

GCE English Language

Exemplar responses

Unit 3 – 6EN03

June 2013

SECTION A: LANGUAGE DIVERSITY

Answer ALL questions.

Read the data provided on pages 2–5 of the Source Booklet and answer the following question.

- 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)

In text 1 there are a variety of orthographical features which would now rarely be used within the standard form of English. An example of this is the letter 'v' where we would now use a 'u' e.g. *vitered*, *vito*. This is ~~also~~ ^{vice versa for} the ~~same~~ words which have a 'u', those words we would write them with a 'v'. Repeated patterns of the above two features are continuously used throughout the text e.g. *neuer* or *live* which would be *never* or *live*. These spelling changes have occurred throughout the process of standardisation in which many new ~~feet~~ words were added to the English language and went through changes to make them part of the 'standard form of English'.

In addition to the letters 'v' 'u', the letter 'y' has been used in place of 'i' (which is what we would now use). This reflects the time at which this was written / spoken and how ~~spelling~~ ~~was~~ words were spelt according to how they

sounded, i.e. the letter *y* in words like ...
'dye' 'guyde' etc.

Furthermore, graphological features within the text include the inflection '-eth' at the end of words like 'thinketh', 'Seameth' which have been deleted from the English language after undergoing changes through periods of the Standardisation and Renaissance, (to make the text simple for a wider audience as well) this removal of '-eth' may have been done.

Also the 'Ye', the *y* represents an Anglo-Saxon letter which was called *thorn*, this letter looked like the *y* in the written texts and so the *y* was used which represents 'the'. This shows the advancing of technology and how it influenced word changes through spelling and writing. It is ~~now~~ not used in standard English.

Also the 'll' ~~at~~ (double consonant at the end of words) 'immortall', 'funerall' shows how additional letters were used in writing very often but have now been removed in the standard forms of English.

Examiner marks:

AO2 - 2

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
1	0 - 2	<ul style="list-style-type: none">• Identifies some appropriate language issues and concepts in the data.• Shows some limited understanding of these issues and concepts in analysis.• Uses linguistic knowledge indiscriminately and uncritically.

AO3 – 2

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
1	0 – 2	<ul style="list-style-type: none">• Shows some limited awareness of the contextual factors in the data.• Lacks security in the use of the key constituents of language.

Overall – 2+2 = 4

SECTION A: LANGUAGE DIVERSITY

Answer ALL questions.

Read the data provided on pages 2–5 of the Source Booklet and answer the following question.

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)

The orthography incorporated within this text included the letters 'u' and 'v' being swapped around, this was constant throughout the text, for example *u'tered* (uttered) and *ouer* (over). Furthermore, the use of 'y' in place of 'th' comes from Old English. Originally, used by the Anglo Saxons as a P (thorn) to represent the letters 'th'. However, upon the discovery of printing this thorn was changed to the letter 'y' as it was accessible as the letter of the alphabet. The 'y' is only integrated a single time in the text 'ye' (the). This is no longer used today in standard English. Also, we see from this example the change of language throughout time due to the development of technology.

In addition to the orthography of the text, many a time throughout the text there has been an 'i' in place of 'y' and vice versa. This may be due to pronunciation or accents. Also, it could be due to difficulty differentiating between homophones, as both these letters sound slightly similar. e.g. 'carrie' (carry) and 'guyde' (guide).

Numerously throughout the text there are nouns with the use of a capital letter which is not incorporated within current standard English except in the names of people or places etc. This is in reference to the graphology of the language and the examples are of such: 'Shippe', 'Oration', 'Funeral', 'Sermon' and 'Corps'. The semantic field of these words is ultimately death. So the use of capital letters may be to make the words stand out as the integral parts of the text. There is also a use of a macron in 'momēt' which removes the 'n' from the original word moment. These marks are no longer in use in standard English.

Examiner marks:

AO2 – 3

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
2	3 – 5	<ul style="list-style-type: none">• Identifies language issues and concepts in the data.• Shows a clear and confident understanding of these issues and concepts in the course of analysis.• Applies linguistic knowledge in an accurate and appropriate way.

AO3 – 3

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
2	3 – 5	<ul style="list-style-type: none">• Shows full awareness of the contextual factors in the data.• Applies the key constituents of language confidently and appropriately in the course of the analysis.

Overall – 3+3 = 6

SECTION A: LANGUAGE DIVERSITY

Answer ALL questions.

Read the data provided on pages 2-5 of the Source Booklet and answer the following question.

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)

The extract was published in 1585, therefore late modern English and pre-1755, meaning that the English language had not yet been fully standardised. The first notable difference is in relation to (a). It seems that the grapheme 'u' is interchangeable with the grapheme 'v'. A 'v' is interchangeable in the word-initial position where the 'u' grapheme would be used in standard English, for example in the lexemes "uncertain" (line 3) and 'unto', but is used correctly in the word "very" (line 10). It also appears to be interchangeable in the word-medial position, for example in the lexeme "deceived" (line 11) the 'u' grapheme has been used where a 'v' would appear in standard English. However, the 'u' grapheme has been used similarly to the standard English orthography in the words "creature"

(line 14) and "continually" (line 6). This suggests that the two graphemes are interchangeable in the word-initial and word-medial positions compared to standard English.

The second notable difference to standard English is in relation to grammar, and is the way that the inflection "-eth" has been used in the text. It seems that the "-eth" suffix has been used on verbs which in standard English would use the "s" grapheme. Examples of this are "beareth" (line 6), "seemeth" (line 12) and "thinketh" (line 5), which in standard English would read "bears", "seems" and "thinks". In standard English this is done because the text was published prior to standardisation in 1755, and the English language was highly inflected.

Examiner marks:

AO2 - 3

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
2	3 - 5	<ul style="list-style-type: none">• Identifies language issues and concepts in the data.• Shows a clear and confident understanding of these issues and concepts in the course of analysis.• Applies linguistic knowledge in an accurate and appropriate way.

AO3 – 4

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
2	3 – 5	<ul style="list-style-type: none">• Shows full awareness of the contextual factors in the data.• Applies the key constituents of language confidently and appropriately in the course of the analysis.

Overall – 3+4 = 7

SECTION A: LANGUAGE DIVERSITY

Answer ALL questions.

Read the data provided on pages 2-5 of the Source Booklet and answer the following question.

