

General Certificate of Education  
January 2005  
Advanced Subsidiary Examination



**ENGLISH LANGUAGE (SPECIFICATION B)**  
**Unit 1 Introduction to the Study of Language**

**ENB1**

Tuesday 11 January 2005 Afternoon Session

**In addition to this paper you will require:**  
a 12-page answer book.

Time allowed: 1 hour 30 minutes

**Instructions**

- Use blue or black ink or 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 ENB1.
- Answer **both** questions.
- **At the very start of the examination**, tear along the perforations in order to detach the questions on page 2 from the texts.
- **The texts** are printed on pages 3, 4, 5, 6, 7 and 8 which can be unfolded.

**Information**

- You will be assessed on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary, where appropriate. The degree of legibility of your handwriting and the level of accuracy of your spelling, punctuation and grammar will also be taken into account.
- The maximum mark for this paper is 70, which will be scaled to give a mark out of 35.
- Both questions carry equal marks.

**Advice**

- You are advised to spend about 10 minutes reading the whole paper before you begin Question 1.

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Answer **both** questions.

Each question carries 35 marks.

You may detach this page by tearing along the perforations.

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**1** Study the texts A–H on the next six pages. These extracts illustrate different varieties of language use.

Discuss various ways in which these texts can be grouped, giving reasons for your choices.

**2** Taking **either** Text A **or** Text B and any **two** of the remaining texts, analyse some of the language features of these texts and explain how these are affected by context.

Use **some** of the following language frameworks **where appropriate**:

- lexis
- grammar
- phonology
- semantics
- discourse
- pragmatics
- graphology.

**END OF QUESTIONS**

### Text A

This is the opening announcement from a film video. A male voice is heard over various images.

**Key:** (.) indicates a brief pause.

Numbers within brackets indicate length of pause in seconds.

Other contextual information is in italics in square brackets.

*(Ominous music. A man who looks like a stereotyped villain is heating up an iron brand in a fire, laughing to himself.)*

Voice: the pirates are out to get you (1.0) don't let them brand you with their mark (2.0) piracy funds organised crime [*sound of police sirens*] (2.0) and will destroy our film and video industry [*images of reels of film and documents exploding and falling*] (2.0) piracy costs jobs [*sound of chanting and marching feet and shouting*] (2.0) and will destroy our music and publishing industry [*sounds of gun fire*] (2.0) piracy funds terrorism (2.0) and will destroy our development and your future enjoyment [*image of the man plunging the hot brand into a bucket of cold water*] (3.0) don't touch the hot stuff (1.0) cool is copyright (2.0) copyright is a matter of (.) fact [*the brand is slammed onto the screen in the form of the copyright symbol*]

Source: Federation Against Copyright Theft.

### Text B

This is the opening of a phone call between two friends, Kate and Susan. Kate has phoned Susan and has got through to her answerphone. Susan picks up the phone as the recorded message starts.

**Key:** (.) indicates a brief pause.

Words between vertical lines are spoken simultaneously.

Other contextual information is in italics in square brackets.

Susan: hello  
 Kate: hi I'll just talk through it [*talks over recorded message*]  
 Susan: okay [*laughs*]  
 Kate: I'm phoning (.) one of the reasons I'm phoning (.) is obviously to find out why you phoned me  
 5 (.) but the other reason is Margaret mentioned her party  
 Susan: yes (.) | she told me to remind you |  
 Kate: | but I don't know where it is |  
 Susan: well it's on the | corner  
 Kate: | oh the corner of that |  
 10 Susan: of Charlton Road and it's the second house in  
 Kate: the second house  
 Susan: the second house in on the right | opposite the hospital |  
 Kate: | is it near that old |  
 Susan: the hospital  
 15 Kate: oh right (.) okay then

Source: Angela Goddard, York St John College.

## Text C

This is the front cover of a magazine aimed at teachers.

**do you think  
out of the box?**

return the **survey inside**

In association with  
**The Guardian MORI**

**teaching**  
[www.gtce.org.uk](http://www.gtce.org.uk)

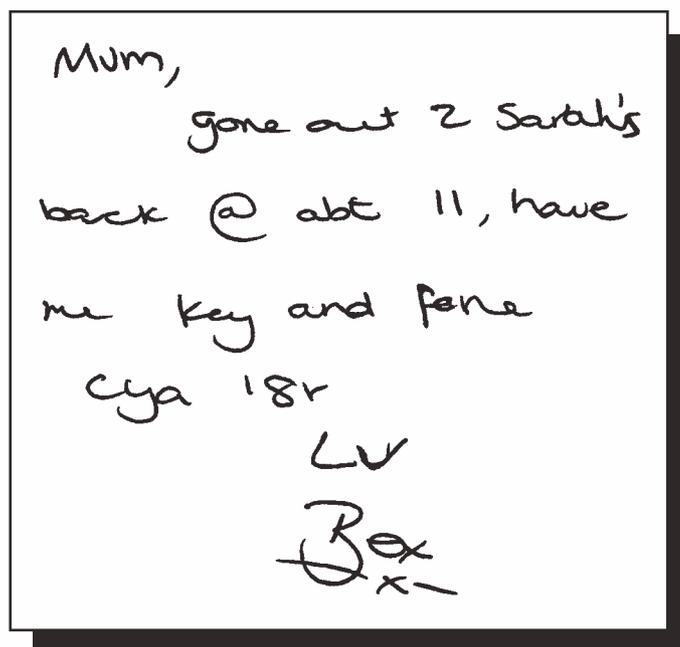
Source: *Teaching* – magazine of the General Teaching Council for England, September 2002.

## Text D

Text D is not reproduced here due to third-party copyright constraints.

## Text E

This is a note left by a teenager for her parent.



Mum,  
gone out 2 Sarah's  
back @ abt 11, have  
me key and fence  
cya 18r  
LV  
Rox  
x-

Turn over for Texts F, G and H ►

## Text F

These are the instructions from the back of a packet of cake mix.

**Ask a grown up to help - cookers get very hot!**

**All you need to make Dennis the Menace Chocolate cakes is...**

One grown up, a clean pair of hands, baking sheet, mixing bowl, 1 medium size egg, 30ml (2 tablespoons) cold water for the cakes, whisk or electric mixer, spoon, wire rack, 10ml (2 teaspoons) cold water for the icing and a few friends (to help you eat them!).

**Now just follow these very simple steps...**




**Step 1:** Make sure there's a shelf in the centre of the oven. Turn the oven to 190°C (165°C for a fan oven) / 375°F / Gas mark 5.

**Step 2:** Pop the baking cases on a baking sheet. Empty the cake mix into a bowl. Break the egg into the mixture (whoops! Don't include the shell), and add the water (30ml/2tbs).

**Step 3:** Then using a whisk or an electric mixer, mix for 1-2 minutes until it's nice and creamy.

**Step 4:** Spoon the mixture into the cake cases, making sure you put the same amount in each one. Pop into the oven for 10-12 minutes, until they have risen and smell good!

**Step 5:** Take 'em out of the oven and leave on a wire rack to cool before icing.

**Step 6:** Empty the icing mix into a small bowl. Mix with the water (10ml/2tsp) until it's smooth and can be spread like jam, you might need a few more drops of water. Spread over the cakes and place a waferette on top of each one. Now eat 'em!

*Please note: We recommend that children are supervised by an adult when using a hot oven to bake Green's Cakes.*

Source: Green's Cakes.

**Text G**

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**Text H**

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