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# A-level

# ENGLISH LANGUAGE

## (7702/1)

Paper 1: Language, the Individual and Society

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2015

Morning Time allowed: 2 hours 30 minutes

### Materials

For this paper you must have:

- an AQA 12-page answer booklet
- Insert to accompany Section A (enclosed).

### Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Examining Body** for this paper is AQA. 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 that 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, 20 marks for Question 3, and 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.

### Advice

- It is recommended that you spend 30 minutes reading and preparing the texts. In Section A, it is recommended that you spend 30 minutes writing your Question 1 answer, 30 minutes writing your Question 2 answer and 20 minutes writing your Question 3 answer. It is recommended that you spend 40 minutes writing your Section B answer.
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**Section A****Textual Variations and Representations**

Answer **all** questions in this section.

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**Text A** – This is from a forum on learner drivers on The Student Room website. See insert.

**Text B** – This is an article from the regional newspaper *The Western Times*, published on Friday 18 April 1902. See facing page.

**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]**

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**Text B****MOTOR CAR PROSECUTION AT  
EXETER.**

At the Exeter Police Court yesterday, Leonard Wiliey, electrical engineer, of 12, Oxford-road, Exeter, was summoned for furiously driving a motor-car down Forestreet on the 12th inst.-P.C. Bradford said he was on duty on Saturday afternoon near St. Olave's Church, when he saw defendant pass him driving a motor-car. At that time he was driving at a moderate rate, but he increased his speed to about 15 miles an hour. This speed he kept up all the way down the hill, slackening a little when he arrived at the bottom. There were several vehicles about at the time.-Blanche Smith, of Alphington, corroborated. -Defendant denied the offence. He estimated the speed down the hill at about six miles an hour. To prove this, defendant said he had speeds on his machine - four, eight, and twelve miles an hour, and he was going less than his second speed. -Miss Theenwisson, a young lady who accompanied defendant in his motor, also denied the offence. -The Bench considered the case proved, and imposed a fine of 10s. and costs.

Source: *The Western Times*, Friday 18 April 1902

**Turn over for Section B**

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**Section B**
**Children's Language Development**

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

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**Either**

0	4
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“Interaction with caregivers is the most important influence on a child’s language development.”

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

[30 marks]

**Data Set 1**

Joey is 3 years 5 months old. He is going upstairs to his room.

**Joey** you have to (.) you have to crawl

**Adult** I have to crawl up the stairs as well (.) do I (5)

**Joey** I’m the winner

**Adult** oh (.) so you’re the winner (.) are you

**Joey** yes

5

**Adult** what are all these boxes

**Joey** don’t touch them (.) that’s my daddy’s books that is (1) don’t break them

**Adult** right (.) what shall we play with [*Joey goes over to his play kitchen*] oh (.) are you going to cook some dinner

**Joey** ok (.) I’ve got my saucepan [*waves saucepan*]

10

**Adult** careful (.) what are we going to have today

**Joey** [*puts some lego pieces into the saucepan*] egg (.) I’ve got lots of eggs

**Adult** what are we going to have with our eggs [*Joey picks up an old dictionary*] (2) a book

**Joey** yeah (.) we can we can read a book (1) it’s a cooker book (5) what would you like today (.) sir

**Adult** oh (.) I think I would like some nice prawns

15

**Joey** what did you say (.) **crawns**

**Adult** no (.) not crawns (.) prawns

**Joey** crawns (.) you said **crawns** [*pretends to read the book*] ah (.) that say crawn

**Adult** does it (.) how does it say we cook them

**Joey** have to put milk in it and then mix it up

20

**Adult** right (.) put milk in it (.) mix it up and then what

**Joey** do you know what happens to it (.) it **breaks**

**Adult** it **breaks**

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- Joey** it turns into something else (2) egg
- Adult** what are you going to use 25
- Joey** a saucy pan (.) you have to put the crowns in (.) you have to **flip** them (.) flop flop flip flip (4)  
we need a **hat**
- Adult** do we
- Joey** yeah (.) this hat [*puts a saucepan on his head*]
- Adult** what (.) a saucepan hat (.) what else do we need 30
- Joey** [*picks up a toy and pretends to wind it*] my **timer** (.) one two three four **twelve** that's it (.) only  
**that** number
- Adult** which number
- Joey** only medium (.) la la la
- Adult** how long have you got to cook it for 35
- Joey** two twelve
- Adult** two twelve
- Joey** yeah (.) bake bake as fast as you can (2) bake a cake as fast as you can and put it in for Joey  
and **tonky**