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)

final ⟨e⟩ is present in this text as demonstrated by the ~~abstract~~ concrete noun ⟨wumbe⟩ and verb ⟨keepe⟩. Final ⟨e⟩ is a remnant of an old English inflection and was used for decoration as well as prestige. It was also common to find final ⟨e⟩ placed on the end of lines as people scribes were paid by line. Upon standardisation of spelling, final ⟨e⟩ fell out of use but was kept in a diacritic function to indicate preceding vowel sounds. It also fell out of use due to the invasion of Germanic tribes, which spoke Old Norse, ~~and~~ due to their different grammatical endings to English speakers, when they communicated the final ⟨e⟩ was often omitted. Final ⟨e⟩ is also found in present day English holding a diacritic function to represent

preceding vowel rounds e.g. <the mme>. <i> and <y> have been used interchangeably in this text as demonstrated by ~~the~~ verb <guyde> and concrete noun <bodie>. ~~the~~ the two were originally used interchangeably to avoid confusion in the mode of writing when using the long stroke letters called minims. Due to their close long nature of all lexemes written in minims readers were often confused, so due to the phonetical similarities of <i> and <y> they were used interchangeably to avoid confusion. It was also common to find <i> and <y> in the same lexeme whereby <y> was used in medial position and <i> elsewhere e.g. <phylippa>. During standardisation this rule slowly fell out of habit and <i> and <y> had their own distinct values whereby <i> is a vowel and <y> a consonant. This is also the rule formed in present day English.

Examiner marks:

AO2 - 3

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
2	3 - 5	<ul style="list-style-type: none"> • Identifies language issues and concepts in the data. • Shows a clear and confident understanding of these issues and concepts in the course of analysis. • Applies linguistic knowledge in an accurate and appropriate way.

AO3 – 4

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
2	3 – 5	<ul style="list-style-type: none">• Shows full awareness of the contextual factors in the data.• Applies the key constituents of language confidently and appropriately in the course of the analysis.

Overall – 3+4 = 7

- (b) Texts 2 and 3 are examples of newspaper reports on the deaths of American presidents.

Analyse and comment on what these texts show about the changing nature of newspaper reporting, using your knowledge about the ways in which language and meaning is influenced by society, culture and other contextual factors.

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

After analysing both text 2 and 3, the first aspect of difference between both pieces I noticed was that text 2 is placed in the centre, the text running down the middle of the page throughout its article, whereas text 3 is started from the left like it is done today. My belief ~~opinion~~ is that because text 2 was published in 1799, that's why it is not professional and as well smart looking than text 3 which was written in 1963. I believe that due to the fact that at the time of George Washington, the society was very up right and classy in their speech and how they were as people. This is reflected on the style of writing in the newspaper. The informal and formal culture affects the way in which people speak and act.

Through out, it is ~~obvious~~ noticeable that the society and culture has rubbed off on the way the article was written and how the lexis and discourse is presented. For example, 'Alas!'. ~~obvious~~

Likewise, throughout text 2, not just once, but numerous times the font and size of specific words are reduced. I believe this was to create a sense of passion and feel for the person that is reading the article ~~as~~ as because whilst there reading, a word is smaller than the others, the reader will automatically feel that it's important and there's emotion behind it. For example, 'the great inhabitant was no more. That great soul was gone. Even though the words are smaller, it emphasizes the emotion more.

Also, in text 2, the spellings of words are different. For every letter that is meant to be the letter 's' is written as 'f' look alike. For example, 'foul' which is meant to look like the word 'soul'.

However, text 3 was not written long ago. The article was published in 1963, which means it was published was 50 years ago. The format and layout of the article starts from the left as we, today would start off. As well as this, the text is all the same font and the actual English language is understandable. The structure of the sentences and the phonology and

graphology used in text 3 is different. Text 3 is precise and understandable, the words are readable and straight forward.

As well as this, text 3 looks physically professional and it looks aesthetically pleasing. The reason why ~~the~~ text 3 looks as how it looks is because 80 years ago, the English language was in its toll and had developed a lot since when text 2 had been written in 1799.

Examiner marks:

AO1 - 3

Band	Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
1	0 - 3	<ul style="list-style-type: none">• Shows insecurity in the selection of linguistic methods to address the data.• Applies some linguistic terminology but with lapses.• Writing has inaccuracies and lacks fluency.

AO2 - 4

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
2	4 - 6	<ul style="list-style-type: none">• Identifies some language issues and concepts in the data• Shows some understanding of these in the analysis• Uses linguistic knowledge with some accuracy but with some lapses

AO3 – 4

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
2	4 – 6	<ul style="list-style-type: none">• Shows some awareness of the contextual factors in the data• Shows some knowledge of the key constituents of language

Overall – 3+4+4 = 11

(b) Texts 2 and 3 are examples of newspaper reports on the deaths of American presidents.

Analyse and comment on what these texts show about the changing nature of newspaper reporting, using your knowledge about the ways in which language and meaning is influenced by society, culture and other contextual factors.

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

~~The mode in each text~~ The mode and field in Text 2 is a written piece of a newspaper in regards to the death of a president. Its main function is to show the general public remorse and sadness upon the death of their leader. There is a high degree of formality within the text as it's recorded, to a large unknown audience, being very context dependant. It only mentions the death of the president and the funeral procession. The graphology used within the text included the greek symbol ρ which is an 's' and is no longer incorporated within standard American English. This is used constantly throughout the entire text e.g. 'politene ρ s' (politeness). The actual ^{first paragraph of} newspaper article initiates with 'ON' and this is also rarely used in modern English. There are many '!' integrated throughout the article which may symbolise shock. Also, the use of a smaller font in words such as 'was now no more' and 'mortal' show the significance of the words and this is to make the words stand out and penetrate the readers mind. The formation of the procession is layed out on the page like a blueprint or a map. This being another aspect which the modern language would not incorporate. The 'CORPSE' being in the middle in capital letters again shows emphasis. Towards the end of the article the number two is

Symbolised as a numeral 'II'. A semantic field of majesty is drawn from one word with a different font 'Hero' & 'sun of glory' ~~to~~ referring to the president. There is also the use of capital letters for significant nouns such as 'Death' and 'Commander', this is again to show the importance of these words. The lexis used within the text is words relating to death and heroism of an amazing president. This is shown in words ~~such as~~ in lines 8 and 9. The use of words like 'pomp' which are no longer used. The incorporation of Latin shows prestige and richness. As Latin is an ancient language which had to be standardised for citizens to understand as Latin was only for the elite. By using Latin it shows the president's royal and prestigious heritage. There is also the use of words like 'Ani' and 'Ansi' which sound like mourning and remorseful words. The use of the word 'August' in the ~~an~~ American language is very rare as it's very formal and the word 'fall' is always used. The grammar used within the text includes alliteration "band of music with mournful melody melted." There is also the use of repetition in 'yes! - ~~Man~~ Fallen! fallen!' these features make it sound quite poetic. ~~The~~ The discourse of the text is in paragraphs. However, the overall structure of

The text sounds quite poetic. A bit Shakespearean. Phrases such as 'departed this life' instead of died. However, this may be a form of respect. Also, the use of 'this life' may be seen from a religious aspect to him have passed to his next life.

