

General Certificate of Education
January 2007
Advanced Subsidiary Examination



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

ENB2

Thursday 11 January 2007 1.30 pm to 3.00 pm

For this paper you must have:

- 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.
- Question 1 may be answered by **re-sit** candidates **only**.
- 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.

Answer **two** questions.

There are **35** marks for each question.

Question 1 may be answered by **re-sit** candidates **only**.

1 English Dialects of the British Isles

Text A is an extract from *Family: a dialect story* by Myrna Combellack, written in Cornish dialect. In this extract, the main character is reminiscing about his past and, in particular, about the Whites, a local Romany family.

Identify and comment on the representation of dialect in this text.

You should refer in detail to the text, and to relevant ideas from language study.

In your answer you may wish to comment on some of the following:

- the way accent is represented by the writer;
- the lexical and grammatical choices in the text;
- how the writer uses dialect to present a character.

Text A

He spat on the ground where he stood.

'Whites ... lived under canvas ... coupl'a waterproof clay sheets an'a singin' kettle. 'Appy? 'Appy as san'boys, 'r san'flies more like ... dozens a kids ... Lena, Sophie, Roma, Selina, Sonia ... an' 5
then there was Sam ... Next thing, they got a caravan ... bleddy greet rusty thing ... still there on the downs. Put un behind a' ol' engine 'ouse f'r shelter. Smoke used t' rise from th' ol' stack on a summer's day. Men, standin' at the corner a the rawd used to look up at th' 'ill at un like lookin' at starvation ... bleddy gippos ...' 10

'Never mixed with the village, I didn'. Village never mixed with the Whites ... well you couldn'. When I 'ad ol' Key, the dog, I used t' goo up th' 'ill f'r a walk an' a bit of sport. Alwees came back that way, too. Never seen nobody 'roun' ... one ur two of theys kiddies. Oldest one was what they do call "in care". They 'ad a lot of caravans be now ... seemed t' collect the bleddy things ... 'ad 'em all in a circle like somebody wus gwoin attack 'em ur somethin' ...' 15
20

2 Language and Technology

Text B is a transcript of a live television broadcast from the World Athletics Championships in Helsinki, summer 2005. The two commentators, Brendan Foster and Steve Cram, are covering the high jump and the steeplechase. Sally Gunnell then interviews Jo Ankier.

By close reference to the transcript, and to relevant ideas from language study, write about some of its significant features.

In your answer you may wish to comment on the following:

- how the television medium affects the language of the speakers;
- how audience, purpose and context influence language choices.

Key: (.) indicates a brief pause.

Numbers within brackets indicate length of pause in seconds.

Underlining indicates emphasis in speech.

Other contextual information is in italics in square brackets.

Text B

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

3 Language and Occupation

Text C is a copy of the minutes (written record) of a Sixth Form Tutor meeting.

By close reference to the text, and to relevant ideas from language study, write about some of its significant features.

In your answer you may wish to comment on some of the following:

- the language choices of the writer;
- the purposes of the text;
- the structure of the text.

Text C
Sixth Form Tutor team meeting Wednesday 11th May 2005

Present: JA, TS, GK, LP, ID, RJL, EW, FJ, FL, RTS.

Apologies: MBH, GFP, DS, AG.

1. **Problems/comments arising from mentoring.** ID thanked tutors for the return of their comments, she is following up any problems raised. 5
 - More than 20 letters were sent home last week to students who have unexplained absences. A number of parents have rung in to follow up.
 - Jess Hammonds and Ella Morris have taken early study leave.
 - Peter Carr excluded for three days for missing lessons. If he does so again – five day exclusion. 10
 - Simon Jacobs is “taking the mick” with his lateness and attitude to work.
 - Nathan Pearce has applied to SCAT for uniformed services course.
 - Jake Dickinson will not be returning next year.

2. **Tutors were reminded to return the copies of reports** to Elaine Hunt 15
for filing.

