



General Certificate of Education
Advanced Subsidiary Examination
January 2010

English Language (Specification B)

ENGB1

Unit 1 Categorising Texts

Monday 11 January 2010 9.00 am to 11.00 am

For this paper you must have:

- a 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.
- 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 marks for questions are shown in brackets.
- 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

- You are advised to 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 may detach this page by tearing along the perforations.

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

- 1** Study the texts A–G on the next five 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 9–12.

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

EITHER**2 Language and Gender**

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

OR**3 Language and Power**

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

OR**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 was recorded at a riding school. The instructor is teaching two novice riders, Rachel and Shelby. Rachel is riding a pony called Josh.

Key: (.) indicates a brief pause.

Numbers within brackets indicate length of pause in seconds.

Instructor: ok sit up nice and straight for me Shelby (3.0) there's a good girl (4.0) right I want everyone sitting up nice and straight like Shelby is at the moment and I want everyone's hands to the front like you're carrying that tray remember I told you last week (4.0) ok right what I want you to do is when you get round to the corner I want you all to turn across the centre following Josh (.) I want you to change the rein (2.0) so if you'd like to turn now Rachel (4.0) ok good girl everyone sitting up nice and straight (5.0) ok now what I want you do Rachel is when you reach the next corner I want you to push him on for a nice little trot to the rear ok (2.0) you don't have to go too fast just as fast as you want to ok (2.0) right then when you're ready shorten up your reins for me (2.0) put your legs on and remember we say trot on Josh (6.0) well done good girl

Source: Private Data

Text B

This is from the opening of a novel *A Concise Chinese–English Dictionary for Lovers*.

Now.

Beijing time 12 clock midnight.

London time 5 clock afternoon.

But I at neither time zone. I on airplane. Sitting on 25,000 km above to earth and trying to remember all English I learning in school.

I not met you yet. You in future.

Looking outside the massive sky. Thinking air staffs need to set a special time-zone for long-distance airplanes, or passengers like me very confusing about time. When a body floating in air, which country she belonging to?

People's Republic of China passport bending in my pocket.

Source: XIAOLU GUO, *A Concise Chinese–English Dictionary for Lovers*, Vintage, 2007

Text C

This text is a label from a tin of baked beans. The tins were given to students during their first week at university.

Baja
LET'S COOK - a guide to having a great time
empty your mind and pour yourself into the **Baja BEACH CLUB**
let the atmospheric heat gently raise your temperature
stir occasionally to one of the fantastic bars - don't boil
Baja
Produced in the UK for Baja Beach Club
04/10g best before use and of can
Tel: 0113 245 4088
Weg - suitable for vegetarians and anybody with a need for huge helpings of fabulous funk

Baja
INGREDIENTS - 200%
party animals
massive audio
spectacular epic night's
infamous guest dj's
lashings of freebies
loads of exotic cocktails
oodles of noodles
Baja
ADDITIONAL INFO
typical night's - awesome audio
energy value - off the scale
protein power - to the max
exotic grooves - massive selection
bars - multi complex
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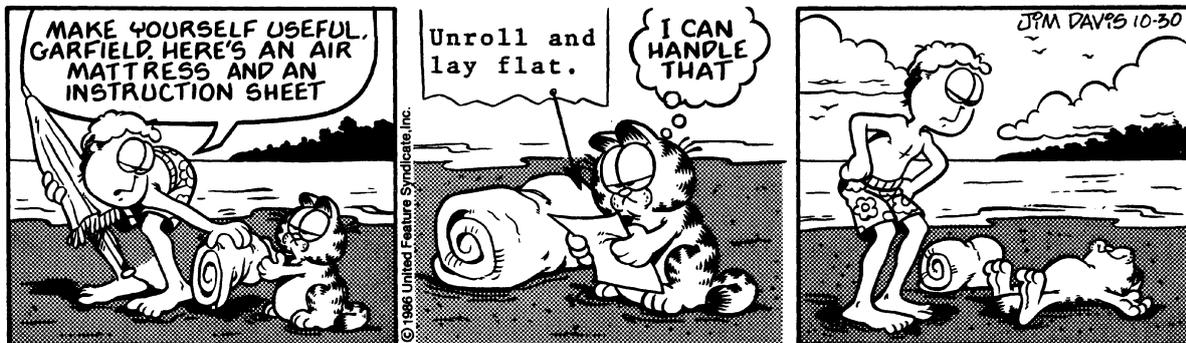
Source: Baja Beach Club, Tillate UK Ltd

