



General Certificate of Education
Advanced Level Examination
June 2013

English Language (Specification B)

ENGB3

Unit 3 Developing Language

Data Booklet

Texts for Question 1

The key below applies to **Texts A** and **B**.

Key: (.) indicates a normal pause.

Numbers within brackets indicate length of pause in seconds.

:: indicates elongated sounds.

Words in capitals indicate an increase in volume.

Other contextual information is in italics in square brackets.

Text A

Dad: okay (1.0) you go to sleep now (2.0) sleep NOW [*sound of door shutting as Dad leaves*]

Leila: [*moving around in her bedroom*] (5.0) Iggle
 ['*Iggle Piggle*' voice] yes (7.0)
 [*own voice*] [*sighing*] oh [*singing*] he he he he he sleep go to sleep (3.0)
 ['*Iggle Piggle*' voice] Iggle can't sleep 5
 [*own voice*] Iggle Piggle
 ['*Iggle Piggle*' voice] yeah
 [*own voice*] Piggle Iggle Piggle Iggle (1.0) oh big Iggle STUCK (.)
 ['*daddy*' voice] LEILA GO TO SLEEP (10.0)
 ['*Iggle Piggle*' voice] Iggle Piggle ha::ppy [*high pitched tone*] happy (.) I'm ha (1.0) 10
 py (2.0)
 [*talking to Iggle*] cheeka you're cheeka cheeky you you you cheeky (2.0)
 ['*Iggle Piggle*' voice] I be not cheeky (1.0)
 [*own voice*] I'm cheeka cheeky (1.0) [*singsong voice*] I'm cheeky Leila (.) I'm cheeky
 Leila (3.0) that's daddy Iggle (1.0) 15
 ['*daddy*' voice] hello this is daddy (.) we going shopping today Leila (.)
 [*own voice*] I want to go going shopping (.) drive Iggle (.) o::h (2.0) come on Piggles
 come (2.0) come on Iggle Piggle (1.0) why Iggle buy some peas (.) eat something Iggle
 Piggle (2.0) [*high pitched tone*] yeah go to sleep Panda (4.0) would you like a blanket
 Panda (.) 20
 ['*Panda*' voice] I'm Panda (.) Panda want keep warm Panda (1.0)
 ['*Iggle Piggle*' voice] I'm big Iggle Piggle (1.0)
 ['*Panda*' voice] I'm Panda (2.0) Panda want (1.0)
 [*own voice*] yes go to sleep (.) go to sleep everyone (2.0) blanket Iggle Piggle (.) he
 lose it (2.0) Iggle put your hand there yes (15.0) quiet Iggle Piggle 25
 [*musical toy begins playing*] our friends two babies cwyings (2.0) see baby cwyng (.)
 see baby cwyings (.) two baby cwyings (5.0) wakey (.) wakey (.) two babies cwyings
 (1.0) I'll have to p p p p pat them (3.0)
 ['*Panda*' voice] hello Momo (.)
 ['*Momo*' voice] hello Panda (.) how are you today Panda (.) oh [*moving from high to low*
pitch] Panda (.) how are you today Panda (.) 30
 [*own voice*] oh baby (.) oh Mr Piggle sleep (3.0) hello Panda (.) he w was to sleep again
 (2.0) going now Panda (.) me ready (1.0)
 ['*Panda*' voice] I'm not coming (.) I'm staying here with in ma house (1.0) I'm not going
 to shopping (.) 35
 [*own voice*] hide there (5.0) ah (.) hide behind my pillow (10.0) with that other pillow (.)
 I don't like my pillow (.) oh stay here (7.0) [*gentle breathing sounds*]

