



General Certificate of Education  
Advanced Subsidiary Examination  
January 2010

# English Language (Specification A)

# ENGA1

## Unit 1 Seeing through Language

Monday 11 January 2010 9.00 am to 11.00 am

**For this paper you must have:**

- a 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.
- **At the very start of the examination**, tear along the perforations to detach the question on page 2.
- 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.

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**SECTION A – Language and Mode**

Answer Question 1.

You may detach this page by tearing along the perforations.

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1 **Text A**, which you will find on page 4, is a section of an Australian Broadcasting Corporation message board about graffiti.

**Text B**, which you will find on page 5, is part of an article from the online edition of *The Guardian* about graffiti artist Banksy.

- Describe and explain the main mode characteristics of the texts.
- Analyse and evaluate how the participants in **Text A** and the writer of **Text B** use language to achieve their purposes and create meanings.

In your answer you should consider:

vocabulary and meanings

grammatical features and their effects

how the texts are organised

how the participants in **Text A** use language to communicate their opinions

how the writer of **Text B** uses language to express facts, ideas and opinions.

(45 marks)

**TURN OVER FOR TEXT A AND TEXT B**

## Text A

[ABC Home](#)[Radio](#)[Television](#)[News](#)[Your Local ABC](#)[More Subjects...](#)[Shop](#)[Search the ABC](#)[log in](#) | [help](#)[Search Messages](#)[< Home](#)View the [message board rules](#) for this board. [RSS](#)[TV message boards](#) >> [Sunday Arts](#) >> [Graffiti Art](#) >> [opinion on graffiti](#)[Show Sunday Arts Topics](#)messages per page [Change](#)Discussion: [opinion on graffiti](#)

Page 1

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Author: **lazarous**  
 Date/Time: **19 Feb 2008 10:30:03am**  
 Subject: **opinion on graffiti**

In my personal opinion, graffiti, especially stencils and pieces, are works of art, to be appreciated by the general public for all the time and effort that has gone into them, not torn down after a few days, on the other hand, tags and throw ups need to be eliminated, they give graffiti a bad name and require almost no effort or skill, they look horrible. Unfortunately, introducing harsher laws to eliminate tags/throw ups will only get rid of stencils and pieces as they take longer to do, often an hour at least, and there is much more risk involved in them.

So for now, how about we relax the laws a bit, give the graffiti artist's room to do their art.

Keep on spraying,


Lazarous


  
Print friendly

Alert moderator

[Reply](#)

Author: **streeter**  
 Date/Time: **16 Feb 2009 12:58:20pm**  
 Subject: **Re: opinion on graffiti**

re-lazeras--like your name --graffiti is dead-heads rising-with NO community responsibility--its not art but vandalism--and all start with taggin--leave graf in the ground like laz 


  
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Alert moderator

[Reply](#)

Author: **CherryKat ®**  
 Date/Time: **17 Mar 2009 1:06:51pm**  
 Subject: **Re: opinion on graffiti**

I'd hate to live in a city without graffiti. It would be like coming home to a house empty of pets. Whether you see it as aimless scribbling or street art, it is a reaching out and therefore has value.


  
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Text B

## Something to spray

You may not have heard of him, but you've probably seen his work. From policemen with smiley faces to the Pulp Fiction killers firing bananas, Banksy's subversive images are daubed on walls everywhere – and now he's putting on an exhibition. Simon Hattenstone meets Britain's No 1 graffiti artist  
Picture gallery: highlights from Banksy's show

Thursday July 17, 2003

The Guardian

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Banksy is Britain's most celebrated graffiti artist, but anonymity is vital to him because graffiti is illegal.

The day he goes public is the day the graffiti ends.

His black and white stencils are beautiful, witty and gently subversive: policemen with smiley faces, rats with drills, monkeys with weapons of mass destruction (or, when the mood takes him, mass disruption) little girls cuddling up to missiles, police officers walking great flossy poodles, Samuel Jackson and John Travolta in Pulp Fiction firing bananas instead of guns, a befeater daubing "Anarchy" on the walls. He signs his pieces in a chunky, swirling typeface. Sometimes there are just words, in the same chunky typeface – puns and ironies, statements and incitements. At traditional landmarks, he often signs "This is not a photo opportunity". On establishment buildings he may sign "By Order National Highways Agency This Wall Is A Designated Graffiti Area". (Come back a few days later, and people will have obediently tagged the wall.)

Banksy started doing graffiti when he was a miserable 14-year-old schoolboy. School never made sense to him – he had problems, was expelled, did some time in prison for petty crime, but he doesn't want to go into details.

