



General Certificate of Education
Advanced Subsidiary Examination
June 2013

English Language (Specification B)

ENGB1

Unit 1 Categorising Texts

Friday 24 May 2013 9.00 am to 11.00 am

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.
- 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 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 |
|---|---|

Study the **Texts A–G** on the next seven 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 – 14.

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

EITHER**Question 2**

| | |
|---|---|
| 0 | 2 |
|---|---|

Language and Gender

With detailed reference to **Text H** and to relevant ideas from language study, explore how language is used to represent gender. *(48 marks)*

OR**Question 3**

| | |
|---|---|
| 0 | 3 |
|---|---|

Language and Power

With detailed reference to **Text I** and to relevant ideas from language study, explore how language is used to assert power. *(48 marks)*

OR**Question 4**

| | |
|---|---|
| 0 | 4 |
|---|---|

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

This conversation took place during a chance meeting. Mrs Wilson taught Mr Hunter's children.

Key: (.) indicates a normal 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.

| | | | |
|-------------|--|------------------|---------------------|
| Mr Hunter: | hello there (1.0) I'm sorry I can (.) I recognise you but I can't put a name and it's perhaps the same for you | I don't know | |
| Mrs Wilson: | | it is indeed (.) | Amy Wilson |
| Mr Hunter: | Mrs Wilson (1.0) that's right the kids were at school when you were there that's how I knew | | 5 |
| Mrs Wilson: | so who (.) who (.) are your | | |
| Mr Hunter: | Charlie Claire and Dan (1.0) Hunter | | |
| Mrs Wilson: | oh gosh yes | yes | |
| Mr Hunter: | | <i>[laughs]</i> | how are you keeping |
| Mrs Wilson: | I'm fine thank you | | 10 |
| Mr Hunter: | I looked at you and thought (.) thought (.) I know that lady and I know where from but I can't put a name | | |
| Mrs Wilson: | yeah yeah (.) how are they all | | |
| Mr Hunter: | they're all alright | | |
| Mrs Wilson: | what's Charlie up to (.) I often think of him | | 15 |
| Mr Hunter: | he's living in Middlesbrough | | |
| Mrs Wilson: | right | | |
| Mr Hunter: | and he's European (.) technical manager for a firm of all things (.) meat processors | | |
| Mrs Wilson: | <i>[laughs]</i> oh right (.) yeah | | 20 |

Source: Private Data

Turn over ►

Text B

This poster was sent to sixth form colleges.

**ARE YOU GOING ON HOLIDAY WITH
YOUR FRIENDS THIS SUMMER OR
WOULD YOU LIKE TO PLAN A HOLIDAY
WITH YOUR FRIENDS?**

**HOW CLOSE ARE YOU AND YOUR
MATES?**

**WHAT COULD YOU LEARN ABOUT
EACH OTHER ON HOLIDAY?**

**A NEW BBC SERIES “BEACH BUDDIES”
IS LOOKING TO FOLLOW GROUPS OF
FRIENDS AS THEY HAVE FUN IN THE
SUN!**

**IF YOU ARE AGED IDEALLY 18–24
WE WOULD LOVE TO HEAR FROM YOU!**

To apply or to nominate someone you know contact:

beachbuddies@diversebristol.tv

Or call 0203 189 3113 / text 07584 682805

**Please leave your name, contact number and a brief outline of your
holiday plans**

Source: Zodiac Media Group

Text C

This is a magazine advertisement.

In a chicken and mushroom casserole, I'M THE MAN.

You are the chicken.

Well, the mushroom put the chicken in its place there didn't it? And that's fair enough.

The mushroom is a fearless and flavoursome fellow. Tasty and nourishing. With a fill of B vitamins and minerals.

And don't mistake that meatiness for fatness. Oh no, there's more to mushrooms.

If it's calories you're counting, the mushroom is a practical size zero. It's just that an 80g portion of mushrooms can be one of your 5-a-day, and is filling, in a no-need-for-munchies-between-meals kind of way.

So, try a chicken and mushroom casserole...with a little bit more mushroom to make up for a little bit less chicken.

The chicken will have to just take it like a man (so to speak).

Mushrooms make Sense

To make the perfect chicken and mushroom casserole visit mushroomsmakesense.com

CAMPAIGN FINANCED WITH AID FROM THE EUROPEAN UNION

Source: mushroomsmakesense.com

Turn over ►

Text D

This conversation between five adults took place during a night out. They are discussing their favourite song writers.

Key: (.) indicates a normal pause.

Numbers within brackets indicate length of pause in seconds.

Words between vertical lines are spoken simultaneously.

