



General Certificate of Education
Advanced Subsidiary Examination
June 2011

English Language (Specification B)

ENGB1

Unit 1 Categorising Texts

Monday 6 June 2011 1.30 pm to 3.30 pm

For this paper you must have:

- an AQA 12-page answer book.

Time allowed

- 2 hours

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Examining Body** for this paper is AQA. The **Paper Reference** is ENGB1.
- Answer **two** questions
- There are **two** sections:
Section A: Text Varieties
Section B: Language and Social Contexts.
- Answer Question 1 from Section A and **either** Question 2 **or** Question 3 **or** Question 4 from Section B.
- **At the very start of the examination**, tear along the perforations to detach the questions on page 2.
- Do all rough work in your answer book. Cross through any work that you do not want to be marked.

Information

- The maximum mark for this paper is 96.
- There are 48 marks for each question.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Advice

- It is recommended that you spend one hour on **each** section, with 15 minutes on the reading and preparation of the data and 45 minutes for writing **each** answer.

Section A – Text Varieties

Answer Question 1.

You are advised to spend **one** hour on this section.

You may detach this page by tearing along the perforations.

Question 1

0	1
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Study the **Texts A–G** on the next 7 pages. These texts illustrate different varieties of language use.

Discuss various ways in which these texts can be grouped, giving linguistic reasons for your choices.

(48 marks)

Section B – Language and Social Contexts

Answer **either** Question 2, **or** Question 3, **or** Question 4.

The texts for Questions 2, 3 and 4 are on pages 12–15.

You are advised to spend **one** hour on this section.

EITHER

Question 2

0	2
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Language and Gender

With detailed reference to **Text H** and to relevant ideas from language study, explore how far gender affects language use.

(48 marks)

OR

Question 3

0	3
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Language and Power

With detailed reference to **Text I** and to relevant ideas from language study, explore how written language is used to assert power.

(48 marks)

OR

Question 4

0	4
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Language and Technology

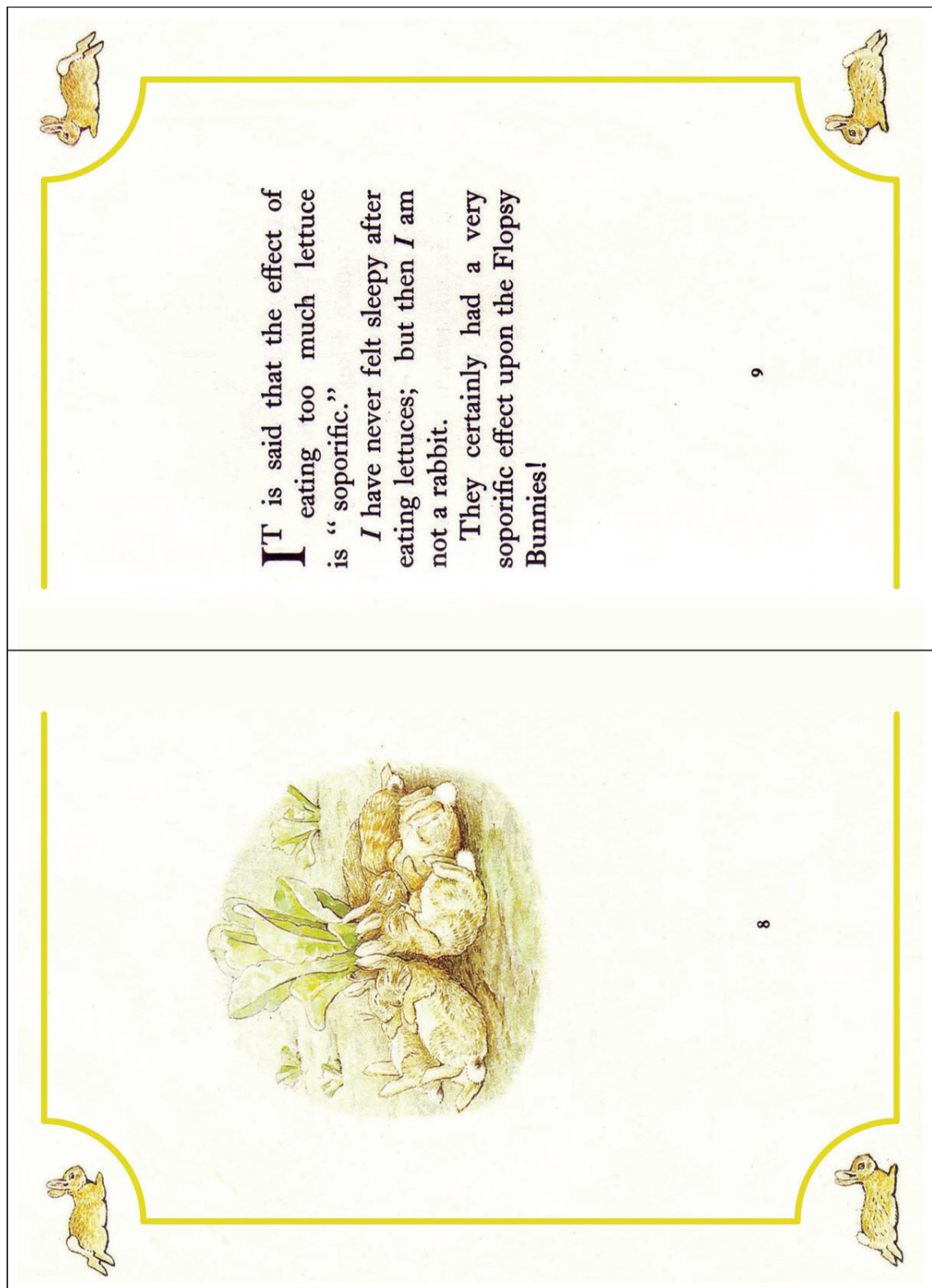
With detailed reference to **Text J** and to relevant ideas from language study, explore how technology affects language use.

