

General Certificate of Education
June 2008
Advanced Subsidiary Examination



ENGLISH LANGUAGE (SPECIFICATION A)
Unit 2 Using Language

EA2W

Wednesday 14 May 2008 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 EA2W.
- There are **three** sections:
 - Section A:** Language Analysis
 - Section B:** Language Production
 - Section C:** Commentary on Language Production
- Answer all three questions.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

Information

- The maximum mark for this paper is 120.
- The marks for questions are shown in brackets.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

Advice

- It is recommended that you spend 20 minutes studying and preparing the source materials for the Language Analysis and Language Production tasks.

There are no questions printed on this page

SECTION A – Language Analysis

Answer Question 1.

1 Text A, which you will find on pages 4 and 5, is an extract from a speech given by David Cameron, Conservative Party Leader, during a visit to a voluntary youth organisation in his constituency in February 2007.

- Comment linguistically on the significant features of the text.
- Explain how these language features contribute to the text's meanings.

In your answer you should consider:

- vocabulary and meanings
- grammatical features, including sentence functions, types and structures, and their effects
- how David Cameron presents British parents and children
- how he seeks to influence his listeners.

(30 marks)

Text A for use in Section A – Language Analysis

Sometimes a piece of research is published which goes straight to the heart of the national debate – it holds up a mirror to the whole of society and makes us see ourselves as we really are.

That happened this week. On Wednesday, Unicef published a report entitled “An overview of child well-being in rich countries”. It brings together comparative research on the material, educational and emotional state of childhood in 21 developed nations. Britain comes bottom of the list.

Of course we can argue about methodology and the timing of statistics, but to do so is to miss the big point. This report shows that our society is in deep trouble.

I am an optimistic person. I love this country. It’s a great place to live, a great time to be alive, and I am enormously positive about the future. But sometimes I simply want to despair – and this is one of those moments.

Ten years after the current Government was elected on the promise to end child poverty and make education its number one priority, Britain comes 18th out of 21 rich countries on material well-being, and 19th out of 21 on educational well-being. According to the report, British children are among the poorest and least educated in the developed world.

But that is not the worst of it. We come at the very bottom – 21st out of 21 – on three other measures which, to me, are even more important.

First, we come bottom on ‘subjective well-being’ – how children themselves rate their lives. Put another way, we have the unhappiest children in the developed world. Second, we come bottom on ‘behaviours and risks’. That means, for example, that British children have the highest rates of underage drinking and teenage pregnancy. Our children face some of the greatest risks in the developed world.

And third – for me, the saddest finding of all, and the main cause of all the others – we come bottom on the measure of ‘family and peer relationships’. Which is to say, we have the loneliest children in the developed world.

Only the United States has more children living in one-parent families. No other country has a smaller proportion of children – barely 40 per cent – who say their peers (that is, other children) are ‘kind and helpful’.

These are pretty dreadful findings. To those of us who are parents, our children are quite simply the most important thing in our lives. So what are we to make of the fact that, as a national family, we are treating our children in this way?

Because I do not accept for a moment that these terrible statistics are the ‘fault’ of children themselves. Above all, the problems we see – the risky behaviour, the loneliness and depression – are principally a response to a lack of adult leadership, a lack of the love and support that is their moral entitlement.

I’ll tell you what’s going wrong in our society. We have too many children behaving like adults. And too many adults behaving like children.

I believe that the Unicef report should represent a turning point in the history of our country. Not a ‘wake-up call’ – we’re already awake: you only have to walk down a street in the afternoon after the schools close to know there’s a problem with some British children. No – this is a call to action: a moment of truth in which we must decide if we have the will to do what is necessary to save our society.

Source: Conservative Party Archive

SECTION B – Language Production

Answer Question 2.

- 2** You have been invited to give a speech in a debate at your local secondary school on the subject of school uniforms.

You should give your views on the issue and may choose whether you speak in favour of or against the compulsory wearing of school uniforms.

In your answer you should draw on the ideas contained in **Texts B, C and D**, which you will find on pages 7, 8 and 9. You will need to select appropriate ideas and adapt the way they are expressed to suit your audience and purposes.