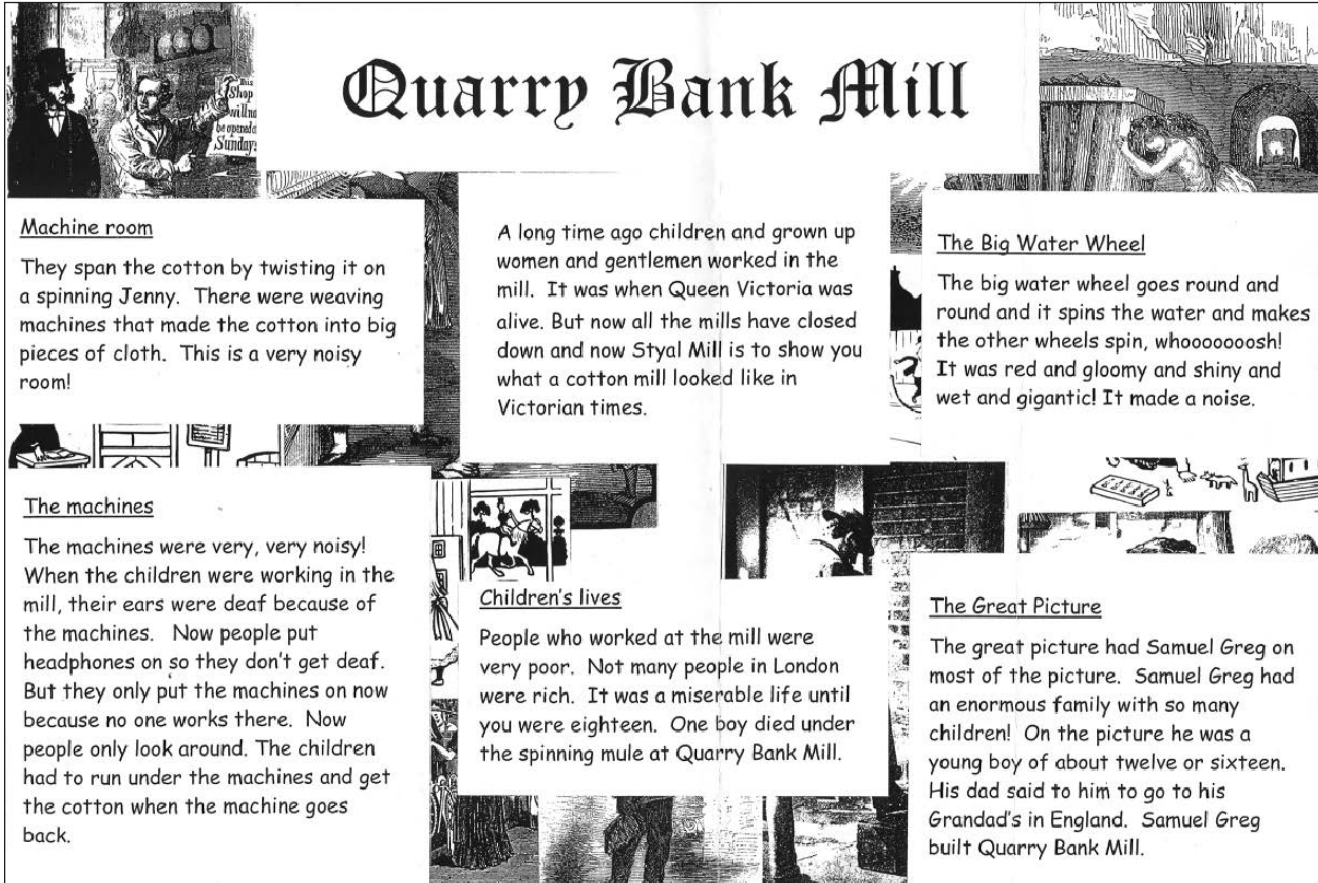
Text B

Leila: [*trying to climb onto a garden chair*] on (.) on (.) chai:r
 Jan: (3.0) you going to sit on the chair
 Leila: yus (.) up [*frustrated sounds*]
 Jan: come on then (.) where is where is Iggle going to sit
 Leila: oh (.) oh (.) what's tha:t 5
 Jan: what IS that (1.0) what do you think
 Leila: it's (.) is it (.) NOISY
 Jan: it's very noisy (.) it's the water (3.0) it's going down the pipes (3.0) where shall we sit
 Leila: I've got sticky hands (.)
 Jan: you got sticky hands again (1.0) 10
 Leila: oh dear me
 Jan: oh dear (.) that's from the bubbles isn't it
 Leila: oh dear me
 Jan: do you want to wipe your hands (2.0) good girl (4.0) that's it (3.0) are you going to sit
 up (.) do you want some help 15
 Leila: yeah
 Jan: (5.0) let me help you because I don't want you to fall off (2.0) they're big chairs aren't
 they (3.0) there we go
 Leila: they are big chairs
 Jan: they ARE big chairs (1.0) right okay 20
 Leila: that's nice (.) push me in
 Jan: push you in
 Leila: yeah
 Jan: there you are (2.0) that's good (4.0) now are you going to have yours (.) and is Iggle
 going to have his 25
 Leila: I I (.) I'm wiping my fingers
 Jan: you're wiping your fingers good idea (1.0) what about mine
 Leila: they all wight
 Jan: they're all right (.) okay (.) thank you
 Leila: [*'Iggle Piggie' voice*] I've got sticky hands 30
 Jan: he's got sticky hands as well that's it wipe his hands as well (2.0) is his face sticky (2.0)
 oh he's lovely and clean now (.) that's better
 Leila: [*'Iggle Piggie' voice*] oh no (.) sticky hands (1.0) sticky hands
 Jan: what's he been doing (.) why's he got such sticky hands (1.0) what's he been up to
 Leila: he's got he's got grass on them 35
 Jan: [*laughs*] grass on them (.) he's got grass on them (.) where did he get that from (1.0)
 [*sing-song intonation*] he must have been playing when we weren't looking (4.0) do you
 think he was
 Leila: yeah

Turn over ►

Texts for Question 2

Text C



Quarry Bank Mill

Machine room

They spin the cotton by twisting it on a spinning Jenny. There were weaving machines that made the cotton into big pieces of cloth. This is a very noisy room!

The machines

