

General Certificate of Education  
January 2007  
Advanced Subsidiary Examination



**ENGLISH LANGUAGE (SPECIFICATION B)**  
**Unit 1 Introduction to the Study of Language**

**ENB1**

Thursday 11 January 2007 1.30 pm to 3.00 pm

**For this paper you must have:**

- a 12-page answer book.

Time allowed: 1 hour 30 minutes

**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 ENB1.
- Answer **both** questions.
- **At the very start of the examination**, tear along the perforations in order to detach the questions on page 2 from the texts.
- **The texts** are printed on pages 3, 4, 5, 6, 7 and 8 which can be unfolded.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

**Information**

- The maximum mark for this paper is 70.
- There are 35 marks for each question.
- You will be marked 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 legibility of your handwriting and the accuracy of your spelling, punctuation and grammar will also be considered.

**Advice**

- You are advised to spend about 10 minutes reading the whole paper before you begin Question 1.

Answer **both** questions.

There are 35 marks for each question.

You may detach this page by tearing along the perforations.

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- 1 Study the texts A–H on the next six pages. These texts illustrate different varieties of language use.

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

- 2 Taking **either** Text A **or** Text B and any **two** of the remaining texts, analyse some of the language features of these texts and explain how these are affected by context.

Use **some** of the following language frameworks **where appropriate**:

- lexis
- grammar
- phonology
- semantics
- discourse
- pragmatics
- graphology.

**END OF QUESTIONS**

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**Text A**

This is a transcript of the start of an aerobics session. Music is playing as the instructor speaks.

**Key:** (.) indicates a brief pause.

Numbers within brackets indicate length of pause in seconds.

Other contextual information is in italics in square brackets.

Female Voice: OK are we ready (.) spread out (.) are we all well this morning (.)  
 marching [*inaudible*] OK (.) facing front (2.0) are we eager (1.0)  
 no (.) alright take a step to the arch (.) two steps (.) one two (.) go  
 back do it again two steps (3.0) one more time (3.0) OK stay with  
 your single step alright what you're gonna do is just turn out (.) 5  
 with your steps (.) go a little L shape (.) well done and again (1.0)  
 turn out (1.0) one more time (3.0) grapevine (.) step behind (.)  
 alright with that (.) give me a clap let's hear you clap [*sound of*  
*claps*] four more [*sound of claps*] good [*sound of claps*] (1.0) two  
 more [*sound of claps*] step touch turn out (.) turn (.) ooh do it 10  
 again [*laughs*] turn (.) one more (.) excellent

Source: Private data

**Text B**

This is a transcript from an A level English Language lesson focusing on a poem.

**Key:** (.) indicates a brief pause.

Numbers within brackets indicate length of pause in seconds.

Other contextual information is in italics in square brackets.

Teacher: why are there no punctuation marks (.) is the next question they  
 want us to  
 Jack: they're not sentences  
 Teacher: they're not sentences OK  
 Jack: and they use hiatus as a substitute for punctuation 5  
 Teacher: would you like to elaborate on that (1.0) what's a hiatus Jack  
 Jack: it's like a (.) pause or a gap  
 [*sounds of surprise from others in the class*]  
 Teacher: so where are our pauses and where are our gaps  
 Jack: um between the um if you read it horizontally then like the golden 10  
 flood there's a gap  
 Teacher: we naturally pause (.) we naturally pause in our reading of it (.)  
 yea [*sounds of laughter and surprise from rest of group*] Jack's  
 shining today let him shine (.) the golden Jack (1.0) the golden  
 Jack but it would be nice if a few other people came in and 15  
 become golden Rosies or even golden Hollies

Source: Private data

**Text C**

This text is the final page of a factual book for young readers that was published in the late 1940s.

**Text C** is not reproduced here due to third-party copyright constraints.

## Text D

This text is a poster displayed in a sixth-form common room.

## Attention, World!

See these illustrations? Neat, eh?  
 How would you like one to be an illustration of you?  
 Chelsea Dederick (that American girl) is now offering  
 illustrations to anybody who asks. They're cheap  
 and will be done overnight.  
 Contact Chelsea in the Ruscoe  
 Center if you are interested.



SD Style - .50
Chibi-Style - 1.00
Large Portrait - \$1.20



\*All illustrations will be done  
 in black + white

## Text E

This text is a letter sent to parents of children in a primary school class.

Homework      20<sup>th</sup> May 2005.

Dear parents.

Next Thursday, May 26<sup>th</sup> we are having a charity afternoon  
 in aid of the school charity 'St Francis House'. As part of  
 the children's homework we would like them to make  
 flapjack to sell on our stall. Please could you bring  
 the flapjacks into school on Thursday in a labelled  
 container. Be as creative as you like with your recipes !!

