A-level
ENGLISH LANGUAGE

Paper 1 Language, the individual and society

Time allowed: 2 hours 30 minutes

Materials

For this paper you must have:
- an AQA 12-page answer book
- the insert for Section A (enclosed).

Instructions
- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is 7702/1.
- There are **two** sections:
  – Section A: Textual variations and representations
  – Section B: Children's language development.
- Answer **all** questions from Section A.
- Answer **either** Question 4 **or** Question 5 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 100.
- The marks for questions are shown in brackets.
- There are 25 marks for Question 1, 25 marks for Question 2 and 20 marks for Question 3.
  There are 30 marks for **either** Question 4 **or** Question 5.
- You will be marked on your ability to:
  – use good English
  – organise information clearly
  – use specialist vocabulary where appropriate.
- A set of phonemic symbols can be found on the back of this paper, for reference.

Advice
- It is recommended that you use:
  – 30 minutes reading and preparing the texts
  – 30 minutes writing your Question 1 answer
  – 30 minutes writing your Question 2 answer
  – 20 minutes writing your Question 3 answer
  – 40 minutes writing your Section B answer.

There are no questions printed on this page

Section A

Textual variations and representations

Answer **all** questions from this section.

Text A and **Text B** are on the insert.

Text A is a webpage from the website *England Boxing*, published in June 2019.

Text B is a poster that was known as *Mr Broughton's Rules of Boxing*. It was framed and displayed in Broughton's amphitheatre in 1743.

0 1 Analyse how **Text A** uses language to create meanings and representations.
[25 marks]

0 2 Analyse how **Text B** uses language to create meanings and representations.
[25 marks]

0 3 Explore the similarities and differences in the ways that **Text A** and **Text B** use language.
[20 marks]

Turn over for Section B

Section B

Children's language development

Answer **either** Question 4 **or** Question 5 from this section.

Either

0 4 'Language development is less about just learning vocabulary and grammar and is more about using them in social interactions.'

Referring to **Data Set 1** in detail, and to relevant ideas from language study, evaluate this view of children's language development.

[30 marks]

Transcription key:

(.)	pause of less than a second
(2.0)	longer pause (number of seconds indicated)
bold	stressed syllables
[*italics*]	contextual information
/ /	indicates a phonemic transcription
[ ]	simultaneous speech

A set of phonemic symbols can be found on the back of the insert and also on the back of this paper, for reference.

Data Set 1

Karl and Mia are twins aged 2 years and 5 months. Their dad is filming them as they play with a toy camera.

Mia: **chee**se [*takes a photo*]
Karl: I done one
Mia: let (.) let me (.) let me see /dæt/ picture
Karl: see
Mia: look Karl a picture (4.0) now my turn [*jumps*] (4.0) Karl now my turn
Karl: [*laughs as he runs away from Mia*]
Mia: now my turn (1.0) now my turn Karl
Dad: Karl let Mia have a turn now please
Karl: hey [*runs away from Mia*]
Dad: **Karl**
Karl: I take a picture
Mia: **Karl** (1.0) that's not very **nice** [*jumps*]
Karl: [*takes a photo*] there you go Mia
Mia: /əʊ/ thank **you**
Karl: you take a I (1.0) you take a /pɪʃə/ of me [*stands in front of Mia*]
Dad: Mia are you going to take a picture of Karl [*Mia takes a photo of herself*]
Karl: **take** a picture of me **Mi**a [*puts his hands on his hips*] (4.0) /dæts/ not nice Mia (5.0) take (1.0) a (1.0) picture (1.0) of (1.0) **me** [*Mia takes a photo of Karl*] mm Mia you say me cheese
Mia: cheese Karl
Karl: now my go
Mia: no
Karl: that not fair Mia (3.0) Mia not sharing
Dad: Mia (1.0) are you going to share now Mia
Mia: Mmmm
Dad: Mia one more picture and then you share [okay / Daddy] Daddy you take it off her (6.0) Mia
Karl: (2.0) Mi**a** (5.0) Mia /dæts/ not fair again
Dad: shall we look at the pictures you have taken (2.0) Mia
Karl: now my turn (1.0) I'm going to take it off [*takes the camera off Mia and picks up his toy vehicle*] say cheese cherry picker
Mia: are you take a picture of snuffy pig Karl [*Karl takes a photo of Mia's cuddly toy*]
Karl: now garbage /twʌk/ [*takes a photo*] (4.0) now /dɪs/ digger
Mia: now this [*picks up a toy*] (3.0) let see that picture [*Karl shows Mia the photo*] oh **yes**
Karl: now /dɪs/ one [*takes a photo of another toy*] (2.0) now Mog
Mia: now my turn
Karl: [*to his dad*] I am going to take a picture of you
Dad: oh thank you and then give it to Mia
Karl: I'm taking
Mia: now my turn [*Karl gives Mia the camera*] thank you

