

General Certificate of Education  
January 2005  
Advanced Level Examination



**ENGLISH LANGUAGE (SPECIFICATION B)**  
**Unit 6 Language Development**

**ENB6**

Wednesday 26 January 2005 1.30 pm to 3.30 pm

**In addition to this paper you will require:**

- the data booklet (enclosed);
- a 12-page answer book.

Time allowed: 2 hours

**Instructions**

- Use blue or black ink or 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 ENB6.
- Answer **two** questions.
- There are **two** sections:  
**Section A:** Language Acquisition  
**Section B:** Language Change.  
You must answer **one** question from Section A and **one** question from Section B.

**Information**

- The maximum mark for this paper is 70.
- Mark allocations are shown in brackets.
- Each question carries 35 marks.
- You will be assessed on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary, where appropriate. The degree of legibility of your handwriting and the level of accuracy of your spelling, punctuation and grammar will also be taken into account.

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**SECTION A LANGUAGE ACQUISITION**

Answer **either** Question 1 **or** Question 2.

Each question carries 35 marks.

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**EITHER**

- 1 **Texts A and B** are transcripts of a child, Tom, aged two years and seven months, talking with his parents. **Text A** is a transcript of the conversation which occurred as he helped mend bicycles with his mother and father. **Text B** is a transcript of a conversation while he did a jigsaw with his mother.

By reference to the data and to ideas from language study, write about how Tom uses language. You should take account of context in your answer.

You may wish to comment on **some** of the following:

- the initiation and development of topics;
- the lexical and grammatical choices made;
- interactions with caregivers.

A key to the phonemic symbols used is provided on page 4.

(35 marks)

**OR**

- 2 Thomas aged 5 and Alex aged 8 watched a Scooby Doo cartoon video and wrote an account of what they had seen. **Text C** is by Thomas and **Text D** is by Alex. Below **Text C** is a word-processed version of Thomas's account with standard English spellings.

Write about what these texts show about the development of children's early writing. You should refer to **both texts**, to examples of your own, and to ideas from language study.

You may wish to comment on **some** of the following:

- narrative structure and the representation of events;
- spelling, letter formation and other graphological aspects;
- lexical features and grammatical constructions;
- contextual factors.

(35 marks)

**Transcript Conventions**

Pauses are indicated by brackets with (.) being a pause under a second's duration and other longer pauses indicated by the number of seconds elapsing.

Other contextual information and phonemic symbols are set in italics within square brackets.

Words between vertical lines are spoken simultaneously.

Underlining indicates emphasis in speech.

A key to the phonemic symbols used in the texts for Question 1 is provided on page 4.

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**SECTION B LANGUAGE CHANGE**

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

Each question carries 35 marks.

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**EITHER**

- 3** **Texts E** and **F** are letters written home by soldiers on active service. **Text E** is from a word-processed version of a handwritten letter sent during the Crimean War in 1854. **Text F** is an email written during the Iraq War in 2003.

By reference to **both texts**, and to ideas from language study, write about what these letters show about changes to language and style over time. You should take account of context in your answer.

You may wish to comment on **some** of the following:

- choices of vocabulary and grammar and their effects;
- the organisation and development of ideas;
- the wider contexts of historical language change.

*(35 marks)*

**OR**

- 4** **Text G** is an article from the Sun newspaper published in March 2003.

By detailed attention to the text, and to ideas from language study, comment on the issues raised about language change. You should take account of context in your answer.

You may wish to comment on **some** of the following:

- factors which cause language change;
- attitudes to language change;
- the limitations of the argument and the limitations of evidence provided here.

*(35 marks)*

**END OF QUESTIONS**

**Turn over ►**

### Phonemic symbols

#### Consonants

p - pip  
 b - bib  
 t - ten  
 d - den  
 k - cat  
 g - get  
 f - fish  
 v - van  
 θ - thigh  
 ð - thy  
 s - set  
 z - zen  
 ʃ - ship  
 ʒ - leisure  
 h - hen  
 tʃ - church  
 dʒ - judge  
 m - man  
 n - man  
 ŋ - sing  
 l - let  
 r - ride  
 w - wet  
 j - yet

#### Short vowels

ɪ pit  
 ɛ pet  
 æ pat  
 ɒ pot  
 ʌ putt  
 ʊ put  
 ə patter

#### Long vowels

i: bean  
 ɜ: burn  
 ɑ: barn  
 ɔ: born  
 u: boon

#### Diphthongs

aɪ bite  
 ɛɪ bait  
 ɔɪ boy  
 əʊ roe  
 aʊ house  
 ʊə poor  
 ɪə ear  
 ɛə air

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**ENGLISH LANGUAGE (SPECIFICATION B)**  
**Unit 6 Language Development**

**Data Booklet**



**ENB6**

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**Texts for Question 1**


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**Text A**

*[Tom is sitting on his bike outside in the garden]*

Tom: oh please

Mother: so what are you doing Tom?

