Pearson Edexcel International Advanced Level English Language

Unit 4 – WEN04
Investigating Language
Exemplar scripts with examiner commentaries
Section A

Introduction

This set of exemplar responses with examiner commentaries for Unit 4, Investigating Language, has been produced to support teachers delivering and students studying the International Advanced Level English Language specification.

This unit provides opportunity for the development of research skills to one topic area from a choice of:

- Global English
- Child Language Development
- Language and Power
- Language and Technology

A sub-topic for each of the specified topics is pre-released before the examination to provide a focus for students' research and prepare them for external assessment. In June 2017, these sub-topics were:

- Subtopic: Australian English
- Subtopic: Child directed speech
- Subtopic: Language of charities
- Subtopic: Language of online gaming

In the 2-hour examination, students answer one question from Section A and one question from Section B (both responses must be on the same topic).

Question 1 is based on unseen data provided in the Source Booklet and linked to the subtopic identified in the pre-release material (see above).

Question 2 involves the production of an extended response to an evaluative question on the subtopic they have researched.

The scripts selected exemplify performance for this component of the examination.

This document should be used alongside other IAL English Language teaching and learning materials available on the IAL English Language web page here.

Link to May/June 2017 Mark scheme is on the IAL English Language web page **here**

Script 1
Question 1 – Global language (Australian)
Level 5: 18 Marks

Examiner comments

Script 1 is an example of a secure level 5 response analysing the features of Australian English.

The response opens with a discussion of the colonial settlement of Australia and how this impacted in the evolution of the various dialects and accents. The contextual discussion acts as a springboard into the transcript analysis.

The candidate explores the key language framework components: phonology, grammar, register and use of colloquial language in keeping with a 'young woman in her twenties from Brisbane' and applies these with confidence and in good range.

Reference is made to how her language is influenced by 'American and British words' and how close discussion is made to her use of 'diphthongs and monophthongs in long vowels' when pronouncing various words.

Secure and appropriate selection of evidence is drawn from the transcript to support the critical evaluation of language and the construction of meaning presented.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

Question 3 ☒ **Question 4** ☒

18 SecA

Australian english, also known as aussie ~~engli~~ english (AusE) is a dialect of english formed by the ~~co~~ colonists that settled in australia in 1788, many of them being from the southern parts of england and irish. With the colonization in 1988, the language was not concluded as the defacto language of the country till 1820. Britain being the main route of australian english, did not have any american language influences till 19th century. being a unique language of it's own, Aussie english stands out due to ~~it's~~ its own pronunciation, grammar, spelling, accent; register and slang. According to text A, the speaker is a young woman in her twenties, from Brisbane, Robina. ~~She~~ Considering the speaker's accent, it is safe to say that it is influenced by australian English but as well as north american english, as she constantly pauses between sentences using "um" and usage of american ~~and~~ and british words such as "kinda" which is the conjoining word of kind + of. ~~and~~

The australian accent is a mixture of british accent, heavily influenced by the southern hemisphere and Ireland. However the accent is formed due to mainly phonology and vowels.

~~The vowels phonology~~ The diphthongs and monophthongs in long vowels, mainly affects the tense vowels of RP, and centering vowels, while short vowels heavily look upon lax vowels of RP. Short vowels contains of monophthongs while long vowels contains both diphthongs and monophthongs.