Write the script of your speech, which should be between 400 and 500 words.

(60 marks)

SECTION C – Commentary on Language Production

Answer Question 3.

- 3** Explain the linguistic devices you have used to make your script suitable for your audience and purposes. Use examples from your script to illustrate your points and provide reasons for your linguistic choices.

(30 marks)

Texts B, C and D for use in Section B – Language Production

Text B is an extract from an article in *The Observer* by Gaby Hinsliff and Anushka Asthana, published on 18 February 2007.

Text C is an article by Saiqa Chaudhari from *The Bolton News*, 23 March 2007.

Text D is from the Equal Opportunities Commission website.

Text B

Text B has been omitted due to third-party copyright constraints.

Text C

“School uniform boosted exam results” – head

THE headteacher of a once-failing school has backed a Government move to encourage all schools to have a uniform.

Phil Mather, headteacher of Withins School in Brightmet, says his insistence that every pupil wears the correct uniform and takes pride in their appearance has raised standards both in and out of the classroom. And he is backing new Government guidelines on school policies for uniforms.

Education minister Jim Knight said all schools should be encouraged to adopt a uniform policy because they can “help to develop the right mindset among pupils, instilling pride and supporting positive behaviour and discipline”.

Mr Mather said asking every child to wear a blazer was one of the first rules he implemented when he started at the school.

He said: “Parents of all pupils were very supportive, even those of final year students. Before this, there were uniform issues when pupils were not wearing the right clothes. A school uniform gives a sense of purpose, identity and authority. Behaviour does improve.”

Mr Mather said the improvement in attitude had knock-on effects on learning. Two years ago, Withins School was placed in special measures after government inspectors deemed it to be failing. At the time, Mr Mather became the sixth headteacher at the school in almost as many months.

The school, in Newby Road, Brightmet, was taken out of special measures after 18 months. It is now one of the most-improved state secondary schools in the country, and GCSE success rates have soared during recent years. The number of pupils achieving five A*-to-C grades has gone up from 18 per cent in 2002 to 58 per cent in last summer’s exams, putting it in the top 10 of local schools.

Mr Mather said: “Well-presented pupils have a feeling of pride and self-worth which raises self-esteem and gives them a sense of purpose. Allowing pupils to wear their own clothes such as sweatshirts can sometimes create a street culture in schools.”

The Government has said that school uniforms should be made affordable to all and should be sold in High Street shops and other retail outlets as opposed to through one supplier.

Mr Mather said: “Wearing a school uniform is a simple but effective measure in promoting learning. Parents have not found cost a problem; there are a number of places where parents of children here can buy a school uniform. This school is often complimented about how smart the pupils look when they are out and about.”

Source: SAIQA CHAUDHARI, *The Bolton News*, 23 March 2007

Text D**School uniforms: frequently asked questions****Would it be unlawful sex discrimination for a school to have different uniform requirements for boys and girls?**

It is not unlawful for a school to have rules about the standard of dress of its pupils. There has been no legal case decided by the courts on the question of whether different school uniform regulations for boys and girls would be discriminatory under the Sex Discrimination Act. The EOC believes that in the light of what is now conventional dress for girls, there is a strong argument that it is unlawful sex discrimination to deny a girl the opportunity to wear smart trousers as an alternative to skirts as part of a uniform code.

I am a girl pupil and I am not allowed to wear trousers to school. What can I do if I want to change the uniform policy at my school?

First, you should try to resolve the problem informally through the head teacher and the governing body/school board or owner of the school. If your school has a parent/teacher association you may wish to contact them and ask for their support. You could also survey other schools in your area to find out their rules. You should point out the school's obligations under the SDA and you could give them a copy of this information. The local education authority may also be able to give you some advice.

Is it unlawful for a school to refuse to allow boys but not girls to wear earrings or have long hair?

The same considerations would apply as in the issue of girls and trousers, i.e. whether, in the light of current conventions on dress, it is less favourable treatment on grounds of sex to deny boys the option of having long hair or wearing earrings. There have been no decided cases about dress codes in school and the outcome of a legal challenge would be uncertain.

Source: Equal Opportunities Commission

END OF TEXTS

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