The change of English in America over time ~~could be~~ is significantly due to the change of society. Many Germans, Italians, Jews etc migrated to America and took along with them their own dialects and accents which ousted and assimilated the current population. Also, the development of technology and science caused language also change. For example the former language of science being Latin had to be translated as not everyone was able to understand it due to it being elite. This caused new words to be created. The politics and trade meant there were a lot of interactions between international countries hence many words were borrowed.

Text three is again a written piece of newspaper. This is about the funeral service of the president unlike the previous one which was about the president himself. It tells its audience about the time and place of funeral and whom of the president's relatives has arrived. It speaks about the president's

generation in a straightforward way and simple sentences without the use of poetry or other languages. The sub headings 'another sad journey' and 'sister is visiting' aren't as dramatic as Text two's 'Interment of Washington'. The layout of this text is small paragraphs which gets straight to the point. Since there are so many names of places and people incorporated there are a lot of capital letters on nouns. However, in the previous text 2 capital letters were used in ~~these~~ words which were names. This text doesn't sound as remorseful as the previous one. It is formal and to the point. Even though both texts have high degree of formality (recorded message orientated, large unknown audience) it's tenor is not as sympathetic. This text sounds as though it is just listing everything out, but just not with bullet points. ~~There is the~~ The paper says 10 p.m. whereas currently it's displayed as pm in standard British English. There is no difference in grammar or lexis from British English in this article.

Examiner marks:

AO1 - 5

Band	Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
2	4 - 6	<ul style="list-style-type: none"> • Selects mostly appropriate linguistic methods to address the data. • Applies appropriate linguistic terminology mostly accurately in the course of analysis. • Writes clearly and generally accurately

AO2 – 7

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
3	7 - 9	<ul style="list-style-type: none">• Identifies relevant language issues and concepts in the data• Shows an understanding of these in the analysis• Uses and applies linguistic knowledge mostly accurately

AO3 – 7

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
3	7 - 9	<ul style="list-style-type: none">• Shows awareness of the contextual factors in the data• Shows knowledge of the key constituents of language

Overall – 5+7+7 = 19

(b) Texts 2 and 3 are examples of newspaper reports on the deaths of American presidents.

Analyse and comment on what these texts show about the changing nature of newspaper reporting, using your knowledge about the ways in which language and meaning is influenced by society, culture and other contextual factors.

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

The two texts are both in the genre of newspaper articles and share the function of informing their audiences of a president's death. However there are numerous differences between the two, showing the changing nature of newspaper reporting; text 2 is a more passionate and entertaining piece whereas the later text 3 is more distant, giving precise details but lacks the spoken features provided by text 2.

Text 2 begins on a polite but personal note, using the 2nd person plural pronoun 'we' as opposed to text 3 more distant ~~address~~ anonymous narrator. This could be because the New York Times is a well known & best broadsheet, whose audience wants the facts and not entertainment. The 1799 'Chronicle' resembles ~~more~~ nowadays tabloids using features like emulating the spoken voice, 'but alas!' (line 16) and 'ah' (line 18) and using vivid descriptions, 'beautiful and sublime -' still used today. Text 2 uses much polysyllabic lexis, for instance 'multitude', 'illustrious' and 'countenance'.

(line 12, 16 and 24) indicating that its audience is well educated (the people interested in politics and presidents presumably were).

The structure of text 2 is still used in ~~most~~ articles now as are the conventions of newspaper articles shown by the layout in text 2 - the ^{name} title, slogan date and title all spaced out. Text uses italics and emboldens words to make them stand out. This has endured as shown by text 3 where the tittle headings are in bold, 'Sister & Viking' (line 11).

A structure detail not copied in text 3 is text 2's details on the exact formation of the funeral procession. (lines 40-55) The audience's desire for precise detail ~~is~~ is ~~is~~ evident, something that has ~~not~~ changed as we can see from text 3's almost report like article, giving precise details on Mrs Kennedy's timetable. Details like ^{the} funeral procession today would probably be shown by pictures.

The differences between the two texts are evident in ~~therefor~~ use of grammar and punctuation, text 2 favours colons, hyphens and exclamation marks whereas text 3 has less colons and no exclamation

marks. This is because the genre of ~~new~~ newspaper articles was still new and ~~the~~ the abundance of ~~other~~ hyphens could be because of justification of text.

There is much complexity in text 2 for instance the use of relative clauses, '... the Potomac, where the family vault is placed...' (line 57, 58) and a mixture of sentence structures, long and short, 'The sun was now setting' (line 70) to create effect and variation to keep their audience interested.

In 1963 spelling was more ~~start~~ standardised, and the elongated s, used in text 2 in the initial and medial position fell out of use, leading to the more condensed 's' we use today. Text 2 shows the Americans need to create their own identity thus shunning off the orthography of Britain and opting for a ^{complicated} more phonetic system, for instance the word 'honours' spelled 'honors' in line 10, text 2. ^{laid out by Webster's unabridged spelling!} This is retained in the later text where American lexis is evident for instance 'blocks' (line 3) and the spelling of 'chancellor'. However the influence of French on the English language is still evident in text 3 as shown by the use of French words

like 'catafalque', 'aides' and the 'ie' endings in 'ceremonies'.

Although the layout and spelling may have altered slightly, the genre of obituaries remains for the most part unchanged, as portrayed by use of shared lexis in both texts for instance 'solemn' in text 2 line 10 and text 3 line 10 and the word 'marvellous'. ~~The lexis of the~~ Although text 3 uses no direct address and is not as passionate as text 2, it still includes some metaphorical and magisterial lexis, 'the State Department was flabbed' (line 8) similar to text 2's description of the 'unclouded brightness of his Glog....' (line 73,74)

Text 2 uses more elaborate adjectives than the report like text 3, and is altogether a more passionate view, talking of spiritual matters 'great soul' (line 11) and lexis from the semantic field of life and death, 'mortal part', 'corpse', 'spirit' and 'lifeless form' (line 19, 22, 24, 25) appealing to their audiences emotions and sympathy. It appears that this side of journalism is lost by the time of text 3, where the only direct mention of the President's death is in the words 'coffin' and 'funeral' in the very first paragraph. However this could be because the article has been

written before the actual funeral occurred, and thus a more impassionate detailed account will follow.
 This text 3 is more of the official report more than of the human interest piece in text 2.

