



General Certificate of Education  
Advanced Subsidiary Examination  
June 2009

## English Language (Specification A)

## ENGA1

### Unit 1 Seeing through Language

**Specimen paper for examinations in June 2010 onwards**

**This question paper uses the new numbering system and new AQA answer book**

**For this paper you must have:**

- an AQA 12-page answer book.

**Time allowed**

- 2 hours

**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 ENGA1.
- There are **two** sections:  
**Section A:** Language and Mode  
**Section B:** Language Development.
- Answer Question 1 from Section A and **either** Question 2 **or** Question 3 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 marks for questions are shown in brackets. There are 45 marks for Question 1 and 45 marks for either Question 2 or Question 3.
- The maximum mark for this paper is 90.
- 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 45 minutes writing your Section A answer and 45 minutes writing your Section B answer.

**There are no questions printed on this page**

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**Section A Language and Mode**Answer Question 1.

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**Question 1**

0	1
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**Text A** is part of a published speech on environmental issues by Siân Berry, a leading member of the Green Party.

**Text B** is a poster giving advice about how to save paper and energy.

- Describe and explain the main mode characteristics of the texts.
- Analyse and evaluate how the speaker of Text A and the writer of Text B use language to create meanings.

In your answer you should consider:

vocabulary and meanings

grammatical features and their effects

how the texts are structured

how the language of Text A is used to address and influence its audience and shape their responses

how the language of Text B is used to persuade readers to take action.

*(45 marks)*

**Turn over for Text A and Text B**

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**Text A**

Sacrifice and guilt are words too often linked with tackling climate change. The other parties want you to believe that reducing emissions means reducing your quality of life. Maybe their way it does, but they have got it the wrong way round.

They think the status quo is the way things are meant to be; that this is as good as it gets.

We don't agree. 5

For the Green Party, tackling climate change means creating a fairer, happier, healthier, more enjoyable life. Where there are warm, dry and safe homes for all; with local shops and local services nearby. Where we know others in our community and we all have a real say in the decisions that affect us.

Where no-one is working 50 hour weeks with 20 minute lunch breaks, but we all get home with plenty of time to spend with our children before they go to bed. 10

Later today we will be launching a report that lays out in detail the kind of world we in the Green Party are aiming to create. We will also be setting the other parties ten key policy challenges.

If they are really aiming to create the better world we want to see, they will implement all these policies. 15

They will introduce personal carbon allowances to ensure our emissions are shared out more equally.

They will spend revenue from eco-taxes on measures to make it easy to be green, not on income tax cuts. 20

They will commit the UK to a 9% annual reduction in carbon emissions, leading to a 90% cut by 2030.

They will introduce feed-in tariffs – guaranteed premium prices that will create a successful renewable energy industry.

And they will stop all road and airport expansion. 25

A lot of our policies are impossible for parties like that to think about.

Because they still haven't put sustainability at the heart of their policy making. Because they still put the needs of ordinary people behind the demands of party donors. Because they still can't tell the difference between a bigger economy and a better economy.

We are getting ready now to take our first Westminster seats from these other parties. 30

The next general election is crucial for us. We must fight it bigger AND better. We do have to expand our candidate numbers dramatically. We owe people the chance to vote for a real Green in this election.

But what we really owe people, what this country really deserves, is Greens in Westminster.

Everyone in Britain would benefit from having Green MPs challenging Labour the Tories and the LibDems at the heart of government. 35

## Text B



An ANU green workplace...

## Double sides and reduces when photocopying and printing

### Eye-opener

A photocopier left on continuously for seven years (over a standard life of two million copies) could consume up to \$1,500 of electricity, \$24,000 of paper and \$15,000 of toner.

Consumables (paper and toner) are the biggest cost of a photocopier and have the most environmental impact. ANU staff and students consume over 80,000 reams of paper per year. If these reams were stacked on top of each other they would reach a height of over 4 kilometers—21 times taller than Telstra tower! Reducing the need for multiple copies of documents can save energy, money and the environment.

### How You Can Help

#### Double sided printing and reducing on your computer.

- Set your printer to print double sided by default.
- You can select to print single sided when necessary.
- Instructions for PCs and Macs are available on the ANUgreen website under "resources": [www.anu.edu.au/facilities/anugreen/resources](http://www.anu.edu.au/facilities/anugreen/resources)



#### Double sided printing and reducing on photocopiers.

- Many photocopiers can copy double sided as well.
- Reducing from A3 to A4 is possible on many photocopiers, and your photocopier may also enable you to double side print and reduce at the same time!
- By following some instructions and pressing a few buttons, you can spare at least 50% of your paper use!



#### Ensure relevant instructions are displayed at the photocopier.

- Utilise the features on your photocopier!!! If not already displayed, provide instructions on the wall next to the photocopier of how to reduce documents and double side print.
- This process is usually explained in the photocopying manual, so you can simply photocopy the relevant pages from the manual and stick them on the wall.

**The Green Office Program at ANU, part of ANUgreen**  
**Run by the Facilities and Services Division T: 6125 2158**  
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 Sources: [www.energystar.gov.au/greenbook.html](http://www.energystar.gov.au/greenbook.html) (10/02) / Fuji Xerox down to earth office care.



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## Section B Language Development

Answer both parts of **either** Question 2 **or** Question 3.

### EITHER

#### Question 2

**0 2** Read **Data Set 1** below. Comment linguistically on **five** different features of language use which you find of interest. (10 marks)

### AND

**0 3** Discuss what you have learnt about language acquisition from children's early uses of words and meanings.

In your answer you should:

refer to particular examples of children's uses of language  
 discuss relevant research and theory  
 present a clear line of argument.

(35 marks)

#### Data Set 1

Katy at 2 years 10 months.

