

General Certificate of Education  
January 2007  
Advanced Subsidiary Examination



**ENGLISH LANGUAGE (SPECIFICATION A)**  
**Unit 2 Using Language**

**EA2W**

Friday 19 January 2007 9.00 am to 11.00 am

**For this paper you must have:**

- a 12-page answer book.

Time allowed: 2 hours

**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 EA2W.
- There are **three** sections:
  - Section A:** Language Analysis
  - Section B:** Language Production
  - Section C:** Commentary on Language Production
- Answer all three questions.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

**Information**

- The maximum mark for this paper is 120.
- The marks for questions are shown in brackets.
- You will be marked 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 legibility of your handwriting and the accuracy of your spelling, punctuation and grammar will also be considered.

**Advice**

- It is recommended that you spend 20 minutes studying and preparing the source materials for the Language Analysis and Language Production task.

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**SECTION A – Language Analysis**Answer Question 1.

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1 **Text A**, which you will find on pages 4 and 5, is an article from *The Times*. In the article, ‘Do you vote for Charlie or Harry?’, Helen Rumbelow compares Roald Dahl’s fictional character Charlie Bucket with J.K. Rowling’s Harry Potter.

- Comment linguistically on the significant features of the text.
- Explain how these language features are used to present an argument.

In your answer you should consider:

vocabulary and meanings

grammatical features, including sentence functions, types and structures, and their effects

the way the text is organised

how Charlie and Harry are presented.

(30 marks)

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**Text A for use in Section A – Language Analysis**

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**SECTION B – Language Production**

Answer Question 2.

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- 2** Using ideas and information from **Texts B, C and D**, write an entertaining and thought-provoking article for *The Times* about the significance of real-life role models. The text should be 400–500 words long and you should give it an appropriate title.

You will find the source texts on pages 7, 8 and 9. You will need to adapt the way they are expressed to suit your audience and purposes.

*(60 marks)*

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**SECTION C – Commentary on Language Production**

Answer Question 3.

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- 3** Explain the linguistic devices you have used to make your article suitable for your audience and purposes. Use examples from your text to illustrate your points and provide reasons for your linguistic choices.

*(30 marks)*

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**Texts B, C and D for use in Section B – Language Production**

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**Text B** is adapted from a UCLA School of Public Health press release, available on [www.ph.ucla.edu](http://www.ph.ucla.edu)

**Text C** is an online biography of sportswoman Ellen MacArthur from [www.normanphillips.co.uk](http://www.normanphillips.co.uk)

**Text D** is an article about the model Kate Moss from BBC News Magazine on [www.bbc.co.uk](http://www.bbc.co.uk)

**Text B****UCLA Researchers Offer First Scientific Evidence Showing Sports Figures As Positive Influence in Lives of Teen Admirers**

A new UCLA School of Public Health study offers the first scientific evidence that sports stars and other public figures exert a positive influence in the lives of teen admirers.

The study, published in the January edition of *Archives of Pediatrics & Adolescent Medicine*, reported that 56 percent of nearly 750 Los Angeles County teens surveyed named role models in their lives. Among those, 42 percent named a parent or relative, 39 percent named a figure known primarily through the media, and 19 percent named a non-familial known individual. The most popular role models were parents (22 percent), sports figures (18 percent), siblings (10 percent) and singers (10 percent).

While girls most often identified known individuals as role models, boys were more likely to identify sports stars and other public figures. Teens identifying role models of all types earned higher grades and had higher self-esteem and stronger ethnic identity – known indicators of healthier behavior – than teens without role models, the study showed.

Said Dr. Antronette K. Yancey, lead author and community health sciences professor in the School of Public Health: “The data here represent the first scientific demonstration that role models introduced to teens by the media also exert a positive influence. Despite the highly publicized falls from grace of some athletes and actors, sports and other public figures have a positive influence on the lives of admiring teens.”

Source: adapted from a UCLA Public Health press release, [www.ph.ucla.edu](http://www.ph.ucla.edu), 28.1.2002

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### Text C

There would be nothing remarkable in Derbyshire producing a Hill Walker of the Year or even a Potholer of the Year. But for this landlocked county to produce Yachtsman of the Year, and for that award to go to a 22 year old, slip of a girl from Whatstandwell, is nothing short of a miracle.

**Ellen MacArthur** hit the headlines in 2001 after single handedly sailing around the world, in the Vendee Globe yacht race which began on 5th November 2000. Thousands followed Ellen's progress on the internet, with messages and digital pictures sent via satellite from the on-board computer updated every hour. Her progress was closely followed in the British Media and her return was front page news. Exhausting racing conditions meant sleeping in 10 minute snatches, a survival suit that doesn't come off for a week at a time and hands and wrists covered in salt sores and cuts.

Despite her achievements, Ellen doesn't come from any yachting club or 'Howard's Way' culture and has not risen through the ranks of the sailing elite. As she cheerfully puts it "I'm not a cool racing person with the right designer gear". Her great grandparents came from Skye and were boating people and a great uncle ran away to sea when he was young, but any real connection with the sea is tenuous. When Ellen was eight, an aunt took her sailing on the east coast, after which she was hooked.

At school she was "a geek", saving her money for three years for an eight foot dinghy and spending all her time in the library reading sailing books. A bout of glandular fever in 6th form set her back from becoming a vet, so she resolved to be a professional sailor.

So, at 18, she sailed single handed round Britain and won the Young Sailor of the Year award for being the youngest person to pass the Yachtsman Offshore Qualification with highest possible marks. The nautical establishment looked on benignly at "Little Ellen", just 5'2" tall, and metaphorically patted her on the head. She wrote 2,500 letters to potential sponsors, and received only 2 replies.

She was looked at in a new light when she undertook the Mini Transat solo race from Brest in France to Martinique in the French Caribbean in 1997. With little money she went to France, bought a 21ft yacht, learned French and refitted the boat on site. She then sailed 2,700 miles across the Atlantic, completing in 33 days. This brought her first major sponsorship from Kingfisher plc who provided a 50ft boat for the Route du Rhum transatlantic race in 1999, winning her class and finishing fifth overall in the monohulls.

Before becoming a household name in Britain, Ellen became a heroine in France, where she has been named 'La Jeune Espoire de la Voile' (Sailing's Young Hope), where thousands flock to the quayside to see her off in a race. There isn't an ounce of vanity in Ellen and she is a tireless ambassador for her sport.

Source: © 2005 Norman Phillips Organisation, [www.normanphillips.co.uk](http://www.normanphillips.co.uk)



**Text D**

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**END OF TEXTS**

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