(48 marks)

END OF QUESTIONS

Text A

These are the opening pages of *The Tale of The Flopsy Bunnies* published in 1909.



Source: Extract from *The Tale of The Flopsy Bunnies* by Beatrix Potter. Copyright © Frederick Warren & Co., 1909, 2002.

Turn over ►

Text B

This extract is not reproduced here due to third-party copyright constraints.

Text C

This is a conversation between Anna (16), Esther (6), Ellen (9) and Beth (3). They were chatting on a Sunday afternoon. Anna is recording them on her mobile phone.

Key (.) micropause

(1.0) pause in seconds

Other contextual information is in italics in square brackets.

Esther: can I hold it (.) can I hold it

Ellen: she isn't allowed to hold expensive things like phones (.) daddy says (.) because she can break them

Esther: ahh Ellen (.) but I want to hold it Anna (.) please

Anna: well I will hold it with you

5

Esther: okay (.) hello (1.0) Anna (.) Anna (.) you say something

Anna: what would you like me to say

Esther: anything

Anna: anything

Esther: no say something

10

Anna: something [*laughs*]

Esther: [*laughs*] okay (.) Beth (.) say hello Beth

Beth: ello

Esther: what flavour yoghurt do you like eating Beth

Beth: I yoghurt (.) I lellow yoghurt

15

Anna: ah you like yellow yoghurts (.) what flavour is that then

Beth: nana (.) I like yoghurt wed yoghurt

Anna: you like banana and red yoghurts

Beth: no nana and ite

Anna: white yoghurts

20

Beth: yea ite yoghurts and lellow nana yoghurts

Source: Private Data

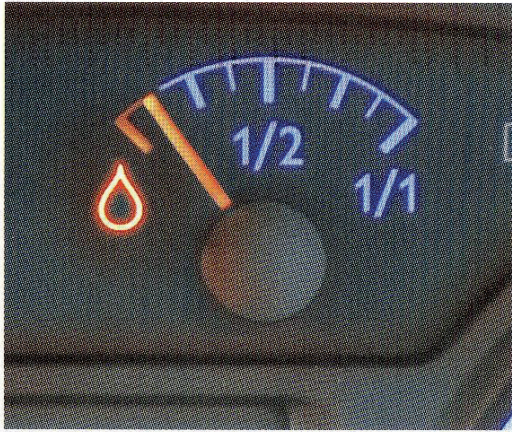
Turn over ►

Text D

This extract is not reproduced here due to third-party copyright constraints.

Text E

This is a flyer sent to blood donors.



**Sometimes,
filling up
just can't
wait**

It's a real worry thinking you might run out of petrol - nobody wants to break down. And it's just the kind of worry we don't want to give those hospital patients in need of a blood transfusion.

Our stocks of your blood group are now running low. You should recently have received an invitation mailing - please try to find a convenient donation session if you possibly can. Thank you.

Please don't let us run out

Your invitation Session Listing leaflet gives a choice of local venues. Or, call **0845 7 711 711** or visit **www.blood.co.uk** at any time to find when and where you can give blood in your area. Thank you.

