

## A-level ENGLISH LANGUAGE (SPECIFICATION A)

### Unit 3 Language Explorations

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Wednesday 15 June 2016 Morning Time allowed: 2 hours 30 minutes

#### Materials

For this paper you must have:

- an AQA 12-page answer book.

#### Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. 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 you do not want to be marked.

#### Information

- The marks for questions are shown in brackets. There are 45 marks for Question 1 or Question 2 and 45 marks for 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 60 minutes writing your Section A answer and 60 minutes writing your Section B answer.

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**Section A – Language Variation and Change**

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

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**Either**

**Question 1**

**0 1** **Text A**, below, is an extract from *Advice to a Mother on the Management of her Children* by P. Henry Chavasse, published in 1868. **Text B**, on page 3, is from the *Cambridge Dictionaries Online* website, accessed in 2014.

- Analyse how **Text A** uses language to give advice about bringing up children.
- Referring to **Text A**, **Text B** and your own studies, how far do you agree with the view that language change is a process of evolution?

**[45 marks]**

**Text A**

**AMUSEMENTS.**

179. *Have you any remarks to make on the amusements of a child?*

Let the amusements of a child be as much as possible out of doors; let him spend the greater part of every day in the open air; let him exert himself as much as he please, his feelings will tell him when to rest and when to begin again; let him be what Nature intended him to be—a happy, laughing, joyous child. Do not let him be always poring over books:—

5

He ought to be encouraged to engage in those sports wherein the greatest number of muscles are brought into play. For instance, to play at ball, or hoop, or football, to play at horses, to run to certain distances and back; and, if a girl, to amuse herself with a skipping rope, such, being excellent exercise—

When, therefore, he is either in the nursery or in the play-ground, let him shout and riot and romp about as much as he please. His lungs and his muscles want developing, and his nerves require strengthening; and how can such be accomplished unless you allow them to be developed and strengthened by natural means?

10

The nursery is a child's own domain; it is his castle, and he should be Lord Paramount therein. If he choose to blow a whistle, or to spring a rattle, or to make any other hideous noise, which to him is sweet music, he should be allowed, without let or hindrance, to do so. If any members of the family have weak nerves, let them keep at a respectful distance.

15

A child who never gets into mischief must be either sly, or delicate, or idiotic; indeed, the system of many persons, in bringing up children, is likely to make them either the one or the other. The present plan of training children is nearly all work (books), and very little play. Play, and plenty of it, is necessary to the very existence of a child.

20

A boy not partial to mischief, innocent mischief, and play, is unnatural; he is a man before his time, he is a nuisance, he is disagreeable to himself and to every one around. He is generally a sneak, and a little humbug.

25

Girls, at the present time, are made clever simpletons; their brains are worked with useless knowledge, which totally unfits them for every-day duties. Their muscles are

allowed to be idle, which makes them limp and flabby. The want of proper exercise ruins the complexion, and their faces become of the colour of a tallow candle! And precious wives and mothers they make when they do grow up! Grow up, did I say? They grow all manner of ways, and are as crooked as crooked sticks! 30

What an unnatural thing it is to confine a child several hours a day to his lessons; why, you might as well put a colt in harness, and make him work for his living! A child is made for play; his roguish little eye, his lithe figure, his antics, and his drollery, all point out that he is cut out for play—that it is as necessary to his existence as the food he eats, and as the air he breathes! 35

### Text B

## Sexist language

from **English Grammar Today**

Sexist language is language which excludes one sex or the other, or which suggests that one sex is superior to the other. For example, traditionally, *he*, *him* and *his* were used to refer to both sexes, male and female, but nowadays many people feel that this makes *she*, *her* and *hers* seem less important or inferior. It is best to avoid sexist language in order not to offend people. 5

### **He, she, him, her, his, hers**

**In writing, we can use (s)he, he/she, him/her or his/her to refer to both sexes at the same time. When speaking formally, we say he or she and his or her.**

*The teacher is the person who organises the class. (S)he is the one who controls timekeeping and the sequence of events.* 10

Not: *She is the one ... or He is the one ...*

*A police officer should remember that he/she is a public servant and should therefore always be polite. It is his/her duty to assist the public.*

*University administrator: Could each candidate please leave his or her exam registration form at the office before midday, please? (spoken)* 15

**We can use they, them, their and theirs to refer to both sexes at the same time, even when a singular noun has been used, although some people consider this unacceptable. However, in present-day English, this usage is becoming more accepted:**

**Every student must show their identity card on entering the examination room.** 20  
(preferred to *Every student must show his identity card.*)

Or

## Question 2

**0 2** **Text C**, below and on page 5, is an extract from a 1956 novel *The Lonely Londoners* by Samuel Selvon, who is from Trinidad. It tells the story of Moses, a Trinidadian immigrant to England, who has gone to meet someone at Waterloo station. **Text D**, on page 5, is from *Dialects: English, Creoles and Education*, edited by Shondel J. Nero. It was published in 2006.

- Analyse how the writer uses language in **Text C** to create the characters of Moses and Tolroy and explore their lives and feelings.
- Referring to **Text C**, **Text D** and your own studies, how far do you agree with the view that non-standard varieties of English are inferior to standard English?

[45 marks]

### Text C

And is Moses' same soft heart that have him now on the bus going to Waterloo to meet a fellar name Henry Oliver. He don't know how he always getting in position like this, helping people out. He sigh; the damn bus crawling in the fog, and the evening so melancholy that he wish he was back in bed.

