



General Certificate of Education  
Advanced Subsidiary Examination  
January 2009

## English Language (Specification B)

## ENGB1

### Unit 1 Categorising Texts

Friday 9 January 2009 1.30 pm to 3.30 pm

For this paper you must have:

- a 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.
- There are **two** sections:  
**Section A: Text Varieties**  
**Section B: Language and Social Contexts.**
- Answer Question 1 from Section A.
- Answer **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 the 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.

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**SECTION A – TEXT VARIETIES**

Answer Question 1.

This question carries 48 marks.

You may detach this page by tearing along the perforations.

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- 1** Study the texts A–G on the next 5 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.

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**SECTION B – LANGUAGE AND SOCIAL CONTEXTS**

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

Each question carries 48 marks.

The texts for Questions 2, 3 and 4 are on pages 8, 9 and 10.

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**EITHER****2 Language and Gender**

With detailed reference to **Text H** and to relevant ideas from language study, discuss how language is used to represent gender.

**OR****3 Language and Power**

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

**OR****4 Language and Technology**

With detailed reference to **Text J** and to relevant ideas from language study, discuss how spoken language is affected by technology.

**END OF QUESTIONS**

### Text A

This transcript was recorded in a restaurant. Linda is a waitress and Mrs Damon is a regular customer. Hargrove is a company specialising in events management.

Key: (.) indicates a brief pause.

Numbers within brackets indicate length of pause in seconds.

Linda:	hello Mrs Damon (1.0) how are you	
Mrs Damon:	hello dear (2.0) I'm fine thank you yes (1.0) you still busy	
	I see	
Linda:	it's alright at the moment but I might not be saying that in	
	half an hour's time	5
Mrs Damon:	why (1.0) what's on today	
Linda:	there's a Hargrove on	
Mrs Damon:	oh it's a Hargrove is it	
Linda:	er (.) yeah (.) twelve in for chicken curry and sticky toffee	
Mrs Damon:	oh aren't they the lucky ones (1.0) sticky toffee pudding	10
	(2.0) it's making my stomach rumble	
Linda:	well in that case then what would you like	

Source: Private Data

### Text B

This text is from the back of a ticket to a museum.