The machines were very, very noisy! When the children were working in the mill, their ears were deaf because of the machines. Now people put headphones on so they don't get deaf. But they only put the machines on now because no one works there. Now people only look around. The children had to run under the machines and get the cotton when the machine goes back.

A long time ago children and grown up women and gentlemen worked in the mill. It was when Queen Victoria was alive. But now all the mills have closed down and now Styal Mill is to show you what a cotton mill looked like in Victorian times.

Children's lives

People who worked at the mill were very poor. Not many people in London were rich. It was a miserable life until you were eighteen. One boy died under the spinning mule at Quarry Bank Mill.

The Big Water Wheel

The big water wheel goes round and round and it spins the water and makes the other wheels spin, whooooooosh! It was red and gloomy and shiny and wet and gigantic! It made a noise.

The Great Picture

The great picture had Samuel Greg on most of the picture. Samuel Greg had an enormous family with so many children! On the picture he was a young boy of about twelve or sixteen. His dad said to him to go to his Grandad's in England. Samuel Greg built Quarry Bank Mill.

Text D


Lizzie's writing has been corrected by the teacher.



17.3.11 our trip to the stale
 mill a ool and 2000
 p yers ago peple and chidten
 worked in a mill
 A good for many a visatures
 introduction can see the top
 of the Chimney from miles
 away now o #
 the
 The Grand picture
 There was ^{lots} lost of
 picture with Sammul C-
 on they they wasent
 much picurce most
 of them were of

Transliteration

our trip to the stale
 mill a ool and 2000
 yers ago pepele and chidten
 worked in a mill
 for many visatures 5
 can see the toq (corrected to top)
 of (inserted the) Chim (corrected to Chimney) from miles
 away how o t
 the
 the (corrected to The) Grand picture 10
 there (corrected to There) was lost (corrected to lots) of
 picture with Sammul Crond (corrected to Greg),
 on they they wasent
 much picurce most
 of them were of 15

Sammul Commtuus family
 the lady at the
 spinig wheel
 we saw a lady. she
 showd us how to spin
 cotton. There was
 driff do it your
 self mashiens. she
 take about
 how fast the mach
 went o

 You understand how to write a
 report, Lizzie.