Considering the woman's accent, many words are replaced with different vowels, diphthongs and consonants unique to the australian language accent. other than taking the formal pronunciation in north america and Britain. In australian pronunciation the 'non-rhotric R', - which basically means that the 'R' at the end of a word is not pronounced or heavily stressed unless for a linking R, which means that for an 'R' at the end of a word before a another word starting from a vowel - is comm-only used. The woman in the text A, while She's describing her home town, uses the word "places" but her according to her pronunciation, due to the aussie accent, The 'ce' in places is replaced by the vowel /I/ giving it a short 'e' sound, and at the end to the 's' in places,

a vowel /ə/ is added extra and finished with a consonant /z/. The word places, pronounced /ˈpleɪsəz/ for two short vowels and a long vowel of /ɪ/. Also the word school, /skuːl/ got a long vowel /uː/ which gives an "oo" sound and before the vowel it is met with a consonant /k/ which is written as 'c' but with a /k/ sound. The white woman as she pronounced loads, /ləʊdz/ her accent comes off thick because of the stressing of /z/ consonant at the end which gives a 'z' sound like a buzz, and the 'oa' sound which is pronounced 'saw' is pronounced as /ɔː/, therefore the 'o' sound omitted and instead given a /u/ sound. When she mentioned history, /ˈhɪstɔːriː/, the 'o' was said as 'ou' - a short vowel, the 'r' remains as the consonant but the 'y' is again replaced by a vowel iː, a long vowel at that prolonging the word with an 'ee' sound at the end instead of coming to a stop. three vowels - /ɜː/, /ɪ/, and /ə/ is used alongside a constant n at the end in the word 'surfing', /sɜːfɪn/. the 'ur' is tensed in the surfing and at the end the constant /n/ coming to a sharp stop without any stuttering of a constant.

Since Australian english dialect comes from various parts of Britain, Ireland, they have adapted some words common to the British folk lore such as mate, which the 20 year old aussie women used when she talks about the activities she does in the suburbs; "um I got loads of rellies as my family's quite large. we have big family dinners and we go out into town and I see mates." The word mate being used in both British and ~~australian~~ australian english language shows the effect of colonization in Australia.

Australian language also has it's own words, commonly known as ~~aborait~~ aboriginal language, which means that words made by the aussies themselves, and would not make any sense to other than the people aware of the aussie language. A common example would be for the australian city capital, canabera, which means 'meeting spot' in their aussie dialect while to others its just a name with no sense at all. The woman in the text uses Brisbane as her hometown which is originally influenced from a aboriginal aussie dialect.

Also the aussie english consist of shortening words informally without any consent, an adaptation from British colonization.

In Britains sometimes words, mainly names are shortened such as 'Hazza' instead of Harry and 'Grazza' instead of Gary. The Aussies have adopted this feature from the british english dialect, and in the text at several instances it shows that the woman uses "Brizzy" instead of Brisbane to name her hometown and 'rellies' instead of relatives, which is also an australian slang. Also the shorten of words and deducting prepo-sitions is used in this text as she uses 'probs' instead of 'probably' and 'I spose' instead of 'I supose'.

In the text there's a little usage of slang which is common to both British and aussie dialects such as mate, ~~and~~ ace and fanatic. Fanatic ~~which~~ is a word used in british and aussie english language, and in american english largucye which means freak, or highly addicted at this instance. Also ace means amazing or something positive along the line, which is a word unique to their own language. Also instead of 'cause' she uses 'cos' which points out the urbanization meaning she speaks in an urban form of Australian English language.

Considering australian slang, it differs from various parts of australia to one another. The slangs used in day to day to conversation may not make any sense to others who do not speak the accent and the aussie dialect but those who do would have no problem communicating.

In the text, the white woman mentions the beach and summer activities;

"..It gets very hot in the day so we go down must 'arvos' to drink swim surf. just living in 'bathers' and 'thongs'..."

In that sentence, she uses the words 'arvos', 'bathers' and 'thongs' which may not make any sense or a give a different meaning to someone who doesn't speak aussie dialect or heard of it. Considering the word 'arvos' which means afternoon in aussie English, it might not make any sense in american english language. The word 'bathers' sometimes used in britain might be recognizable as a bathing suit but it would not in american english. Coming to the word 'thong' which stands for a under pant or a g string in america, actually stands for flip-flops in parts of australia.