Turn over for the next question

or

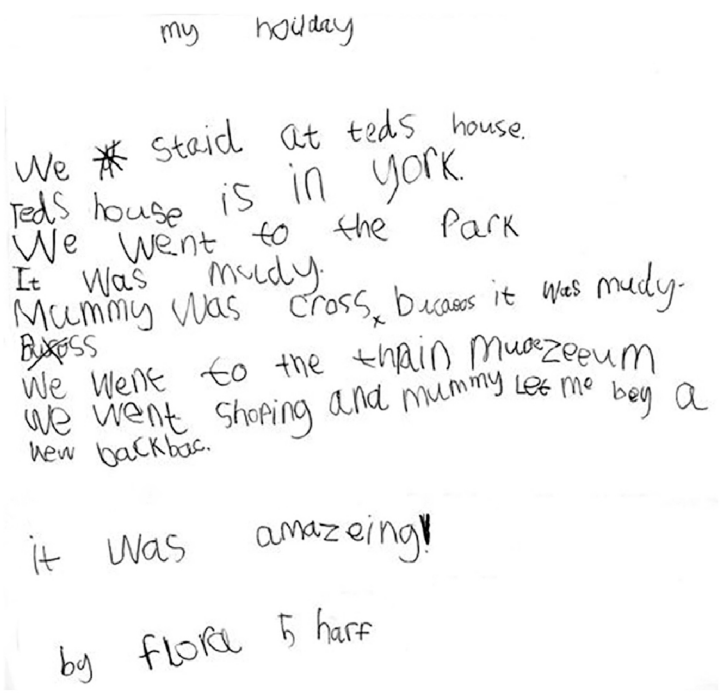
0 5 ‘Practising the conventions of different genres is key to developing children’s literacy skills.’

Referring to **Data Set 2** and **Data Set 3** in detail, and to relevant ideas from language study, evaluate this view of children’s language development.

[30 marks]

Data Set 2

Flora, aged 5 years and 6 months, produced **Data Set 2** at home.


my holiday

We * staid at teds house.
Teds house is in york.
We went to the park
It was mudy.
Mummy was cross x bucaeos it was mudy.
~~Bucoss~~
We went to the thrain muoezeeum
We went shoping and mummy let me bey a new backbac.

it was amazeing!

by flora 5 harf

Transliteration

my hoilday

we ~~p~~ staid at teds house.
Teds house is in york.
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~~Bucoss~~
We went to the thrain muoezeeum
We went shoping and mummy let me bey a new backbac.

it was amazeing!

by flora 5 harf

Data Set 3

Flora, aged 5 years and 6 months, produced **Data Set 3** at home.

Transliteration

Flora	ShoppingList
Donut	five and a harf
strawberriy's	
grapes	
cornonthecob	
bagles	
Mirlk	
Chease	
Smothie	
birthday card	
birthdeypresunt	
frozun doll	
tmartoes	
Sweets	
chocolet	

END OF QUESTIONS

There are no questions printed on this page

Phonemic symbols

Monophthongs

iː see /siː/	ɪ sit /sɪt/	ʊ good /gʊd/	uː two /tuː/
e egg /eg/	ə away /əweɪ/	ɜː her /hɜː/	ɔː four /fɔː/
æ cat /kæt/	ʌ up /ʌp/	ɑː ask /ɑːsk/	ɒ on /ɒn/

Diphthongs

ɪə here /hɪə/	eɪ eight /eɪt/	
ʊə cure /kjʊə/	ɔɪ boy /bɔɪ/	əʊ no /nəʊ/
eə there /ðeə/	aɪ my /maɪ/	aʊ now /naʊ/

Consonants

p pen /pen/	b bee /biː/	t ten /ten/	d do /duː/	tʃ chair /tʃeə/	dʒ just /dʒʌst/	k can /kæn/	g go /gəʊ/
f five /faɪv/	v very /verɪ/	θ thing /θɪŋ/	ð this /ðɪs/	s so /səʊ/	z zoo /zuː/	ʃ she /ʃiː/	ʒ pleasure /pleʒə/
m me /miː/	n nine /naɪn/	ŋ long /lɒŋ/	h house /haʊs/	l love /lʌv/	r right /raɪt/	w we /wiː/	j yes /jes/

ʔ glottal stop

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