



General Certificate of Education  
Advanced Subsidiary Examination  
June 2010

# English Language (Specification A)

# ENGA1

Unit 1 Seeing through Language

Thursday 27 May 2010 1.30 pm to 3.30 pm

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.
- Answer **two** questions.
- 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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**Question 1**

0	1
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**Text A** is part of an interview from Radio 5's live broadcast from the Glastonbury Festival. The reporter, Nick, is talking to Mary and her two children, Luke and Timmy.

**Text B** is an article from *The Observer's* television listings section.

- 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 interest and inform listeners

how the writer of **Text B** uses language to inform, entertain and persuade readers.

(45 marks)

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

**Turn over ►**

## Text A

<b>Nick</b>	I'm sat next to a binbag full of dirty nappies [ <i>laughs</i> ] an empty bottle of wine and some discarded coffee cups (.) and I'm with the Smith family (.) Mary (.) Luke who's eleven and Timmy [ <i>whispers</i> ] who's just sixteen months old (.) hello Timmy (1) [ <i>normal voice</i> ] he's just learning to wave (.) he's doing very well erm (.) Mary is this the first (.) your first time at Glastonbury	5
<b>Mary</b>	yes	
<b>Nick</b>	and how are you enjoying the experience	
<b>Mary</b>	erm (.) mixed I would say erm if it's sunny or dry at least then it's erm pretty er lovely	
<b>Nick</b>	we had squally showers all day yesterday so how did you cope 'cause I can see the pushchair's looking a little the worse for wear	10
<b>Mary</b>	erm well er (.) the pushchair is actually the problem erm a that you can't take your children around just easily (.) we couldn't push it 'cause there was so much mud around (1) and er yeah that made it <b>really</b> difficult	
<b>Nick</b>	erm we've just been having a breakfast of cereal out of er Tupperware bowls and now you've got the baby food out (.) what are the actual practicalities of having to change a nappy in a <b>tent</b>	15
<b>Mary</b>	um that's ok (.) changing the [ nappy ]	
<b>Nick</b>	[ I ] suppose you don't have to see the Glastonbury toilets (.) do you	20
<b>Mary</b>	[ <i>laughs</i> ] that's true (.) <b>that's</b> probably an advantage um (.) changing the nappy's not the problem (.) it's more that you're packed like a donkey (.) with <b>small</b> children in particular (.) 'cause you have to take so much stuff with erm	
<b>Nick</b>	what about Luke and Timmy (.) did they get tired at any stage (.) did they start to thinking well (.) hang on (.) I've had enough (.) I want to go back for a lie down or actually do something that an eleven year old would actually want to do	25
<b>Mary</b>	um well (.) yes we did have erm yesterday with Timmy in the pushchair so that's ok because he just goes to sleep in there and he doesn't mind if it's loud around [ <i>Timmy squeaks</i> ] but erm Luke needed err probably needed a sleep after ah after the Fatboy Slim yesterday (.) I could see that	30
<b>Nick</b>	[ <i>loudly</i> ] stayed up for Fatboy Slim (.) Luke	
<b>Luke</b>	yeah it was fine (.) I liked it [ <i>interview continues</i> ]	

## Transcription Key:

(.)	pause of less than a second
(2)	longer pause (number of seconds indicated)
[ <i>italics</i> ]	selected non-verbal features
[ ]	simultaneous speech
<b>bold</b>	emphatic stress

Source: www.bbc.co.uk/5live/

## Text B

FRIDAY 27 JUNE

PICK OF THE DAY



## GLASTO ON TELLY: GIVE IT SOME WELLY

### GLASTONBURY 2008

BBC TV, RADIO, ONLINE

**W**ith tickets uncharacteristically still available for Glastonbury 2008, it seems many people have chosen to take in the mud and music from the safety of their own sofa this year. A forecast of cloudy with some rain, a largely uninspiring line-up and the advent of iPlayer make this a wise choice.

Thankfully the BBC team will be on hand to snuffle out those festival gems with plenty of intimate chats and 'for TV only' acoustic gigs from the likes of stalwart Joan Baez and upstarts Sam Sparro, Dizzee Rascal, Natty and Lykke Li. Jo Whiley, Lauren Laverne, Mark Radcliffe and Phil Jupitus report for BBC2, Zane Lowe, Edith Bowman, Annie Mac and Nick Grimshaw for BBC3 and Mark Radcliffe for BBC4.

Hot Chip whipped the crowd into a frenzy with 'Over and Over' in the John Peel tent last year and sent their career into overdrive, so who will provide the

memorable moments this year?

Brooklyn's finest Vampire Weekend tout their taut African-inspired melodies twice, once on Friday, once on Saturday, and can't fail to spread their infectious delight. Beth Ditto's Gossip will get the party going with an energy filled performance on Friday's Pyramid Stage, followed by Editors and headliners Kings of Leon. Far more interesting will be Estelle's gig on the Jazz World stage, but why is she languishing there with Fun Lovin' Criminals and Candi Staton?