Josh: Roger Walters is the best English lyricist of the last thirty to forty years

Michael: don't you ever (.) don't don't start (1.0) don't start throwing Morrissey at me
please | I can take anything apart from Morrissey |

Josh: | I won't I won't I will never throw Morrissey | at you

Gareth: it's not right but I do think Morrissey's a great lyricist 5

Sarah: he is

Michael: no

Gareth: I think he is

Josh: I'm not even that big a Smiths fan but I I can can appreciate him on the same level
as Roger Walters 10

Laura: who

Josh: even in the last ten years (.) you've got Alex Turner's a better lyricist than
Roger Walters

Laura: can I be really naïve and just say I've no idea who you're going on about

Source: Private Data

Text E

This is the opening of a novel.

ONE

FIVE MINUTES TO THREE IN THE AFTERNOON. EXACTLY SIXTY-ONE hours before it happened. The lawyer drove in and parked in the empty lot. There was an inch of new snow on the ground, so he spent a minute fumbling in the foot well until his overshoes were secure. Then he got out and turned his collar up and walked to the visitors' entrance. There was a bitter wind out of the north. It was thick with fat lazy flakes. There was a storm sixty miles away. The radio had been full of it.

The lawyer got in through the door and stamped the snow off his feet. There was no line. It was not a regular visiting day. There was nothing ahead of him except an empty room and an empty X-ray belt and a metal detector hoop and three prison guards standing around doing nothing. He nodded to them, even though he didn't know them. But he considered himself on their side, and they on his. Prison was a binary world. Either you were locked up, or you weren't. They weren't. He wasn't.

Yet.

Source: Lee Child, *61 Hours*, Bantam Press, 2010

Turn over ►

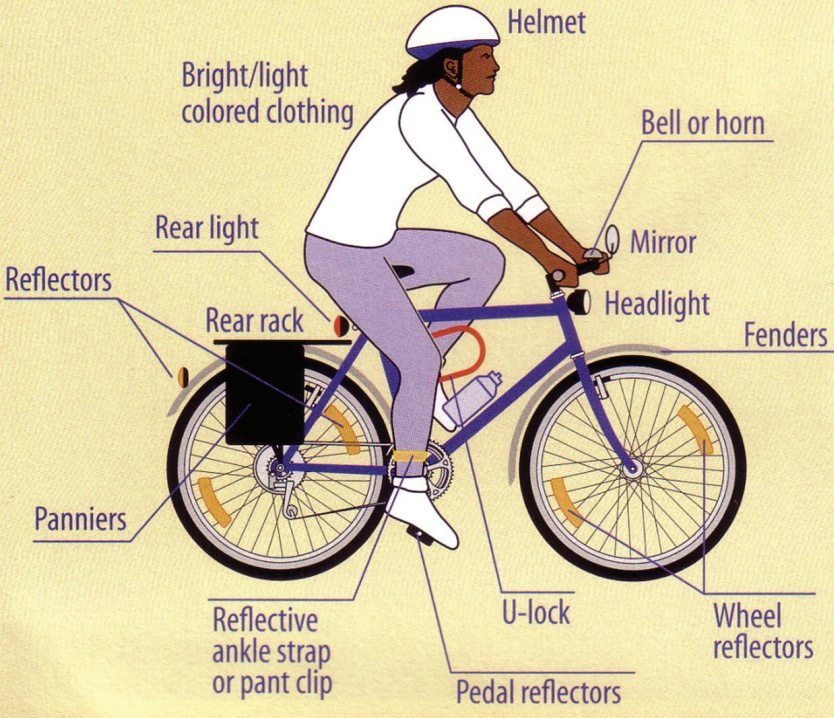
Text F

This is from an American cycling guide.

Street-Smart Cyclist

Be Seen and Avoid Injury

- **Always** wear a bicycle helmet to reduce the risk of permanent injury or death from a crash.
- To make sure your helmet fits right, put it on then use the “**eyes/ears/mouth**” test. **Eyes:** When you look up you should see the front rim. If not, your helmet won’t protect your forehead. **Ears:** The side straps should come to a “V” just below each ear. **Mouth:** When you open your mouth wide, you should feel the helmet push down on your head. If your helmet doesn't pass the test, adjust its buckles.
- Wear bright clothing, use lights, reflectors, a bell and a mirror to see, be seen and be heard.
- Consider using the other equipment illustrated below to make your ride safer and more comfortable.



The illustration shows a cyclist wearing a white helmet and a white long-sleeved shirt with light-colored pants. The cyclist is riding a blue bicycle. Various pieces of equipment are labeled with lines pointing to them: a white helmet, a bell or horn on the handlebars, a mirror on the handlebars, a headlight on the front fork, fenders on the front and rear wheels, wheel reflectors on the front and rear wheels, a U-lock on the frame, pedal reflectors on the pedals, a reflective ankle strap or pant clip on the cyclist's leg, panniers on the rear rack, a rear rack on the rear wheel, a rear light on the rear wheel, and reflectors on the rear wheel.

Source: City of Chicago, Department of Transportation

Text G

This is the front of a leaflet posted to householders.

LOST connection

My wireless broadband connection keeps disappearing around the house.

Are you struggling too? 

Someone recommended BT Total Broadband - which they got for a GREAT price.

