AQA

General Certificate of Education
Advanced Subsidiary Examination
June 2013

English Language (Specification A)

ENGA1

Unit 1   Seeing through Language

Friday 24 May 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 spend 45 minutes writing your Section A answer and 45 minutes writing your Section B answer.

ENGA1

Section A – Language and Mode

Answer Question 1.

You may detach this page by tearing along the perforations.

Question 1

| 0 | 1 |

Text A, on page 4, is from the World Wildlife Fund website.

Text B, on page 5, is a transcript of part of a conversation between two sisters, Carol and Lucy, and their respective husbands, Martin and Jim.

- Identify and describe the main mode characteristics of the texts.
- Examine how the creators of **Text A** and the participants in **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 creators of **Text A** use language to inform and persuade
how the participants in **Text B** use language to describe events and express ideas
how choices of vocabulary, grammar and structure create meanings.

(45 marks)

Turn over for Text A and Text B

Text A

Text B

Jim	well (.) **we** went on an **el**ephant in India
Carol	⎮**did** you⎮
Martin	⎮**real**ly⎮
Jim	yeah (.) ours was called Latimi and she was very good (.) and when we got to got
	to the end and got off on the elephant platform well you gave the ma**hout** a **tip** (.)
	we gave a hundred ru**pees** (.) but when we got down it seemed that the going rate
	seemed to be **two** hundred rupees
Carol	aahh
Martin	no (.) **real**ly
Jim	well (.) we wanted to be **fair** so Lucy went off to find the mahout (.) about twenty
	yards away still on the elephant (.) didn't you love
Lucy	yes (.) but what happened was when I got in front of the elephant with a hundred I
	sort of leant round because it was only a small elephant and held up the hundred
	rupee note but Latimi kept putting her tu (.) her trunk in the way
All	[*laugh*]
Lucy	seemingly trying to **stop** me giving the er then **sud**denly the end of her trunk came
	down took hold of the note and gave it to the
Carol	oh **sis** (.) **real**ly
Martin	[*laughs*]
Lucy	it was fantastic (.) it **real**ly was (3)
Carol	I like elephants
Lucy	they're **love**ly, aren't they
Carol	yeah (.) they **real**ly are (2) there was one born in **Mel**bourne erm
	(1) the year before last (.) it was the first one that had been **born** in erm actually in
	Australia you know and they had erm like a competition to name it so the kids (.) you
	know (1) if you picked the right name erm they all got free entry (.) it was **so** fantastic
	(.) weren't it
Martin	yeah (.) remember we were in **Thai**land and I got on my high horse (.) I said I'm not
	going on those elephants that's exploitation (.) right
Carol	mmm
Martin	so I watched Carol, Mike and Chris go off on their jungle tour back up the river
All	[*laugh*]
Martin	well when they got back I watched the mahouts take their elephants **down** to the river
	and washed them down and looked after them (.) the **close**ness between them was
	ama⎮zing⎮
Lucy	⎮yeah⎮
Jim	⎮mmm⎮
Martin	and I thought yes I've made a mistake here (.) not exploited you know (.) the
	commercial thing (.) not these elephants (.) really well looked after (.) you make some
	mistakes (.) don't you so I never got to go on an elephant
Carol	aahhh
All	[*laugh*]

Line numbers: 5, 10, 15, 20, 25, 30, 35, 40

Transcription Key:
(.) pause of less than a second
(1) longer pause (number of seconds indicated)
[*italics*] selected non-verbal features

⎮⎮ simultaneous speech

bold emphatic stress

Turn over ▶

Section B – Language Development

Answer **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 the ways children develop their use of grammar.

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

Sam is 2 years and 3 months old. He is talking to his father about what they did earlier that morning.

Father	where did we go this morning (.) where did we take Tom	
Sam	to my Beeston (.) put my Tommy to his rugby	
Father	and did you get a ticket	
Sam	yes (2) from the bank (.) I helping	
Father	yes (.) you were helping (.) then we went for some petrol	5
Sam	mmm	
Father	can you remember (.) what did you do	
Sam	I saw the car wash	
Father	mmm	
Sam	get the car in it (.) I wasn't frightened in the car wash	10
Father	mmm (.) did you help daddy (.)	
Sam	mmm (.) I holded the cap	

Transcription Key:
(.) pause of less than a second
(2) longer pause (number of seconds indicated)

Source: Private Data

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 |

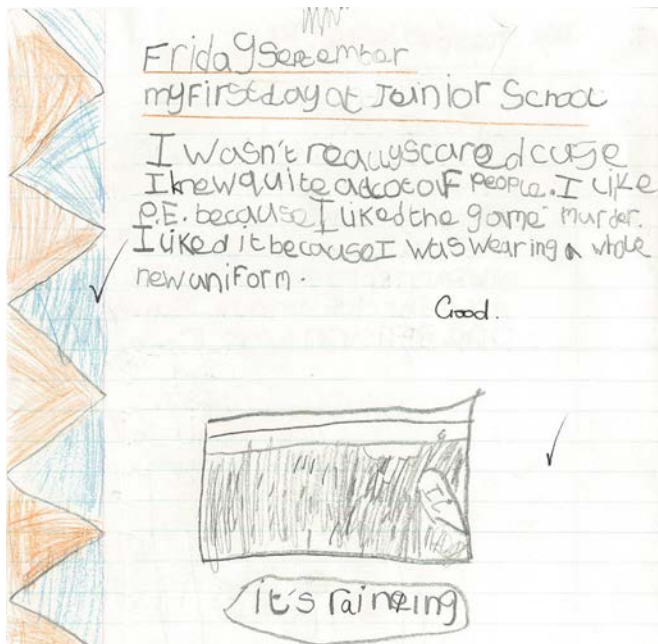Discuss the range of skills that children need to learn in order to write clearly.

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 6 years and 7 months old.

Friday September
myfirstday at Junior School

I wasn't reallyscared case
I new (*teacher correction knew*) quite a bcot (*self-correction lot*) ov (*self-correction of*) people. I like
P.E. because I liked the game murder.
I liked it becauseI Was wearing a whole
new uniform.

It's rineing (*teacher correction raining*)
The teacher ticks the work twice and writes "Good".

END OF QUESTIONS

There are no questions printed on this page