If undelivered, please return to: National Blood Service, Cardrew Way, Cardrew Industrial Estate, Redruth, Cornwall TR15 1SH

Source: NHSBT

Turn over ►

Text F

This was displayed on the wall in a youth hostel bedroom.

FIRE ACTION
IF YOU DISCOVER A FIRE
RAISE THE ALARM BY UTILISING
BREAK GLASS + CALL

THE NEAREST FIRE ALARM CALL POINT TO THIS
ROOM IS ENTRANCE HALL MAIN BUILDING.

IF YOU HEAR THE FIRE
ALARM LEAVE YOUR ROOM IMMEDIATELY
AND PROCEED TO THE ASSEMBLY POINT AT
CAR PARK BY NEAREST AVAILABLE
EXIT.

YOUR PRIMARY ESCAPE ROUTE IS
DOWN THE STAIRS AND OUT THROUGH MAIN ENTRANCE
THE ALTERNATIVE ROUTE IS THROUGH
ROOM ONE & DOWN FIRE EXIT STAIRS. CLOSE THE DOOR OF
YOUR ROOM & ANY OTHERS YOU USE.

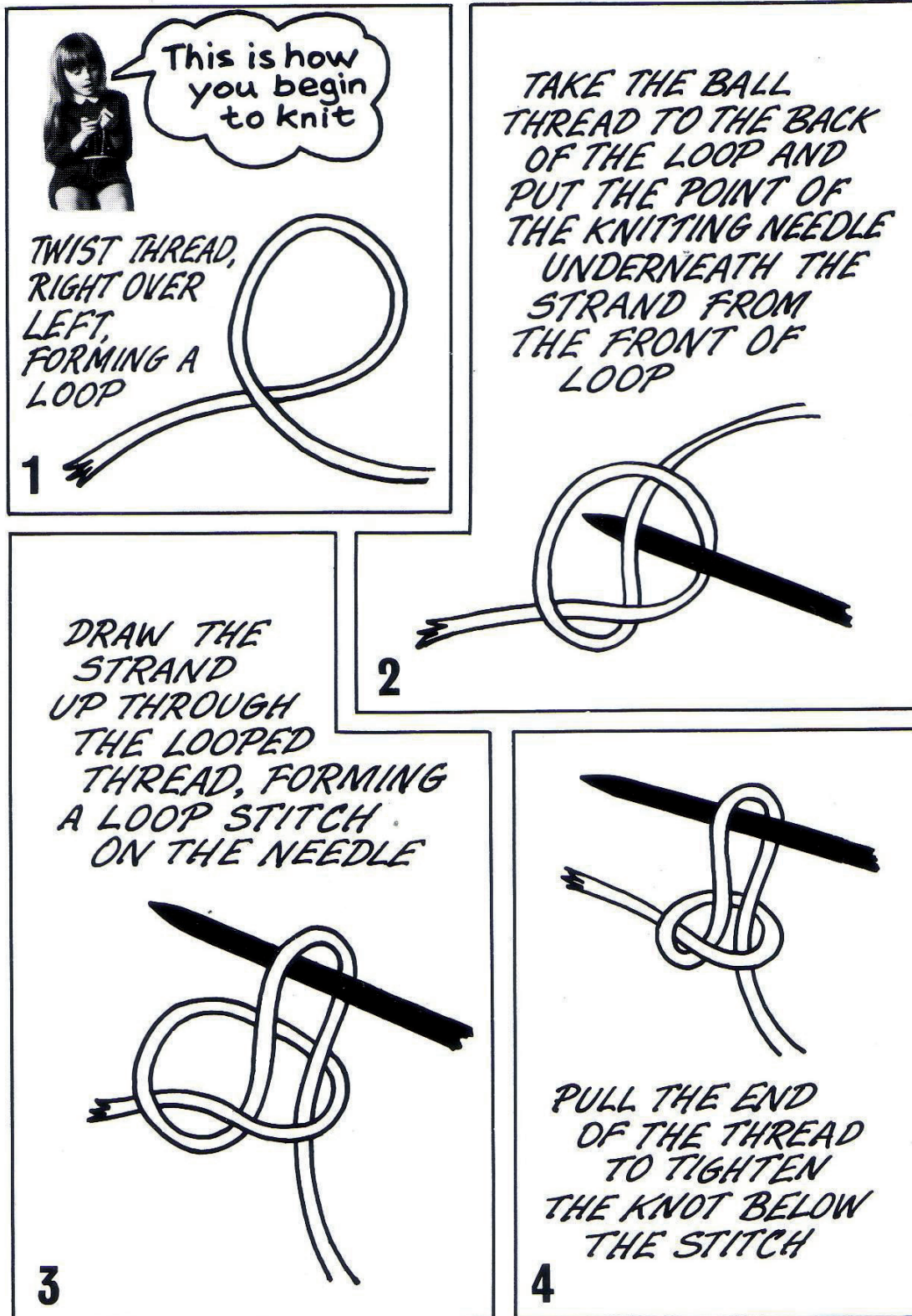
DO NOT
SHOUT OR RUN: THIS TENDS TO CAUSE PANIC

STUDY THIS NOTICE CAREFULLY
SO THAT YOU KNOW WHAT TO
DO IN AN EMERGENCY.