Therefore as the conclusion, the 20 year old white woman is influenced with aussie english language with a little side of British slangs, probably due to her friends in england she mentions at the text;
" --- id like to see england and visit my friends. ones in London so that would be cool."
Her accent mainly demonstrates the usage of australian language, with the different pronanciation which makes it unique and shows that she is australian.

Script 2 - Question 2 – Child Language development (CDS)
Level 3: 10 Marks

Chosen question number: **Question 1** ☒ **Question 2** ☒ **Question 3** ☒ **Question 4** ☒

Child directed speech is a way in which parents and caregivers talk to a child. The soothing tone, action and words are said to keep the child's attention. Through out the text Jan uses child directed speech in order to entertain Maddy. She achieves this using some fundamental characteristics of 'baby talk'.

Her tone would be soft and mild in order to ~~calm the Maddy~~ be loving and caring. Child directed speech is mostly high pitched and is delivered in a cooing manner. The ends of sentences, mostly questions have an up ~~left~~ intonation (raising pitch). Jan asks Maddy many questions but there seems to no indication of an up intonation at the end of her ~~sent~~ questions. Another major aspect in phonology is the varying pitch: Children and infants are attracted to singsong-like tones and keep them attentive.

As Maddy is above 3 years old, She does not require the 'baby lexis' such as boo boo, peepee, lala, icky or and so on. She is a fast learner as just at the age of three she has a certain awareness of her surroundings and can relate to things:

~~'cos it your~~ 'Cos it you car'. Usually the practice of correcting a child's words comes into practice at the age of 6 or 7. But Jan does it earlier ('my house Maddy', ~~it is~~ 'you mean stroke them'). This leads to one of the theories coined by Katherine Nelson (1973). She said that mothers (in this case care givers) who corrected their children's way of talking or use of words, resulted in a smaller vocabulary range for the child compared to those who were generally accepting. I Maddy's case, it could be argued that Jan might be ~~overruling the~~ breaking the conventions ~~er~~ or even affecting ~~the~~ Maddy's learning.

Jan refers to the child as Maddy in many cases instead of saying 'you' (... your book now Maddy, how many ~~windows~~ windows are there Maddy?). This is a feature of child directed speech in the field of grammar. Names are used in the places of pronouns which is thought to be helping the child relate people with names. Jan uses short, ~~simple construction~~ and simple sentences with Maddy as ~~now~~ at this age, its all about getting input of words, actions, sounds... Tenses and conjunctions also take a backstage as they are not necessary now, and Jan follows this. The abundant use of adjectives (grey smoke, pretty blue curtains, blue front ~~door~~ door...) provide ~~space~~ a rich vocabulary for the child.

A very important ~~fact~~ lesser-known but ~~hidden~~ aspect of CDS is being positive. Though it is a given that we should ~~avoid negativity and violence around children~~, increase positivity around children, it is worth looking into the process on how it is being done. When Maddy twirls round holding her her, Jan exaggerates by saying 'I love your dress Maddy, you look like a princess' This drastically motivates the child and even makes her/him happy in any situation. 'Well done, you know all the answers, good try' the encouragements are very crucially ~~and~~ essential for building ~~the~~ the child's confidence and determination.

Jan does an interesting trick of asking questions to Maddy and pointing out details to get her talking (got a blue front door, is it a chimney?, what colour ~~ee~~ curtains have you got Maddy, which is ~~your~~ your favourite animal...). They both read only 5 lines from the book, and the rest is Jan's improvisation. At this age, it is not about reading the book but gaining new information and relating pictures and colours to real life. The use of paralinguistic features (laughs) is very essential to the infant as most learning happens through actions clubbed with words. It would also make them more enthusiastic and ~~respond~~ respond better. Jan ~~also~~ also keeps Maddy surrounded by various words and concepts and questions

which would increase the probability of Maddy learning more. ~~Ramirez Esparza believes that~~ The quality of Jan's language is high so Maddy would be better off with language (caregivers) compared to those whose language is lacking quality ~~Ramirez Esparza~~ (Ramirez Esparza).