#### Conditions of Sale

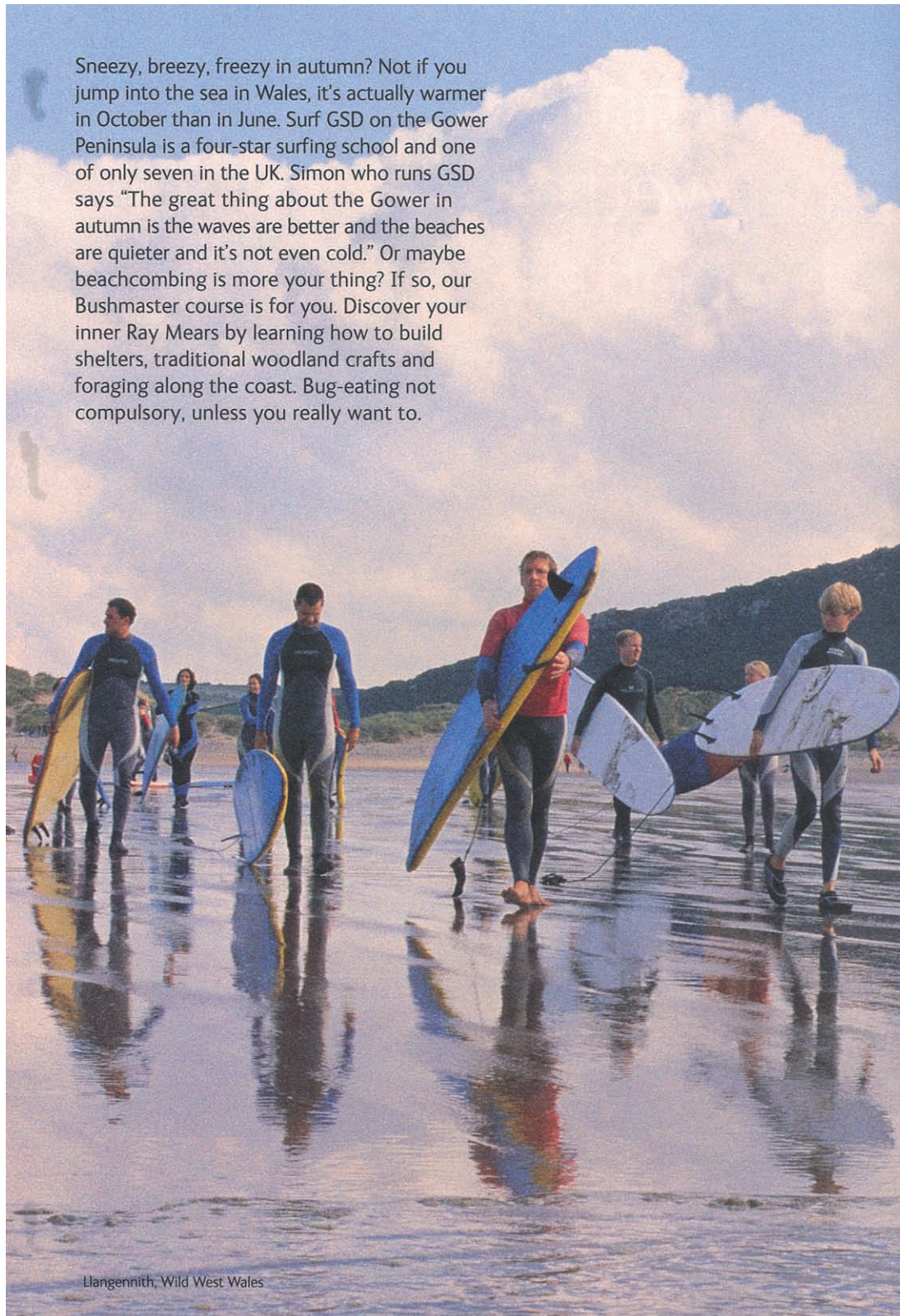
1. The V&A reserves the right to refuse admission and may on occasion conduct security searches to ensure the safety of visitors.
2. Tickets cannot be exchanged or refunded.
3. The V&A reserves the right to amend or make alterations to the published details of the event as shall become necessary.
4. The V&A shall not be responsible for loss or damage to personal property brought into the Museum.
5. This ticket is valid for one admission only. Upon removal of the stub it will become invalid for re-admission.

Source: Victoria and Albert Museum

## Text C

This text is part of a promotional leaflet produced by the Welsh Tourist Board.

Sneezy, breezy, freezy in autumn? Not if you jump into the sea in Wales, it's actually warmer in October than in June. Surf GSD on the Gower Peninsula is a four-star surfing school and one of only seven in the UK. Simon who runs GSD says "The great thing about the Gower in autumn is the waves are better and the beaches are quieter and it's not even cold." Or maybe beachcombing is more your thing? If so, our Bushmaster course is for you. Discover your inner Ray Mears by learning how to build shelters, traditional woodland crafts and foraging along the coast. Bug-eating not compulsory, unless you really want to.



Llangennith, Wild West Wales

Source: Visit Wales



**Text D**

This text is the opening of a story from a children's book called *Gordon the Big Engine* published in 1953.