The texts show how orthography and structure has changed over time but also show that many features of newspaper writing have endured, and the people's interest in the lives of public figures has not changed. ~~since~~ The beginning of text 2 shows how the nature of reporting has changed, as in text 2 the details are attributed to 'a gentleman of this town' whereas text 3 remains anonymous, only reports what the 'white House aides' were willing to divulge.

Examiner marks:

AO1 - 7

Band	Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
3	7 - 10	<ul style="list-style-type: none"> • Selects and applies appropriate linguistic methods accurately • Uses relevant linguistic terminology accurately and confidently • Writes fluently, accurately and coherently.

AO2 - 11

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
4	10 - 12	<ul style="list-style-type: none"> • Identifies a range of relevant language issues and concepts in the data • Shows a clear understanding of these in the analysis • Uses and applies linguistic knowledge accurately and appropriately

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
4	10 - 12	<ul style="list-style-type: none">• Shows clear understanding of the contextual factors in the data• Shows understanding of a range of key constituents of language

Overall – 7+11+11 = 29

American Eng.

- (b) Texts 2 and 3 are examples of newspaper reports on the deaths of American presidents.

Analyse and comment on what these texts show about the changing nature of newspaper reporting, using your knowledge about the ways in which language and meaning is influenced by society, culture and other contextual factors.

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

The mode of each text is written newspaper articles with similar fields about presidents' funerals. The function of text 2 differs in the sense that it is a descriptive account of the American president's funeral during the modern English period (1700-1900), so the purpose is to inform the readers of the funeral. However, the function of text 2 is to provide sympathy from the reader for the president's wife and to describe the plans for the funeral. The tone will ~~contrast~~ participate as text 2 is less formal than text 3 particularly in the use of text.

An interesting lexical feature in text 2 is the informal register which is indicated with the use of figurative lexis, for example, 'Sublime' / 'Solemn' / 'unclouded brightness' which make the overall meaning of the text more positive than text 3 where the semantic field reflects the tone of the article. For example, 'funeral' / 'family' / 'solemn' with focus on the effect of the president's death on the family. These lexical features reflect the change in formality of newspaper reporting yet this may also be due to the different viewpoints of the writers as text 2 does have a formal structure but the lexical choices create a more emotive tone with the use of metaphors such as 'the unclouded brightness of his glory will illuminate future ages' which

focus more on the president as opposed to text 3

When analysing the orthography there was evidence of old English since symbols in text 2 such as 's' which occur throughout the text and may be due to immigration from England to America, particularly in 1620 when the Mayflower set sail. This led to an English influence in the spelling of many words, also influences from other languages came from across the world. An example of this feature is 'first' / 'person' / 'August' which may be ~~present~~ ~~and~~ ~~be~~ ~~present~~ ~~because~~ of reflect a state of flux in spelling during this time as this feature is inconsistent. For example, 'groves' / 'miles' / ~~books~~ ^{greatness} where the standard ~~is~~ American English 's' grapheme has also been used. This could reflect the changes occurring to the orthography of American English, possibly due to standardisation where norms in spelling were being applied and older spellings were beginning to be dropped.

A major influence to American orthography was Noah Webster's American dictionary (1828) which can apply to text 3 as Webster adapted the irregular spellings of the English language, also suggesting ~~as~~ a separate unique identity for America. An example of this would be the spelling of 'music' where ⁱⁿ Webster's first dictionary he dropped the standard English use of ~~the~~ ~~or~~ 'ck' in words such as music.

The orthography of text 3 is similar to current English as there are little differences in my area between the two variants. So, text 2

and 3 differ in terms of orthography as text 2 reflects less standardisation and more inaccuracies where as in text 3, the language has reached an agreed spelling system.

An interesting grammatical feature present in both texts is the use of complex sentences, for example, in text 2, there is a sub-ordinate clause 'where the family vault is placed' with use of the sub-ordinating conjunction 'where'. This ~~uses~~ reflects the need to include more information without using multiple 'and' conjunctions which can become repetitive. This is a common feature of newspaper reports where complex sentences help to include the necessary facts. An example from text 3 is the use of adverbials to include more information, for example, 'shortly after the burial', this adverbial 'shortly' provides information about how long after the burial 'it' was announced. Another ~~particularly interesting grammatical feature~~ ~~used in text 3~~ is the use of ~~the~~. There is also evidence of adverbials in text 2, indicating time, for example, 'On Wednesday last' this gives the audience accurate information about the field of the text.

Another particularly interesting grammatical feature is the use of passive voice in text 3, for example, 'the man was celebrated' by 'the state department was flooded' which shifts focus from the subject onto the object. The significance of this feature is that certain information is provided but is given less emphasis by changing the subject (news/object order to create the passive voice).

This feature is also shown in text 2 for example 'funeral service of the church was performed' / 'the firing was repeated' which again shifts focus from the subject of the sentence. This reflects how there have been changes to the nature of newspaper reporting but that due to their past mode of being newspaper articles there are also many similarities.

Trace Although these texts have written mode, the phonology can be inferred from the spelling of the texts. For example, text 3 shows no representation of spoken language which would suggest interesting formalisation of newspapers in order to acquire an authoritative voice that people will trust. However, text 3 features exclamations such as 'I have fallen' and the old English exclamation 'Alas!' found in earlier manuscripts. This again reinforces the more informal register of text 2 compared to text 3 and this reveals a difference in style between the two newspaper journals. However, ~~there is no indication of pronunciation as it is a written article but this~~

The discourse is a major feature that separates the two texts and distinctly reflects the changing nature of newspaper journals. For example, text 2 uses a long title giving information about the date and time of the article, whereas text 3 includes no short sub-headings 'Another sad journey' / 'After a visit' which ~~both~~ reflects an elliptical style. This may be due to the introduction of

telegraph. ~~the~~ (1837) which was instrumental in establishing English as a Lingua Franca. This ~~and~~ many ~~new~~ influenced American English as there grew less and less variation between the two dialects of English ~~as an dialect~~ (the ~~dialect~~) became more widespread across the world, ^{also} due to immigration ~~to~~ ⁱⁿ America and technological developments where American English was early accessible. Text 2 uses prepositional phrase markers, such as 'By 10:10' to begin each initial paragraph. This reflects a ^{typical} newspaper structure of the time with ~~power~~ ^{less} variation in structure. However, text 3 differs in that ~~the~~ most of the paragraphs begin with non-finite clauses such as 'joining' verbs like 'joining', 'arming', 'kneeling' which was the effect of ~~change~~ ^{change} increased variation in structure during the late modern period (1900 - present).