Source: Permission of YHA (England & Wales) Ltd

Text G

This is the first page of instructions from *Twilley's Book of Easy Knitting* published in 1969.



Source: 'Twilleys of Stamford'

Turn over ►

There are no questions printed on this page

The Texts for Questions 2, 3 and 4 are on pages 12, 13, 14 and 15.

Turn over ►

Language and Gender

Text H

Text for Question 2

This conversation is between two workmates, Linda and Ed, both 19, in the restaurant where they work. They have just finished their shift.

Key: (.) indicates a brief pause.

Numbers within brackets indicate length of pause in seconds.

Words between vertical lines are spoken simultaneously.

Other contextual information is in italics in square brackets.

- Linda: went to see Stereophonics on Wednesday
- Ed: where d'you go Manchester or [Birmingham]
- Linda: [Birmingham] (1.0) at the NIA
- Ed: I think someone from work went (1.0) to (1.0) er (1.0) Dublin maybe
- Linda: where 5
- Ed: Dublin (1.0) they might've been working their way across mightn't they
- Linda: yeah (1.0) they were in Manchester (.) well they did a couple of dates in Manchester after Birmingham (1.0) why have I put butter on my bread
- Ed: cos you're stupid
- Linda: but the funny thing was (1.0) you know um Claire (1.0) Lindsay's sister (1.0) our train 10
to Birmingham was an hour late (2.0) and then (1.0) um (1.0) on the way back the
train stopped at like every single stop (1.0) so it took about two hours (2.0) and um
Claire (1.0) she parked her car by the river and when we got in the car must have
been about two o'clock in the morning so we got in the car and started going and
um she got a flat tyre um (1.0) we got out and she had a load of car boot stuff in 15
the back of her car (1.0) so we had to chuck all of that out in the rain (2.0) and um
put that lot out in the rain got the tyre out and tried to you know do everything (1.0)
couldn't get the jack to work
- Ed: [laughs]
- Linda: wasn't funny (1.0) couldn't get the jack to work so we're all getting wet 20
- Ed: wasn't Dave with you
- Linda: no (1.0) Dave didn't go in the end (2.0) couldn't afford it
- Ed: [laughs] the image of a couple of birds trying to change a tyre
- Linda: yeah but we tried to change the [tyre but] we couldn't
- Ed: [laughs] 25

-
- Linda: so Claire said well it's about five minutes drive or we can walk and we were like (1.0) try and drive (1.0) she drove so far and then you know we could hear it getting really bad (1.0) um so we phoned her dad saying dad come and get us (1.0) at two in the morning or whatever (1.0) so yeah (1.0) he had to come and get us (1.0) took ages (1.0) he changed it for us (.) we were turning the jack this way but didn't realise you 30 had to pull it up and turn it that way
- Ed: did you have it on the right point on the car
- Linda: I dunno
- Ed: cos you've got jacking points underneath [the
- Linda: [well no] (1.0) we tried to work it without 35 actually putting it by the tyre (1.0) just holding it up and seeing which way it came out
- Ed: cos on mine like (1.0) it goes that way (1.0) jacking points are at the same height in the [middle until] and you put it on and it's like that
- Linda: [I have no idea]
- Ed: good end 40
- Linda: hmm
- Ed: that was a good end to the day
- Linda: well we were turning it like this and it wasn't doing anything (1.0) shut up (1.0) we did try (1.0) we did do quite a good job

Source: Private Data

Turn over ►

Language and Power

Text I

Text for Question 3

AGREEMENT BETWEEN THE COLLEGE AND STUDENTS

The College and its staff have discussed with students the following agreement in which we lay out what students can expect from us and, in turn, what we expect from them:

The College will provide for you:

