

AS ENGLISH LANGUAGE (SPECIFICATION B)

Unit 1 Categorising Texts

Monday 23 May 2016

Morning

Time allowed: 2 hours

Materials

For this paper you must have:

- an AQA 12-page answer book.

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is ENGB1.
- Answer **two** questions.
- 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.
- Do all rough work in your answer book. Cross through any work 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

- It is recommended that you 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 are advised to spend **one** hour on this section.**Question 1**

0 1 Study the **Texts A–G** on the next six 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 ContextsAnswer **either** Question 2, **or** Question 3, **or** Question 4.

The texts for Questions 2, 3 and 4 are on pages 10–15.

You are advised to spend **one** hour on this section.**Either****Question 2**

0 2 **Language and Gender**

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

[48 marks]**or****Question 3**

0 3 **Language and Power**

With detailed reference to **Text I** and to relevant ideas from language study, explore how spoken language is used to assert power.

[48 marks]**or****Question 4**

0 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 is an extract from 'Fun on Wheels', a book published in 1962, containing puzzles to keep children entertained on car journeys.

Highway Observation. This is a good game for country roads or secondary roads.

We begin by making lists of commonly seen objects such as the following:

List One

Horse
Pond
Bridge
Sweetshop
Bicycle
Field of corn
Any road sign
Red light
Barn
Train

List Two

Chickens
Brook
Gravel road
Grocer's shop
Postman
Apple tree
"Stop" sign
Wooden fence
Shutters
Guard's van

List Three

Cow
River
Cinema
Caravan
Aeroplane
Haystack
"For sale" sign
Cemetery
Weeping willow
Tractor

Give each player one list and a pencil. Whenever the player sees an object on his list, he calls it out and checks it off. The first one to complete the list waves it in the air and calls, "Observation". He's the winner. As a prize you may give him anything from a biscuit to three years in a Swiss finishing school.

Text B

As part of their first A-level lesson, these students were asked to introduce themselves to each other.

Key: (.) indicates a normal pause

Numbers within brackets indicate length of pause in seconds

Other contextual information is in italics in square brackets

Justine: my name is Justine

Prentice: Justine or Justine [*Prentice attempts different pronunciations*]