So, each constituent reflects that through analysis of these newspaper journals, ^{each} produced at different periods in the history of American English, there have been significant changes in the nature of newspaper reporting. ~~text~~ This has occurred because of ~~many~~ contextual factors that have influenced the language and its meaning over time.

Examiner marks:

AO1 - 8

Band	Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
3	7 - 10	<ul style="list-style-type: none"> • Selects and applies appropriate linguistic methods accurately • Uses relevant linguistic terminology accurately and confidently • Writes fluently, accurately and coherently.

AO2 – 13

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
5	13 - 15	<ul style="list-style-type: none">• Identifies most relevant language issues and concepts in the data• Shows a clear and confident understanding of these issues in the course of analysis• Selects and applies linguistic knowledge in a critical and accurate way

AO3 – 13

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
5	13 - 15	<ul style="list-style-type: none">• Shows full awareness of the contextual factors in the data• Selects and applies a range of relevant key constituents of language in the course of the analysis.

Overall – 8+13+13 = 34

SECTION B: CHILDREN'S LANGUAGE DEVELOPMENT

Answer ALL questions.

Read the data provided on pages 6–9 of the Source Booklet and answer the following questions.

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

Identify and describe **two** aspects of the data that illustrate how children develop literacy.

(AO2 = 4, AO3 = 6)

Text 4 shows that children develop their ^{literacy} language through looking at graphological features. Courtney is reading her book but when questioned about some of the words she describes the way they are visually marked on the page and how she can associate them to something she is familiar with. e.g. when looking at the word 'rabbit', she focuses on its shape. She is further asked about other words and asks questions in return to show her understanding ~~of~~ of the graphemes or digraphs within the text she is reading.

This is further shown when her mother asks her about the question mark, which she herself calls the 'dot on the spot', it suggests that children do not just learn or develop literacy skills ~~but~~ they by being told by an adult but they will try to ~~use~~ apply their own understanding to the features within a text.

Furthermore the orthographical features ~~are~~

are ~~often~~ reflected when the child tries to pronounce a word by 'sounding it out' which is commonly done amongst children, e.g. /kæ/ or /m/ or 'digger /dɪgə/'. The children do not just look at the usual markings on the page but focus on each digraph to understand how the words are made up.

This expands their understanding of how rules are put into place and also how standardisations occurred causing words to be spelt in a certain way or even pronounced in a certain or specific way.

Examiner marks:

AO2 – 2

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
1	0 – 2	<ul style="list-style-type: none"> Identifies some language issues and concepts in the data Shows some limited understanding of these issues in analysis Uses linguistic knowledge indiscriminately and uncritically

AO3 – 3

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
2	3 – 5	<ul style="list-style-type: none"> Shows full awareness of the contextual factors in the data Applies the key constituents of language confidently and appropriately in the course of the analysis.

Overall – 2+3 = 5

SECTION B: CHILDREN'S LANGUAGE DEVELOPMENT

Answer ALL questions.

Read the data provided on pages 6–9 of the Source Booklet and answer the following questions.

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

Identify and describe **two** aspects of the data that illustrate how children develop literacy.

(AO2 = 4, AO3 = 6)

In text 4, one of the aspects that illustrates how children develop their literacy is that they look for letters of the word, to be able to fully identify the word, as a whole they need reminded a few times of what they're looking for. In text 4, Courtney is asked several times of the letters and when asked if she remembers, she ~~replies~~ replies with a "no?". This proves like Courtney, every other child as well, learns through repetition.

However, every child is at its own level of understanding and learning. But one aspect is common is spelling out the word into singular letters. By doing so, the child is able to break down the word and understand every letter that exists in the word, going on to making it easier for them to identify and learn the specific word.

Examiner marks:

AO2 – 1

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
1	0 – 2	<ul style="list-style-type: none"> Identifies some language issues and concepts in the data Shows some limited understanding of these issues in analysis Uses linguistic knowledge indiscriminately and uncritically

AO3 – 2

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
1	0 – 2	<ul style="list-style-type: none">• Shows some limited awareness of the contextual factors in the data• Lacks security in the use of the key constituents of language

Overall – 1+2 = 3

SECTION B: CHILDREN'S LANGUAGE DEVELOPMENT

Answer ALL questions.

Read the data provided on pages 6–9 of the Source Booklet and answer the following questions.

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

Identify and describe **two** aspects of the data that illustrate how children develop literacy.

(AO2 = 4, AO3 = 6)

Children can develop literacy in numerous ways. In this text, Courtney's mother helps her child develop literacy by using positive reinforcement and open questions like 'do you know what they call ~~type~~ of the kind of mark?' (25). This, as Skinner states, helps the child to acquire language. He also theorises that children imitate their parents, and in that way learn the language. This is proven here when mother says 'it says come' (6) and Courtney straight away repeats 'come' (7). This also proves Bruner's theory of motherese and the Language Acquisition Support System (LASS). She is learning from her MRO (Vygotsky) who is helping her reach her zone of proximal development. The fact that Courtney is experimenting with sounding letters shows that she is cognitively ready (Piaget) to understand the link between phoneme and grapheme. She is, as Kress theorises, using her experimental energy ~~and~~ to understand literacy. She is also learning from environmental input, proving the theory of Nutbrown. However, we don't know her age and whether she has been through ~~the~~ the schooling system and therefore we don't know whether it is Billy.

an innate ability or if she has received explicit instructions, proving the theory of Pecker.

We can see that she is cognitively ready ^{to understand the conventions of spelling} when she asks her mother 'what spell' (1), and when asked to work it out she sounds out each grapheme with the correct phonemes, and eventually reaches the standard conclusion.

Examiner marks:

AO2 – 3

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
2	3 – 5	<ul style="list-style-type: none">• Identifies language issues and concepts in the data• Shows a full and confident understanding of these issues in the course of analysis• Applies linguistic knowledge in an accurate and appropriate way.

AO3 – 4

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
2	3 – 5	<ul style="list-style-type: none">• Shows full awareness of the contextual factors in the data• Applies the key constituents of language confidently and appropriately in the course of the analysis.

Overall – 3+4 = 7

SECTION B: CHILDREN'S LANGUAGE DEVELOPMENT

Answer ALL questions.