REWARD

yourself with reliable BT TOTAL BROADBAND.

Call 0800 085 7349

Source: BT

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


Turn over ►

Language and Gender

Text H


Text for Question 2

This is an extract from a website.




0 items | [Account](#) | [View Basket](#)

Home | About Us | Product Range | Shop Online | Health Category | Health Tools | Retailers | Contact Us | Help |



- Home
- Original Tablets
- Plus Omega 3 6 9
- 50 Plus
- 70 Plus
- Sport
- Tricologic
- Conception
- Skin Technology
- Prostate
- Fizz
- Drink



Buy Now

6 ways Wellman® can help you stay healthy **1. 2. Next >**

A comprehensive formulation of over 29 essential bio-elements, Wellman® has been specially developed to help maintain general health and vitality in men of all ages. Built for men who want to help achieve optimum sports potential, safeguard reproductive health, or help maintain health in an otherwise hectic and demanding lifestyle, Wellman® represents a simple, no-fuss solution. The advanced one-a-day tablets formula provides the nutrients a man may need to help maintain energy release, make the critical difference in reactions, speed and mental alertness, or to help maintain reproductive health.

- 1. More than 100%**

Wellman® is different from a regular multivitamin / mineral in that each nutrient level has been individually optimised for men's health on the basis of international research evidence. This means that some nutrients are provided at levels above the Recommended Daily Allowance. So while Wellman® provides a core resource of all the major vitamins and minerals, it also provides more than 100% of certain nutrients, plus additional ginseng, amino acids, Co-enzyme Q10 and L-Carnitine.
- 2. For sports & energy release**

Even minor nutritional deficiencies can have an adverse effect on speed, power, energy or endurance during exercise. Antioxidants, such as vitamins C and E, are thought to be especially important in endurance athletes. This is because antioxidants help protect against the increased production of free radicals which occurs during aerobic exercise.
- 3. Hectic lifestyle**

Many men lead hectic lives placed under additional demands by stress, alcohol consumption, smoking, or lack of physical exercise. Such a lifestyle can be further compromised by an unbalanced diet. Wellman® provides magnesium and vitamin B complex for the efficient release of energy from food, along with a comprehensive array of nutrients to safeguard health. No additional multivitamin supplement is required, and Wellman® is recommended for men of all ages.
- 4. Immune defence**

A strong immune system is vital to good health, so Wellman® includes minerals and antioxidants, including bioflavonoids and vitamin E, to help defend against harmful free radicals, which can damage cells. Vitamin C and magnesium are also included as these nutrients may be important during times of stress, when physical factors may affect the body's resistance to infection.

Source: www.vitabiotics.com

Language and Power

Text I

Text for Question 3

This is the start of a speech given by a headteacher to the parents of pupils who will be starting at her school in September and who have just spent the day there.

Key: (.) indicates a normal pause.

I'd like to welcome you all this evening and obviously those sitting there with you (.) your sons and daughters who will be our year seven in September (.) so (.) two thousand and eleven admission limit to year seven set by the local authority two hundred and eighty (.) we had two hundred and eighty five people applied to us as their first choice (.) so to say we're full (.) yes we are (.) very full (.) and we are delighted at that because that means we can retain our quality staff and increase our resources further to provide the very best education and experience for your son or daughter (.) so that is clearly a very positive message from us this evening (.) so what are we about (.) we're about making sure we provide the very best for your son or daughter (.) making sure that whatever they do in this school they achieve their potential (.) it's all about making sure they develop the skills to be good and effective learners (.) for all learners (.) it's all about making sure they're happy here and er feel safe and secure which is why we put a lot of emphasis on this transition programme (.) it's all about them enjoying what they're doing (.) it's about them moving from primary to secondary education with minimal problems and massive support (.) I have to say we are really really keen in making sure that children have a positive attitude (.) one of the things I said to your sons and daughters this morning was I don't want to hear words like can't (.) I want to hear words like can (.) I will try (.) I will do my best because if we get that positive attitude your sons and daughters will do much better (.) we all know we can't be good at everything (.) I'm not good at art and design type things drawing (.) I could never draw when my kids were little they'd say mummy draw this but (.) useless (.) but I did have a go and that's what we want (.) we want children to take part and have a go (.) we are really excited about the new experiences and opportunities we can give your sons and daughters (.) so that's what we'll provide for your sons and daughters and it's important to know we are recognised as doing very well in terms of exam results (.) they're not the be all and end all of everything but they are important and we're all about students making progress from Key Stage two to Key Stage four (.) there's something called Fischer Family Trust and that is a measure which is set by the Government and we exceeded our target by ten per cent (.) but we're not complacent and we know we can always improve (.) at our last Ofsted inspection in two thousand and nine erm the word outstanding was used (.) you can read the full report online (.) and we're due a visit from them in the next academic year and we're all ready for them and we're ready for them to come back and say all those things again and more

Source: Private Data

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Language and Technology

Text J

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END OF TEXTS

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