



General Certificate of Education
Advanced Level Examination
June 2015

English Language (Specification B)

ENGB3R

Unit 3 Developing Language

Friday 19 June 2015 9.00 am to 11.30 am

For this paper you must have:

- the data booklet (enclosed)
- an AQA 12-page answer book.

Time allowed

- 2 hours 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is ENGB3R.
- 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.

Section A – Language Acquisition

Answer **one** question from this section.

There are 48 marks for each question.

Either

Question 1

0	1
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Text A and **Text B** are transcripts of Tim (3 years 10 months) interacting with his family at his grandmother's house. In **Text A** Tim has just come downstairs from the room he has been sharing overnight with his younger sister, Izzy. In **Text B** Tim and his mother are making animal monsters from a kit of different craft shapes.

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

A key to the phonemic symbols used in the texts for Question 1 is provided on page 4 of this question paper.

[48 marks]

or

Question 2

0	2
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Text C, **Text D** and **Text E** are from Thomas's Year 1 literacy book and were produced between September and March of his second year at school, when aged 5–6. In all three texts the teacher has responded to Thomas's writing.

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]

Section B – Language Change

Answer **one** question from this section.

There are 48 marks for each question.

Either

Question 3

0	3
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Text F and **Text G** give advice to young women. They are extracts from *An Unfortunate Mother's Advice to Her Absent Daughters: In a Letter to Miss Pennington* by Lady Sarah Pennington, published in 1761.

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

[48 marks]

or

Question 4

0	4
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Text H and **Text I** are guides to holidaying in Somerset.

Text H is from *A Pictorial and Descriptive Guide to Minehead, Exmoor, Lynton & Lynmouth, Etc.* It was published in 1930.

Text I is an online brochure published by Visit Somerset, the official tourist information site for this area of England. It was accessed in February 2015.

Referring in detail to both 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>AP</u>	/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>UR</u> SE	/n/	as in <u>N</u> EAT
/i/	as in FLE <u>EE</u> CE	/ŋ/	as in K <u>IN</u> G
/ɔ/	as in TH <u>OU</u> GHT	/l/	as in <u>L</u> OOP
/u/	as in G <u>OO</u> SE	/r/	as in <u>R</u> IP
/ə/	as in LET <u>TE</u> R	/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>OA</u> T	/θ/	as in <u>T</u> HANK
/aɪ/	as in PR <u>I</u> CE	/ð/	as in <u>T</u> HIS
/ɔɪ/	as in CH <u>OI</u> CE	/s/	as in <u>S</u> EA
/aʊ/	as in M <u>OU</u> TH	/z/	as in <u>Z</u> OO
/ɪə/	as in N <u>E</u> AR	/ʃ/	as in <u>S</u> HEEP
/ɛə/	as in SQU <u>A</u> RE	/ʒ/	as in B <u>E</u> IGE
/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

Source: Adapted from lexical sets by Wells, 1982

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