires a lot of effort for the child to pronounce. Ben is not alone in doing this, most children opt for the [w] phoneme over the [r] since it is easier and can be done for numerous reasons such as that the ~~parent~~ child has not yet learned the use of the tongue in articulation, the child has not physically developed the ability or that the child has not been exposed to the pure speech so understand that the two are different sounds. This shows Ben's development is on track and that he will likely never be ~~given~~ encouraged in a Standard Manner if his parents keep repeating him as they are in this extract.

Ben also shows ~~some~~ support to Ben's way of the language system. When the mother tells Ben "The string that says the sun" Ben says he is "sitting down saying sun" and, although this is non-standard in the sense that he uses elision in missing the pure base "ing" suffix and his articulation of /SITIN/ has elision of the [e] phoneme, it does support the idea that Ben's mother uses as a support system ~~to~~ from which Ben learns new words and phrases. In this way, Ben is developing his language through the support he receives from his mother.

Script	Question	Mark
P	Q2b	8 + 12 + 12 = 39

SCRIPT Q:

(b) Read Text 6 and answer the following question.

Analyse and comment on the ways in which Ben and Ella's spoken language is currently developing and the influences on it. In your answer you should bear in mind the context in which the language was produced.

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

Ben, who is the eldest sibling at 2 years and 11 months) begins the spoken text in a sentence in which he repeats the word 'people' four times, and then again twice in the next few sentences. This clear repetition could be indicating that 'people' is a new word that Ben has only recently learned how to properly use or pronounce, and he is actively using the word a lot because he likes the sound of it when it is spoken, or wants to practice using and pronouncing it correctly. Ben's mum also uses the word twice after Ben does, which may be to get him used to hearing the word being spoken by somebody else, and encouraging him to use and practice it.

Ben's mum asks him 'how many people' with a clear emphasis and stress on the word 'many'. This is likely to have been ~~used~~ used as an attempt to encourage Ben to give an answer to the question, so that he can begin to establish the concept of turntaking within a conversation, which is a key aspect of spoken conversation which needs to be fully understood. As well as this, ~~the mother~~

both the mother and the father choose to use a high level of interrogatives to encourage responses, such as 'is she big?' and 'does she look lovely?'. Both interrogatives and stress on certain words are aspects of child Directed Speech (or parentese) which interactionist ~~theorist~~ theorist Bruner suggested was used by parents or another more knowledgeable other in order to assist with the linguistic developments of a child in regards to speech. It is clear that Ben is unsure of the ~~correct~~ standard usage of the word 'people', as he uses the plural in differing ways. 'The people's coming' may suggest he is confused over the use of a possessive apostrophe, however he rephrases the sentence twice to correct himself. 'It's a people' shows confusion over the plural transition from person to people, ~~which~~ which is likely to be confusing for many children as the word 'person' changes completely when taking a plural form. Ben shows further uncertainty with ~~the~~ word

pronunciation ~~later~~ later in the text by saying 'fank' instead of 'thank'. The confusion of replacing 'th' (θ) with 'f' (f) is one commonly made by children, and they may actually know that they are incorrect, yet still be physically unable to produce the 'th' (θ) sound with their mouth.

Ben also attempts to say 'clumsy' but pronounces it as ~~'clumsy'~~ 'crumsy' instead, showing that he struggles to correctly pronounce the standard consonant cluster 'cl', which is likely to be ~~'cl'~~ physically harder for him to form and say than 'cr'.

Later in the text, Ben forms the interrogative 'where you going?' which is a non standard form of 'where are you going?'. The ~~'are'~~ omission of 'are' suggests that Ben has reached the penultimate stage of his language development, and is in the telegraphic stage, which is expected of his age.

Although Ben manages to use the interrogative here for its correct function of asking a question, he struggles in the next few lines. 'Oh that sound?' is technically a declarative, however Ben uses it and applies a rise in the intonation of his voice, showing that he is implying and intending for it to be used as an interrogative. The use of this also links to Halliday's theories of the functions of

children's speech, and 'Oh that sound?' happens to have a heuristic function, as Ben attempts to obtain information on his surroundings and the environment around him. In the same sentence, Ben manages to exercise another of Halliday's functions of children's speech, which is

the regulatory function. The short, sharp, simple declarative 'listen' is used ~~to~~ as an instruction to his father to listen to the birds singing outside, consequently controlling his father's behaviour. As well as Ben, it is also clear that Ella is using resources around her to help her understand how to acquire language. At 11 months old, Ella is 2 years younger than Ben, and only manages to speak 2 decipherable words throughout the whole spoken text - 'yes' and 'daddy'. As 'daddy' is a slightly more complex, polysyllabic word, it is likely that she has been encouraged to say it by her parents, who would probably have repeated it until she imitated them. If this is the case, this supports Skinner's theory of behaviourism in regards to the language acquisition of children, which suggests that children learn language through the imitation of parents or another more knowledgeable other. This learning is then reinforced and retained through the use of positive and negative sanctions, such as

rewards or praise when the word is used and pronounced correctly.

Bruner's interactionist theory can also be applied to Ella, as her father uses interrogatives after addressing her, such as 'what do you think of

that Ella? Are you number one? Are you the best" and "Ella Ella is that exciting?" Although Ella is ~~is~~ still too young to reply with a standard and clearly understood response, she does reply with something which is indecipherable. This suggests that she is beginning to recognize 'Ella' as being her own name, and is therefore responding to it, which is likely to form the foundations of the basic turntaking skills she will need later in life to successfully participate in standard conversation. This is further supported with evidence when Ben says 'thank you Ella' and she again responds with an indecipherable sound, but clearly recognizes that the declarative was primarily aimed at her through the use of her name.

Script	Question	Mark
Q	Q2b	8 + 13 + 12 = 40