Thankyou.

Rachel Tindale + Claire Bradley.

Source: Private data

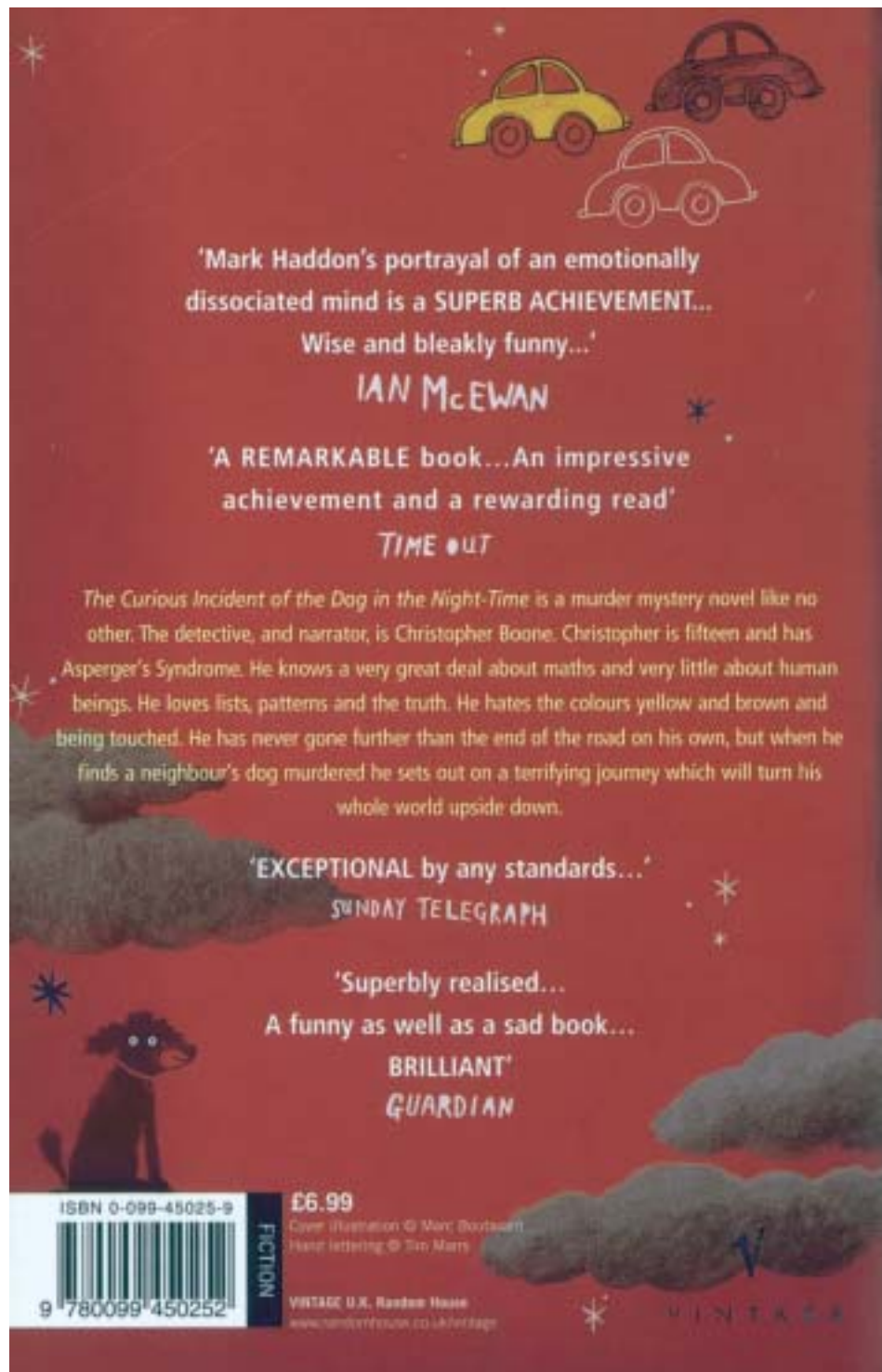
**Text F**

This text is a flyer received through the post.

**Text F** is not reproduced here due to third-party copyright constraints.

## Text G

This text is the back cover of the novel *The Curious Incident of the Dog in the Night-Time* by Mark Haddon.



Source: MARK HADDON, *The Curious Incident of the Dog in the Night-Time*, Vintage, 2004

**Text H**

This text was received through the post with a mail-order catalogue.

**Text H** is not reproduced here due to third-party copyright constraints.

**END OF TEXTS**

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