Tom: I sitting on the bike (.) it make noises

Mother: it makes noises?

5 Tom: yeah

Mother: what sort of noises?

Tom: the bike (.) the dad bike

Mother: dad's bike?

10 Tom: yeah (.) the dad (.) dad's bike (.) dad's bike mum (.) dad's bike

Mother: you're not on dad's bike (.) you're on your bike

Tom: I am on dad's bike but I not on dad's bike

*[Tom notices tape recorder]*

Mother: don't touch (.) don't touch

15 Tom: no (.) can I put it on

Mother: in a minute

Tom: please [*plɪ:s*]

Mother: please [*plɪ:s*] (.) where are you gonna go? are you going for a ride?

Tom: [*giggles*]

20 Mother: you

*[Tom moves over to father's bike and sticks screwdriver down the handlebar]*

Tom: me (.) I need to fix dad's bike OK?

Mother: you need to fix dad's bike

Tom: I need to fix dad's bike (.) go (.) on (.) oh (.) I need to fix dad's bike again

25 Father: my bike?

Tom: yeah

Father: really?

Tom: an

Mother: oops

30 Tom: I just getting the bits out OK?

Mother: right (.) ok (.) well done

Tom: I need I (.) um I need to get the bits out ok?

Mother: so you're going to put the screwdriver down the handlebar?

Father: yeah (.) he has to get the bits out

35 Tom: I need to get the screw off in the bucket

Mother: in the bucket?

Tom: yeah

Mother: oh right (.) the handlebar?  
 Tom: no (.) the screw  
 40 Mother: excellent  
 Tom: I (.) I (.) I try to get the bits out (.) I trying to get the puzz out  
 Mother: the parts out?  
 Tom: no the puzzles out  
 Mother: you're trying to get the puzzles out?  
 45 Tom: no (.) the screws out  
 Mother: OK (.) excellent (.) you're working very hard

*[Tom grunts with exertion]*

Tom: I trying to get the (2.0) excuse me  
 Father: yeah  
 Tom: I trying to get the bits out Dad  
 50 Mother: right (.) you're doing a great job  
 Father: you are (.) you're very good at | fixing |  
 Tom: | I am |

*[grunts and groans of exertion]*

Mother: cor (.) is that hard work?  
 Tom: yeah (.) can you get the bits out? I do the (.) I do try mum

**Text B**

- Mother: where do they go?  
 Tom: it goes (2.0) here  
 Mother: pop it in (.) fantastic (.)  
 Tom: ha (.) ha [laughs] I put (.) I put (2.0)  
 5 Mother: what animal's that?  
 Tom: [looking at the logo on mother's coffee cup] is these drawing  
 Cartoon Network cup [kʌb] of tea mum?  
 Mother: um (.) no (.) it's a moving shadow mug (.) it looks like the  
 10 Cartoon Network logo (.) but it's actually something else  
 Tom: it is [i:s]  
 Mother: OK (1.0) and another piece  
 Tom: is (.) is dat your talker?  
 Mother: my talker? yeah (.) that's a tape recorder  
 Tom: hello  
 15 Mother: hello (.) I'm recording you
- [Tom laughs]
- Mother: you stood on my fingers (.) [Tom pushes the piece in the puzzle  
 quite forcefully] well done (.) can you find the other bit?  
 Tom: I (.) I killed it [ki:ld] (.) I (.) killed [ki:ld]  
 the sh (.) sheep (.) mum (.) yeah  
 20 Mother: did you? what you squashed it?  
 Tom: yeah (.) I squashed it  
 Mother: poor little sheep (.) oh (.) oh (.) oh  
 Tom: did I kill [ki:l] you?  
 Mother: um (.) did you kill me?  
 25 Tom: I didn't  
 Mother: how many chickens are there?  
 Tom: (2.0) there's many chickens (.) one (.) two (.) three (.) four (.) one (.)  
 two (.) three (.) four (.) five (.) six (.) seven (.) eight (.) nine (2.0)  
 Mother: hmm (.) shall I count them now?  
 30 Tom: yeah  
 Mother: one (.) two (.) three (.) four (.) five  
 Tom: yep  
 Mother: and we saw chickens this morning didn't we?  
 Tom: we did  
 35 Mother: at Pascale's house (.) she's got some pet chickens  
 Tom: has (.) have (.) has (.) has she? I (.) I stroke one chicken  
 Mother: you did (.) didn't you? you stroked it  
 Tom: yeah  
 Mother: Pascale had to hold it still and then you stroked the feathers  
 40 didn't you?  
 Tom: yeah  
 Mother: what did it feel like?  
 Tom: it feels shy (2.0)  
 Mother: it felt shy?  
 45 Tom: yeah  
 Mother: did you feel shy or did the chicken feel shy?  
 Tom: the chicken feeled shy (2.0)