3. **Potential medics/law/vet/Oxbridge** – ID will circulate a list to tutors to see if all have been identified.

4. **AOB:**
 - Procedure for returning books will be the same as last year – on a 20
designated day, but ID will ask someone to phone anyone who fails to return books. Give her a list.
 - It was suggested that it might be a good idea to have a returnable deposit on books loaned to students
 - OCR bursaries now available for Oxbridge students for the first time – 25
James Smith/Matt Spencer are applying.
 - H.E. day – 4th July – whole day of workshops + ex-students and speakers. Parents’ evening for H.E. on same evening. Put in blue forms if you will have year 12–13 next year
 - Leavers Day 1st July – Senior Council to organise 30
 - Year 12 return on 13th June – H.E. programme starts in extension studies lessons.
 - Next year there will be Focus Days instead of timetabled lessons for Extension Studies – as with the Health Day.
 - GFP will have 36 boarders as his tutor group from 13th June. 35

Meeting closed: 4.45 pm.

4 Language and Gender

Text D is a transcript of a conversation between three women in a health and beauty shop. The shop manager is explaining the differences between various sun creams as the customer selects and buys some products.

How significant is gender in this interaction?

You should refer in detail to the text, and to relevant ideas from language study.

In your answer you may wish to comment on some of the following:

- the speakers' roles and relationships;
- the language choices of the speakers;
- the influence of context on the speakers.

Key: (.) indicates a brief pause.

Numbers within brackets indicate length of pause in seconds.

Underlining indicates emphasis in speech.

Words between vertical lines are spoken simultaneously.

Other contextual information is in italics in square brackets.

M: female shop manager.

C: female customer.

SA: female shop assistant.

Text D

- M: you could go on the Internet to get information concerning UVAs and so on (.) all I know is that people have really liked this product
- C: OK
- M: yes and quite a lot of people who have used it before have bought it for their children particularly erm (.) but as I say the plan is to put it into a larger pot (.) erm (.) 5
- C: yes yes
- M: next year (.) meanwhile er [*background noise*] there's a lot of ladies who use it as their summer moisturiser (.) it's quite light (.) there's the lemongrass option for the
- C: yes (.) yes 10
- M: body as well (.) but it but it's not such a such a protection
- C: yes (2.0) well I'll take both and a high sunscreen protection as well (.) and we've got a citronella stick
- M: and where are you going
- C: Spain (.) the north 15
- SA: where (.) I've been
- M: and (.) and have (.) have you got children
- C: yes (.) I've got two
- M: why don't you take [*noise of till*] one of our (.) this is the one (.) we used to have a higher factor one but we've discontinued it (.) I could explain to people and nauseam that the way it works is as a barrier and they'd come back and say well 20
- C: umm umm
- M: they don't like that because it doesn't rub in and looks white [*background noise*]
- C: yes
- M: I'll give you one of those as well and then put that on the children and you'll probably find that when the children are playing in the sand (.) they can get a nasty 25
- C: umm yes
- M: rash (.) and you can use this cream (.) in much the same way as we used to put nappy cream on baby's skin you see [*background noise (5.0)*] but you know (.) people don't think frankly 30
- C: OK yes (.) well there's so many sun creams to choose from that you don't know what to think
- M: yes yes (.) they are so confusing
- C: they are
- M: and factor fifty (.) people think you need factor fifty (.) who needs factor fifty 35
- C: exactly yes
- M: it's a joke (.) and if you think realistically where you're going (.) I mean
- C: I know (.) I know
- M: somebody climbing Mount Everest might need (.) or possibly somebody out on a sailing boat all day long might need a high factor [*till noise*] 40
- C: yes (.) yes

END OF QUESTIONS

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Question 1 Text A: MYRNA COMBELLACK, *Cuts in the Face*, Cornish Fiction, 2004, ISBN 0-9541918-2-X

Question 2 Text B: © BBC

Question 3 Text C: Private data

Question 4 Text D: Private data

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