



General Certificate of Education
Advanced Level Examination

ENGLISH LANGUAGE (SPECIFICATION A)
Unit 3 Language Explorations

ENGA3

Specimen paper for examinations in June 2010 onwards
This question paper uses the [new numbering system](#) and [new AQA answer book](#)

For this paper you must have:

- an AQA 12-page answer book.

Time allowed

- 2 hours 30 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 ENGA3.
- Answer **two** questions.
- There are **two** sections:
Section A Language Variation and Change
Section B Language Discourses
- Answer **either** Question 1 **or** Question 2 from Section A. Answer Question 3 from Section B.
- Do all rough work in your answer book. Cross through any work that you do not want to be marked.

Information

- The maximum mark for this paper is 90.
- The marks for questions are shown in brackets.
- 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 60 minutes writing your Section A answer and 60 minutes writing your Section B answer.

Section A Language Variation and Change

Answer **either** Question 1 **or** Question 2.

Question 1

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Text A, which you will find below, is an extract from the diary of a 17th century English clergyman. **Text B**, which you will find on page 3, is an extract from a book of essays by a 20th century American undertaker. Both describe someone's death.

Evaluate how the different contexts might have shaped the language of the texts and the ways ideas about death are communicated.

(45 marks)

Text A

17 February. My child was ill, full of phlegme, we sent for the physitian, he gave it syrrupe of roses: it wrought well, my wife persuaded herselfe that it would die it was a very sicke child indeed: I took my leave of it at night, not much expecting to see it alive, but god continued it to morning and it seemed to mee not hopeless: lord its thine, I leave it to thy disposing onely I pray thee give mee and my wife a submitting heart. 5

19 February. The day before and this my sonne was very still and quiet; in the last night very ill: at night I eat some oysters which I desired.

20 February. This night againe my sonne very ill, he did not cry so much as the night before, whether the cause was want of strength I knowe not: he has a little froth in his mouth continually ... he cheered up very sweetly at night: and in the night was very still, what god will doe I knowe not. 10

21 February. This day my deare babe Ralph, quietly fell asleepe ... the lord gave us time to bury it in our thoughts [to remember it], we lookt on it as a dying child ... it dyed quietly without shreekes, or sobs or sad groanes, it breathd out the soule with 9 gasps and dyed; it was the youngest, and our affections not so wonted unto it. 15

Source: ALAN MACFARLANE *The Diary of Ralph Josselin 1616-1638*
(Oxford University Press) 1976

By permission of Oxford University Press

Text B

Last Monday morning Milo Hornsby died. Mrs Hornsby called at two a.m. to say that Milo had expired and would I take care of it, as if his condition were like any other that could be renewed or somehow improved upon. At two a.m., yanked from my REM sleep, I am thinking, put a quarter into Milo and call me in the morning. But Milo is dead. In a moment, in a twinkling, Milo has slipped irretrievably out of our reach, beyond Mrs Hornsby and the children, beyond the women at the laundromat he owned, beyond his comrades at the Legion Hall, the Grand Master of the Masonic Lodge, his pastor at First Baptist, beyond the mailman, zoning board, town council and Chamber of Commerce; beyond us all, and any treachery or any kindness we had in mind for him.

Milo is dead.

Xs on his eyes, lights out, curtains.

Helpless, harmless.

Milo's dead.

Which is why I do not haul to my senses, coffee and quick shave, Homburg and greatcoat, warm up the Dead Wagon and make for the freeway in the early o'clock for Milo's sake. Milo doesn't have any sake any more. I go for her — for she who has become, in the same moment and the same twinkling, like water to ice, the Widow Hornsby. I go for her — because she still can cry and care and pray and pay my bill.

Source: THOMAS LYNCH, The Undertaking: Life Studies from the Dismal Trade, 1998

Question 2

0 2 **Text C**, which you will find below, is a transcript of a conversation between a doctor, John, and his patient, Ann, in the doctor's surgery. **Table 1**, which you will find on page 5, reports on turn-taking in a business context.

Evaluate how gender might have shaped the linguistic behaviour of both sets of participants.
(45 marks)

Text C

Key: (.) indicates brief pause.

Numbers within brackets indicate length of pause in seconds.

Bold indicates emphatic stress

Words between vertical lines are spoken simultaneously.

