



General Certificate of Secondary Education  
Foundation Tier  
November 2009

# English (Specification A)

3702/1F

**F**

Paper 1

Monday 9 November 2009 9.00 am to 10.45 am

**For this paper you must have:**

- an 8-page answer book
- **Items 1 and 2** which are provided as loose inserts inside this question paper.

**Time allowed**

- 1 hour 45 minutes

**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 3702/1F.
- Answer **all** the questions in Section A and **one** question from Section B.
- Write your answers in the answer book provided.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.
- You must **not** use a dictionary.
- Check you have not missed anything. Ensure you look at **all** sides of Item 1 and Item 2 **before** you start to answer the questions in Section A.

**Information**

- The maximum mark for this paper is 54.
- The marks for questions are shown in brackets.
- You are reminded of the need for good English and clear presentation in your answers. All questions should be answered in continuous prose.
- There are two loose inserts inside this question paper. Item 1 is a one sided A4 sheet. Item 2 is a double page spread. Item 1 is folded inside Item 2.

**Advice**

- You are advised to spend about one hour on Section A and about 45 minutes on Section B.

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**SECTION A: READING**

Answer **all** questions in this section.

You are advised to spend about one hour on this section.

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Read **Item 1**, the newspaper article *A pain in the ear* by Brendan O'Neill.

**0 1** Select and write down **two** methods the police are using to control some young people. (2 marks)

**0 2** Explain in your own words what the writer of the article, Brendan O'Neill, thinks about the methods being used to control young people. (7 marks)

**0 3** Choose and write down **one** fact and **one** opinion which you think are important in supporting the writer's argument. Explain why each of them is important. (4 marks)

Now read **Item 2** the web page called *Could You? Police*.

Now look at both items together.

**0 4** **Compare** the two items. You should write about:

- the purposes of each item
- the language used in each item. (7 marks)

**0 5** How successful is the presentation of **Item 2** the web page?

Write about:

- the picture
- the layout and design. (7 marks)

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**SECTION B: WRITING TO ARGUE, PERSUADE OR ADVISE**

Answer **one** question from this section.

You are advised to spend about 45 minutes on this section.

You may use some of the information from **Section A** if you want to, but you do not have to do so. If you use any of the information, do **not** simply copy it.

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Remember:

- spend 5 minutes planning and sequencing your material
- try to write at least one side in your answer book
- spend 5 minutes checking:
  - your paragraphing
  - your punctuation
  - your spelling.

**EITHER**

0	6
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Write a letter to the leader of your local council **arguing** that more should be done for young people in your area.

You might write about:

- what young people need
- how these things could be provided
- the advantages for the rest of the community.

Remember to:

- write for the leader of your local council
- choose language suitable for arguing a case.

*(27 marks)*

**Turn over for the next question**

**Turn over ▶**

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OR

0 7

You have been asked to give a speech to the Governors of your school or college **persuading** them that schools should be open in the evenings. Write the text for this speech in full rather than note form.

You might write about:

- the advantages of having your school or college open in the evenings
- how it could be used in the evenings
- how this would help the community.

Remember to:

- use formal language
- choose the right language to persuade.

*(27 marks)*

OR

0 8

Write the text for a leaflet in which you **advise** people about how to get the most out of work experience.

You might write about:

- how work experience could benefit you
- how you should prepare
- how to behave.

Remember to:

- write the text for a leaflet
- choose suitable language to advise.

*(27 marks)*

OR

0 9

It has been reported that some old people are frightened of teenagers. Write an article for a magazine for old people **persuading** them that these fears are unnecessary and **arguing** that teenagers are worth getting to know.

You might write about:

- what the fears might be
- why the fears are unnecessary
- why teenagers are worth getting to know.

Remember to:

- choose the right language to persuade
- choose the right language to argue.

*(27 marks)*

**END OF QUESTIONS**

## Item 1

# A pain in the ear

*Brendan O'Neill*

If you want to see the future of youth policing in today's Britain, look no further than the West Country.

Police in Weston-super-Mare have taken to blinding young people in the effort to move them on. Like something out of occupied Iraq, cops in helicopters are shining super-bright halogen lights down on youngsters drinking in parks. The spotlight temporarily blinds those in its beam. Sergeant Gareth Starr says that it will be used "to move them on, as they don't like the light shining in their faces". Well, would you?

Now another youth policing idea is to be launched in nearby Worle which will make those earlier antics look almost gentle by comparison. North Somerset police have purchased something called the Mosquito, described by the local press as an "anti-youth gadget", which will be placed in the Mead Vale shopping precinct. The Mosquito emits a noise that carries over a distance of roughly 20 metres and which to most of us registers as no more than a faint buzz. To people under 20, however, it is apparently so high-pitched, so piercing and so unbearable (though harmless) that they can't remain in earshot. They are literally screeched off the streets.

"I've heard it is like the noise made by a dog whistle," says Terry Crees, the antisocial

behaviour co-ordinator for North Somerset police. "It is sad that we have got to use equipment of this nature," he admits. "But we're using it against a minority of young people who make life miserable for the majority."

Yet the Mosquito will buzz in the ears of *all* people under the age of 20 – including those popping to the shops or walking to school and not just in the lugholes of an apparently unruly minority.

Gully Hayer, manager of Hayers in the Worle shopping precinct where the Mosquito will be trialled, tells a different story. Yes, "young lads" hang around outside his shop, he says, but mostly they just kick a ball against a wall. "It is pretty minor," he says. "We're trying to get the local community centre opened, where they could play, but it always seems to be locked up."

The launch of the Mosquito sums up the fear and hatred that is driving policy on young people. We seem scared of our own youth imagining that "hoodies" and "chavs" are dragging society down. We're so scared, in fact, that we use rough methods to police them: we use scanners to monitor their behaviour, we blind them from a distance, and now employ machines to screech at them in the hope they will just go away. With no idea of what to say to them – how to inspire or socialise them – we seek to disperse, disperse, disperse. It will only make them feel more like outsiders.

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**ENGLISH (SPECIFICATION A)  
Paper 1 Foundation Tier**

## Insert

**For use with Section A**

The two items that follow are:

- **Item 1:** a newspaper article called *A pain in the ear* by Brendan O'Neill (this item appears as a separate sheet)
- **Item 2:** A page from a website called *Could You? Police* (this item is a double page spread).

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

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Item 1: BRENDAN O'NEILL, *A pain in the ear*, The New Statesman, August 2006

Item 2: *Could you? Police*, HMSO

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