 Remember to put in full stops! 

Sammul Commtuus family (inserted full stop)
 the lady at the
 spinig wheel
 We saw a lady (inserted full stop) She
 showd us how to spin 20
 cotton (inserted full stop) there (corrected to There) was
 driff do it your
 self mashiens (inserted full stop) She
 talke about
 how fast the mach
 went o 25

Turn over ►

Text for Question 3

Text E

On Monday Night about Eight o’Clock two Soldiers were attacked and beat. But the Party of the Towns-People, in order to carry Matters to the utmost Length, broke into two Meeting-Houses, and rang the Alarm Bells, which I supposed was for Fire as usual, but was soon undeceived. About Nine some of the Guard came to and informed me, the Town-Inhabitants were assembling to attack the Troops, and that the Bells were ringing as the Signal for that Purpose, and not for Fire, and the Beacon intended to be fired to bring in the distant People of the Country. This, as I was Captain of the Day, occasioned my repairing immediately to the Main-Guard. In my Way there I saw the People in great Commotion, and heard them use the most cruel and horrid Threats against the Troops. In a few Minutes after I reached the Guard, about an hundred People passed it, and went towards the Custom-House, where the King’s Money is lodged. They immediately surrounded the Sentinel posted there, and with Clubs and other Weapons threatened to execute their Vengeance on him. I was soon informed by a Townsman, their Intention was to carry off the Soldier from his Post, and probably murder him. On which I desired him to return for further Intelligence ; and he soon came back and assured me he heard the Mob declare they would murder him. This I feared might be a Prelude to their plundering the King’s Chest. I immediately sent a non-commissioned Officer and twelve Men to protect both the Sentinel and the King’s Money, and very soon

followed myself, to prevent (if possible) all Disorder ; fearing lest the Officer and Soldiery by the Insults and Provocations of the Rioters, should be thrown off their Guard and commit some rash Act. They soon rushed through the People, and, by charging their Bayonets in half Circle, kept them at a little Distance. Nay, so far was I from intending the Death of any Person, that I suffered the Troops to go to the Spot where the unhappy Affair took Place, without any Loading in their Pieces, nor did I ever give Orders for loading them. This reminds Conduct in me perhaps merits Censure ; yet it is Evidence, resulting from the Nature of Things, which is the best and surest that can be offered, that my Intention was not to act offensively, but the contrary Part, and that not without Compulsion. The Mob still increased, and were more outrageous, striking their Clubs or Bludgeons one against another, and calling out, ‘ come on, ‘you Rascals, you bloody Backs, you Lobster Scoundrels ; fire if you dare, ‘G—d damn you, fire and be damn’d ; ‘we know you dare not ;’ and much more such Language was used. At this Time I was between the Soldiers and the Mob, parleying with and endeavouring all in my Power to persuade them to retire peaceably ; but to no Purpose. They advanced to the Points of the Bayonets, struck some of them, and even the Muzzles of the Pieces, and seemed to be endeavouring to close with the Soldiers. On which some well-behaved Persons asked me if the Guns were charged : I replied, yes. They then asked me if I intended to order the Men to fire ;

I answered no, by no Means ; observing to them, that I was advanced before the Muzzles of the Men's Pieces, and must fall a Sacrifice if they fired ; that the Soldiers were upon the Half-cock and charged Bayonets, and my giving the Word fire, under those Circumstances, would prove me no Officer. While I was thus speaking, one of the Soldiers, having received a severe Blow with a Stick, stepped a little on one Side, and instantly fired, on which turning to and asking him why he fired without Orders, I was struck with a Club on my Arm, which for sometime deprived me of the Use of it ; which Blow, had it been placed on my Head, most probably would have destroyed me. On this a general Attack was made on the Men by a great Number of heavy Clubs, and Snow Balls being thrown at them, by which all our Lives were in imminent

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Danger ; some Persons at the same Time from behind calling out, ' Damn your 'Bloods, why don't you fire? Instantly three or four of the Soldiers fired, one after another, and directly after three more in the same Confusion and Hurry.

