

## A-level ENGLISH LANGUAGE (SPECIFICATION B)

### Unit 3 Developing Language

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Wednesday 15 June 2016    Morning    Time allowed: 2 hours 30 minutes

#### Materials

For this paper you must have:

- the data booklet (enclosed)
- 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 ENGB3.
- Answer **two** questions.
- There are **two** sections:  
**Section A: Language Acquisition**  
**Section B: Language Change.**
- Answer **one** question from **Section A** and **one** question from **Section B**.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.

#### Information

- 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 30 minutes on the reading and preparation of the data to be analysed in answering the questions. It is recommended that you then spend 60 minutes writing your Section A answer and 60 minutes writing your Section B answer.

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**Section A – Language Acquisition**

Answer **one** question from this section.

There are 48 marks for each question.

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**Either**

**Question 1**

**0 1** **Text A** is a transcript of Leah (3 years, 10 months) and Mia (2 years) interacting with their parents. They are eating outside in their garden. It is early evening in summer.

Referring in detail to the transcript and to relevant ideas from language study, analyse the language used by children and their caregivers.

**[48 marks]**

**or**

**Question 2**

**0 2** **Texts B, C and D** were written by Leila (6 years, 2 months). Leila gave **Text B** to her uncle. Leila gave **Texts C and D** to her grandmother. Her uncle and grandmother wrote replies to her on the texts.

Referring in detail to the texts and to relevant ideas from language study, explore what these texts show about children's literacy development.

**[48 marks]**

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**Section B – Language Change**

Answer **one** question from this section.

There are 48 marks for each question.

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**Either**

**Question 3**

**0 3** **Text E** is from *What Shall I Say? A Complete Letter-Writer for Every Occasion*, by Arthur Brooke. It was published in 1931.

The book offers examples of how to write letters for different social situations.

Referring in detail to the text and to relevant ideas from language study, analyse the ways language has changed over time.

**[48 marks]**

**or**

**Question 4**

**0 4** **Text F** and **Text G** are extracts from biographies about famous actors.

**Text F** is from *Memoirs of the Life of David Garrick, Volume 1*, by Thomas Davies. It was published in 1780.

**Text G** is from [www.biography.com](http://www.biography.com). This website was accessed in 2015.

Referring in detail to the texts and to relevant ideas from language study, explore how language has changed over time.

**[48 marks]**

**END OF QUESTIONS**

## Phonemic symbols

/ɪ/	as in K <u>IT</u>	/p/	as in <u>P</u> OT
/e/	as in DR <u>ESS</u>	/b/	as in <u>B</u> ED
/a/	as in TR <u>A</u> P	/t/	as in <u>T</u> IP
/ɒ/	as in L <u>O</u> T	/d/	as in <u>D</u> ID
/ʌ/	as in STR <u>U</u> T	/k/	as in <u>C</u> OD
/ʊ/	as in F <u>OO</u> T	/g/	as in <u>G</u> AP
/ɑ/	as in P <u>A</u> LM	/m/	as in <u>M</u> AN
/ɜ/	as in N <u>U</u> RSE	/n/	as in <u>N</u> EAT
/i/	as in F <u>LEE</u> CE	/ŋ/	as in K <u>IN</u> G
/ɔ/	as in TH <u>OU</u> GHT	/l/	as in <u>L</u> OO <u>P</u>
/u/	as in G <u>OO</u> SE	/r/	as in <u>R</u> IP
/ə/	as in LET <u>T</u> ER	/f/	as in <u>F</u> IT
/eɪ/	as in F <u>A</u> CE	/v/	as in <u>V</u> AT
/əʊ/	as in G <u>O</u> AT	/θ/	as in <u>T</u> H <u>A</u> NK
/aɪ/	as in PR <u>I</u> CE	/ð/	as in <u>T</u> H <u>I</u> S
/ɔɪ/	as in CH <u>O</u> ICE	/s/	as in <u>S</u> EA
/aʊ/	as in M <u>O</u> U <u>T</u> H	/z/	as in <u>Z</u> OO
/ɪə/	as in N <u>E</u> AR	/ʃ/	as in <u>S</u> H <u>E</u> E <u>P</u>
/ɛə/	as in SQU <u>A</u> RE	/ʒ/	as in B <u>E</u> I <u>G</u> E
/ʊə/	as in C <u>U</u> RE	/h/	as in <u>H</u> IP
/tʃ/	as in <u>CH</u> IP	/dʒ/	as in <u>G</u> IN
/w/	as in <u>W</u> OOD	/j/	as in <u>Y</u> ES