



General Certificate of Education  
Advanced Subsidiary Examination  
June 2011

# English Language (Specification A)

## ENG A1

### Unit 1 Seeing through Language

Monday 6 June 2011 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 ENG A1.
- 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.

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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**, which you will find on page 4, is a government webpage giving advice to prospective university students.

**Text B**, which you will find on page 5, is a transcript of part of a radio phone-in programme about why students drop out of their university courses.

- Identify and describe the main mode characteristics of the texts.
- Examine how the writer 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 writer of **Text A** uses language to inform and advise readers

how the participants in **Text B** use language to communicate their ideas and opinions

how choices of vocabulary, grammar and structure create meanings.

*(45 marks)*

**Turn over for Text A and Text B**

**Turn over ►**

## Text A

## What is higher education really like?



Higher education means a lot more than just getting a qualification. It also offers you the chance to meet new people and take advantage of new opportunities.

What is higher education all about?

Unlike school, you're at university or college because you want to be, learning more about a subject or job you're really into. You'll have more control over how and when you study – though it's up to you to make the most of it. 5

You'll find higher education challenging – getting used to new ways of learning and thinking may take time – but you'll have a lot of fun along the way. You'll also have lots of opportunities to experience new things and meet new people.

What you can study 10

You can study lots of interesting subjects at university or a college offering higher education courses. Most people study one or two subjects, but in a lot of detail.

There are higher education courses in subjects you studied at school, like maths or English. Or there are more unusual options, such as criminology (the study of crime) or software engineering (learning to write computer software – games or other programs). Other courses lead to a specific job: for example, journalism or medicine. 15

It's possible to study 'combined' courses. For example, someone wishing to follow a career in politics but with an interest in art might study both subjects together.

Studying

Higher education is a very different experience to school or further education. 20

You are expected to do far more work for yourself. Lectures and seminars will provide guidance, but you'll need to widen your knowledge through background reading.

Subject staff will offer lots of advice to help you get used to this new way of working. Library staff will be able to help you find the materials you need, and advise on referencing and avoiding plagiarism when it comes to writing essays. 25

Socialising

Making new friends is a key part of the higher education experience. If you're worried about fitting in, remember that students from all backgrounds and of all ages go to university and college. One way to form friendships is through student societies or sports. It's always easier to bond with someone if you share a common interest. There will probably be a full list of societies available on your students' union website, and you'll have an opportunity to join up to most at the 'freshers' fair'. 30

Most institutions have a sports centre of their own or an arrangement with the local centre. As a student you're likely to have access to sports facilities, and you may get a discount on gym membership.

Getting a taste of student life

Most universities and colleges run open days. They're generally held two or three times a year, allowing members of the public to look around the institution and see what's on offer. Many institutions also offer short courses over the summer period, giving prospective students the chance to get a taste of higher education. At these events you'll be able to find out from lecturers and students all the good and bad points of university life, take a tour of the campus and sit in on lectures and seminars. 35

UNIAID's online games are another way of getting a handle on what day-to-day life as a student is really like. 40  
By taking you through a term as a virtual student, they may well raise some issues you hadn't even considered.

**Text B**

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**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** How far is children's linguistic development the result of an innate capacity to learn language?

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

Alice is two years old. She is reading a book with her parents.

<b>Alice</b>	ooking pussy	
<b>Father</b>	looking for the pussycat (.) yes	
<b>Alice</b>	up tairs	
<b>Father</b>	is it upstairs	
<b>Alice</b>	yeh	5
<b>Father</b>	what is it called	
<b>Alice</b>	pots	
<b>Father</b>	spot	
<b>Alice</b>	mmm (.) sammy	
<b>Father</b>	sammy (.) sammy or [spot	10
<b>Alice</b>	doggy] (.) big doggy	
<b>Mother</b>	what do doggies make	
<b>Alice</b>	boooowwww	
<b>Father</b>	bow (3) bowwow	
<b>Alice</b>	(2) dog dog	15
<b>Father</b>	dog dog	
<b>Alice</b>	[laughs] dog dog	
<b>Father</b>	when was the last time you heard a dog go dog dog	
<b>Alice</b>	dog [dog	
<b>Father</b>	[dog] dog (.) woof woof	20
<b>Alice</b>	dog dog	

**Transcription Key:**

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

Source: Student Transcript

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

How far do you agree that all children go through the same stages when learning to write?

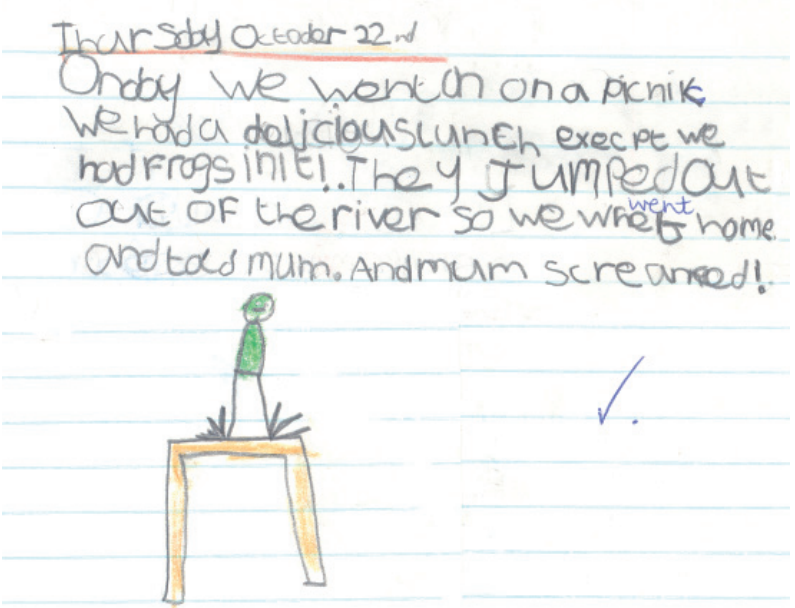
In your answer you should:

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 5 months old. The words "whet" and "picnik" have been corrected by the teacher.



Thursday October 22<sup>nd</sup>  
 On day we went on on a picnik  
 We had a delicious lunch except we  
 had frogs in it! They jumped out  
 out of the river so we whet<sup>went</sup> home  
 and told mum. And mum screamed!

Thursday October 22<sup>nd</sup>  
 On day we went on on a picnic  
 We had a delicious lunch except we  
 had frogs in it! They Jumped out  
 out of the river so we whet home  
 and told mum. And mum screamed!

Source: Private Data

END OF QUESTIONS

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

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**Question 1 Text A:** Reproduced under the terms of Click-Use Licence.

**Text B:** [www.bbc.co.uk/5live](http://www.bbc.co.uk/5live).

**Question 2 Data Set 1:** Student Transcript.

**Question 3 Data Set 2:** Private Data.

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