Justine: yes and you

Prentice: Prentice

Justine: what

5

Prentice: Prentice

Justine: oh ok I thought it was princess (.) sorry

Prentice: [*laughing*] oh god (1.0) and are you from Belgium

Justine: yes (.) I live in the south of Belgium

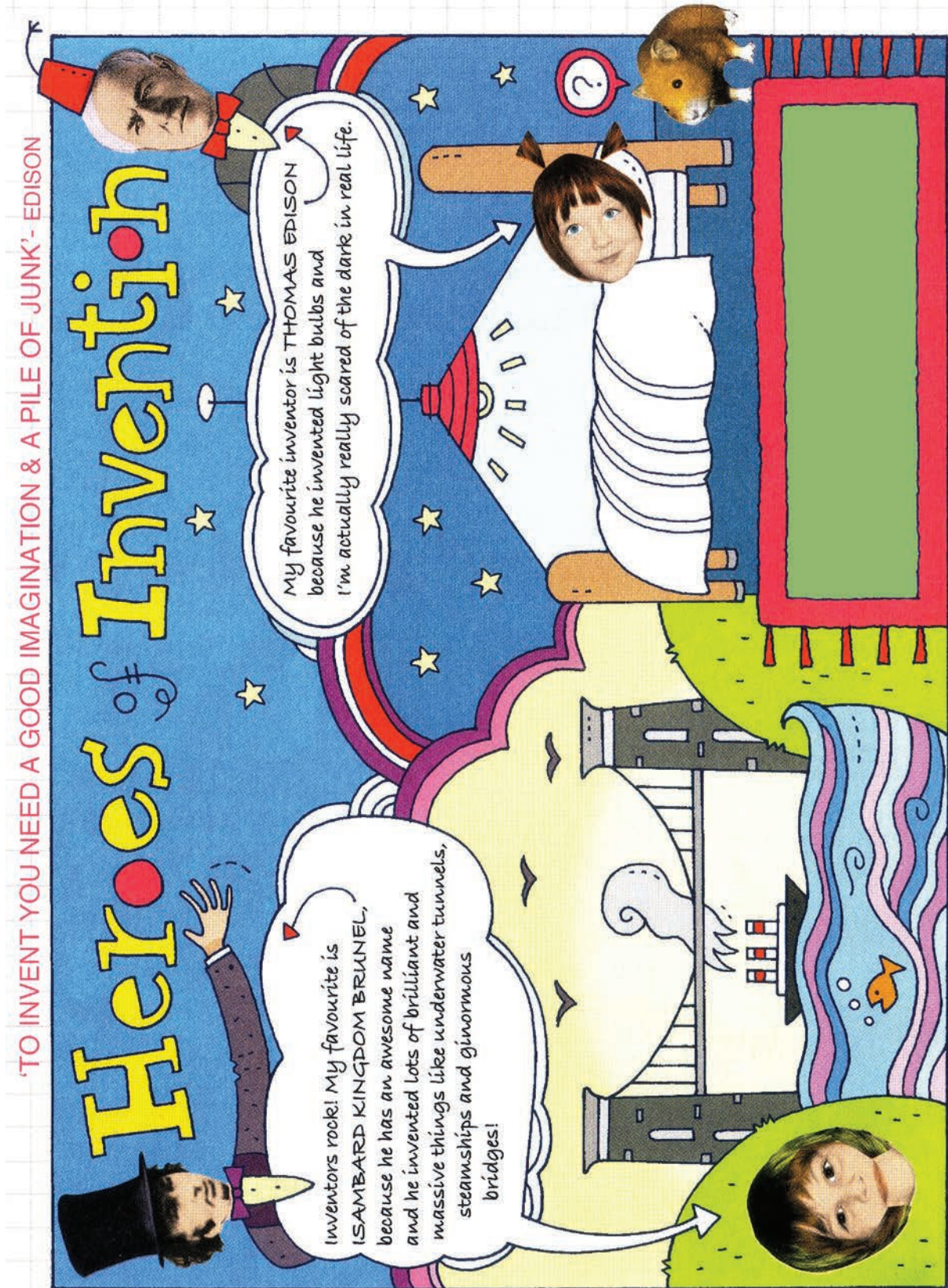
Prentice: near a big city in Belgium

10

Justine: um (.) not really but I live not far from Brussels you know with the Atomium (1.0) Manneken-Pis (.) and the chips

Text C

This is part of a leaflet given to children at a restaurant to occupy them while waiting for their meal.



Text D

This poster was on a community noticeboard in a village.



LOST BAG

Dear Thief,

It is now a week since you stole “my right arm” which is how it feels to have lost my bag.

Are the details of my shopping list or the dates of my friends’ birthdays really of interest to you? They are to me so please may I have them back.

I’m sure you only wanted the money in my purse – keep it and I hope it brings you happiness.

Please bring me happiness by returning my bag and all the other things that were in it so that I can carry on with my life.

You can leave it all safely in the Church where you found it as nothing is usually stolen from there, except in extraordinary circumstances.

Turn over for Text E

Text E

This is part of the packaging from a pot of yogurt.



Text F

This poem was published in 1924 in an anthology for children.

This poem, *Daffodowndilly*, by A A Milne, illustrated by E H Shepherd, cannot be reproduced here due to third-party copyright constraints.

Text G

This is the front of a greetings card.



There are no questions printed on this page

The texts for Questions 2, 3 and 4 are on pages 10–15

Language and Gender

Text H

Text for Question 2

This conversation took place during a beauty treatment. The customer is having her eyebrows shaped.