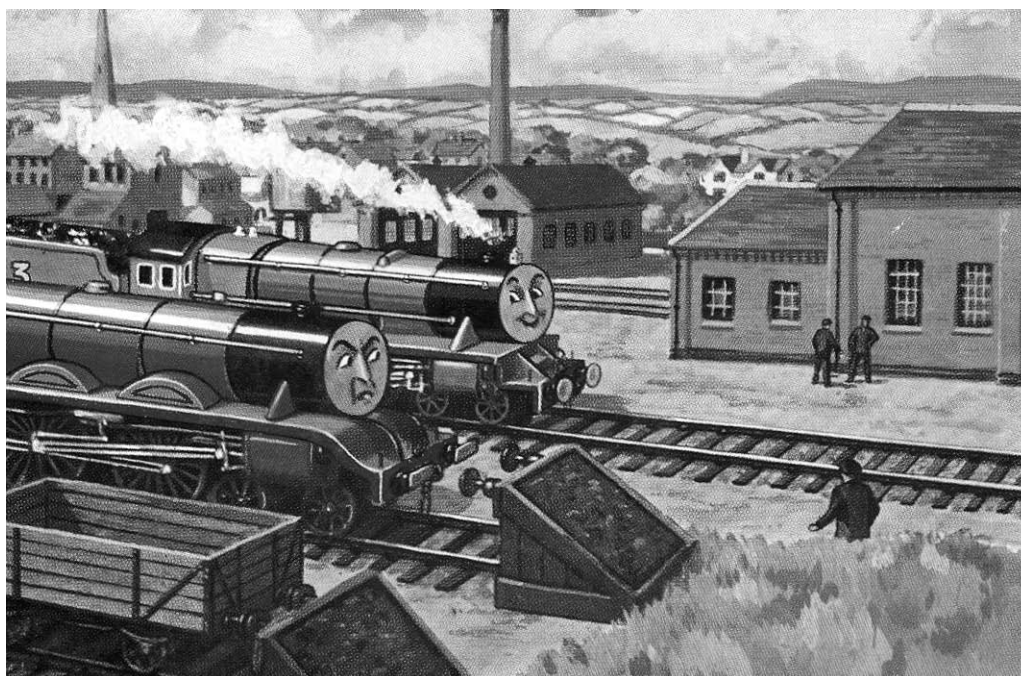
**Off the Rails**

**G**ORDON was resting in a siding. "Peep peep! Peep peep! Hullo, Fatface!" whistled Henry.

"What cheek!" spluttered Gordon. "That Henry is too big for his wheels; fancy speaking to me like that! Me e e e e!" he went on, letting off steam, "Me e e e who has never had an accident!"

"Aren't jammed whistles and burst safety valves accidents?" asked Percy innocently.

"No indeed!" said Gordon huffily, "high spirits – might happen to any engine; but to come off the rails, well I ask you! Is it right? Is it decent?"



Source: The Rev W Awdry, *Gordon The Big Engine*, Edmund Ward (Publishers) Ltd, 1953

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**Text E**

This text is a fax sent into college by a teacher when she was absent.

12/10 2006 09:10

**Year 13:** (Room 78) 10.20 - 12.25

**COVER FOR R.DUBSKY:** 12<sup>th</sup> October.

(Please could you fax or email this sheet to Jan at the 6<sup>th</sup> form to put on the door for the students?? Thank you.)

**Miss Dubsky's English Literature year 13 group**

**THURSDAY 12<sup>th</sup> October.**

Sorry guys - I'm off sick today and have actually lost my voice!

Last lesson we got up to p165 in 'Wuthering Heights'.

Much as I hate to miss this part (my favourite part!!) please could you read on to p228.

I suggest you split this section up between you, both to read aloud, and to be in charge of making annotation decisions, which you can feed back to me next week, explaining their significance.

If one of you could take your essays over to the main school staff-room to be put in my tray, that would be a big help - I could get them marked before we meet next.

Source: Private Data

## Text F

This text is an advertisement in *The Guardian*.

I see trees of green  
red \_\_\_\_\_ too

I see them bloom  
for \_\_\_\_\_ and you

and I think to myself  
what a \_\_\_\_\_ world.

I see \_\_\_\_\_ of blue  
clouds of white

bright \_\_\_\_\_ days  
dark sacred nights

and I think to myself  
what a \_\_\_\_\_ world.

Have you noticed how easy it is to  
learn things when you sing them?