*[Katy is playing at ironing]*

<b>Katy</b> good lord (1) good lord (4) folding it up (8)	
<b>Dad</b> so what did you do at playschool today Katy Grey	
<b>Katy</b> I won't talk about it	
<b>Mum</b> oh really (.) that's a bit cheaty (.) why	5
<b>Katy</b> don't want to (inaudible) I'm a bit tired at the moment (2)	
<b>Mum</b> you're just going to do the ironing before you go to bed are you (1) like me I'm going to do my ironing tonight too (.) I've got loads of it	
<b>Katy</b> I iron this time I iron your body warmer	
<b>Mum</b> ok (2)	10
<b>Katy</b> pretend it to be a goat	
<b>Mum</b> a goat	
<b>Katy</b> a coat (1) a coat	
<b>Mum</b> what are you doing now (.) what are you ironing now	
<b>Katy</b> this	15
<b>Mum</b> what is it	
<b>Katy</b> no it's a snuggy blanket	
<b>Mum</b> ah	
<b>Katy</b> it's a snuggy blanket (1) my snuggy blanket	

#### Transcription Key:

(.) pause of less than a second

(2) longer pause (number of seconds indicated)

(inaudible) – inaudible speech

*[italics]* selected non-verbal features

OR

**Question 3**

0 4

Read **Data Set 2** below. Comment linguistically on **five** different features of language use which you find of interest.

(10 marks)

AND

0 5

What are the most significant factors which affect children's development of writing skills?

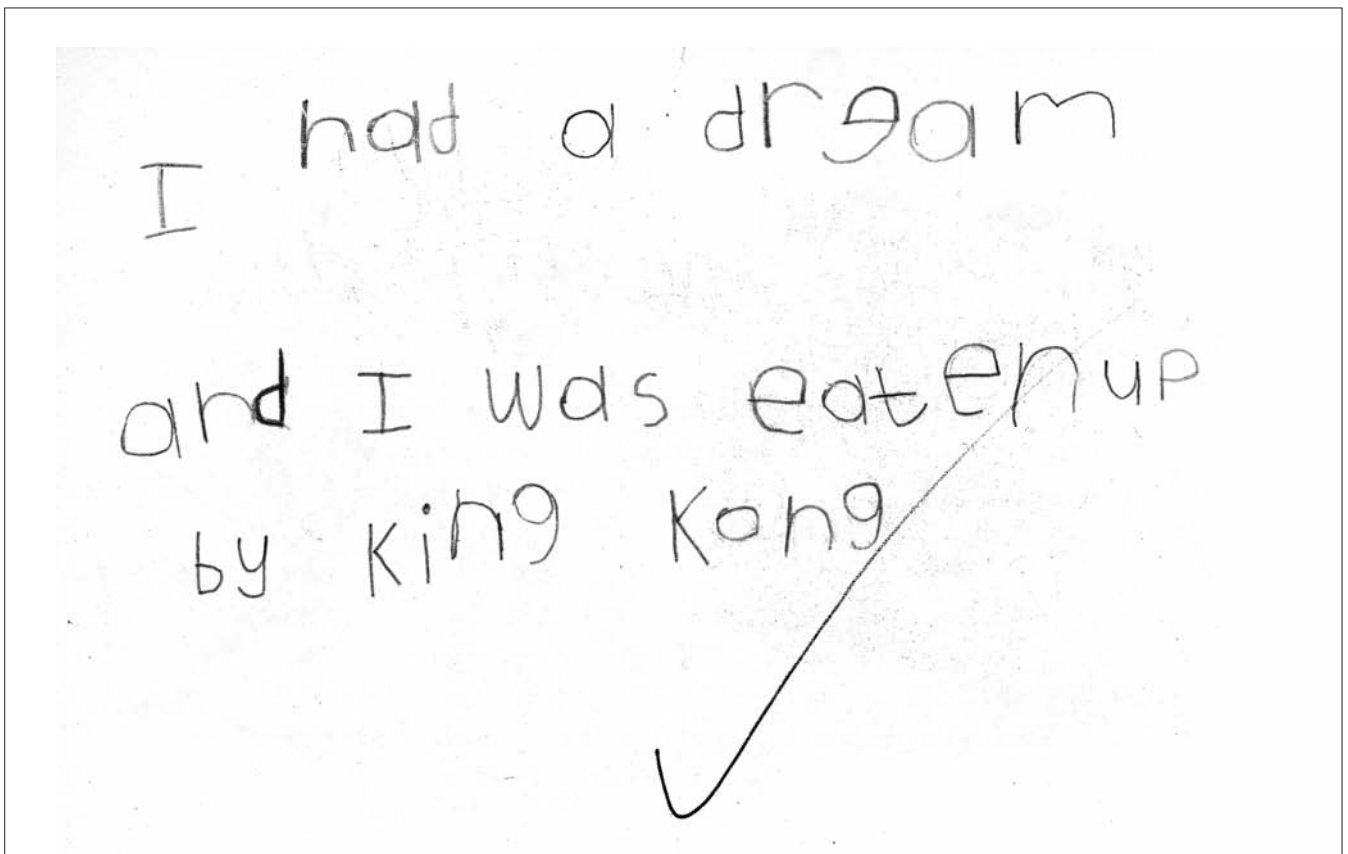
In your answer you should:

refer to particular examples of children's uses of language  
discuss relevant research and theory  
present a clear line of argument.

(35 marks)

**Data Set 2**

The writer's age is 5 years 11 months.



**Data Set 2 continues on the next page**

**Turn over ►**

I am driving the  
red dodgem I bumped  
into loads of people



Trugly duckling  
has changed into  
a swan and he is  
happy

\* good boy

Source: Private data

### END OF QUESTIONS

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