Key: (.) indicates a normal 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

- Therapist: we'll do your brows first is that ok
- Customer: yes (.) for a change I've had my hair done first
- Therapist: [*laughs*] what colour do we usually do
- Customer: we usually we normally do brownly | black |
- Therapist: | and | leave it to get a good 5
depth of colour
- Customer: yes
- Therapist: ok then I'll start to shape the brows
- Customer: have you got your holidays planned this summer
- Therapist: we've not got summer planned yet we're going skiing in March (1.0) 10
getting a last minute one for the first time (1.0) we haven't done
anything like that before
- Customer: lovely
- Therapist: but no we're getting married in July
- Customer: oh right 15
- Therapist: so we'll have to start thinking about (.) a | honeymoon |
- Customer: | a | honeymoon
- hey (.) so where are you getting married back home in Leeds
- Therapist: yes back up home in Leeds (1.0) do you know up north
- Customer: a little bit (.) not that well 20
- Therapist: do you know Skipton
- Customer: yes
- Therapist: have you ever heard of Bolton Abbey
- Customer: no
- Therapist: well there's a country house nearby so that's where we're thinking of 25
having our reception there (.) near Bolton Abbey

-
- Customer: so have you chosen a date or will it depend what's available
- Therapist: we've chosen a date (.) the twenty fifth of July (2.0)
- Customer: lovely (.) so how far have you got with your plans
- Therapist: church (.) and then we're going up to see the um venue this 30
weekend
- Customer: so how many are you thinking of inviting
- Therapist: um how many (.) how many are we thinking (.) sixty
- Customer: right (.) well that sounds manageable
- Therapist: sixty or seventy (.) not many (.) not huge numbers (.) we went to a 35
wedding last summer and they had about one hundred and fifty (.)
two hundred people (.) and that was just too many
- Customer: what's the tradition nowadays about paying for weddings (.) is it
shared (.)
- Therapist: I think it's yeah shared (1.0) the reason that we've been so slow 40
getting organised is that my fiancé has got it into his head that he
wants to pay for everything
- Customer: right
- Therapist: but we saw my dad last weekend and he said no (.) no that's not
very realistic and plus I wouldn't want you to do that 45
- Customer: no
- Therapist: he did say it's tradition for the bride's father to do most of it (.) but
we'll just contribute and see what happens

Language and Power

Text I

Text for Question 3

This is the start of a Textiles lesson with a group of Year 8 students.

Key: (.) indicates a normal pause

Numbers within brackets indicate length of pause in seconds

Other contextual information is in italics in square brackets

Capitals indicate raised volume

- Teacher: QUIET PLEASE (3.0) that's better (1.0) you can come in now (4.0)
can you sit over there please [*students enter the classroom and sit down*] right then in today's lesson your objective (1.0) is to either complete your bondaweb applique (.) or dye your scarf (2.0) before we start I want to see (1.0) if you can name and write down the use for (.) the components on your little sheet (.) which are on your tables (2.0) okay (.) so using a pencil or a pen I'd like you to highlight the name of the component (1.0) on the dotted line (.) and where it says I could use this on my scarf dot dot dot (1.0) put something you could use it for (.) okay (5.0) so everyone's got an A4 sheet (.) if you haven't got enough (.) you could use one between two (.) okay [*students fill in their sheet*]
- Aisha: miss erm I can't find my scarf
- Teacher: what colour is it Aisha (2.0)
- Aisha: hey (.) erm it's er kind of a really like dark blue (2.0) I didn't want it to go like that (.) colour
- Teacher: did you leave it in the dye for too long by any chance
- Aisha: erm maybe
- Teacher: well you must be able to find it somewhere (3.0) it won't have left this room (2.0) did you go and hang it up
- Aisha: I don't know where I put it (2.0) or I'd be able to er find it now
- Teacher: well it must be there somewhere then (1.0) okay (.) you might have even taken it home (3.0) no Kate this is yours (.) not that one
- Kate: oh er (2) thank you
- Teacher: and Luke (.) RIGHT I'M GOING TO GIVE YOU ANOTHER MINUTE TO DO THIS (1.0) okay so name the components (.) or the detail