Source: Private Data

**Transcription Key:**

(.) pause of less than a second

(2) longer pause (number of seconds indicated)

**bold** stressed syllables

[*italics*] contextual indicator

**Turn over for the next question**

or

0 5

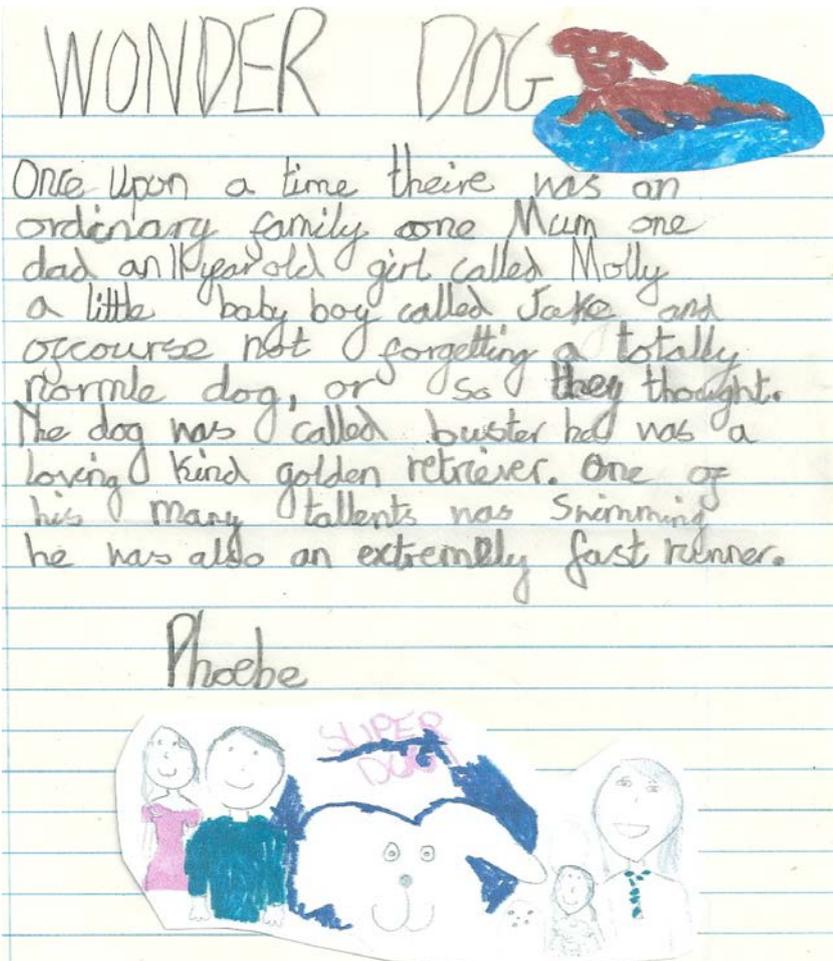
“Accuracy is more important than creativity.”

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

Phoebe is 8 years and 4 months old.



WONDER DOG

Once upon a time there was an ordinary family one Mum one dad an 11 year old girl called Molly a little baby boy called Jake and ofcourse not forgetting a totally normle dog, or so they thought. The dog was called buster he was a loving kind golden retriever. One of his many talents was swimming he was also an extremely fast runner.

Phoebe

Source: Private Data

## Data Set 3

Henry is 6 years and 7 months old.

I had a time machine it  
 took me to a desert :-  
 It was very Hot I saw  
 camels Jack rabbits  
 cactuss FOXS. Jamie  
 was with me we saw some  
 men there carrying Hevy  
 casses. me and jimy  
 went to the river for a drin  
 Then the time machine  
 took us back.

✓ good full stops

I had a time machine it

tooc (corrected to **took**) my (corrected to **me**)  
 too a desert .

It was very Hot. I sar (corrected to **saw**)

camels, Jack rabbits

cactuss Foxs . Jimay (corrected to **Jamie**)

was with my (corrected to **me**) . we sor  
 (corrected to **saw**) som (corrected to **some**)

men ther carine (corrected to **carrying**) Hevy

cass (corrected to **cases**) . my (corrected to  
**me**) and jimy

went to the river for a brin (corrected to **drin**)

Then the time machine

toc (corrected to **took**) us back . (The  
 teacher ticks the work twice and writes **good  
 full stops**).

Source: Private Data

END OF QUESTIONS

Turn over ▶

**There are no questions printed on this page**

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**Text B:** *The Western Times*, Friday 18 April 1902

**Data Set 1:** Private Data

**Data Set 2:** Private Data

**Data Set 3:** Private Data

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