- 50 Mother: it was nervous wasn't it (.) it was a bit scared of us but when  
Pascale held it it was alright (.) and what did the feathers feel  
like? were they scratchy or were they soft or were they tickly or  
were they? (3.0) what did they feel like? (2.0) bumpy?
- Tom: they feel feathers!
- Mother: they were like what? they felt like feathers?
- Tom: yeah
- 55 Mother: I thought they felt really soft
- Tom: I (.) I stroke one [*unclear*]

## Texts for Question 2

## Text C

Well it was Scappydoo's  
 birthday and they thought back to  
 yesterday and Scappydoo's  
 Mum had to go to hospital and  
 Shaggy and Scooby got chased by  
 one of the doctors and at the  
 end Scoobydoo and Shaggy were  
 in bandages and they had rests  
 for their feet and hands and  
 Scappydoo shouted puppy  
 birthday and the top of the  
 cake went splat in Scoobydoo  
 and Shaggy's face

Thomas ASH5

Well it was Scappydoo's birthday and they thought back to yesterday and Scappydoo's Mum had to go to hospital and Shaggy and Scooby got chased by one of the doctors and at the end Scoobydoo and Shaggy were in bandages and they had rests for their feet and hands and Scappydoo shouted puppy birthday and the top of the cake went splat in Scoobydoo and Shaggy's face

## Text D

## Scrappy Doo's Birthday

One day scrappy Doo, scooby and shaggy were sitting down at a table eating lunch and talking about scrappy's birthday. ~~then~~ Then they started talking about the day scrappy was born. They told scrappy about him running and bouncing on his mother's hospital bed and how they got broken arms and legs. Then at the end scrappy blew out his candles but accidentally blew the top <sup>off</sup> of scooby's and shaggy's face.

## The End

Alexander Ash Age 8

## Texts for Question 3

## Text E

Camp before Sebastopol  
Nov 20 1854

Dear father,

i only received your kind letter and newspaper for wich i am extremely thankful i was glad to find that you all was in the enjoyment of good health as thank god it leaves me att present When i wrote To you last i stated that i had orders to proceed to the siege of sebastapol we landed on the crimea on the 14th of sept and marched for our scene of operations that night without any tents and the only covering we had was a single blanket in addition to our great coats and to make matters worse there was a fall of heavy rain the very first night of our bivouaking wich Though a bit of a Damper in the most of us however we proceed joyful on our way elated with the hopes of meeting the Russians – We had turned out severall nights the pickets having been alarmed with the Cossacks that lurks in the neighbourhood of our camp

We have had a very severe Storm on Tuesday last it blewe down nearly every tent in the encampment leaving them in pieces if such weather was continuing it would kill the most of us i hear that we lost 20 vessels and one of them called the Prince containing all the warm clothing for the army also 200 000 in [unclear] it is a serious loss to the whole of us as we are nearly naked John Macklin of the Royal artillery was taken to hospital from this and i hear since he is dead i have only received 2. of the papers and 3 letters that you have sent and i wish you would be kind enough to send me a newspaper occasionally and a copy of this to sisters and brother as i have no time to write To them we are now before sebastapol and god knows when we will take it and there is a talk of our remaining Here for the winter if so it will kill half of us please to give my kind love To all relations and accept the same of me from your affectionate Son J Honey

Directions

Private J Honey  
10 Com R S & Miners  
British army Crimea  
Before Sebastopol

PS please to give this piece of [unclear] to Miss Clark She is a much loved cousin

## Text F

**LETTERS FROM Iraq 3 27 3 03**

HOLA PEOPLE!

HOPE UR ALL FINE AND DANDY IN SUNNY OLD UK, ITS GOT TO BEAT THIS SHIT HOLE THOUGH. GOT UR BLUEY DATED 18<sup>TH</sup> FEW DAYS AGO & PARCEL LAST NIGHT SO MUCHOS GRACIAS FOR THE SCRAN (COULD HAVE BATTERED A FEW RAG HEADS WITH THAT FRUIT CAKE, A SOLID BUT V. TASTY PIECE OF WORK.) PARCEL HAD GOT WET AND SPLIT OPEN BUT DIDN'T LOOK LIKE U PUT ANYTHING LIQUID IN IT? SO WHO NO'S! PROB LEFT IN RAIN BY SOME JACK BASTARD.

