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 an online newspaper article from *The Guardian*, published in 2019.

Text B is the opening chapter of a cookbook entitled *Cooking in a Bedsitter* by Katharine Whitehorn, published in 1961.

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 'Child language development depends more on input than on an innate capacity to learn.'

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
CAPITAL LETTERS	indicate raised volume
?	indicates questioning intonation
/ /	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

Meya is 24 months old. She is working on a jigsaw with her grandmother on the living room floor at home. Her grandfather, sitting nearby, is reading. Meya's mum is filming.

Grandmother: **look** (.) [*points at the bees on jigsaw piece*] (.) bzzzz (.) buzzy bees (.) MEYA
Meya: hmm?
Grandmother: buzzy bees
Meya: [*points at jigsaw piece*] BEES
Grandmother: bees bzz [zz
Meya: bzz] zz [*laughs*]
Grandmother: what else have you got here [*points at puzzle piece showing mouse's tail*] (2.0) **ooh** (.) mouse's tail
Meya: /ɒ/ [*picks up jigsaw piece with mouse's tail and hands to grandmother*]
Grandmother: /ɒ/ (.) where's the **oth**er mouse
Meya: um (1.0) other mouse
Grandmother: where's the other picture of the mouse (1.0) where's it **gone**
Meya: where's it gone [*raises shoulders and arms to indicate uncertainty*]
Grandmother: where is it (.) it's here **some**where
Meya: hmm?
Grandmother: it's here [**some**where
Meya: it's **gone** (.)] [get it Nan
Grandmother: where's it] (2.0) gone (.) have you moved it (.) have you **mov**ed [it
Meya: **get**] [it
Grandmother: where's] the mouse
Meya: /mɒg/ /ɪ/ lounge?
Grandmother: where is he
Mum: in the lounge?
Meya: 's**gone** (1.0) [*inaudible*] it
Grandmother: well where's it gone (1.0) **I** can't see it **a**nywhere
Meya: what
Grandmother: **I** can't **see** the mouse
Grandfather: the mouse is HERE
Grandmother: [AHH]
Mum: [AHH]
Grandmother: **GO** GET THE MOUSE (3.0) [*Meya runs to fetch puzzle piece from her grandfather and gives it to her grandmother*] oh [*laughs*](.) **thank** you (.) [*adds piece to puzzle*] there (3.0) now where's the mouse's **nose** (1.0) LOOK Meya (.) where's the nose

Turn over for the next question

or

0 5 'Teacher feedback is crucial to enhancing children's writing development.'

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.

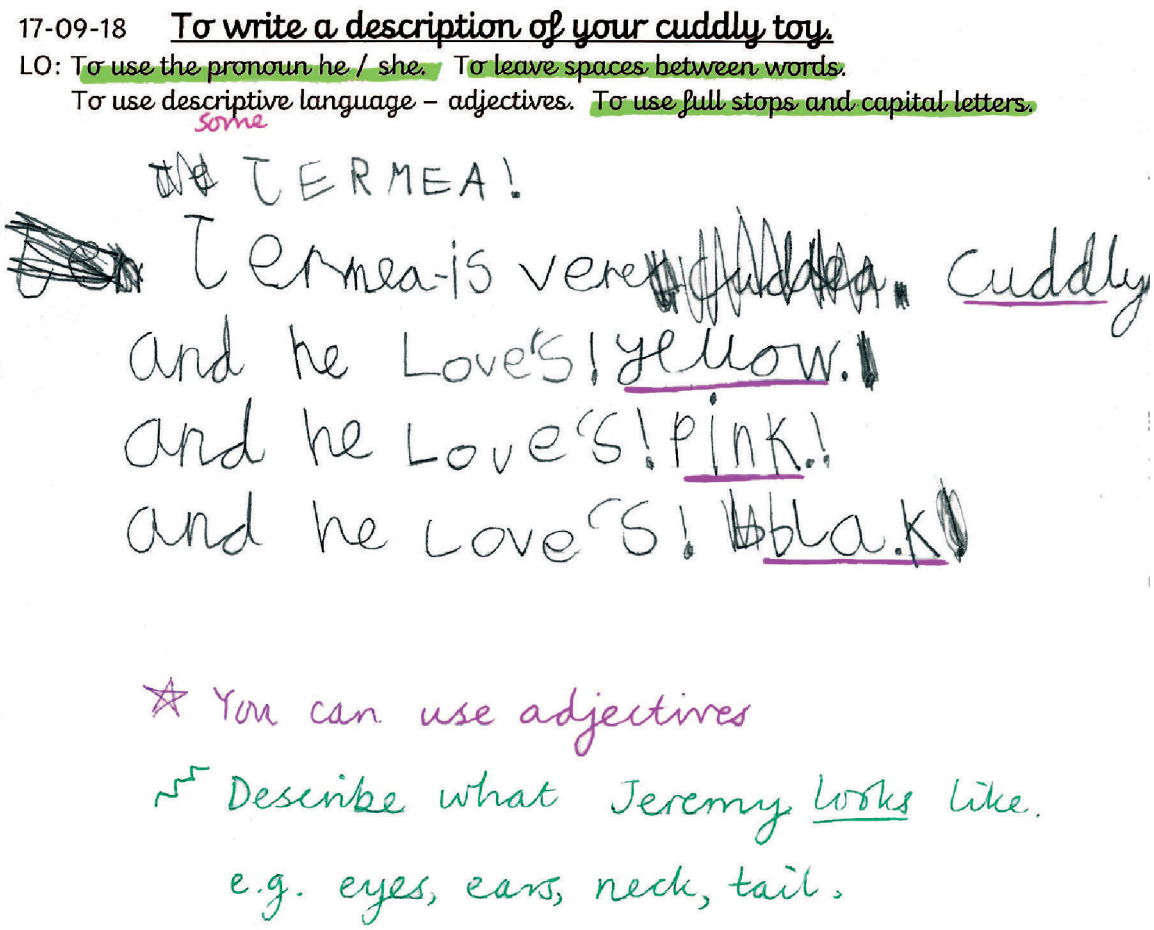
[30 marks]

Data Set 2

Sara is 5 years and 10 months old.

Her teacher has asked her to write a description of her cuddly toy, Jeremy (spelt 'Termea'). This work is being done in preparation for writing a 'lost' poster for a teddy bear.

The teacher has used highlighting and underlining to show which learning objectives have been met by the writing.



17-09-18 To write a description of your cuddly toy.

LO: To use the pronoun he / she. To leave spaces between words.
To use descriptive language – adjectives. To use full stops and capital letters.
some

TERMEA!

Termea-is vere cuddly
and he Love'S! yellow.
and he Love'S! pink.!
and he Love'S! blak

☆ You can use adjectives

Describe what Jeremy looks like.
e.g. eyes, ears, neck, tail.

Data Set 3

This ‘lost’ poster was produced by Sara the following day.

She had received the feedback from the teacher seen on **Data Set 2**.

The teacher has used highlighting and underlining (in pink) to show the learning objectives met by the writing.

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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