Examiner comments

The candidate has produced a clear and relevant response, which demonstrates a clear understanding of CDS and the role it plays in child language development. As such it meets the descriptors for Level 3.

The response examines a range of examples from the transcript, discussing how Jan uses speech in order 'to entertain' Maddy. Consideration is made to the techniques used by Jan: 'her tone would be soft and mild', how she uses 'many questions' and how she uses Maddy's name 'instead of saying 'you'.

The response is well supported by exemplification from the text with a number of appropriate technical and linguistic terms applied. There is brief mention made to Katherine Nelson and Ramirez Esparza but further development could be made to conceptual and theoretical discussion. In addition exploration of the impact of CDS on Maddy's language could have been further developed.

Script 3: Question 4 – Language of online gaming
Level 2: 6 Marks

Chosen question number: **Question 1** ☒ **Question 2** ☒
Question 3 ☒ **Question 4** ☒

This text extract is from a live multi-player online racing game between two players A and B, they both are young males and by the look of the text, it indicates an informal and colloquial dialect between the players. and they are in the same room so they maybe friends, hence the choice of dialect.

The lexical choice such as "laps", "rev", "turbo", "speed", "accelerate" all are in the semantic field of cars and racing. and lexically, the words like "whoops" indicates colloquialism and "sick" is a semantic field for cool or awesome.

Throughout the text, the register of the players keep changing according to the scene in the video game and

when one of the players is losing, the register connotes to excitement or distress

Cheers and wicked is used also in some sentences which, again connote an informal use of language.

In the text, there is a lot of use of alliterations used such as "I'm" "slidin" "pittin" "Buck palace"
Moreover auxillary verbs are also used throughout the text like "or", "and", "ok" ~~which indicates that the player~~

Discourse markers are used in between the sentences connoting that they might be reacting to what happened in the video game.
There are longer pauses in between too which would be due to the ~~game~~ interruption of the computerized voice of the game.

The game and the players both use standard form of english ~~which gives~~ and feature modern gaming language as well.

The use of "press x to jump" "customise", "smash status to get bonus" "adds up your score", "upgrade weapons" "target", "loser", "next game", "lap left" are some of the examples of a gaming language used in this content by the players

Modern gaming language is ~~quite~~ quite short and to the point, ~~they are mainly confined in content~~, Pragmatically they are mainly confined in sentences because the time is short and the interaction between players is rather minimal because they are Immersed in the game

paralinguistics features are evident in the context, ~~there is~~ for example "daughter" after a joke or after winning a racing lap.

Refering to the graphics of the game is also an evidence of gaming language used by the player who is appreciating the game.

There tends to be repitition in sentences like "from me from now on" "I've spun, I've spun" which connotes that the speaker is [redacted] emphasising on [redacted] major is happening

There is evidence of a rhetorical question as well where player B is saying "you cant keep blasting everyone out the way"

The players are symolizing a colloquialism by doing something for each other in the game, like "go for it, i'll block other cars for you" and the other player is appreciating the generous act by saying "cheers"

Examiner comments

The candidate has produced a general response when analysing the transcript of the two gamers. As such it fits the descriptors for Level 2.

Mention is made to how they 'may be friends' as they have an 'informal and colloquial dialect'. There is a general awareness of language and the candidate does employ some terminology to analyse the 'lexical choices', 'semantic' fields, 'register' and 'gaming language' but this is in limited range.

Most points are supported with exemplification from the transcript but the response does lack developed analysis to enable it to move into a higher level. Most points made are general summaries of what is actually happening in the room between the two gamers or feature spotting of linguistic/language features: 'there tends to be repetition… there is evidence of rhetorical questions'.

The response lacks discussion of concepts but does make a brief attempt to discuss contextual factors associated with gaming: 'modern gaming language is quite short and to the point'.