When he get to Waterloo he hop off and went in the station, and right away in that big station he had a feeling of homesickness that he never felt in the nine-ten years he in this country. For the old Waterloo is a place of arrival and departure, is a place where you see people crying goodbye and kissing welcome, and he hardly have time to sit down on a bench before this feeling of nostalgia hit him and he was surprise. It have some fellars who in Brit'n long, and yet they can't get away from the habit of going Waterloo whenever a boat-train coming in with passengers from the West Indies. They like to see the familiar faces, they like to watch their countrymen coming off the train, and sometimes they might spot somebody they know: 'Aye Watson! What the hell you doing in Brit'n boy? Why you didn't write me you was coming?' And they would start big oldtalk with the travellers, finding out what happening in Trinidad, in Grenada, in Barbados, in Jamaica and Antigua, what is the latest calypso number, if anybody dead, and so on, and even asking strangers question they can't answer, like if they know Tanty Simmons who living Labasse in Port of Spain, or a fellar name Harrison working in the Red House.

But Moses, he never in this sort of slackness: the thought never occur to him to go to Waterloo just to see who coming up from the West Indies. Still, the station is that sort of place where you have a soft feeling. It was here that Moses did land when he come to London, and he have no doubt that when the time come, if it ever come, it would be here he would say goodbye to the big city. Perhaps he was thinking is time to go back to the tropics, that's why he feeling sort of lonely and miserable.

Moses was sitting there on a bench, smoking a Woods, when a Jamaican friend name Tolroy come up.

'The boat-train come yet?' Tolroy ask, though he know it ain't come yet.

'No,' Moses say, though he know that Tolroy know.

'Boy, I expect my mother to come,' Tolroy say, in a nervous way, as if he frighten at the idea.

'You send for she?' Moses say.

'Yes,' Tolroy say.

'Ah, I wish I was like allyou Jamaican,' Moses say, 'Allyou could live on two-three pound a week, and save up money in a suitcase under the bed, then when you have enough you sending for the family. I can't save a cent out of my pay.' 35

'What I do is my business,' Tolroy say, taking offence.

'Yes, I ain't say is a bad thing, I trying to do the same thing ever since I come to this country. I was just thinking bout when you yourself did first come, how I help you to get a job in the factory, and how you have so much money save and I ain't have cent. So it go, boy. You still living Harrow Road?' 40

'Yes. But now the old lady coming I will have to look for a bigger place. You know about any?'

'Not my way. But Big City was telling me yesterday it have a house down by the Grove what have some vacant rooms – why you don't see him and find out?'

'I will see him tomorrow. You have a cigarette?' 45

'I just smoking the last.'

Tolroy sit down on the bench with Moses, and the two of them watching Waterloo station, all the things that happening, all the people that coming and going.

### Text D

#### BELIEFS ABOUT THE NATURE OF VERNACULARS

Many teachers and administrators think of vernacular varieties as deviant forms of standard English, and many speakers themselves share this view. Terms such as *bad English*, *broken English* and *street language* are common. In the classroom, vernacular-speaking children are considered not as learners of a new variety, but as careless or lazy speakers of standard English. Some are even considered to have speech defects and are sent to special education classes (Pratt-Johnson, 1993; van Kuelen, Weddington & DeBose, 1998; Winer, 1993). 5

**Turn over for the next question**

## Section B – Language Discourses

Answer Question 3.

### Question 3

**0 | 3** **Text E** is a news article published online in *The Telegraph* in 2011. **Text F** is from an article published on the website of a company, Ragan Communications, in 2010.

- Analyse and evaluate how **Text E** and **Text F** use language to present ideas about the effect of technology and social media on language.
- Evaluate these ideas about the effect of technology and social media on language, using your knowledge and study of language change.

[45 marks]

### Text E

# The Telegraph

Home Video News World Sport Finance Comment Culture Travel Life Women Fashion Luxury Tech Cars Film  
 Apple | iPhone | Technology News | Technology Companies | Technology Reviews | Video Games | Technology Video | Mobile Apps

## Ralph Fiennes blames Twitter for ‘eroding’ language

Ralph Fiennes, the English actor, said that social networking sites such as Twitter are dumbing down the English language.

Speaking at the BFI London Film Festival awards in Old Street, London, the actor said that modern language “is being eroded” and blamed “a world of truncated sentences, soundbites and Twitter.”

“Our expressiveness and our ease with some words is being diluted so that the sentence with more than one clause is a problem for us, and the word of more than two syllables is a problem for us,” he said. 5

Fiennes, full name Ralph Nathaniel Twisleton-Wykeham-Fiennes, said that students at drama schools were especially suffering thanks to social networking sites.

“I hear it, too, from people at drama schools, who say the younger intake find the density of a Shakespeare text a challenge in a way that, perhaps, (students) a few generations ago maybe wouldn’t have.” 10

Fiennes, who does not use Twitter, is not alone in his theory. JP Davidson, the author of *Planet Word* and a linguistic expert, talked this week about longer words dying out in favour of shortened text message-style terms.

He said: “You only have to look on Twitter to see evidence of the fact that a lot of English words that are used say in Shakespeare’s plays or PG Wodehouse novels — both of them avid inventors of new words — are so little used that people don’t even know what they mean now. 15

“This could be viewed as regrettable, as there are some great descriptive words that are being lost and these words would make our everyday language much more colourful and fun if we were to use them. 20

“But it’s only natural that with people trying to fit as much information in 140 characters that words are getting shortened and are even becoming redundant as a result.”

### **Text F**

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**END OF QUESTIONS**

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