Read the data provided on pages 6–9 of the Source Booklet and answer the following questions.

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

Identify and describe **two** aspects of the data that illustrate how children develop literacy.

(AO2 = 4, AO3 = 6)

Children develop literacy by reaching the understanding that ~~phone~~ phonemes can be represented by graphemes. Courtney is cognitively & ready to begin reading, as shown by her realisation that the ^{phoneme} ~~grapheme~~ 'k' is represented ^{obvious} on a page as the ~~phoneme~~ ^{grapheme} 'c'. Courtney sounds out the entire word 'come', as she has probably been taught in school, but is not cognitively ready to string the sounds together on her own, 'kə/k/ h/k/ - what spell?' Nevertheless the relation concept of phonemes being related in text by graphemes is understood, and this helps children to acquire literacy. The idea of 'phonics' being taught in school is obviously a contributing factor in Courtney's attempt to read a book, and clearly works, as she manages, with ~~the~~ sounding out each letter, to spell the word 'digger'. She knows (perhaps from school) that a double grapheme makes the same sound - she doesn't say ~~d/d/ g/g/ diggag/~~ but rather /dɪgə/.

Another aspect of learning to read is, as theorist Peccei says, explicit instruction. Courtney has clearly benefited from instruction at school, and, with her mother acting as an MKO (more knowledgeable other) she manages to read the word 'come'. Courtney's mother uses questioning and repetition to aid her daughter in her reading, 'can you work it out?' (line 2) and 'the mark that goes with questions... a question mark' (line 25 and 27). This careful questioning and encouragement, 'can you remember?' (line 12) and 'yes it is' (line 18) helps Courtney understand letters and aids her reading, for instance when Courtney's mother explains what the grapheme 'r' looks like.

Examiner marks:

AO2 – 4

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
2	3 – 5	<ul style="list-style-type: none"> Identifies language issues and concepts in the data Shows a full and confident understanding of these issues in the course of analysis Applies linguistic knowledge in an accurate and appropriate way.

AO3 – 5

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
2	3 – 5	<ul style="list-style-type: none"> Shows full awareness of the contextual factors in the data Applies the key constituents of language confidently and appropriately in the course of the analysis.

Overall – 4+5 = 9

(b) Read texts 5–8 in the Source Booklet.

Analyse and discuss the similarities and differences between the written and spoken stories produced by Natasha. In your answer you should consider how her language development and other contextual factors affect her ability to communicate a story.

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

In text 5 and text 6 Natasha shows a clear ability to convey information through a written text and has clear understanding of directionality and linearity within her writing.

However, she uses spellings such as 'pfcuicy' or 'fign' which show virtuous error and it can be seen that she does have some understanding of the morphological rules of words (how some words may have extra letters but are not pronounced). Therefore this supports the ~~the~~ ^{Nativism} theory in which ~~the~~ ^{Chomsky} focuses on aspects like ~~the~~ language being innate and ^{for example} having the ability to work out certain pattern in your own head. This can further be seen in words such as 'kame' in text 5.

The child does have ideas about the ~~the~~ orthography of words but her ability to communicate stories is ~~not~~ affected by her use of spelling. The b/d or g/p are used in place of each other in both texts.

e.g. boy, boldstrayed, bisneyLand.

~~the~~ ^{Bruner's} theory ~~can~~ ^{can} be applied

to text 5 in which Natasha tries to convey her story about a witch and a queen. This story may have been told to her before and when ~~trig~~ listening to this story, she may have developed her own understanding of it and reproduced it as a written text. ~~This text is similar to~~ This also links with Skinner's theory of behaviourism, the structure of the text may have been one she is very familiar with, and has picked up and through conditioning and reinforcement, reproduced it.

Her writing seems to be structured well with short sentences in both texts, however, it seems that text 6 ~~is~~ ~~more~~ is more understandable because of the structure and despite the various errors. Natasha shows her understanding (in text 6) in the word 'like' - using both 'c' and 'k', she is aware that these digraphs are used for the same sound. She also attempts to extend her sentence 'I like... because...' which shows that she is at the consolidation stage of writing and is able to form simple sentences which make more sense than those in ~~the~~ text 6.

Text 7 is slightly shorter than text 8, this may be due to the detail in text 8 (as this is a retelling of a book, whereas, in text 7, Natasha creates her own story).

In both of these texts her sentence structures are well formed for a child her age. She conveys her story in the past tense and with some verbs she used '-ed' ~~at~~ because she is generalising the rule she has learnt about past tense verbs ending in '-ed' e.g. Slept (text 7) and builded (text 8). This reflects her understanding of word forms and general rules which she has learnt. ~~There is~~ In support of this is Bruner theory who found that children will overgeneralise a rule and he used the example of the plural '-s' ending. This can be applied to the texts provided.

The cognitive theory by Piaget shows how Natasha has an understanding of concepts such as verb tenses and things that are not in her pre-eminence (she has been able to develop this either by herself or by imitating someone else).

It could be that her style of narrating comes from those around her such as her

parents or even television. Skinner used his theory of behaviourism to explain this factor, she may have imitated it because it was reinforced through praise or encouragement of some sort. She also uses the phrase 'what they did was...?' In terms of grammar she uses this correctly in a sentence and it could be that this phrase is also imitated because of the amount of repetition it has within each text. It is almost like a marker of syntactic circularity and ~~text~~ functions to draw the listener in and ensure they are listening or engaged or interested.

It could have also been learnt from other children 'more knowledgeable others' as L. Vygotsky says - it is not only a significant caregiver from whom the ~~to~~ child develops the language, it is actually many people around them - this could even be children (maybe it is used when they tell each other stories and so she has decided to use it as well).

Her language development in both text 4 and text 8 allow Natasha to communicate with others and narrate a story much more effectively due to her sentence structures and engaging with the listener in the spoken texts.

e.g. 'did you record that dad's',
here her understanding is conveyed well.

Examiner marks:

AO1 – 6

Band	Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
2	4-6	<ul style="list-style-type: none">• Selects mostly appropriate linguistic methods to address the data.• Applies appropriate linguistic terminology mostly accurately in the course of analysis.• Writes clearly and generally accurately

AO2 – 9

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
3	7-9	<ul style="list-style-type: none">• Identifies relevant language issues and concepts in the data• Shows an understanding of these in the analysis• Uses and applies linguistic knowledge mostly accurately

AO3 – 9

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
3	7 - 9	<ul style="list-style-type: none">• Shows awareness of the contextual factors in the data• Shows knowledge of the key constituents of language

Overall – 6+9+9 = 24

(b) Read texts 5–8 in the Source Booklet.

