



General Certificate of Education
Advanced Subsidiary Examination
January 2013

English Language (Specification A)

ENGA1

Unit 1 Seeing through Language

Wednesday 16 January 2013 9.00 am to 11.00 am

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.
- 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.

Section A – Language and Mode

Answer Question 1.

You may detach this page by tearing along the perforations.

Question 1

0	1
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Text A, on page 4, is a profile from *The Observer* of three fans who travelled to the Women's Football World Cup in China.

Text B, on page 5, is a review from *The Guardian* online of the book *Three Lions On Her Shirt: The England Women's Story*.

- Identify and describe the main mode characteristics of the texts.
- Examine 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:

how situation and channel affect the use of language

how the participants in **Text A** use language to express their experiences and opinions

how the writer of **Text B** uses language to communicate information and ideas

how choices of vocabulary, grammar and structure create meanings.

(45 marks)

Turn over for Text A and Text B

Turn over ►

Text A

THIS LIFE

Margaret, Linda and Amanda**Three generations on tour in China****Why did you travel to China to support England in the Women's World Cup?**

Linda (mum): I promised my mum I'd take her to the World Cup if we qualified. I don't think I knew it was in China at the time. Our obsession with the England ladies all started when we went to a match a few years ago. My mum enjoyed it so much.

Amanda (daughter): When we scored I looked over and my nanna was crying.

Margaret (nanna): I'd watched football on the TV before, but never in a stadium. The atmosphere was ecstatic and it just got to me. It gives you a buzz.

What did your husbands, partners and friends think of you travelling to China?

Margaret: My husband didn't say anything, he's not one for making a fuss. I told him we were going and that he was to look after the cats and the dog. Some of my friends said 'where's the sense in it?' I said it's the atmosphere. You can sit in your living room and watch it on the screen, but it's not the same.

Linda: We didn't ask anyone else to come along, it was a girly trip.

Amanda: My friends were shocked, especially when I told them I was going with my mum and my nanna. They helped me organise the tops we've been wearing – 'Three generations on tour'.

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Margaret, were you worried about the travelling?

Margaret: I had a spine operation not long ago, so I had to ask the surgeon's permission. He didn't realise I meant going to China to watch football. He laughed, but he told me I'd be alright if I did the journey in stages.

Linda: I had concerns, but everything worked out brilliant. Neither me or my mum had ever been outside of Europe – it was a dream of ours.

You got to know the players' families well...

Linda: We met Anita Asante's mum on the first day. She sneezed and we said: 'Bless you' as you would back home and we got chatting.

Margaret: Karen Carney's mum, Marie, nicknamed us 'The Three Degrees'.

Amanda: They're all down to earth people, we're only sad that so many of them had to go home without watching their daughters play in the quarter final – they couldn't afford to stay out any longer.

What are your abiding memories of the trip?

Margaret: After the Germany match we waited for the team coach. It was fantastic. Trevor Brooking came out to say hello and we were making that much noise, I don't know what he said.

Amanda: My nan was so excited she was trying to climb the railings.

Margaret: I wanted to get my arm over to shake hands with the players.

Amanda: She was like the pandas climbing the trees in Chengdu. One minute she's there with her walking stick, shattered after getting so excited at the match, the next she's up there clinging on for dear life.

This Life interviewer Anna Kessel, reviews **Three Lions On Her Shirt – The England Women's Story** by Catherine Etoe and Natalia Sollohub online at www.observer.co.uk/sport.

Source: Kessel, A. (2007). *Three generations on tour in China*. The Observer

Text B

theguardian

Girls just want to have fun

Three Lions On Her Shirt: The England Women's Story, Catherine Etoe and Natalia Sollohub, Stadia, £14.99

Anna Kessel

guardian.co.uk, Sunday 23 September 2007 15.03 BST



Three Lions On Her Shirt: 'It's a great story.'

Three Lions On Her Shirt: The England Women's Story

Catherine Etoe and Natalia Sollohub

Stadia, £14.99

Conduct an internet search for books on 'women's football' and you will find a motley crew. From the bizarre 'Men Love Football, Women Love Foreplay' to the academic 'Out of Bounds: Women, Sport and Sexuality' and an array of football coaching manuals, there are only a few books for readers.

So when a women's football book comes along that not only looks dynamic and cutting edge but also charts the story of a current England women's team - and is available in high street bookshops - we know that times are changing. Freelance journalists and photographers Catherine Etoe and Natalia Sollohub followed the England team throughout their World Cup qualifying campaign last year. Woven into each chapter alongside the story of the matches are the personal stories of the girls; it makes for a fascinating collection of facts and anecdotes about the country's top female players.

Most of the women hold down full-time jobs outside of training and playing as semi-professionals, they are football coaches, students, postwomen and mothers. Perhaps because of this Etoe and Sollohub have managed to get closer to the players than anyone attempting to write about a men's team might today. Reading it you can't help but be reminded of a different era, when books such as Hunter Davies' 'The Glory Days' odyssey following Tottenham Hotspur was written.

From girls pretending to be boys so they could play, to striker Karen Carney's career start in jive dancing with sequins and streaky fake tan, all the girls have something to say. A personal favourite is Arsenal winger Rachel Yankey turning up to last season's Uefa Cup semi-final with a mini-bus load of kids, while coach Vic Akers pulls his hair out wondering whether she'll make the warm-up.

The final chapter describes the nail-biting last qualifying game against France when the girls clung on to a 1-1 draw to send them to the World Cup for the first time in 12 years. Vividly described scenes from the final whistle include winger Sue Smith leaping up from the bench and whacking her head on the dug-out, with Trevor Brooking running over to check on her, and the entire team and backroom staff jiggling on the dressing room massage table, showering all and sundry with champagne.

It's a great story that, combined with the girls creditable performance in reaching the World Cup quarter-finals, can only encourage further writing on women's football.

Source: adapted from Kessel, A. (2007). *Girls just want to have fun*. <http://www.guardian.co.uk/sport/2007/sep/23/thegear.annakessel>. The Guardian

Turn over ►

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 Examine how children build up their vocabulary and learn to use it appropriately.

In your answer you should:

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

(35 marks)

Data Set 1

The following are examples of Adam's word combinations over twelve months, beginning at the age of 2 years 3 months:

Age	Word combinations
2.3	big drum
2.4	see marching bear go
2.6	no I don't want to sit seat
2.8	how tiger be so healthy and fly like kite
2.10	look at that train Ursula brought
3.0	those are not strong mens
3.2	do you know the lights went off

Source: Pinker, S. (1994). *The Language Instinct*. Penguin Science

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 Discuss what challenges children face as they begin to make the transition from spoken to written mode.

In your answer you should:

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

(35 marks)

Data Set 2

The writer is 7 years old. The data is the first paragraph of a series of five.



October 81th

1 A man incharge (teacher correction charge) of the srapyard (whoesname was Gary) was having a

Convesachon (teacher correction conversation) with Andrew (the DaD (teacher correction Dad) of the Children) the children . louise (teacher correction They were Louise) Jane with blond hair And (teacher correction to and) Katie And (teacher correction and) Alex the boy they sneeked of (teacher correction off) to play.

Source: Private Data

END OF QUESTIONS

There are no questions printed on this page

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Text B: Material is produced with the permission of Copyright Guardian News and Media Ltd 2007.

Data Set 1: Reproduced by permission of Penguin Books Ltd.

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