Sing Up is a new national campaign to get primary school children singing. It provides songs, inspiration and lots of information about how singing can help children learn. Log on to [www.singup.org](http://www.singup.org).

**sing up**  
Help kids find their voice

Sing Up – the Music Manifesto National Singing Programme, produced by Youth Music, The Sage Gateshead, AMV BBDO, and Faber Music, supported by Government.

## Text G

This text is part of an interview with the band *Athlete*. It appeared on a website. CW and SR are members of the band.

Interviewer: How do the English festivals compare with the ones abroad?

SR: Well at some of them there are a lot of English people, we've just been to a festival called 'Benicassim' in Spain.

CW: A lot of British!

SR: Yeah and we've also just been to Japan and it's really funny how the different cultures react in different ways, like the Japanese were really polite and they all clapped dead on time.

CW: And they just applaud really politely after you finish a song, then they stop and you play the next song and so on.

SR: And then there are the other places that can get really rowdy. But as always it's always good to come home.

Source: [www.bbc/shropshire](http://www.bbc/shropshire)

**TURN OVER FOR THE TEXTS FOR SECTION B**

## Text H

### Text for Question 2 Language and Gender

This text is from a book called *The Children's Everything Within* published in 1939.

#### **HOTEL AND RESTAURANT WORK**

Here is an excellent field of work for anyone liking indoor occupation and having the flair for home making ! There is much happy, lucrative work to be found in hotel and restaurant life.

There are fine openings for the trained boy and girl as cooks. Boys can even rise to be chefs, a position generally held by men.

Well, how to set about it ! The job can be learned in a school of cookery, especially for girls, or it is possible to begin in the kitchen of a hotel, or restaurant, or large household, as a kitchen-boy or kitchen-maid, and work one's way up.

Now the cook is king or queen of the kitchen. The kitchen assistant must learn from the cook and gradually become his or her lieutenant. So for anyone with a bent for cooking, not minding the heat from the stove in summer, who can invent new "dishes," has an equable temper, and above all, has time sense, this is a possible career.

Or one may prefer to be a waiter or waitress. In London and some other large cities, "waiting" is taught at the county Technical School, and waiters are supplied from the school to large hotels and restaurants linked up with the school for this purpose.

The London County Council will forward, on application, particulars of their School for Cooks and Waiters, and any scholarships attached to it.

Anyone unable to go to a technical school should apply to his local Juvenile Employment Bureau or to any local hotel. It is better, however, that the girl or boy should stay at school till 16 and if possible get some knowledge of French. It is only fair to point out that there may be periods of slackness in this work, so it is important not to overcrowd the ranks.

On the other hand there is always a good demand for trained parlourmaids and a lesser one for parlourmen. "Waiting" is absolutely necessary for these posts. Anyone whose bent lies this way, should take a post through a good agency (see daily newspapers) as an under-parlourmaid or parlourman. Promotion depends upon the willingness and ability of the young person concerned. There are always excellent posts as housekeepers, managers and manageresses, and butlers for those who really understand the intricate job of house-management and home-making.

Here are some addresses which may be useful :—

(1) Hotel and Catering Trades Employment Exchange, Ministry of Labour, Denmark Street, London, W.C.2.

(2) The Principal, The National School of Cookery (Girls), Victoria, London, S.W.1.

(3) The Principal, The Eastbourne School of Cookery (Girls), Silverdale Road, Eastbourne, Sussex.

(4) The London School of Electrical Domestic Science, Imperial Court, 2 Basil Street, London, S.W.3.

There are other similar institutions recognised by the Board of Education, as are (2) and (3). Here entrants can qualify as domestic science teachers in "recognised" schools.

Source: A C Marshall, Ed., *The Children's Everything Within*, George Newnes Limited, 1939



## Text I

### Text for Question 3 Language and Power

This transcript is taken from Prime Minister's Question Time in the House of Commons in January 2008. Gordon Brown is the Prime Minister. David Cameron is the leader of the Conservative Party. Michael Martin is the Speaker of the House of Commons.