John: come and sit down there (.) Ann (1) how are|you | 1
Ann: |ummm| (.) getting slightly worse (.) I suppose (.) in a way (1) I'm still
coughing quite a lot (.) bringing phlegm up (.) you know (.) erm I was actually **sick** last (.) when was it (.) last last
weekend (.) Saturday (.) I|think |
John: |what | (.) while you were cough|ing | 5
Ann: |yes | (.) yes (.) yes (2) some days its alright and I'm not
coughing then another day (.) I'm coughing **all morn**|ing |
John: |it's | a bit strange this erm (.) I **really don't** think there's anything
serious there (.) I hope you haven't been worr|ied |
Ann: |no | (.) I mean (.) I feel al|right | 10
John: |but (.) er the x-ray doesn't seem **quite**|right |
Ann: |oh |
John: and I er (.) think it might be **best** if you saw the chest specialist to try to erm to sort it |out |
Ann: |yes |
John: he says there's still a little 15
abnormal shadowing pres|ent |
Ann: |oh |
John: erm and er (.) it's best to (.) you know (.) **check** and make sure why (.) but you ha (.)
haven't had any erm (.) history for erm (.) chest trou|ble |
Ann: |no | (.) nothing at all 20
John: mmm (.) it's er a bit strange
Ann: |yeah |
John: |you've | never
been a erm (.) a smoker have|you |
Ann: |no (.) | I've **never** smoked at|all | 25
John: |good | (.) are you (.) you're not short of **breath** at|all |
Ann: |no | (.) no
really (.) I wouldn't say|so |
John: |mm | (.) well (.) now (2) I'll have to write to (1) to the chest specialist [*begins to write a note*] and 30
ask him to send you an appoint|ment |
Ann: |mmm |
John: and they'll erm (.) check it again and (.) if **necessary** you might erm (.) have
have to have more er another (.) x-ray
Ann: yes
John: your general health (1) al|right | 35
Ann: |mmm | fine thank you (20)
John: [*completes note*]
well (.) there we are (.) give this to the receptionist now and she'll er (.) make an appointment for |you |
Ann: |ok |
John: right o Ann (.) 40
there's no treatment to give you in the meantime but err (.) it just needs following |up |
Ann: |yeah | (.) ok (.) thanks very much
John: |bye bye |
Ann: |goodbye |

Table 1

Turns, speaking time, and interruptions at a staff meeting

Speaker	Average turns per meeting	Average no. of seconds per turn	Average 'did interrupt' per meeting	Average 'was interrupted' per meeting
Woman A	5.5	7.8	0.5	3.0
Woman B	5.8	10.0	0.0	3.0
Woman C	8.0	3.0	1.0	3.2
Woman D	20.5	8.5	2.0	7.5
Man E	11.3	16.5	2.0	2.6
Man F	32.3	17.1	8.0	6.7
Man G	32.6	13.2	6.6	6.3
Man H	30.2	10.7	4.3	5.0
Man I	17.0	15.8	4.5	2.5

Source: A modified version from Holmes, J (1992) An Introduction to Sociolinguistics based on Charles-James Bailey (1973) 'The patterning of language variation' in Bailey, R.W. and Robinson, J.L. Varieties of Present Day English.

Section B Language Discourses

Answer Question 3.

Question 3

0 3 Read **Text D** and **Text E**, which you will find below and on page 7. Both are about accents and dialects. **Text D** was written in 1726 and **Text E** in 1989.

- Analyse and evaluate the ways these two texts use language to communicate their ideas about dialects and accents.
- Evaluate these ideas about dialects and accents using your knowledge and study of language variation.

(45 marks)

Text D

This Yeovil is a market town of good resort, and some clothing is carry'd on, in, and near it, but not much, its main manufacture at this time is making of gloves.