Analyse and discuss the similarities and differences between the written and spoken stories produced by Natasha. In your answer you should consider how her language development and other contextual factors affect her ability to communicate a story.

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

Natasha has understood, in both her writing and her speaking, the conventions of story-telling. First of all, she uses the simple past tense, 'It was' (Text 5) and 'they saw' (Text 8) which is typical of the genre of telling stories.

When telling the stories, she makes, as Chomsky calls it, virtuous errors. She ~~uses~~ creates the past tense of 'to build' with the suffix 'ed', thereby ending up with 'builded' (Text 8). She knew that verbs like 'to play' ~~and~~ had the suffix 'ed' added to create the past tense and therefore that was her logic for this. She does the same virtuous error for 'woked' (Text 8) and 'sleped' (Text 7). However, in her written texts where she is presumably a bit older, she doesn't make these mistakes with tenses. For example in Text 5 she writes 'came' instead of 'comed' and 'put' instead of 'puted'. This shows that she has developed an understanding of tenses.

When telling over the story of Topsy and Tim, she inserts a little side note 'he had a busy day', thereby using her narrative voice. She does this in her written texts as well.

using the first person 'I', and also giving us her opinions.

In her spoken narratives, she pronounces the letter 'r' as /w/ as in /prɪnses/ for 'princess'. However ~~when~~ she has developed an understanding of the sounds that each letter of the alphabet represents because in Text 6 she writes 'carpet' with the letter 'R'. Another example of this is when she elicits the 'R' when saying 'garden'; she says /gaden/ (7). However she doesn't elicit the R in her spelling of 'fairly' (5). This shows that she understands that there is a standardised way of spelling that doesn't necessarily reflect the way each person pronounces it. It could be she elicits the letter 'R' because that is how her MKO speaks, (Vygotsky).

We see that in Text 8 she elicits the plural ending 's' from 'Topsy and Tim house'. This could be that at three years old she is not (as Piaget says) cognitively ready to understand that when there is more than one subject there should be some sort of plural inflection. She does develop this understanding when she writes in Text 6 'rids' and 'walks'. In the instance that she does use a plural in her spoken narrative, 'he wiggled his noses' (Text 8), she uses it in a non-standard way. However, she straight away corrects herself, 'he wiggled his nose' which shows that she is using experimentation to help her learn and achieve her

Zone of proximal development. She carries on to correct herself in her written narratives. She uses a lot of ~~z~~ crosses to cross out her mistakes which could be something she learned at school: She tries to write 'it' and spells it 'irt' but then proceeds to cross out the 'i' (Text 6).

In her written narratives, Natasha frequently capitalises the letter 'R' in 'carpib' (6), 'killerR' (6) and 'ptairRy' (5). Children frequently tend to favour the letters of their name, however the name Natasha hasn't got the letter R. Either her surname features that letter, or else she knows someone well who has that letter in ~~the~~ their name. The same with the letter 'B' which she also capitalises a lot like in 'Becas' (6) and 'Back' (5).

She spells phonetically in her written narratives. She spells 'whales' as 'wals' (6). She could have associated it with a word like 'tales' and therefore ~~was~~ represented the /œ/ sound with the letter 'a'. When writing the word 'rides' she writes 'rids' (6). This could be because she is not cognitively ready to understand that adding an inflection 'e' changes the letter 'i' from /ɪ/ to /i:/. Interestingly, she writes 'flying' with a silent 'g', 'flign' (6). She could have associated with the word 'sign' or she simply inverted her 'i' and 'g' when trying to spell the /ŋ/ sound.

She also inverts her 'b' and 'd' in words like 'bisnyland' (6) and 'bdseinyed' (5) and her 'q' and 'p' in words like 'pveen' (5). ~~She~~ This is very common in childrens writing. ~~They know that~~ She may not be cognitively ready to understand that using different graphemes can change the meaning of a word like writing 'dad' as 'bad'. We know the the inversions are not phonetic because in her spoken narrative she says 'did' (7) with the /d/ sound and not the /b/ sound.

Examiner marks:

AO1 – 7

Band	Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
3	7-10	<ul style="list-style-type: none"> • Selects and applies appropriate linguistic methods accurately • Uses relevant linguistic terminology accurately and confidently • Writes fluently, accurately and coherently.

AO2 – 10

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
4	10-12	<ul style="list-style-type: none"> • Identifies a range of relevant language issues and concepts in the data • Shows a clear understanding of these in the analysis • Uses and applies linguistic knowledge accurately and appropriately

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
4	10 - 12	<ul style="list-style-type: none">• Shows clear understanding of the contextual factors in the data• Shows understanding of a range of key constituents of language

Overall – 7+10+11 = 28

(b) Read texts 5–8 in the Source Booklet.

Analyse and discuss the similarities and differences between the written and spoken stories produced by Natasha. In your answer you should consider how her language development and other contextual factors affect her ability to communicate a story.

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

From reading and analysing Natasha's spoken and written communication, I was able to notice a few similarities and differences between the two.

~~Firstly~~ Firstly, because Natasha was 3 years old when she ~~she~~ narrated the story, means her brain was still intellectually developing, and that's why her pronunciation and words were still very numb. This can be backed with the theory of Nature and nurture, the theory insists that a child is born with the intellect and its diversity imbedded within them, however the second half of the theory is the nurture, that a child's environment influences the child's speaking and learning and that's how they develop.

In Natasha's spoken and written texts, she says and writes some words familiarly. For example, she writes, 'flign' which is meant to be, 'flying'. In line with this, when she is speaking in text 7 and 8, she is saying some words like how she writes and vice versa. For example, Natasha

says, 'raivd' instead of 'arrived'.

In both written and spoken, Natasha shortens words. We are able to observe that through the tests provided.

Skinner claimed that all explanations were based on observable data, it was not based on intuitions or theories, that when a child is learning something new, we encourage it - which is known as positive re-inforcement. However, against what Skinner had stated, was Chomsky.

Chomsky attacked Skinner's theory in 1959 by claiming that we don't encourage children to learn new things because we are born with the intelligence and understanding, it is not something that comes new to us.

In regards to Skinner's theory and Chomsky, I believe that Skinner is more appropriate and makes more sense. This is because, if Natasha was born with the intellect like every other child then she would know how to pronounce and she would know to write correctly. Just like babies, every human is still growing, and we learn something new every day, we will forever be learning, from the cradle to the grave?

