

General Certificate of Education  
January 2004  
Advanced Subsidiary Examination



**ENGLISH LANGUAGE (SPECIFICATION B)**  
**Unit 2 Language and Social Contexts**

**ENB2**

Friday 9 January 2004 Afternoon Session

**In addition to this paper you will require:**

an 8-page answer book.

Time allowed: 1 hour and 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 ENB2.
- Answer **two** questions.
- Question 1 may be answered by **re-sit** candidates **only**.

**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.
- All questions carry equal marks.

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Answer **two** questions.

Each question carries **35** marks.

Question 1 may be answered by **re-sit** candidates **only**.

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## 1 Language and Occupational Groups

The following text is from the *New Law Journal*, a weekly publication primarily for members of the legal profession. The text is part of the section that summarises recent decisions in the courts, the specific topic being the sentencing of offenders.

Identify and discuss some of the significant features of occupational language use in this text.

In your answer you should refer to any frameworks you consider appropriate and to any relevant ideas from language study.

### Sentencing

*R v Cameron* (2003) *The Times*, February 12

(CA): Where the judge is minded to impose a sentence which is longer than that which would be commensurate with the seriousness of the offence (s 80(2)(b) of the Powers of Criminal Courts (Sentencing) Act 2000), he should inform counsel, so that counsel can make submissions on whether the conditions for such a sentence have been met.

- 5 A longer than commensurate sentence should only be imposed where there is a need to protect the public from serious harm from the offender. Before imposing such a sentence, the judge therefore has to consider both the likelihood that the offender will re-offend and the extent of injury or damage which he would be likely to cause if he did re-offend.

10 *R v Chute* [2003] EWCA Crim 177; (2003) *The Times*, February 13: The defendant was made the subject of a drug treatment and testing order for a period of 12 months following his commission of two offences of burglary. He failed to comply with the terms of that order and failed to attend a review after a request to do so. The order was revoked and he was committed to the Crown Court for sentence, pursuant to s 4 of the Powers of Criminal Courts (Sentencing) Act

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■ *R v Chute* [2003] EWCA Crim 177; (2003)

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- 20 25 30

2000. *Held:* para 4 of Sch 3 to the Act does not confer on the magistrates the power to commit the defendant to the Crown Court for sentence where there has been a breach of a drug treatment and testing order. ■

## 2 English Dialects of The British Isles

The following text is an extract from the locally published memoirs of Mary Thomason, a primary school teacher brought up in Lancashire during the last part of the nineteenth century. In this extract she is describing local superstitions and supernatural events.

Discuss what the use of dialect contributes to this text. You should include detailed comment on some of the significant features of the dialect.

In your answer you should refer to any frameworks you consider appropriate and to any relevant ideas from language study.

Of course, there were other things about which people were equally superstitious. To spill salt was a bad omen, and to break a looking-glass meant seven years' bad luck.

One morning when I was in the house of a woman, for whom I fetched milk, a neighbour came in, and said, "Eh, Bet, I've a month's bad luck in front o' me. I seed th' new moon last neet through th' window." And while Bet was telling the neighbour about a horrid dream she had had, and wondering what it portended, another neighbour came in with a black-bordered letter in her hand, and she said, "Eh, wenches, as soon as I coom deawn th' stairs this morning, and looked eawt o' th' winder I seed three black crows fly o'er the heawse one after another, and I was just saying to misel, "I shall hear o' some death to-day," when th' postmon knocked at th' door with this letter. It is telling me that mi Aunt Matty is deeud. Three years ago I insured her for a penny a week, but would yo believe it, at th' beginning o' this year hoo looked so weal that I gean o'er payin' and th' insurance mon lapsed th' policy, and I shannot get a halfpenny. I'm sure nobody e'er had sich bad luck as I have."

