



General Certificate of Education
Advanced Subsidiary Examination
June 2014

English Language (Specification A)

ENGA1

Unit 1 Seeing through Language

Wednesday 14 May 2014 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 **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 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.

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 part of a leaflet advertising a Play Farm.

Text B, on page 5, is a transcript of part of a talk given to visitors by Jenny, a member of the Play Farm staff.

- 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 for a range of purposes

how choices of vocabulary, grammar and structure create meanings.

[45 marks]

Turn over for Text A and Text B

Turn over ►

Text A

Friendly farm fun for all the family

What are we doing today?

Have a ride on our NEW tractor and trailer ride
 Stroke a chick in a basket,
 choose a free range egg for tea,
 sit on a pony and give it a pat,
 brush a bunny,
 bottle feed a Lamb or Goat kid,
 join in our Hay Barn Theatre performances,
 milk a goat,
 meet Chirpy, our extra large chick,
 make a memento to take home,
 give a guinea pig a carrot.

Please note, seasonal changes may mean not all of the above will be available for your visit... but most will

Can my class visit the farm?

Also includes Rainbows, Beavers and Church groups etc

"Learning outside the Classroom"

Our experienced and friendly team of tour guides are available for groups of children and accompanying adults. We offer reduced admission prices, heated picnic barns, farm education barn, farm allotment, excellent toilet and hand washing facilities, hot or cold lunches.

CHOOSE FROM

Nursery Rhyme Tour
 Animals and their Young
 Animal Detectives
 Food from the Farm & Healthy Eating

We can also offer evening bookings. please phone for more details

Don't forget your camera... ...capture a family memory!



Can I come with my preschool?

Day Nurseries, Preschool and Parent and Toddler Groups are all welcome

Groups of tiny tots and adults are introduced to our friendly animals (mostly undercover), singing animal rhymes as we go

Ask for our "Tour guide" reduced price package

We can provide hot and cold picnic lunches

Choose from our Animals and their Young or a Nursery Rhyme Farm Tour

Source: Ash End Children's Farm, *Friendly Farm Fun for all the Family*, RG and JM Rawlins, 2012

Text B

[*There is a background noise of excited visitors and animals throughout the transcript*]

- Jenny** ok guys (.) welcome to our chick chat where you can stroke some **tiny** baby chicks and ducklings (.) but first girls and boys I have to tell you that this is a **very** special day (.) four new chicks were born last night and one of them is **really** rare (1) he's a Transylvanian naked neck chick (2) look at his neck guys (.) and you can see there are **no** feathers (1) I'll bring him round and you can **sing** to him (2) it's his birthday but instead of singing happy **birthday** (.) boys and girls (.) I'd like you to sing happy **hatchday** (3) adults you can join in too 5
- All** happy hatch day to you (.) happy hatch day to you (.) happy hatch day dear [*inaudible*] (.) happy hatch day to you 10
- Jenny** well done everybody (.) now we'll put him back in the incubator to keep him warm [*Jenny puts the chick back in the incubator and chooses four slightly older ones, including a duckling, puts them in a basket and shows them round to the seated children*] 15
- Jenny** well done (.) gently
- Child** can I have him on my | arm |
- Jenny** | you've | got no clothes on (.)
- All** [*laugh*]
- Jenny** I mean no sleeves (.) he might scratch you (.) he has got **very** sharp claws (2) do you want him on your knee (5) you can't have him on your head darling (.) you don't want poo in your hair (.) do you 20
- All** [*laugh*]
- Jenny** look at the size of him (.) one of our last eggs as well (.) so well done
- Parent** I like this one here 25
- Child** I like the little duck
- Parent** he's got a little yellow [*inaudible*] (.) hasn't he
- Child** [*screams*]
- Jenny** can I just say one thing guys (.) when the basket comes (.) just stroke them with one finger **very** gently (.) please **don't** pick the small ones up (5) ok we'll just put them back in the incubator and we'll go and get your eggs 30

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

Source: Private Data

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 To what extent does the acquisition of language depend on children's interaction with the people and things around them?

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

Isobel is two years and five months old. She is talking as she plays. First, she puts her toy animals back into a toy farmhouse. Then she plays a keyboard with her doll, Minnie Mouse.

Isobel see you later (2) bye bye cow (.) see you later (.) bye bye duck (.) see you later (.) bye bye sheep (.) see you later (.) bye bye donkey (.) see you later (3) good bye Minnie Mouse (.) go to sleep (2) and go in there and have a little sleep [*plays keyboard*] (6) Minnie will play the piano (1) with her hands (5) and Minnie Mouse will play this song on the piano [*plays keyboard*] (12) shall 5
I read a Maisy story (.) Grandad

Grandad yes (.) let's read a story (.) Isobel

Transcription Key:

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

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 To what extent is learning to write a creative process?

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 five years and eleven months old.



Meg and Mog
 meg is a witc
 She has acat and a Owt.
 She Also has a Big Pointed
 hat.
 When ever she does
 a spell Itgoes
 WRong

5

Source: Private Data

END OF QUESTIONS

There are no questions printed on this page

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Text A: Ash End Children's Farm, *Friendly Farm Fun for all the Family*, RG and JM Rawlins, 2012

Text B: Private Data

Data Set 1: Private Data

Data Set 2: Private Data

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