AQA

AS
ENGLISH LANGUAGE

Paper 2 Language Varieties

Friday 26 May 2017 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 that 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 spend about 40 minutes writing your Section A answer and 50 minutes writing your Section B answer.

Section A
Language Diversity

Answer **one** question in this section.

Either

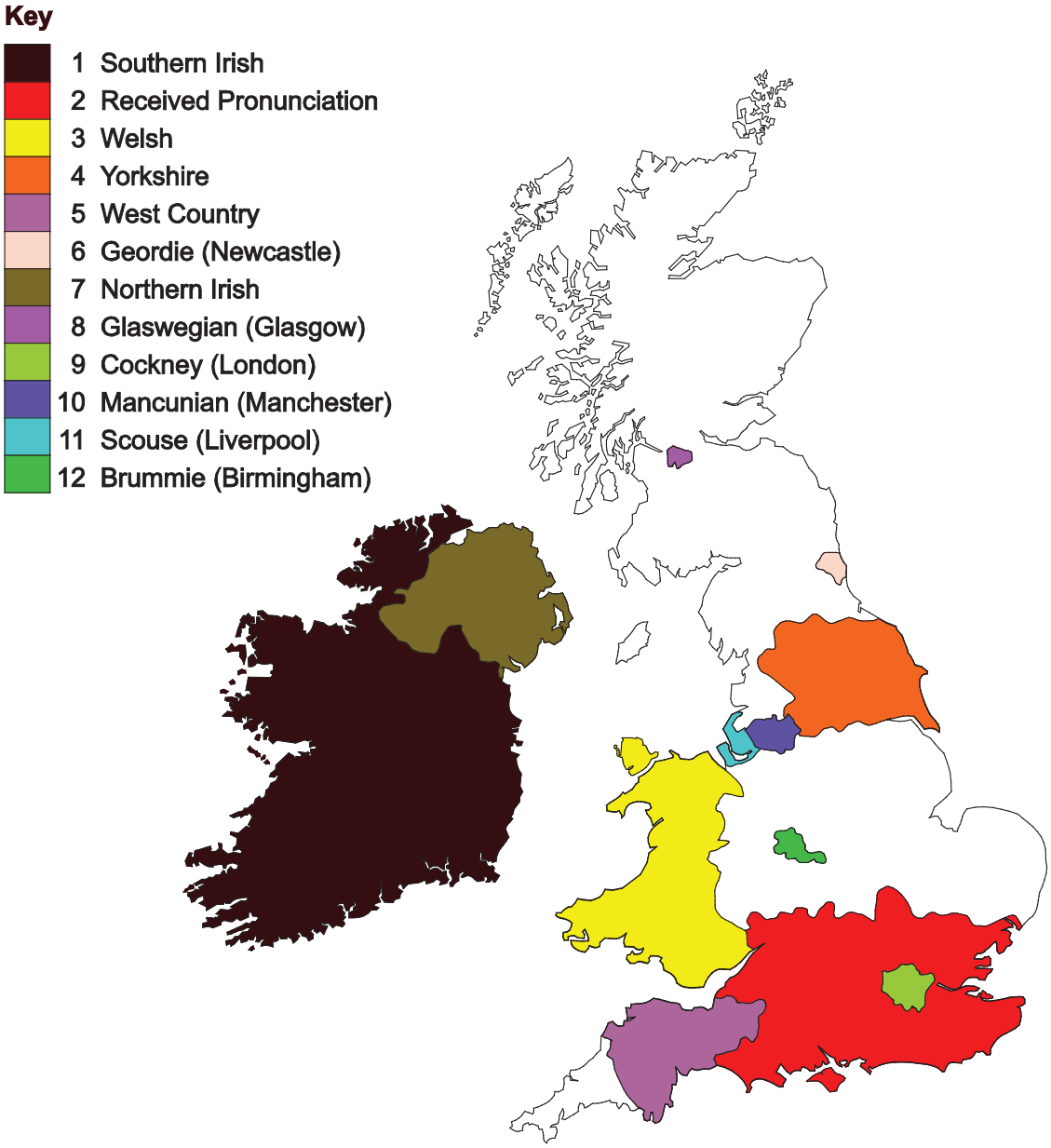
0 1 Discuss the idea that some accents are more attractive than others.

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 gives the results of a survey that asked people whether they found twelve accents attractive or unattractive. The accents are listed in rank order of attractiveness. Southern Irish was judged the most attractive. Birmingham was judged the least attractive.

[30 marks]

Figure 1



or

0 2 Discuss the idea that occupational language needs to be in plain English.

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 the Plain English Campaign website. The examples show how the Plain English Campaign think occupational language can be made better.

[30 marks]

Text A

Home | About us | Campaigning | Services | Contact us

Plain English Campaign

Fighting for crystal-clear communication since 1979

You are here: Home ▶ Campaigning ▶ Examples ▶ Before and after ▶ Search

Before and after

Here are some examples of long-winded official writing, with our suggested improvements.

Before

High-quality learning environments are a necessary precondition for facilitation and enhancement of the ongoing learning process.

After

Children need good schools if they are to learn properly.

Before

If there are any points on which you require explanation or further particulars we shall be glad to furnish such additional details as may be required by telephone.

After

If you have any questions, please phone.

Before

It is important that you shall read the notes, advice and information detailed opposite then complete the form overleaf (all sections) prior to its immediate return to the Council by way of the envelope provided.

After

Please read the notes opposite before you fill in the form. Then send it back to us as soon as possible in the envelope provided.

Turn over for Section B

Section B

Language Discourses

Answer the question in this section

0 3 **Text B** is a newspaper article about a new report on sexist language.

Write an opinion article in which you discuss the issues surrounding the ways women and men are represented in language. Before writing your article you should state your intended audience.

[40 marks]

Text B

Current Affairs

Sexism in schools 'must be treated seriously like homophobia and racism'

Michelle O'Toole

20th October 2015, 7.49 PM

A government-backed report calls for a clampdown on sexist language in the playground, after a similar push to challenge homophobia.

New government-backed guidelines released today say that sexist language such as "don't be a girl" and "sissy" can be just as damaging to students as racist or homophobic comments.

The guidelines were drawn up by the Institute of Physics (IoP) as part of its "Opening Doors" research project which released its report today.

It says: "[Sexism] is just as unacceptable as racist and homophobic language."

Noting examples from existing schools, it continued: "All the schools had policies to counter racist, homophobic and sexist language.

"However, in almost all cases, infringements in the last case were treated less seriously than the other two.

"Often, during a visit, the Senior Leadership Team (SLT) would assert that there was no problem with sexist language, only for the classroom teachers to refer to some cases and the students to report that it was an everyday reality.

"Such language was often dismissed as 'harmless banter', but many of the students, particularly girls, did not see it as such, and, in extreme cases, it verged on bullying."

END OF QUESTIONS

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