



General Certificate of Education  
Advanced Level Examination  
January 2010

## English Language (Specification A)

## ENGA3

### Unit 3 Language Explorations

Wednesday 27 January 2010 9.00 am to 11.30 am

**For this paper you must have:**

- a 12-page answer book.

**Time allowed**

- 2 hours 30 minutes

**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 ENGA3.
- There are **two** sections:  
**Section A:** Language Variation and Change  
**Section B:** Language Discourses.
- Answer **either** Question 1 **or** Question 2 from Section A. Answer 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 maximum mark for this paper is 90.
- The marks for questions are shown in brackets.
- 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 60 minutes writing your Section A answer and 60 minutes writing your Section B answer.

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## SECTION A – Language Variation and Change

Answer **either** Question 1 **or** Question 2.

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**1 Text A**, which you will find below and on page 3, is an extract from an article published by the Institute of Economic Affairs.

**Text B**, which you will find on page 3, contains two definitions taken from the online Urban Dictionary.

- Analyse the ways **Text A** and **Text B** use language to create different definitions of the word ‘McJob’.
- Referring to **Text A**, **Text B** and your own studies, explore how new words and meanings enter the English language.

(45 marks)

### Text A

#### McJob, McCheque, McWonderful

##### John Blundell

‘McJob’ is sometimes used in a pejorative sense. But an examination of the job-creating ability of McDonald’s, its policies towards its employees (including an emphasis on education and training) and its provision of the first rung on the employment ladder for many people suggests that this form of job should be regarded much more positively.

In his hugely successful bestseller *Generation X: Tales for an Accelerated Culture*, author Douglas Coupland defines McJob as:

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‘A low-paying, low-prestige, low-dignity, low-benefit, no-future job in the service sector. Frequently considered a satisfying career choice by people who have never held one.’

How true are these accusations? How do they stand up to rigorous testing by an independent observer? What are McJobs like, where do McJobbers come from, who are they, what do they learn and where do they go?

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The word McJob appears to date back to 1985 when a US franchise holder in Los Angeles is reported to have designed and equipped his restaurant so that disabled people could work there in an industry not normally open to them. So the very first usage was:

‘A job specially created by the world’s most admired food service at great cost to give disabled people opportunities not normally available to them.’

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McDonald’s places enormous emphasis on training and education. All ‘crew’ members train for the Basic Certificate in Food Hygiene which is validated by the Chartered Institute of Environmental Health. Full-time staff take four months, part-timers eight months, to achieve this qualification. All managers completing the Advanced Operations Course work towards the Diploma in Restaurant Management awarded by Nottingham Trent University; the work for the

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Diploma is of degree-level status. Finally McDonald's runs six management training centres in the UK which 9,500 staff attended during 1998. Advancement within McDonald's from 'crew' level to management to senior management and even franchise owner is common. The current chairman began with the company as a 16-year-old 'crew' member and 30% of all managers started as 'crew'. Ten per cent of all UK franchise holders began as hourly-paid 'crew' and are now independent business owners. 25

So what is the verdict on the McJob? It is a first rung on the employment ladder for large numbers of part-time teenagers mostly from middle to higher-income households, whose McCheques are essentially pocket money. Training and ongoing education are heavily emphasised and advancement from crew to management to owner is very open and is very much encouraged. Good habits and attitudes are both screened for and encouraged, so any longitudinal study of McAlumni would find them to have done better than their peers. Having stressed the part-time nature of McJobs it is important to note that McDonald's goes to quite extraordinary lengths to accommodate its few mature full-time workers for whom the McCheque is an important source of family income. 30 35

Source: JOHN BLUNDELL, 'McJob, McCheque, McWonderful', *Institute of Economic Affairs*, Blackwell Publishers, 2000

### **Text B**

**Text B** cannot be used due to third-party copyright constraints.

2 **Text C**, which was published in 1979, is a transcript of a man of about fifty who had lived almost all of his life in and around Newcastle.

**Text D** reports on a BBC Survey from 2004 in which people were asked about how they felt about accents.

- Analyse the distinctive ways the speaker in **Text C** uses language to convey his thoughts and experiences.
- Referring to **Text C**, **Text D** and your own studies, evaluate the attitudes that people hold towards regional dialects and accents.