Then Molly Marsh said, "I believe i' ghosts. Yo remember when mi Sister Lucy deed eight wick since? Well, at abeawt half-past five that morning I went into eawr Jane Ann's room to wakken her up to goo to her work, and theere hoo was a'ready wakken, and hoo said, 'Eh, mother, mi Aunt Lucy has just bin to th' side o' mi bed, and hoo touched me.' 'Get off wi' thi bother,' I said, 'Theau's bin dreeumin,' " but hoo said, 'Nay, mother, I was as wakken as I am neaw, an' I seed her as plain as I see yo.' I towd th' lass again it was a dreum. Well, after hoo had gone to work, I started washin' th' clooas, and abeawt an hour later, when I was dollyin', eawr Lucy's youngest lass lifted th' latch and coom in. I knowed afore hoo spoke what hoo coom abeawt. Hoo coom to tell me that her mother was deeud. Hoo deed just at the very time as eawr Jane Ann said hoo seed her at her bedside."

**TURN OVER FOR THE NEXT QUESTION**

### 3 Language and Gender

The following extract is a transcript from a BBC2 late-night chat show *The Last Word*, chaired by Germaine Greer. In this last programme of the series, a number of men were invited to join the regular panel of female speakers in order to discuss topical issues.

How do the male and female speakers use language to present their views?

In your answer you should refer to any frameworks you consider appropriate and to any relevant ideas from language study.

**Key:** (.) indicates a brief pause;  
 numbers within brackets indicate length of pause in seconds;  
 words between vertical lines are spoken simultaneously;  
 underlining indicates emphasis in speech.

Female speakers:  
 GG = Germaine Greer;  
 AL = Ann Leslie (*Daily Mail*  
 Foreign Correspondent).

Male speaker:  
 AC = Right Honourable Alan Clark, MP.

- GG: hello and welcome to the last in the present series of *The Last Word* (.) what we've been trying to do is to civilise the talk show by avoiding slanging matches and looking for consensus (.) we're also interested in giving an insight into how women think when they're not obliged to think like men (.) some men love it (.) lots though got into a tizzy and said they did clean lavatories and change light bulbs (.) they thought it was unfair that they didn't get a chance to put their case so here to face the harpies and defend their sex against our vile aspersions are Alan Clark (0.5) Tony Parsons (0.5) and Roy Porter (0.5) here to stand by the case we have made are the resident harpies (.) Janet Street-Porter (0.5) Suzanne Moore (0.5) Ann Leslie (.) and me (1.0) Alan I'm gonna ask you the first question which is would you really have cried shock horror when we said things like that men habitually (0.5) unconsciously and almost invariably lie to women?  
 5  
 AC: oh no I think it's erm if you haven't discovered that by the age of seventeen you-you haven't lived (1.0) you women
- 10  
 GG: really (0.5) so I mean you would say that men (.) see one of the things that interests me it's not even a question of lying about sex (.) they lie about everything  
 AC: yeh they they like to enhance the esteem in which they hope you will hold them (.) that's their principal object er I should imagine seeing from my own experience  
 15  
 AL: but Alan most of your lies are so transparent that most women aren't er they don't actually your-your esteem is not enhanced among | them they | what childish little  
 AC: maybe but  
 20  
 AL: boys you | know they're poor things  
 AC: but but your your | esteem may not be enhanced but the very fact that they go through this ritual which is essentially a kind of courtship ritual makes  
 25  
 you erm is-is meant to erm flatter you meant to please you  
 AL: well true actually to a certain extent

#### 4 Language and Power

The following transcript is an extract from a science lesson for 12-13 year-old pupils.

By detailed reference to the transcript show how the teacher exercises control of the lesson.

In your answer you should refer to any frameworks you consider appropriate and to any relevant ideas from language study.

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

numbers within brackets indicate length of pause in seconds;

underlining indicates emphasis in speech;

[*inaud*] indicates that one or more words cannot be clearly heard on the tape;

T = Teacher;

P = Pupil (not necessarily always the same one).

Question 4 transcript from a *Linguistic Thesis*, by A. Weymouth, not reproduced here, due to third-party copyright constraints.

**END OF QUESTIONS**

THERE ARE NO QUESTIONS PRINTED ON THIS PAGE

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