



General Certificate of Education
Advanced Level Examination
June 2012

English Language (Specification B)

ENGB3

Unit 3 Developing Language

Monday 11 June 2012 1.30 pm to 4.00 pm

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 **Examining Body** for this paper is AQA. 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 |
|---|---|

Texts A and **B** are transcripts of Jess (3 years) with her mother. In **Text A** they are making a jigsaw. In **Text B** they are looking at picture cards together.

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.

(48 marks)

OR**Question 2**

| | |
|---|---|
| 0 | 2 |
|---|---|

Texts C and **D** are reports of school trips written by two 11 year-olds.

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 |
|---|---|

Texts E, F and G are typed versions of letters handwritten in 1779 by James Ashworth to the Legh family, local landowners. James Ashworth was writing on behalf of the Atherton family, who were in need of financial support.

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 |
|---|---|

Texts H and I are car advertisements. **Text H** is an advertisement from 1933 by Vauxhall Motors Ltd. **Text I** is an advertisement from 2009 by Ford Motor Company.

Referring in detail to both texts and to relevant ideas from language study, analyse the ways 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*, 1982, Cambridge University Press

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