(45 marks)

### Text C

I'll tell you what, I often tell it at work. You know, they'd say to you, 'Hey, Jimmy, lend us a shilling, man.' 'What?' 'Lend us a shilling.' And I'd say to them, 'Come here a minute I'll tell you.' I says, 'I can remember when I used to shove a bairn about in a pram for a tanner a week. Lot of money a tanner then a week.' And I says, 'I've been pushed for money ever since!' So they divven't come back. Put them out the road. Wey lad, get away, go on. Aye ... for a tanner. 5  
By, you can do a lot with a tanner. You can gan to the pictures, get yourself a penny fish and a haipeth of chips, by God, yeah, and maybes a packet of Woodbines for tuppence, and a match in, for to get your first smoke. Bah! I once ge ... remember getting some Cock Robins, they cock-robinned me, I'll tell you. I was at Newburn Bridge ... that's it ... you can see Newburn, it's across there and I was smoking away, faking, you know, instead of just going [smacks lips] 10  
... swallowing down, you know, I was sick and turned dizzy. [laughter] I didn't know what hit us with these Cock Robins. Bah, but they they were good ones.

This old woman says to me one morning, 'Sonny.' Sonny? Why, you never said 'sonny' them days you know. She says, 'Would you like to run a message for Mr Penn and for me?' I says, 'Yes, I will do.' She says, 'Go up to the shop and get him an ounce of tobacco.' 'Oh,' I says, 15  
'thank you very much.' So I gans twaddling up the shop. When I gans back she give us thruppence – mind thruppence, you know, that's about forty ... forty-two year ago, you know, Reg. Thruppence then was a lot of money. I was there every day knocking at the door to see if she wanted any more messages! Aye thruppence. Wey lad, ay, I'm getting thruppence off that woman. What for? Wey, getting some baccy. 20

Source: ARTHUR HUGHES, PETER TRUDGILL, *English Accents and Dialects*, Hodder Arnold, 1979

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**Text D****Attitudes towards accents**

**Three quarters of people in the UK think they hear a lot more accents in everyday life and on BBC TV and radio than they used to, and 78% enjoy hearing a variety of accents.**

In general there was a close link between pleasantness and prestige: an Edinburgh accent was valued highly on both counts, while Asian, Liverpool and Birmingham accents were all deemed both unpleasant to listen to and lacking in social status. 5

There were two major exceptions to the pattern. Whilst a London accent was thought to be very helpful career-wise, people did not find it nice to listen to. Conversely, respondents liked the sound of Newcastle accents but did not think they were prestigious or useful when job-hunting.

**It was thought that a standard English accent would be more beneficial when applying for jobs.** 10

Although the Queen's English beat other accents hands down in the prestige stakes, it was thought that a standard English accent would be more beneficial when applying for jobs. The majority of those questioned liked the Queen's voice, but preferred Southern Irish, Scottish and New Zealand accents.

Source: BBC VOICES WEBSITE: [www.bbc.co.uk/voices](http://www.bbc.co.uk/voices)

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**SECTION B – Language Discourses**

 Answer Question 3.
 

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3 Read **Text E** and **Text F**, which you will find below and on page 7. Both are about how men and women communicate. **Text E** describes itself as a ‘relationship manual’. **Text F** describes itself as a ‘must-read guide to the opposite sex’.

- Analyse and evaluate how these two texts use language to present their ideas about the ways women and men communicate.
- Evaluate these ideas about the ways women and men communicate, drawing on your knowledge and study of language.

(45 marks)

**Text E**
**Why Talk Is Big on Venus**

Two sections of the brain, Broca’s area in the frontal lobe and Wernicke’s area in the temporal lobe, are associated with language. These areas are larger in women, and that explains why women are so verbal. Researchers have located six or seven language centers in both hemispheres of a woman’s brain, but for men, language is only located in the left hemisphere. Since men have fewer language centers, it is not only harder for them to express what they experience, but they do not feel the need. 5

A man’s language centers are particularly activated when he is solving a problem. Some men will talk more at the beginning of the relationship, because at that time a man is primarily introducing himself, and talking is a way to ‘solve the problem’ of letting her know about himself and how he feels for her. Once that problem is solved, his language centers are not easily activated. Likewise, his listening center is most active when he is solving a problem. 10

Women’s brains are constructed to communicate and express feelings. Compared to a man’s brain, a woman’s is much busier, always articulating reactions and perceptions. Many parts of her brain are fully engaged when she is talking. Men have a harder time connecting their emotions with their thoughts and articulating what they feel. This difference is a source of much friction in relationships. Understanding that a man is not withholding when he is silent can release a woman from the frustration of getting her partner to talk about his day in greater detail. 15

With practice, a man can learn to be a good listener, which is actually one of the most potent ways to help a woman lower her stress levels. A woman may like it when a man opens up and shares, but unless she first feels heard, it will not lower her stress. As men get better at listening to women and women get better at appreciating this step, men become more open and share more. 20

Source: JOHN GRAY, *Why Mars and Venus Collide*, Harper Element, 2008

**Text F**

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**END OF QUESTIONS**

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

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