In terms of dancetastic delights, MGMT on the John Peel stage are possible contenders, but recent live performances have failed to deliver. New Yorker Santi White, aka Santogold, is a sure bet, with several dance floor killers up her sleeve.

The festival closes with some old rockers perfectly suited to that Sunday-ish mood – Leonard Cohen, Neil Diamond and the Verve. But whatever Noel Gallagher has to say about hip hop, the highlight of the festival has to be Saturday night headliner Jay-Z. **Katie Toms**

Source: KATIE TOMS © Guardian News & Media Ltd 2008

Turn over ►

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## Section B – Language Development

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

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**EITHER****Question 2**

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

(10 marks)

**AND**

0	3
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How important is interaction between children and adult speakers in the process of language acquisition?

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**

Sophie is 2 years 4 months.

<b>Mum</b>	what's that (.) lovely	
<b>Sophie</b>	me want that	
<b>Mum</b>	what is it	
<b>Sophie</b>	seen	
<b>Mum</b>	plasticine	5
<b>Sophie</b>	mm	
<b>Mum</b>	what are you going to make	
<b>Sophie</b>	see Jack (.) Amy see me (.) see me (.) not Jack	
<b>Mum</b>	mm	
<b>Sophie</b>	not Jack (.) only me (4) you take bissy	10
<b>Mum</b>	I took a biscuit 'cause I was hungry	
<b>Sophie</b>	me want a bissy	
<b>Mum</b>	there you are (.) you have a bissy too (8)	
<b>Sophie</b>	[ <i>sees microphone</i> ] oh (.) what's that	
<b>Mum</b>	it's just (1) Paul's (.) Paul's thing (6)	15
<b>Sophie</b>	you play snakes and ladders me	
<b>Transcription Key:</b>		
(.)	pause of less than a second	
(2)	longer pause (number of seconds indicated)	
[ <i>italics</i> ]	selected non-verbal features	

Source: FLETCHER, P.A., *A Child's Learning of English*, Blackwell, 1985

OR

## Question 3

0 4

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

(10 marks)

AND

0 5

'The task of teaching children to write is all about encouraging inventive content.' How far do you agree?

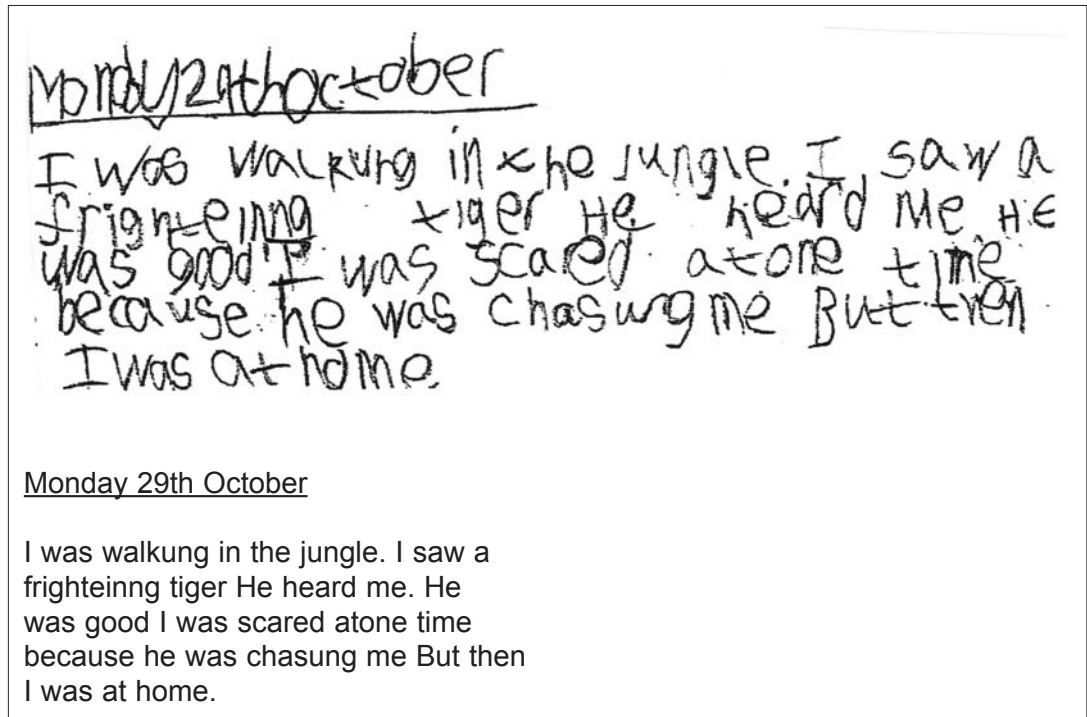
In your answer you should:

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 10 months. He wrote a story in his school book.



Monday 29th October

I was walking in the jungle. I saw a  
 frighteinnng tiger He heard me He  
 was good I was scared at one time  
 because he was chasung me But then  
 I was at home.

Monday 29th October

I was walking in the jungle. I saw a  
 frighteinnng tiger He heard me. He  
 was good I was scared atone time  
 because he was chasung me But then  
 I was at home.

Source: Private Data

END OF QUESTIONS

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

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