

General Certificate of Education
June 2004
Advanced Subsidiary Examination



ENGLISH LANGUAGE (SPECIFICATION B)
Unit 2 Language and Social Contexts

ENB2

Tuesday 25 May 2004 Afternoon Session

In addition to this paper you will require:
an 8-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 ENB2.
- Answer **two** questions.

Information

- 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.
- The maximum mark for this paper is 70, which will be scaled to give a mark out of 35.
- All questions carry equal marks.

Answer **two** questions.

Each question carries **35** marks.

1 English Dialects of the British Isles

The following table is a summary of some research carried out at the end of the 1980s about spoken English around the UK.

Discuss the idea that features such as those in the table are more acceptable in some contexts than in others.

In your answer you should refer to:

- the table
- relevant ideas from language study.

TABLE

Below are some results of a questionnaire given to pupils from 80 schools in urban areas around the UK. The pupils were asked to say whether or not they had heard certain grammatical features regularly in their local community. Eight of these features are listed, each followed by a typical example and the percentage of schools where pupils reported hearing it regularly.

<i>them</i> as demonstrative adjective (e.g. Look at them big spiders)	97.5%
<i>should of</i> (e.g. You should of left half an hour ago!)	91.3%
absence of plural marking (e.g. To make a big cake you need two pound of flour)	87.5%
<i>what</i> as subject relative pronoun (e.g. The film what was on last night was good)	86.3%
<i>never</i> as past tense negator (e.g. No, I never broke that)	85.0%
<i>there was</i> with plural subject (e.g. There was some singers here a minute ago)	85.0%
perfect participle <i>sat</i> following auxiliary verb (e.g. She was sat over there)	82.5%
non-standard <i>was</i> (e.g. We was singing)	80.0%

TURN OVER FOR THE NEXT QUESTION

Turn over ►

2 Language and Gender

The following text is the Editor's Letter from the October 2001 edition of *FHM*, a monthly magazine primarily for young men.

Write about some of the ways in which this text represents gender.

In your answer you should refer to any frameworks you consider appropriate and to any relevant ideas from language study.

The insert is not reproduced here due to third-party copyright constraints.

3 Language and Power

The following text is a letter sent home to parents of a child in Year 7 at a secondary school.

By close reference to the text explain how the writer's language choices are intended to establish authority and influence the behaviour of the audience.

In your answer you should refer to any frameworks you consider appropriate and to any relevant ideas from language study.

(Please note that the school address, contact details and individuals' names have been removed from the text to preserve confidentiality.)



arts colleges

Principal:

Tel No:

Fax No:

e-mail:

Acting Vice Principals:

12th April 2002

Dear Parent/Carer,

You are probably aware of secondary schools having to meet academic targets set by the Local Education Authority at all levels, from KS3 to KS5. However, schools are also under some considerable pressure from Central Government to meet targets in other areas, such as attendance. At the end of the Spring Term, in Year 7 alone, there were 450 unexplained absences. Naturally, we need to know at school that you are aware of your child's absence from school. Whilst it is very likely that the majority of these unexplained absences in Year 7 are known to parents and carers they offer an inaccurate picture of student attendance. Tutors complete a weekly "reasons for absence" sheet for their group and are spending a disproportionate amount of their time chasing up notes for students' absences.

Please could I ask for your co-operation with regard to attendance? Firstly, would you ensure that following an absence from school, your child's planner is signed giving the reason for absence or that you telephone school with this information before their return? Secondly, that you complete the reasons for absence of your child alongside the dates below. It is possible that some morning registrations were missed because of lateness rather than absence, but your child failed to go through the registration procedures for arriving late. (Students receive a school detention for two lates in a week.)

I appreciate that there may be some absences that have been covered by notes that students have just not shown to their tutors. This is annoying for both you and the tutor.

Please could I ask you to send this letter back to your child's tutor no later than **WEDNESDAY 17th APRIL** so that tutors can complete their absence sheets by Friday 19th April?

ABSENCES:

13.03 A. P.M.

14.03 A.M. P.M.

20.03 A.M.

Thank you for your support.

Yours sincerely,

Year 7 Team Leader



INVESTOR IN PEOPLE



Specialist Performing Arts College

END OF QUESTIONS

THERE ARE NO QUESTIONS PRINTED ON THIS PAGE

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