Graffiti, he says, made him feel better about himself, gave him a voice. And Bristol had a thriving graffiti culture. "But because I was quite crap with a spray can, I started cutting out stencils instead." I tell him about the time I graffitod someone's name across the road. He nods, approvingly. "Ah, that's the key to graffiti, the positioning." I tell him that I felt guilty – not because I had broken the law but because I had used a can of paint to get revenge and the boy had to live with his name Duluxed across the road.

"Yeah, it's all about retribution really," he says. "Just doing a tag is about retribution. If you don't own a train company then you go and paint on one instead. It all comes from that thing at school when you had to have name tags in the back of something – that makes it belong to you. You can own half the city by scribbling your name over it."

Source: [www.guardian.co.uk](http://www.guardian.co.uk)

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**SECTION B – Language Development**

Answer **either** Question 2 **or** Question 3.

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**EITHER**

- 2 (a) Read **Data Set 1** which you will find below. Comment linguistically on **five** different features of language use which you find of interest.

*(10 marks)*

- (b) Discuss the ways in which children develop their grammatical skills.

In your answer you should:

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

*(35 marks)***Data Set 1**

Ross (2 years 6 months old) is talking to his mother. He is describing what he does at night when he is supposed to be in bed.

**Ross** sometimes Ross comes bed bed come out night

**Mum** what are you talking about (.) what about bed at night (.)  
 sometimes you do what at night

**Ross** mmm

**Mum** what did you say

**Ross** in a dark

**Mum** in the dark

**Ross** Ross em Ross runs in a dark

**Mum** run in the dark

**Ross** Ross runs

**Transcription Key:**

(.) pause of less than a second

Source: S H FOSTER-COHEN, *An Introduction to Child Language Development*, Pearson Education, 1999.

OR

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

- (b) In what ways is it possible to help children learn to write?

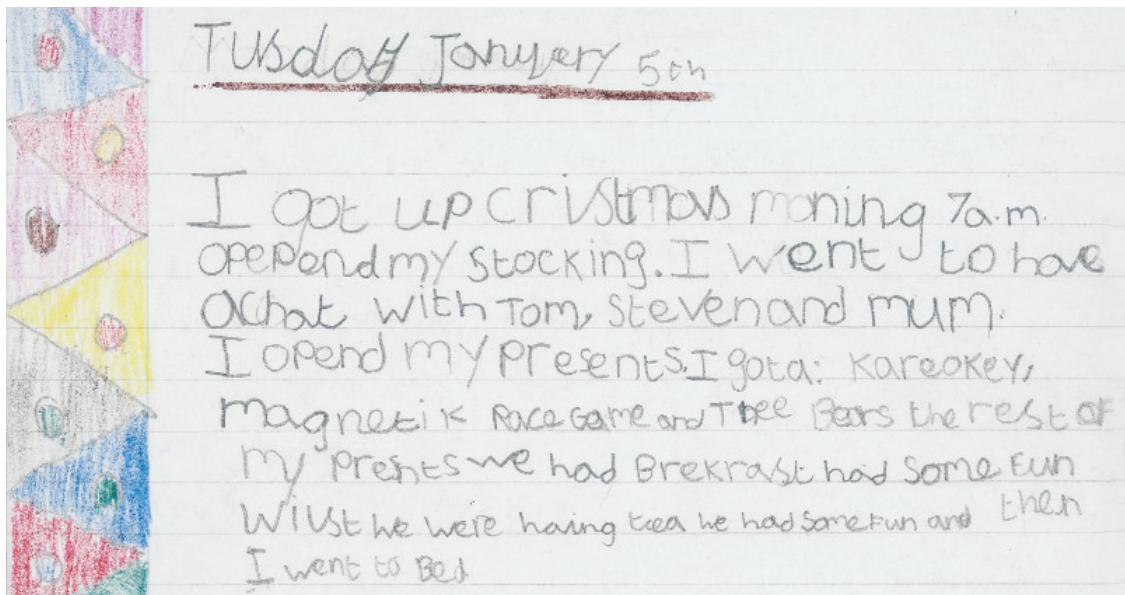
In your answer you should:

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

(35 marks)

### Data Set 2

The writer is 6 years 3 months old. He is describing in his school book what he did on Christmas day.



Tuesday January 5th

I got up cristmas moning 7a.m.  
 opepend my stocking.  
 I went to have a chat with Tom, Steven and mum.  
 I opend my presents. I got a: kareokey,  
 magnetik Race Game and Thee Bears the rest of  
 my presnts we had Brekrast had some fun  
 wilst we were having tea we had some fun and then  
 I went to Bed.

Source: Private Data

**END OF QUESTIONS**

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

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Question 1 Text A: [www2b.abc.net.au](http://www2b.abc.net.au)

Question 1 Text B: [www.guardian.co.uk](http://www.guardian.co.uk)

Question 2 Data Set 1: S H FOSTER-COHEN, *An Introduction to Child Language Development*, Pearson Education, 1999.

Question 3 Data Set 2: Private Data

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