Text D

Text D cannot be reproduced here due to third-party copyright constraints.

Text E

This text is from a series of humorous cartoons.



Source: JIM DAVIS, *Garfield Worldwide 15th Book*, Ballantine Books, 1988

Text F

Text F cannot be reproduced here due to third-party copyright constraints.

Text G

This was recorded on Bethany's 16th birthday. Diane, her mum, and Laura, Diane's friend, are watching her open her presents.

Key: (.) indicates a brief 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.

Diane: now is that a waist belt Bethy
 Bethany: I expect it could be
 Laura: | is that what you have to have now |
 Diane: | that's what I bought it for yes it's not | hip belts now it's waist belts
 Laura: ok (3.0) 5
 Bethany: yeah I think that's a waist belt
 Diane: I thought it looked like it
 Bethany: ooh look I have to have it on the skinniest one
 Diane: [*laughter*]
 Laura: [*laughter*] 10
 Bethany: yeah good ooh I like it thanks
 Laura: let me see let me see [*Bethany stands up displaying belt*] oh yes very nice very nice
 (.) classy
 Bethany: mmmm yeah it's really mmmm a really nice a leather one
 Diane: I always try to go to these shops that Bethany's friends don't go to like Laura 15
 Ashley that sell really nice stuff because if you go to Top Shop nearly everyone's
 got the | same |
 Laura: | same things yeah |

Source: Private Data

THE TEXTS FOR QUESTIONS 2, 3 AND 4 ARE ON PAGES 9, 10, 11 AND 12.

Language and Gender

Text H

Text for Question 2

This is a conversation between three female friends, Gina, Kate and Amy, aged 17. They are talking in their 6th Form social area.

Key: (.) indicates a brief 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.

- Gina: did you see that (.) film on telly (1.0) was it (1.0) last night erm yeah that was it (1.0) Return of the Living Dead
- Kate: yeah it was disgusting (2.0)
- Amy: oh (.) I didn't see it (1.0) I watched this comedy programme it was so funny (1.0) Harry Enfield 5
- Kate: I saw it last week (.) I think Kevin the teenager is best though (1.0)
- Amy: oh yeah (1.0) [*imitating voice of actor*] bloody hell mum [*laughter 4.0*]
- Kate: he reminds me of this lad that used to go to school
- Gina: oh (.) what was his name (.) in Biology (.) you know (1.0)
- Kate: oh Peter somebody (1.0) 10
- Amy: I didn't really know him (.) I wasn't in your group (1.0)
- Kate: which group were you in then
- Amy: you know
- Gina: top group of course (1.0) you were more clever than me and Kate [*Gina and Amy laugh*] I was in all the thicko groups (1.0) mind you I was a bit bloody crap 15
- Kate: [*laughter*] don't be stupid you were well clever at (.) maths
- Gina: I wouldn't say well clever
- Amy: oh why are we talking about school (1.0)
- Gina: are you going out on Friday
- Kate: | yeah | 20
- Amy: | probably |
- Kate: I don't know where to go mind
- Gina: what about The Vic
- Kate: the trouble with going there is you have to dress (.) fairly smart (1.0) which means I don't know what to wear 25
- Gina: anything as long as it's not
- Kate: I might wear my stripy dress actually
- Gina: fine don't listen to me then
- Kate: sorry I didn't hear you (1.0) sorry Gina
- Gina: doesn't matter (.) it wasn't important (2.0) 30
- Amy: there was this lad at The Vic last time (.) and he came up to me and he goes (.) aren't your legs aching (.) and I go no why (.) and he goes because you've been running through my mind [*laughter 7.0*]
- Gina: that is such a crap chat up line (1.0) I can't believe he said it (.) what did you say
- Amy: I go (.) oh really and then just laugh (.) it was so funny I had to walk off 35
- Kate: I hate it when lads say stuff like that (.) it's just so corny (.)
- Gina: it's well funny though