BEEN MEGA REDDERS 2DAY FIRST HOT SUNNY DAY FOR 2 WEEKS, HAS JUST BEEN OVERCAST + WINDY AND THE ODD MEGA HONKING SANDSTORM WHERE U CAN SEE (?), UR TENT TRIES TO BLOW DOWN AND EVERYTHING INSIDE + OUTSIDE OF TENT FILLS UP WITH SAND.

APART FROM SAND IN EVERY ORIFICE AM DOING FINE AND STILL PLAYING THE WAITING GAME, BUT ON STANDBY ALL THE TIME AND COULD BE GOING OFF WHENEVER, WHEREVER SO WE HAVE TO 'STAY BENDY' AS WE KEEP GETTING TOLD. GOT SKY TV ON CAMP SO KEEP TRACK OF WHATS GOING WITH THINGS *[personal information omitted]*

SAY HELLO TO MY MILLIONS OF FANS WHO KEEP PHONING UP! AND TRY NOT TO WORRY TO MUCH, HAVE A DRINK FOR ME INSTEAD (DID HAVE BEER BUT NOW DRY DUE TO OBVIOUS REASONS)

LOADS OF LOVE *[personal information omitted]*

Turn over ►

## SHOCKER FOR OUR SCHOOLS

# 'ILLITERATE' BLAST AT TEXT MESSAGE KIDS

By FRANK HURLEY

**SCOTLAND'S** schoolkids are turning into a generation of illiterates — because of mobile phone text messaging, experts warned last night.

Many youngsters now write in the abbreviated gobbledegook, rather than standard English.

And there are fears the trend could leave them unable to communicate and get jobs when they leave school.

### Efforts

Judith Gillespie, development manager at the Scottish Parent Teacher Council, said: "There must be rigorous efforts from all quarters of the education system to stamp out the use of texting as a form of written language so far as English study is concerned.

"There has been a trend in recent years to emphasise spoken English rather than written language and so pupils think orally and write phonetically.

"You would be shocked at the numbers of senior secondary pupils who cannot distinguish between 'their' and 'there'.

"The problem is that there is

### IN TXT...

THE following is an excerpt from an essay written in text language by a 13-year-old girl at a leading state secondary school in the west of Scotland.

The translation is on the right.

My smmr hols wr CWOT. B4, we usd 2go2 NY 2C my bro, his GF & thr 3 :-@ kds FTF. ILNY, it's a gr8 plc.

Bt my Ps wr so (-:/ BC o 9/11 tht they dcdd 2 stay in SCO & spnd 2wks up N.

Up N, WUCIWUG - O. I ws vvv brd in MON. O bt baas & ^^^^^.

AAR8, my Ps wr :-) - they sd ICBW, & tht they wr ha-p 4 the pc&qt...IDTS!! I wntd 2 go hm ASAP, 2C my M8s again.

2day, I cam bk 2 skool. I feel v O:-) BC I hv dn all my hm wrk. Now its BAU...

### IN ENGLISH...

MY summer holidays were a complete waste of time. Before, we used to go to New York to see my brother, his girlfriend and their three screaming kids face to face. I love New York, it's a great place.

But my parents were so worried because of the terrorism attack on September 11 that they decided we would stay in Scotland and spend two weeks up north. Up north, what you see is what you get — nothing. I was extremely bored, in the middle of nowhere. Nothing but sheep and mountains.

At any rate, my parents were happy. They said it could be worse, and that they were happy with the peace and quiet. I don't think so! I wanted to go home as soon as possible, to see my friends again. Today, I returned to school. I feel very saintly, because I've done all my homework. Now it's business as usual...

now a feeling in some schools that pupils' freedom of expression should not be inhibited, so anything goes.

"But texting must not be allowed to become acceptable written English — it will only further erode the language."

Dr Cynthia McVey, a lecturer in psychology at Glasgow Caledonian University, said: "Many young people have switched to text writing

because they have done it so often that it has become second nature to them.

"They don't write letters, so sitting down to write or type an essay is unusual and difficult, so they revert to what they know and feel comfortable with — texting. To them it's quick, attractive and uncomplicated."

Tino Ferri of the National Association of School Masters and

Union of Women Teachers admitted: "There are a few teachers who claim that getting pupils to carry out written work using phone text language is better than nothing. How sad is that?"

An Executive spokesman said: "Spelling and grammar are basic skills that are key components of the 5-14 curriculum. Literacy and numeracy will be at the centre of any revised curriculum."

**THERE ARE NO TEXTS PRINTED ON THIS PAGE**

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Question 1

Text A: J.A. Darby.

Text B: J.A. Darby.

Question 2

Text C: Thomas Ash.

Text D: Alexander Ash.

Question 3

Text E: The Military Museum of Devon and Dorset.

Text F: Tom Vince.

Question 4

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