- Initial and continuing guidance about courses to meet your needs
- Appropriate teaching, setting and marking of homework
- Regular reports and assessments of progress which will take account of your abilities and your objectives for the future
- Further review of progress whenever necessary on request
- Facilities and resources for study and the encouragement to acquire sound learning skills and habits
- Careful and comprehensive advice and support about careers, both in education and in employment, a service which you can continue to use after you have left the college
- A willingness to talk to yourself and your parent/guardian, both at regular published meetings and whenever you request an appointment
- A genuine concern for the welfare and development of all students – staff are available for consultation and the help of outside agencies can be sought when needed – no student should feel that there is no-one on the staff to turn to

Director of Sixth Form
September 2010

WHAT WE ASK OF YOU IN ORDER TO ENSURE YOUR OWN DEVELOPMENT AND SUCCESS – PLEASE READ THIS CAREFULLY

I, the student, agree to adhere to the following:

- Respect for others and their property at all times
- A high rate of attendance with an absolute minimum of absences, both during and at the end of terms, **holidays should not be taken during term time**
- **ALL absences to be reported to the Student Services Office**
- Prompt attendance at all timetabled classes, tutorials and assemblies including the fulfilment of all additional commitments undertaken, including EPQ
- A real effort to maintain good standards of work and meet course requirements
- The completion of all homework, projects and assignments to set deadlines
- The systematic use of study time to follow up and consolidate work covered in class – it is suggested as an approximate guideline that an AS subject needs 5 hours a week of independent study, vocational tutors will advise on time allocation
- Respect for the working environment in the designated quiet study areas
- Respect for the Common Room environment
- Your availability to staff who need to see you at times when you have no lessons timetabled
- Return of all reply slips on time

Consistent failure to meet the above will result in the student being placed on an Intervention Contract

STUDENT NAME _____ (BLOCK CAPITALS)

SIGNATURE: _____ DATE _____

Source: Private Data

Language and Technology

Text J

Text for Question 4

This text is the home page of *The Guardian* newspaper.

guardian.co.uk Weather | London 16°C 9°C

News | Sport | Comment | Culture | Business | Money | Life & style | Travel | Environment | TV | Video | Community | Blogs | Jobs

NEWS UK | World | Development | US | Politics | Media | Education | Society | Science | Tech | Law | Football | Guardian | Observer

Breaking news: Fire crew 'swore at 7/7 paramedic' - PA

Linda Norgrove's parents refuse to blame US forces

US given credit for admitting aid worker was probably killed by grenade thrown during rescue

📺 'Our worst nightmare was of her being kidnapped'

Iran 'willing to restart nuclear talks'

Letter to EU says Tehran ready to hold talks 'in a place and on a date convenient to both sides'

US economy shows 2% growth

Economy grew faster in third quarter, but Federal Reserve expected to pump in more money next week

💬 **6 comments**

- British Airways back in the black
- British Airways chief blasts air duty increase
- Boardroom pay soars 55% in a year
- WPP reports highest growth rate since 2000

Fine for failure to reveal child benefit

Treasury to write to all 4 million higher rate taxpayers asking if their partner receives child benefit

💬 **214 comments**

- The facts on scrapping child benefit for high earners

EU leaders agree to revise rulebook

Partial victory for Angela Merkel after leaders agree on treaty changes intended to underpin bailout of Greece

💬 **19 comments**

- Hague hails Cameron's move to limit EU budget rise
- Spin is the real victor in Cameron's EU budget claim

Biodiversity talks hang in the balance

Typhoon may force delegates to stay longer at Nagoya talks as a deal to protect biodiversity remains elusive

💬 **6 comments**

Halloween hauntings

Ghostly visions 'caught' on film



Live chat

Reece Shearsmith



South Africa

Croc attack



Sport picks

Rooney out of Manchester derby



Sir Alex Ferguson has admitted that Wayne Rooney's ankle injury may keep him out of action for longer than three weeks

Australia: Big Ben stunt was 'banter'



Cricket Australia laughs off threat of legal action for projecting pictures of Ricky Pointing on to Big Ben

⚡ Strauss: England in 'war' for Ashes

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7 nights from £699pp

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Today's paper

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END OF TEXTS

There are no questions printed on this page

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Text B: Source: William Boyd, Ordinary Thunderstorms, Bloomsbury Publishing, 2009

Text C: Source: Private Data

Text D: Source: HERGÉ, Complete Adventures of Tintin; Prisoner of the Sun, Methuen Children's Books, 1991

Text E: Source: NHSBT

Text F: Source: Permission of YHA (England & Wales) Ltd

Text G: Source: Twilley's Book of Easy Knitting, Twilley of Stamford Ltd, 1969

Text H: Source: Private Data

Text I: Source: Private Data

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