

General Certificate of Education
January 2006
Advanced Subsidiary Examination



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

ENB1

Wednesday 11 January 2006 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 marked.

Information

- The maximum mark for this paper is 70.
- There are 35 marks for each question.
- You are reminded of the need for good English and clear presentation in your answers. All questions should be answered in continuous prose. Quality of Written Communication will be assessed in all answers.

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.

- 1 Study the texts A–H on the next six pages. These extracts 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

Text A

This transcript is part of a weather forecast broadcast in the morning on Radio Five.

Key: (.) indicates a brief pause.

. . . the northern isles really quite grey cloudy with mist and murk and some drizzle as well (.) likely to struggle for much of the day so too perhaps the far north of the mainland but come a little bit further south central belt for example in Scotland (.) fine and dry for the most part
 5 some hazy sunshine (.) top temperatures round about seventeen degrees more cloud in the west of Scotland to finish off the day and you might just see a spot of rain (.) first sign of Thursday's rain there (.) for Northern Ireland also a fairly bright start a little bit of mist and murk and one or two spots will be short lived cloud building through this afternoon
 10 particularly and the northern and western parts will finish off with a spot of rain er probably towards sort of late evening time before more persistent rain gets in there and a high of seventeen . . .

Source: BBC Radio Five Live

Text B

This is a transcript of a conversation between (A) a hairdresser and (B) her client.

Key: (.) indicates a brief pause.

Numbers within brackets indicate length of pause in seconds.
 Words between vertical lines are spoken simultaneously.

B: have you got any ideas
 A: um (.) I was thinking of um pink | and orange |
 B: | right right |
 A: those those were the colours that (.) flashed into my mind earlier on
 5 B: I bought this yesterday to make | a jacket (1.0) |
 A: | um |
 B: but it doesn't have to be the inspiration (1.0) because it's quite dull isn't it
 A: a bit khaki yes (2.0) what are we going to do with regard to the shape
 10 B: I really was going to (3.0) I still like the asymmetric but what I was thinking was that if I'm going to stay blonde I'd rather be sort of closer to your sort of honeyish blonde than my brassy (.) just because we're nearly into autumn (.) I don't know (.) I just thought I'd like to be a bit more (.) a bit more subtle

Source: Yamuji of Shrewsbury

Text C

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

Text D

This is a copy of a card sent to schools by the BBC to be given out to students.



Blast explode!

**Are you passionate about music, dance, or visual arts?
Could you tell the rest of the world about your passion?**

This summer the BBC is looking for reporters, aged between 16-19, to report on some of the best gigs and events around. You'll be expected to cover everything from Hip-Hop through Bhangra to Ballet - and then get creative by writing reports, taking photos and even making videos about what you've attended.

So if you've got some spare time this summer, and fancy putting work experience with the BBC on your CV, then apply now and become a Blast reporter.

For further information and an application form please see:
bbc.co.uk/jobs/blast/reporters

Source: BBC

Turn over for Texts E, F, G and H ►

Text E

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

Text F

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

Text G

This label was attached to a child's t-shirt when purchased.

WARNING

**TO ACHIEVE A VINTAGE
APPEARANCE THIS GARMENT
HAS BEEN DYED USING
TRADITIONAL METHODS.
DUE TO THE NATURE OF
THE DYING PROCESS,
SOME LOSS OF COLOUR
MAY OCCUR DURING
WASHING AND IT
SHOULD BE WASHED
SEPARATELY.
AVOID CONTACT WITH LIGHT
COLOURED MATERIALS
AND UPHOLSTERY
FOLLOW WASHING
INSTRUCTIONS CAREFULLY.**

Source: John Rocha's range of children's clothes

Text H

This text was on a gas mask box displayed in a museum.

PACKING OF RESPIRATOR.

The Respirator should be placed in box with heavy end (container) standing on bottom of box.

The transparent eyepiece should lie evenly on the top of the container and at full length without any deformation.

WHEN RESPIRATOR IS REQUIRED FOR USE.

- 1. Hold Respirator by the straps.**
- 2. Put on by first putting chin into the facepiece and then draw the straps over the head. Adjust straps to obtain close but comfortable fit.**
- 3. Take off by pulling the straps over the head from the back. DO NOT TAKE RESPIRATOR OFF BY PULLING THE CONTAINER UPWARDS OVER THE FACE.**

Source: Cosford Aerospace Museum

END OF TEXTS

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