



General Certificate of Education  
Advanced Subsidiary Examination  
January 2012

# English Language (Specification A)

# ENGA1

## Unit 1 Seeing through Language

Friday 13 January 2012 1.30 pm to 3.30 pm

**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.

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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**, on page 3, is from the website *theyworkforyou.com*. The text presents MPs' contributions to a House of Commons debate about the Cultural Olympiad.

**Text B**, on pages 4 and 5, is from the website *dorsetforyou.com*. The text introduces the Cultural Olympiad to its readers.

- Identify and describe the main mode characteristics of the texts.
- Examine how the participants in **Text A** and the producers 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 opinions

how the producers of **Text B** use language to communicate their ideas

how choices of vocabulary, grammar and structure create meanings.

(45 marks)

## Text A



## Cultural Olympiad

Oral Answers to Questions – Culture, Media and Sport  
House of Commons debates, 1 March 2010, 2:30 pm



**Ann Winterton** (Congleton, Conservative)

What recent progress has been made on the programme for the Cultural Olympiad; and if she will make a statement.



**Margaret Hodge** (Minister of State, Department for Culture, Media and Sport; Barking, Labour)

Three major cultural projects have been launched so far, and nearly 150 projects have been awarded the Inspire mark. More than 1400 open weekend events were held during 2008 and 2009. In July 2009, the Cultural Olympiad Board was established, placing delivery of the Cultural Olympiad in the hands of our world-renowned cultural sector.



**Ann Winterton** (Congleton, Conservative)

Does the right hon. Lady believe that further progress could be made if the rather pompous title 'Cultural Olympiad' was dropped for something in plain English that describes to the general public what it actually means? Will she ensure that if there is a lasting cultural legacy from the Olympics, it is spread throughout the United Kingdom and not just confined to London?



**Margaret Hodge** (Minister of State, Department for Culture, Media and Sport; Barking, Labour)

I have a lot of sympathy with the views of the hon. Lady –



**Peter Luff** (Mid Worcestershire, Conservative)

On this issue.



**Margaret Hodge** (Minister of State, Department for Culture, Media and Sport; Barking, Labour)

On this issue. It is for the London Organising Committee of the Olympic Games and Paralympic Games and the Cultural Olympiad Board to look at the name, and I know that Tony Hall, as chairman of the board, is suggesting a new title.

I also have a lot of sympathy for the view that the benefits of the Cultural Olympiad – as it is known now – should be shared throughout the country. Many of the events to date have been outside London, and we need to do more and more to make sure that they take place throughout Britain.

Source: [www.theyworkforyou.com](http://www.theyworkforyou.com)

Turn over ►

## Text B



dorsetforyou.com

**You are here:** <http://www.dorsetforyou.com/culturalolympiad>

## Towards the 2012 Cultural Olympiad

The UK's bid to the International Olympic Committee to host the 2012 Olympic Games included a proposal to develop a four year Cultural Olympiad Festival leading up to the event.

### What is the Cultural Olympiad?

The Olympics and the Paralympics are about much more than just sport.

The original vision of Pierre de Coubertin, the man responsible for reviving the Olympic ideal in the late nineteenth century, sought to realise the marriage of sport and the arts.

An arena in which everyone, whatever their talent or skill, is given the opportunity to strive for excellence.

The charter of the International Olympic Committee (IOC) stipulates that the host nation must "organise a programme of cultural events" that should:

- Promote harmonious relations, mutual understanding and friendship among the participants and others attending the Olympic Games
- Highlight the shared values of sport and the arts in terms of excellence, endeavour and achievement
- Promote the arts and culture of the host city and host nation while embracing an international cultural dimension
- Provide a dynamic and high profile context for promoting Olympism and the Olympic Games

### What might the Cultural Olympiad look like?

The Olympiad will operate on a number of different levels.

At the top level there will be a series of high profile ceremonies, among them the opening and closing ceremonies of both the Olympic and the Paralympic Games.

At the second level there will be a UK-wide programme of work delivered throughout the nations and regions by one or other of the national cultural agencies (for example the Arts Council of England, the UK Film Council or the Museums, Libraries and Archives Council or their equivalents in Northern Ireland, Scotland and Wales).

Examples of this programme include:

- Artists Taking the Lead - a major artists' commission in each nation and region led by the Arts Council of England
- Film Nation- a national record of the years leading up to the Olympic Games led by the UK Film Council
- Stories of the World - 14 major exhibitions in over fifty leading museums, galleries and libraries across the UK

While parts of these programmes will be delivered in the regions, there will also be a third level of work distinct to each region and nation.

In the South West of England, there are significant programmes of work already in development and a number of milestone events that may help to shape that third level programme.



## Inspire programme

London 2012's Inspire programme will help bring the benefits of the 2012 Games to every part of the UK – giving millions the opportunity to participate as never before. Projects and events recognised through the Inspire programme will be awarded the Inspire mark, part of London 2012's brand family.

## Who can apply?

Applications are open to non-commercial organisations who can demonstrate the ability to deliver the project or event and meet the outcomes identified in their application.

The Inspire mark will be awarded to specific projects and events which are:

- Genuinely inspired by the London 2012 Olympic and Paralympic Games
- Well planned and managed
- Fully funded from non-commercial sources and with no commercial association
- Innovative and inspiring
- Likely to achieve at least one of our key outcomes. For example, increased participation in grass roots sports

For full guidelines, an application form and an initial discussion about your proposed project, please contact Richard Crowe, the London 2012 Creative Programmer for the South West on [richard.crowe@london2012.com](mailto:richard.crowe@london2012.com) or (07956 050756).

You can go to [London 2012 - Inspire programme](#) (opens in a new window) where you can also sign up to the national newsletter.

## [2012 Cultural Olympiad in the South West](#)

What is happening in the South West?

## [Towards the 2012 Cultural Olympiad in Dorset](#)

The UK's bid to the International Olympic Committee to host the 2012 Olympic Games included a proposal to develop a four year Cultural Olympiad Festival leading up to the event.

Source: *Dorsetforyou*

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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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 To what extent can adults help children acquire speech?

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**

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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** What are the most important factors influencing children's written language acquisition?

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 8 months old and is responding to a photograph.

**Year 1**

When I saw the photograph I remembered .....

The time we went to the nature  
center and we got to stroked  
the animals we enjoyb it  
and that, we wene we went to the  
sey lif canther and sore the  
seals and fish .s and sh . ekas

✓ Well done L.S.

The words in the speech bubbles in the illustrations are unclear.

The time we went to the nature  
center and we got to strokt (corrected to stroked)  
the animals we enjoyb (corrected to enjoyed) it  
and that, we wene we went to the  
sey lif canther (corrected to sea life centre) and sore (corrected to saw) the  
seals and fish .s and sh . ekas (sharks)

The teacher ticks the work and writes "Well done L.S."

Source: Private Data

END OF QUESTIONS

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

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