-
- that you can see and (.) say how you could find a use for it (.) on your product (.) ok
- Luke: miss what's this thingy called (1.0) what's it meant to be miss
- Aisha: yeah (.) I'm confused (.) what is it 30
- Teacher: I'm not going to give you the answers (1.0) okay (.) work together (.) and see if you can write down what it is you are looking at and think if you could use an idea from that in your work
- Aisha: yeah
- Teacher: so what is happening on that scarf (.) what does it look like 35
- Joe: you can't read what I've wrote (2.0) it's all squashed and mashed together
- Teacher: you'll have to do it again then
- Aisha: miss what are they
- Teacher: look at the board (1.0) and see if that will help you 40
- Aisha: ah I never saw that
- Teacher: you see (2.0) it's like a fringing
- Aisha: oh (.) yeah yeah (2.0) cool
- Teacher: OKAY AND STOP (2.0) let's have you looking this way and listening

Language and Technology

Text J

Text for Question 4

This is a Skype conversation. Zach is in Canada studying for a year. He is talking to his family in England. Matt is his younger brother.

Key: (.) indicates a normal 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

Matt:	[<i>seated with mum facing computer screen. Zach appears</i>] hi Zach	
Zach:	oh there you are (.) hey [<i>waves</i>]	
Matt:	can you hear our voice	
Zach:	yeah I can hear you (.) how's the quality for you	
Mum:	it's alright actually it's not too bad	5
Matt:	it's alright can you not see us	
Zach:	(1.0) oh yeah (.) yeah (.) I can see you	
Matt:	I'll go and get dad ok [<i>Matt leaves room</i>]	
Mum:	dad'll be on his way in a minute (.) so how are you	
Zach:	ok yeah (.) how are you [<i>Zach drinks from mug</i>]	10
Mum:	fine (.) fine (4.0) that's a nice mug	
Zach:	cool (.) oh thanks (.) thrift shop [<i>holds mug up to screen and laughs</i>]	
	so (.) er (.) what's the temperature like	
Mum:	it's warmish (.) warm enough (1.0) it's been quite still today quite (.)	
Zach:	pardon (.) you say it's warm there	15
Mum:	it's not cold (1.0)	
Zach:	it's freezing here (1.0)	
Mum:	it is (1.0) [<i>Matt re-enters room</i>]	
Zach:	yeah but it's been like but it's been like a beautiful week for weather	
	(.) it's been absolutely gorgeous	20
Mum:	yeah (.) I'm very impressed with all your pictures	
Zach:	sorry (.) which pictures	
Mum:	I'm very impressed with your pictures (.) on Facebook	
Zach:	pardon (.) oh (.) that's all been stuff from my phone I haven't posted	
	anything with this camera yet no no that's all been from my phone	25

Matt

when did you get it

Zach: while I was over here Matt

Matt: is it digital or just film

Zach: digital
[*dad is seen on screen*] 30

Matt: dad's here

Dad: he got it while he was in the States didn't you (.) hi Zach

Zach: we didn't talk for that long last time dad so I thought I'd properly wish
you happy birthday

Mum: let dad sit down (.) sorry Zach [*dad sits down in corner of sofa*] 35

Zach: Matt is just taking up the whole screen

Dad: hi Zach

Zach: hi dad [*Zach waves*] (.) how's life (4.0) [*image on screen becomes
unclear*]

Dad: fine thanks (.) everyone just froze for like ten seconds 40

Matt: you're all pixelated at the moment is what you are

Zach: yes you are too (.) dad's just like a big square at the moment

Dad: why's it so bad tonight

Matt: it's our wi-fi

Dad: the weather sounds good 45

Zach: I can show you (.) I can show you outside (.) basically it's been [*loss
of sound for 5 seconds as Zach takes his laptop through to another
room to show them the view*]

Dad: oh it looks good

Matt: we can't hear you (.) you've got your hand over the mic 50

Zach: [*takes hand off mic*] oh right (.) so it's been really cold but sunny (.)
close to freezing

Matt: do they ever get any snow there

Zach: not in Vancouver but my flatmate went to Whistler and the snow was
waist deep 55

Mum: you've got to get up there

END OF TEXTS

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