

AS ENGLISH LANGUAGE

Paper 2 Language varieties

Wednesday 16 May 2018

Morning

Time allowed: 1 hour 30 minutes

Materials

For this paper you must have:

- an AQA 12-page answer book.

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is 7701/2.
- There are **two** sections:
 - Section A: Language diversity
 - Section B: Language discourses.
- Answer **either** Question 1 **or** Question 2 from Section A **and** Question 3 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 70.
- The marks for questions are shown in brackets.
- There are 30 marks for **either** Question 1 **or** Question 2 and 40 marks for Question 3.
- 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 use:
 - about 40 minutes writing your Section A answer
 - about 50 minutes writing your Section B answer.

Section A**Language diversity**

Answer **one** question from this section.

Either

0	1
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Discuss the idea that men's language is more powerful than women's language.

In your answer you should discuss concepts and issues from language study. You should use your own supporting examples and the data in **Table 1**, below.

Table 1 gives the results of a 1983 investigation of interruptions that happened in five conversations. Each conversation involved a man and a woman who did not know each other.

[30 marks]

Table 1

Table of data about conversations cannot be reproduced here due to third-party copyright restrictions.

or

0 2

Discuss the idea that people can use both standard and non-standard English.

In your answer you should discuss concepts and issues from language study. You should use your own supporting examples and the data in **Text A**, below.

Text A is from *How to Talk like a Local*, a book written by Susie Dent. The extract discusses different words for cold weather.

[30 marks]

Text A

Blowing hot and cold – mostly cold

The British Isles are an archipelago in the North Atlantic. Go up to the north of Scotland, to Aberdeen, say, and you are further north than Moscow. Being cold literally comes with the territory. And so it is that bad weather, in dialect terms, seems to accrue more words than good weather. Many more, in fact. Whether you are chilly, lightly drizzled upon or up to your neck in mud, you can bet on the fact that somewhere around your corner is a bit of linguistic local colour waiting for you.

In common use we have words for when it really is emphatically cold, so cold that you might freeze (freezing) or even die (perishing), and for when it's cold, but not *that* cold, when it's just chilly. But there are a plethora of ways of expressing the fact that it is cold, which convey just how cold it is by describing more vividly the effects on the speaker, such as **Baltic** and **bitter** (terms which are now UK-wide), **nithered** (northern England and Scotland), **shrammed** and **mopy** (the South and South-West) and the evocative **hunchy** (Cambridgeshire). These words are often derived from dialect verbs meaning 'to shrivel' or 'to make numb'.

More recently a number of equally colourful slang words used to describe cold weather have emerged and passed into general use, such as **brass monkey weather** (which was first used in the United States), **parky** (which seemed to emerge among well-heeled huntsmen, game shooters and anglers in late nineteenth-century England), and **taters** (which is Cockney rhyming slang). According to a list drawn up by an American linguist called Morris Swadesh in the 1950s, the word for cold is one of the hundred words least likely to change in a language (the list is used by linguists to help measure how related two or more languages are), and it's probably because so standard a word seems so basic, so ordinary, so dull and obvious that people feel the need to come up with alternatives which are a bit more vibrantly expressive.

See also NESH, NITHERED, SHRAMMED, TATERS

Turn over for Section B

Turn over ►

Section B

Language discourses

Answer the question from this section.

0	3
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Text B is an extract from a website called SkillsYouNeed. It is designed for people working in a range of occupations and in a variety of roles.

Write an article in which you discuss how to communicate effectively at work. You should refer to ideas from language study.

Before writing your article you should state your intended audience.

[40 marks]

Text B

Communication Skills

Being able to communicate effectively is the most important of all life skills.

Communication is simply the act of transferring information from one place to another, whether this be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice).

How well this information can be transmitted and received is a measure of how good our communication skills are.

Developing your communication skills can help all aspects of your life, from your professional life to social gatherings and everything in between. The ability to communicate information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked. It's never too late to work on your communication skills and by doing so improve your quality of life.



Communication skills are ranked first among a job candidate's 'must have' skills and qualities

According to a 2010 survey by the National Association of Colleges and Employers (NACE).

As your career progresses, the importance of communication skills increases; the ability to speak, listen, question and write with clarity and conciseness are essential for most managers and leaders.

Here at SkillsYouNeed you'll find lots of articles designed to help you understand and improve your communication skills.

END OF QUESTIONS

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