It cannot pass my observation here, that when we are come this length from London, the dialect of the English tongue, or the country way of expressing themselves is not easily understood, it is so strangely altered; it is true, that it is so in many parts of England besides, but in none in so gross a degree as in this part; This way of boorish country speech, as in Ireland, it is call'd the brogue upon the tongue; so here 'tis call'd *jouring*, and 'tis certain, that tho' the tongue be all meer natural English, yet those that are but a little acquainted with them, cannot understand one half of what they say: It is not possible to explain this filly by writing, because the difference is not so much in the orthography of words, as in the tone, and diction; their abridging the speech, *cham* for *I am*, *chil* for *I will*, *don*, for *put on*, and *doff* for *put off*, and the like. And I cannot omit a short story here on this subject; coming to a relations house, who was a school-master at Martock in Somersetshire, I went into his school to beg the boys a play day, as is usual in such cases; I should have said to beg the master a play day, but that by the way; coming into the school, I observ'd one of the lowest scholars was reading his lesson to the usher, which lesson it seems was a chapter in the Bible, so I sat down by the master, till the boy had read out his chapter: I observ'd the boy read a little oddly in the tone of the country, which made me the more attentive, because on enquiry, I found that the words were the same,- and the orthography the same as in all our Bibles. I observ'd also the boy read it out with his eyes still on the book, and his head like a meer boy, moving from side to side, as the lines reach'd cross the columns of the book; his lesson was in the Cant. 5. 3. of which the words are these,

'I have put off my coat, how shall I put it on, I have wash'd my feet, how shall I defile them?'

The boy read thus, with his eyes, as I say, full on the text.

'Chav a doffed my cooat, how shall I don't, chav a wash'd my veet, how shall I moil'em?'

How the dexterous dunce could form his mouth to express so readily the words, (which stood right printed in the book) in his country jargon, I could not but admire.

Source: Daniel Defoe A tour through the whole island of Great Britain

Text E

Standardization can provide benefits, but it also involves loss. The richly diverse linguistic forms of the historic dialects and 'basilectal' accents are a precious part of our heritage - like the blacksmith, the village stocks and the ducking-stool, and a thousand other historic artefacts and customs from our past. Their loss is part of the price we pay for modernization. Sentimentalists like me mourn their passing with a special grief because unusual linguistic phenomena are as fascinating to a student of language as butterflies to a collector, or exotic fertility rites to an anthropologist.

So from one point of view the English-speaking world is set to become a duller place. Though I will not be alive to witness the new, grey world in which the old regional and social accents are reduced to mere traces of their former richness, the ones I would miss most would be those which have become my favourites, usually because of happy memories of living and working, in my formative years, in places where they are spoken: Cockney, Scouse, Lancashire, Edinburgh Scottish, and - sweetest of all upon my ear - Newcastle Geordie, with its distinctive grammar and vocabulary as well as the music of its spoken form.

What reconciles me to the gradual and eventual passing of accent varieties in Britain is my awareness that accent differences are one of the greatest obstacles to genuine social equality in this country. So long as accents persist, they will be made the excuse for some people to discriminate against others and belittle them. It is no accident that the USA, where a much larger proportion of the population speak with a standard accent (General American) than is the case with RP in Britain, is plausibly regarded as a much more open and genuinely democratic society than our own. A similar judgement has been made on Australia, where nearly everybody speaks with the same accent, though in a varying degree of breadth.

There is a simplistic argument which says that rather than requiring the child to adapt to society, we should change society to accommodate the characteristics of the child. Those who use this argument to deny children access to any awareness of the implications of speaking with one accent rather than another are doing them an obvious disservice, if they cannot also guarantee that society's attitudes will have changed in time for that generation of children to benefit. Sadly, such a guarantee is impossible, if only because, as I have repeatedly stressed, accent involves a more complex set of judgements than mere social snobbery.

A few years ago I was invited to take part in a programme on a local radio station, in which, along with another professor, I discussed the significance of accents with two groups of teenagers, one from a south-east London comprehensive and the other from a public school. One fourteen-year-old black girl expressed, in very vehement terms, her disbelief that her very strong Cockney accent could ever entail any kind of prejudice or disadvantage to her in life: she had already discovered that she could go down into the neighbouring London borough and find plenty of young people who spoke as she did and accepted her as one of themselves. My professorial colleague urged her equally strongly to disregard anyone who might suggest that the ability to speak only in this one accent could carry any disadvantage. Though I was not given an opportunity to say so, I could think of many situations in which this strong local accent would limit her chances in life, certainly if she stepped outside the boundaries of her local community and its immediate vicinity. It was ironic that the advice was given her by a professor who had himself made the transition from a local London accent to the RP without which he would have been very unlikely to have secured his professorship. Moreover, he had chosen a neighbourhood in which to live, and schools for his children to attend, which ensured that they too did not have to go through life speaking as he was encouraging this young teenager to persist in doing.

Source: John Honey Does Accent Matter? (Faber)

END OF QUESTIONS

Turn over ►

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