One of the differences in Natasha's spoken and written language is that, Natasha pronounces her letter 'r' as a 'w' when she speaks, for example, 'waebit' - (rabbit). However, when she writes, she writes the 'r' ~~not~~ not the 'w'. For example in text 5, she writes 'bdsestrayed' not, 'bdsestrwayed'.

Another difference is that when Natasha was 3 and she spoke, she added in extra 'ed's', for example in text 8, Natasha says 'Tim wokked up' and 'they buided a cage'. Whereas, in Natasha's writing she clearly writes the words without the extra 'ed's'.

Overall, it is evident and clear, that Natasha's intellectuality and understanding has grown alongside her and her vocabulary and English has as well. We can define that by her growth in writing. Vygotsky did claim that there is a relationship with the child and learning, a link between growing mentally.

Examiner marks:

AO1 – 3

Band	Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
1	0 – 3	<ul style="list-style-type: none">Shows insecurity in the selection of linguistic methods to address the data.Applies some linguistic terminology but with lapses.Writing has inaccuracies and lacks fluency.

AO2 – 4

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
2	4 – 6	<ul style="list-style-type: none"> • Identifies some language issues and concepts in the data • Shows some understanding of these in the analysis • Uses linguistic knowledge with some accuracy but with some lapses

AO3 – 4

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
2	4 – 6	<ul style="list-style-type: none"> • Shows some awareness of the contextual factors in the data • Shows some knowledge of the key constituents of language

Overall – 3+4+4 = 11

(b) Read texts 5–8 in the Source Booklet.

Analyse and discuss the similarities and differences between the written and spoken stories produced by Natasha. In your answer you should consider how her language development and other contextual factors affect her ability to communicate a story.

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

Natasha understands the conventions of storytelling, and in her written and oral narratives follows the formula of starting with an adverbial in the past tense, 'it was a happy day', (text 5) 'One time there was' (text 7) and 'One morning', (text 8) Her written texts are shorter than her narratives, as understandably, she probably got bored of writing as it takes longer than speaking.

It is not mentioned whether Natasha has ever attended school, but presumably she has learnt her alphabet from school. However the written narratives were written at home, without the help of any MKA. ~~This explains~~ Natasha inverts some letters for instance the grapheme 'g' in the word 'magic' (text 5) and the 'd' in Disneyland (text 6). This is what child language acquisition theorist Gunther Kress explains as being experimental, and as Ferreira and Teberosky claim, being in a school environment can tend to restrain children's imagination, whereas in a relaxed environment they are free to be creative.

Natasha is being creative, and draws on her ~~knowledge~~ exposure to other things for ideas, like 'magic fairies' and 'princesses'. Nutbrown's theory that exposure to the environment has an effect on children's language development is proven here as Natasha in both her written and spoken narratives brings in ideas from other books or films like 'Kopy and Tim' (text 8) and presumably 'Sleeping Beauty' was the inspiration for text 7.

There is linearity and directionality in both written texts, along with a mixture of capitals and lower case letters. Natasha consistently confuses the two graphemes 'c' and 'k' as they can phonetically sound the same, like in 'came', which she spells 'keme'. In text 6 Natasha was clearly torn between the two letters, and thus settles for both in the verb to like, 'I likee'.

There is complexity in Natasha's narratives; she uses a clause of reason; 'I like Disneyland because it was fun' and a relative clause in text 8, 'when it got home...'. This shows Natasha's ability to vary her stories and their structure. Natasha is also aware of the superlative (in text 6) where

flying carpets

she writes that she liked the ~~whole show~~ 'the best':

Natasha's spoken narratives are more detailed than her written ones, and unlike the written texts they include a range of tenses. Natasha uses the simple past, the past continuous, 'she was hoping' and the historic present, 'knock at the door'. It is obviously easier to express tense change in speech than it is in writing. Another difference in her written and spoken work is that her oral stories include dialogue, 'is that rabbit still here?' (text 8) & a common feature of story telling that Natasha has understood. Presumably she has not learnt about speech marks and yet as her written narratives omit any punctuation at all.

A similarity between the written and spoken is the reflection of accent. In text 6 Natasha omits the last grapheme of the word 'flying' - 'flign' & either because she ~~is~~ uses the reduced consonant cluster in speech or perhaps she has put the 'g' before the grapheme 'n' by mistake. She clearly pronounces the digraph 'et' as /ɪt/ as she consistently spells words like 'planet' and 'carpet' accordingly. This is what Chomsky would term as a virtuous error.

as it is phonetically correct. Natasha's accent is apparent in her oral stories as she says /kæstəl/, for castle, /wɒn/ and /tʁɔs/ indicating she's from somewhere North^{of England}. Like many young children she is unable to pronounce the letter 'r' and settles for 'w' instead, in 'prices' and 'rabbit'. She seems capable of pronouncing the phoneme /θ/ in 'that' and 'the', even though this is supposed to be one of the most difficult of sounds to master.

Unlike the written texts, where Natasha conjugates the past tense ~~st~~ in a standard way, 'destroyed', in her oral narratives she ~~many~~ makes a few virtuous errors, like using the common 'ed' inflection on the irregular verb to sleep, creating the word 'sleped' as opposed to the more standard 'slept'. She repeats this for the verb to build, 'buided'. This shows Natasha is experimental and creative with her language, possibly like Kress states because of environmental influence, or perhaps ~~from the~~ from a Mko, or maybe, as Chomsky believes, she has an innate ability for language acquisition. Natasha's narratives disprove the theorist Feccei's

idea, because Natasha at 8 presumably has had no official schooling, and creates her stories at home with 'explicit instruction' that Pecci believes is necessary for a child's development.

Natasha's knowledge of adverbials and connectives 'then' and 'and' along with her wide vocabulary 'Disney land', 'fairies', 'castles' and 'neighbours' in addition to her understanding of the conventions of narratives all enable her to communicate stories. She is more fluent in speech than writing as she is going and is not yet capable of writing an entire story.

Examiner marks:

AO1 – 9

Band	Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
3	7-10	<ul style="list-style-type: none">• Selects and applies appropriate linguistic methods accurately• Uses relevant linguistic terminology accurately and confidently• Writes fluently, accurately and coherently.

AO2 – 13

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
5	13-15	<ul style="list-style-type: none">• Identifies most relevant language issues and concepts in the data• Shows a clear and confident understanding of these issues in the course of analysis• Selects and applies linguistic knowledge in a critical and accurate way

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
5	13 - 15	<ul style="list-style-type: none">• Shows full awareness of the contextual factors in the data• Selects and applies a range of relevant key constituents of language in the course of the analysis.

Overall – 9+13+13 = 35