



AS

ENGLISH LANGUAGE

Paper 2 Language varieties

Wednesday 15 May 2019

Morning

Time allowed: 1 hour 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 7701/2.
- There are **two** sections:
 - Section A: Language diversity
 - Section B: Language discourses.
- Answer **either** Question 1 **or** Question 2 from Section A **and** 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 maximum mark for this paper is 70.
- The marks for questions are shown in brackets.
- There are 30 marks for **either** Question 1 **or** Question 2 and 40 marks for Question 3.
- 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 use:
 - about 40 minutes writing your Section A answer
 - about 50 minutes writing your Section B answer.

Section A

Language diversity

Answer **one** question from this section.

Either

0 1

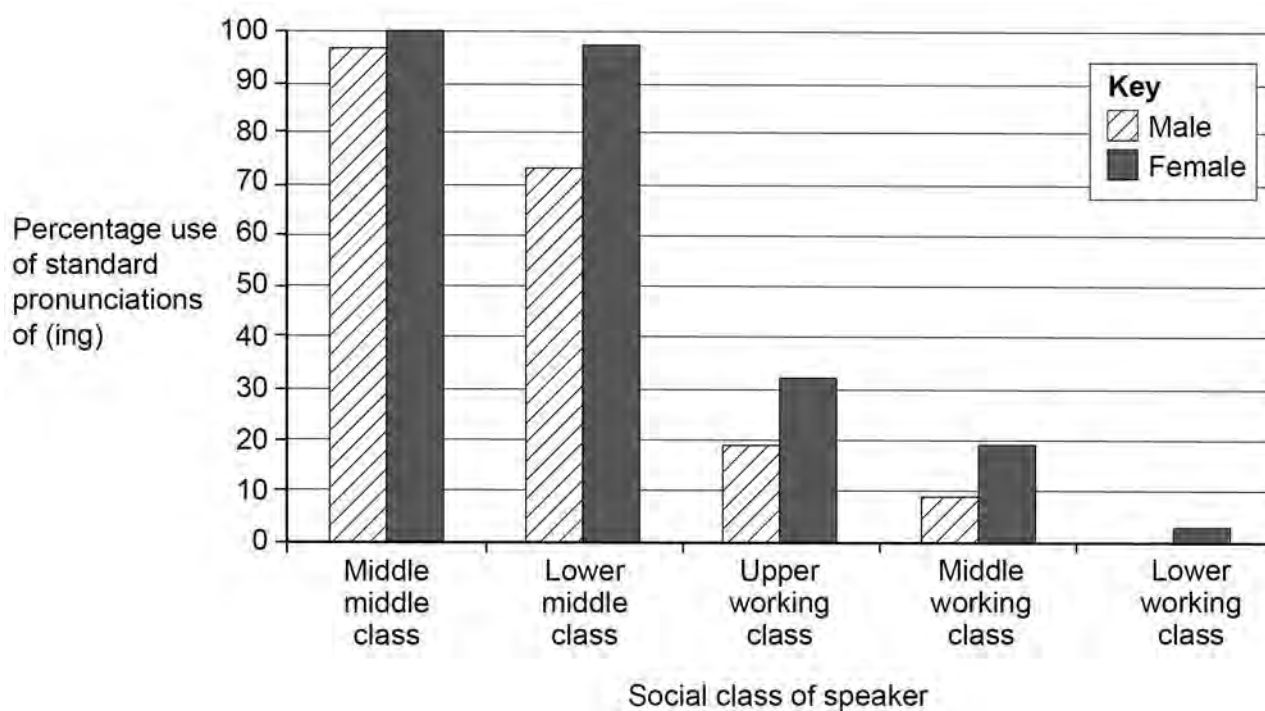
Discuss the idea that there is a connection between a person's identity and the language they use.

In your answer you should discuss concepts and issues from language study. You should use your own supporting examples and the data in **Figure 1**, below.

Figure 1 shows the use of standard pronunciations of (ing) by speakers in Norwich in 1974.

[30 marks]

Figure 1



or

0	2
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Discuss the idea that jargon is an important part of any activity.

In your answer you should discuss concepts and issues from language study. You should use your own supporting examples and the data in **Text A**, below.

Text A is from *Dent's Modern Tribes*, a book written by Susie Dent. The extract discusses the jargon of education.

[30 marks]

Text A

Often, it's the children who are readier with the lingo than their tutors, to the extent that the distinction between roles becomes slightly hazy. One of the key aims of AfL (Assessment for Learning) is that children know what they are learning, and why. As a result, visits to classrooms will involve conversations about 'Learning Intentions' or the **WALT**, short for 'We Are Learning To'. **WALT**'s partner is **WILF**, 'What I'm Looking For' – in other words, **WALT** is what the child is learning and **WILF** is what the teacher is looking for in order to show that learning. Children will talk about their **word-rich environment** and about the **I can statements** that they have **met**, while the heavily promoted **growth mindsets** – whereby mistakes are rebranded as **learning opportunities** – are in the lexicon of both teacher and pupil. Linguistically speaking, the lingo of the classroom can rival that of any company boardroom.

Nor does the business terminology stop there. **Non-negotiables** is the intimidating term for a list of things that each child must remember in order to complete their work correctly. Before they even start, they must consider the **success criteria**, which may be posted on the **working wall** alongside a **WAGOLL**, i.e. 'What A Good One Looks Like': a model of the level children should aim at.

Turn over for Section B

Turn over ►

Section B
Language discourses
Answer Question 3.

0	3
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Text B is an extract from *Recruiting Times*, a magazine website for people working in recruitment and human resources.

Write an article in which you discuss the significance of accents in the workplace. You should refer to ideas from language study.

Before writing your article you should state your intended audience.

[40 marks]

Text B

Text B cannot be reproduced here due to third-party copyright restrictions.

END OF QUESTIONS

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