



General Certificate of Education
Advanced Level Examination
June 2014

English Language (Specification B)

ENGB3

Unit 3 Developing Language

Tuesday 3 June 2014 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 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 that 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 Joe (3 years) interacting with the people and things around him. It is Joe's birthday and he has just opened his presents. These include two talking toys: Buzz Lightyear (a space ranger) and Woody (a cowboy). In **Text A**, Joe is waiting for his father to bring batteries for his toys.

Referring in detail to both 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 transcripts of three children reading in the same classroom.

In **Text C** and **Text D**, Seth and Asha are reading the same book with their teacher.

In **Text E**, Zach is reading with his mother in the classroom.

The children are all in Year 1 of primary school.

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

A key to the phonemic symbols used in the texts for Question 2 is provided on page 4 of this question paper.

[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 is an advertisement produced for J. Sainsbury in 1894. The final paragraph of the original text is enlarged on page 7 of the data booklet.

Referring in detail to the text 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 G and **Text H** give advice about hair care.

Text G is from *The Art of Hair-Dressing, and Making It Grow Fast, Together, with a Plain and Easy Method of Preserving It; With Several Useful Recipes, &c.* by William Moore, a ladies' Hair-Dresser and Perfumer. It was published in 1780.

Text H is from the website of *Cosmopolitan*, an international women's magazine. This website was accessed in 2012.

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>I</u> T	/p/	as in <u>P</u> OT
/e/	as in DR <u>E</u> SS	/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>O</u> OT	/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 FLE <u>E</u> CE	/ŋ/	as in K <u>I</u> NG
/ɔ/	as in TH <u>O</u> UGHT	/l/	as in <u>L</u> OOP
/u/	as in G <u>O</u> OSE	/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> HANK
/aɪ/	as in PR <u>I</u> CE	/ð/	as in <u>T</u> HIS
/ɔɪ/	as in CH <u>O</u> ICE	/s/	as in <u>S</u> EA
/aʊ/	as in M <u>O</u> UTH	/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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Phonemic symbols: John C Wells, *Accents of English*, Cambridge University Press, 1982

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