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The Mob then ran away, except three unhappy Men who instantly expired, in which Number was Mr. Gray, at whose Rope-Walk the prior Quarrel took Place ; one more is since dead, three others are dangerously, and four slightly wounded. The Whole of this melancholy Affair was transacted in almost 20 Minutes. On my asking the Soldiers why they fired without Orders, they said they heard the Word "Fire," and supposed it came from me. This might be the Case, as many of the Mob called out "Fire, fire," but I assured the Men that I gave no such Order.

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Turn over for the next text

Turn over ►

Texts for Question 4

Text F

*Inspected on June 29th 1933.
Report by HMI. Sir Roger Curtis*

Before the former Head Mistress left on appt to another school under the authority, she had raised the general condition of the school considerably above the level indicated in the last report.

Under her successor, who has now been in charge for some eight months, the instructional side of the work has been maintained at least at its former efficiency, while a definite advance is noted in certain educational aspects. 5

Thus, the children are now more self-reliant, they display initiative above the ordinary, & their range of interests & activities has widened. As an example of these good qualities it may be mentioned that the older children, entirely of their own volition & without assistance from their teachers or other adults, organised a bazaar earlier in the year, from which a profit of some £7 resulted. 10

Through this commendable enterprise, the school now possesses a good gramophone & country dance records & there is something in hand for future needs.

Points in the work which deserve favourable comment are the deliberate & well enunciated reading & recitation, the pleasing variety & quality of the exercises in Handiwork & the willing & fluent oral response. There is still improvement in writing & figuring, but the scope of the arithmetic is broadening satisfactorily. 15

The infants are very well managed & taught. 20

Text G**Overall effectiveness of the school****Grade: 1**

For many years this popular school has provided high quality education for its pupils. In its centenary year, it continues to be outstanding. Pupils talk warmly about its happy atmosphere; parents and staff members value highly the 'strong sense of belonging to a mutually supportive community'. Apart from the accommodation, all areas of the school's provision are of excellent quality. This means that pupils take delight in learning and develop into articulate, thoughtful young people who are ready to take their place in the world. Their all round levels of achievement are exceptional. Strong leadership and management at all levels have ensured that the transition to the new headteacher has been virtually seamless. The school has many strengths but one of the greatest secrets to its success is the unusually strong respect, flexibility and teamwork among staff, all of whom have the children as their number one priority.

Most children enter Reception with the expected skills for their age. National test results at the end of Years 2 and 6 have consistently been above average or higher for the past five years, with well above average proportions of pupils achieving the higher levels at both key stages. This is outstanding, and current standards are similarly high. In 2007, particular strengths were the standards of pupils' writing in Key Stage 1 and mathematics at Key Stage 2. The progress made by pupils with learning difficulties and/or disabilities, a high proportion of the year group, and by boys was first-rate. One of the reasons for such success is the early diagnosis of individuals' needs, including those who are gifted or talented, followed by highly effective action to help each one reach their potential. High standards are achieved not only in tested subjects but also in ICT, sport and the arts. A rich curriculum with much use of visits, visitors and hands-on experience brings pupils' learning vibrantly to life and entices them to want to find out more. A typical comment is, 'You learn things but you don't realise you are because it's so much fun'.

Pupils' enjoyment of learning and school life is evident throughout the day. They pay excellent attention in lessons, participate keenly in the wide range of extra activities, and behave with real consideration for others. They play energetically and the school council is full of bright ideas, such as Fruity Friday to complement the Walking Wednesday, to persuade their peers to eat more healthily. Pupils move very safely around the awkward site and cramped classrooms. They form strong relationships, valuing each person's qualities and are eager to offer help. They make the most of the many opportunities to contribute to the community whether through the school newspaper, organic gardening, swimming to raise funds for new ICT equipment or participation in village events. In response to staff's outstanding care and guidance, pupils flourish and grow in confidence. Their high self-esteem and well honed working habits are keystones that support their academic achievement.

END OF TEXTS

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