Source: Private Data

Language and Power
Text I**Text for Question 3**

This was recorded in a Reception class of 5 year olds. The teacher is preparing to read a story book with a group of four children, Becky, Alexander, Ted and Helena.

Key: (.) indicates a brief 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.

Teacher: is this the front of the book or the back of the book
 Becky: huh
 Teacher: this is the | front of the book |
 All children: | front of the book |
 Teacher: this is the front of the book (1.0) so what's this then 5
 All children: the baaaaaack
 Teacher: the back (.) the back of the book that's right (1.0) so where do we start to read
 our story from then do we start at the front or do we start at the back
 Ted: the | back |
 Alexander: | back | 10
 Teacher: you think the back do you Alexander good try
 Becky: I think the back and the front
 Ted: um um um I think the front
 Teacher: Ted thinks the front (1.0) I think it's the front (2.0) you need to look at the picture
 on the front (1.0) what have we got on the picture at the front of the story (1.0) 15
 Ted
 Ted: two (2.0) | two |
 Teacher: | two | pigs how many pigs were there altogether in our book
 Helena: three
 Teacher: good girl Helena how many 20
 Helena: [*holds three fingers up*]
 Teacher: how many is that
 Helena: four (3.0) three
 Teacher: good girl three (2.0) she put three fingers up for the three pigs good girl and
 who's this 25
 All children: big bad wolf
 Teacher: is he a nice wolf
 All children: no
 Teacher: why not
 Helena: knock all the house down 30
 Teacher: because he's blown the houses down that's right that's not very kind is it
 Becky: no
 Teacher: no and what do you think this stuff is here
 Alexander: writing
 Teacher: it's the writing and why do we have writing in a book 35

TEXT I CONTINUES ON THE NEXT PAGE

Ted: to | sh |
Helena: | know | the story
Teacher: to know the story that's right the writing is telling us all about the story isn't it
(1.0) the writing tells us what the story's about and the pictures (2.0) they tell the
story even better (2.0) when I'm telling stories how do they often begin 40
Helena: once upon a time
Teacher: once upon a time brilliant how else can a story begin
Helena: once upon a time there lived three little pigs
Teacher: that's a good beginning isn't it (1.0) if we were trying to think of a different
beginning (1.0) what could we say (1.0) how else could we start our story 45

Source: Private Data

Language and Technology

Text J

Text for Question 4

This text is the homepage of the Royal National Lifeboat Institution website.

The RNLI is the charity that saves lives at sea

How to support us | RNLI near you | Who we are | What we do

Saving lives at sea
The RNLI is the charity that provides a 24-hour lifesaving service around the UK and Republic of Ireland.
Our volunteer crews give up their time and comfort to carry out rescues in difficult and often dangerous conditions.
▶ [Our volunteer lifesavers](#)

OUT ON A SHOUT
Launch in the last 24 hours
Recent Lifeboat launch

Courage and commitment
Your support is vital in training and equipping our volunteer lifesaving crews.
DONATE NOW
▶ [How else can I help?](#)

News Children saved from caves
Porthrush Mechanic swims to the rescue.

RNLI at Cowes Week
Official charity of renowned regatta.

RNLI shop
The Lifeboat College
RNLI lifeguards
Sea and beach safety
Education
Press Centre
Jobs
+ ADD THIS

SOUTHAMPTON BOAT SHOW
11-20 SEPTEMBER 2009
Help the RNLI by buying discounted tickets here

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Source: www.rnli.org.uk 12 August 2009

END OF TEXTS

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