Key: (.) indicates a brief pause.

Other contextual information is in italics in square brackets.

- Cameron: for more than three years the Conservative Party has argued that we should scrap the form [*background laughter*]
- Martin: order (.) order (.) order (.) order (.) the right honourable gentleman must be allowed to put his question to the House (.) order
- Cameron: we should scrap the form the police have to fill in every time they stop someone 5  
[*holds copy of form up*] it is a foot long and takes seven minutes to complete (.) will the Prime Minister confirm that the government will now scrap the stop form
- Brown: it is true that for the last three years members of the Conservative Party have been arguing amongst themselves on Europe and about many other issues 10  
[*background laughter*] *The Flanagan Report* that that was published in November recommended that we reduce and remove the bureaucracy associated with the filling in of forms that was recommended by *The Flanagan Report* in November he will publish his final report next Monday (.) we are taking the action that is necessary and he should be supporting us
- Cameron: I know that the Prime Minister is physically incapable of answering a straight 15  
question [*background laughter*] but this is this is such a straightforward question (.) in one police area in just one police area in one year the police had to fill in 79,000 forms that is 9,216 hours of valuable police time (.) so does he accept that this form introduced five years ago has been a colossal waste of police time and let me ask him again (.) let me ask him again (.) this is the form will he scrap it 20
- Brown: Mr Speaker I can only refer him to *The Flanagan Report* [*background laughter*] which we accepted which we accepted in November that says that the form can be better administered (.) bureaucracy significantly reduced (.) we are publishing the conclusion next week he knows perfectly well that's happening we are taking 25  
action
- Cameron: why don't you just stop flannelling about *The Flanagan Report* [*background laughter*] and answer the question this is the form we think it should go will this stay yes or no
- Brown: once again he has prepared his questions yesterday and can't react to the situation 30  
today [*background laughter*] let me tell him the issue is this (.) under our government our government are taking action to reduce bureaucracy in the police (.) there are more police officers than ever before in the history of the country (.) we have more police officers and more community support officers together that is why last week crime was down (.) crime is now down thirty per cent we are the first government since 1945 to see crime down (.) he should be congratulating us 35  
not condemning us

Source: [www.number10.gov.uk](http://www.number10.gov.uk)

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**Text J****Text for Question 4 Language and Technology**

These messages were recorded on the same landline telephone.

Key: (.) indicates a brief pause.

**Message 1**

hey this is a message for mum er I couldn't find the thing that you asked me to look for (.) I'll try looking in Nottingham next time I'm in there but I won't mention it on the phone because somebody else might pick up this message (.) alright bye

**Message 2**

hello er Mrs Wilson it's er David ere at V J Peters er it's just a courtesy call to confirm that you've got your vehicle booked in tomorrow with us er I've got you booked in for half past ten and it's to investigate a knocking noise in the front suspension (.) er if you've got any problems er please let us know give us a ring thank you

**Message 3**

Mike it's Ruth from school here (.) um just to let you know that swimming sessions have been cancelled this afternoon um they've got a poorly boiler (.) at the swimming pool um but Maggie is saying that could are you available next Thursday afternoon um to do the fun session then if you can come back to me you know the number thank you bye

**Message 4**

hi Mike it's me I didn't get to the phone on time um ring back in a min alright bye

**Message 5**

hi it's Jane calling just to leave a message for John (.) um (.) um yeah um (.) um I really can't leave these messages um yeah I've just dropped my phone (.) at work (.) I was getting changed to go out (.) have just managed like to cram the wires and stuff in so hopefully (.) I'll be able to get hold of you tomorrow um yeah and you and Steve should come into The Other Room when you're in town (.) sorry it's such a crap message (.) ciao (.) bye (.) love you

**Message 6**

hello Mike it's Ruth at school um I wonder when you get this message if you could give me a call back please um it's nothing to worry about (.) speak to you soon bye

Source: Private Data

**END OF TEXTS**

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