



A-level

ENGLISH LANGUAGE

**Paper 1 Language, the individual
and society**

7702/1

Monday 18 May 2020 Morning

Time allowed: 2 hours 30 minutes

For this paper you must have:

- **an AQA 12-page answer book**
- **the insert for Section A (enclosed).**

[Turn over]

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 pages 18 and 19 of this paper, for reference.**

[Turn over]

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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.**

DO NOT TURN OVER UNTIL TOLD TO DO SO

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 article from the ‘Independent’. It was written on the day of the wedding of Prince Harry and Meghan Markle, in 2018.

TEXT B is taken from Queen Victoria’s journal, which was originally handwritten. She wrote the entry on the day of her marriage to Prince Albert, in 1840. Victoria (1819–1901) was Queen of Great Britain and Ireland from 1837 until her death.

- 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]

SECTION B

CHILDREN'S LANGUAGE DEVELOPMENT

**Answer EITHER Question 4 OR
Question 5 from this section.**

EITHER

0 4 'Nature is more important than
nurture in 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]**

TRANSCRIPTION KEY:

- (.) **pause of less than a second**
- (2.0) **longer pause**
 (number of seconds indicated)
- bold** **stressed syllables**
- CAPITAL** **indicate raised volume**
LETTERS
- [] **simultaneous speech**

[Turn over]

DATA SET 1

Aaron and Dillon are twin brothers aged 3 years and 11 months. They are painting a picture together.

Aaron: I'm painting bad guys (.) [some
Dillon: [do

you want to play Spidermans
outside

Aaron: can I be the Spiderman 5

Dillon: I wanna be the bad guy

Aaron: how can you (.) just can I (.)
I wanna be the Batman

Dillon: okay (.) and I'll (.) then I (2.0)
I wanted Batman (.) Spiderman 10

Aaron: so can (.) we can both be the
good guys

Dillon: yeah (3.0)

Aaron: and mummy is the bad guy

Dillon: a bad girl you mean (2.0) Aaron 15
you forgot (.) you forgot she's a
girl (4.0) mummy is a girls baddy
(.) so you have to (3.0)
remember Aaron

Aaron: SPIDER 20

Dillon: what

Aaron: **sp**ider

Dillon: okay (5.0).)

Aaron: I think the blue's a lot (.) I'm
using it a lot and a lot 25

Dillon: me too (3.0)

Aaron: is this dark blue

Dillon: no that's the light blue there (4.0)
this is dark blue for the baddies

[Turn over]

OR

0 5

‘Learning to write factually is the most important skill in literacy 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 and DATA SET 3 were written in the same school by Hannah and Lucy, both aged seven.

BLANK PAGE

[Turn over]

DATA SET 2

Transcript for DATA SET 2 is on the opposite page.

12.1.04

On Saturday I went to the Shop.

~~And~~ I also bought Some Jam.

~~I~~ on Sunday I went to daddy's

School. I also ~~+~~saw a KingSnak. I

also saw a very very very big

Spider. ~~+~~ also

✓ Super news writing Hannah
You have used some
interesting describing words
well done!

Transcript of DATA SET 2

12.1.04

On saturday I went to the shop.

~~And~~ I aso borght some lam.

~~Iw~~ on sunday I went to daddys
school, I aso +saw a kingsnak. I
aso saw a very very very big
spider. ~~Iase~~

Super news writing Hannah
You have used some
interesting describing words
well done!

[Turn over]

DATA SET 3

Transcript for DATA SET 3 is on the opposite page.

13.2.06

On Saturday I went swimming
as with a family when it ~~was~~ was time to go
I wanted to stay all day!

On Sunday I went to go shopping
for some new shoes I didn't get any
but I got some brand new boots and I could
still keep my old ones.
Sunday Saturday



Transcript of DATA SET 3

13.2.06

On Saturday I went Swimming
with as a family when it was time to go
I wanted to stay all day!

On Sunday I went to go shopping
for some new shoes I didn't get
any

but I got some brand new boots and I
could

still keep my old ones.

Sunday

[There is a hand-
drawn picture of a
person standing
up with boots on]

Saturday

[There is a hand-
drawn picture of a
person
swimming]

Excellent news writing
Lucy.

END OF QUESTIONS

PHONEMIC SYMBOLS

MONOPHTHONGS

i:	ɪ	ʊ	u:
see/si:/	sit/sɪt/	good/gʊd/	two/tu:/
e	ə	ɜ:	ɔ:
egg/eg/	<u>a</u> way/əweɪ/	her/hɜ:/	four/fɔ:/
æ	ʌ	ɑ:	ɒ
cat/kæt/	up/ʌp/	ask/ɑ:sk/	on/ɒn/

DIPHTHONGS

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

CONSONANTS

p

pen/pen/

b

bee/bi:/

t

ten/ten/

d

do/du:/

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/zu:/

ʃ

she/ʃi:/

ʒ

pleasure/pleʒə/

m

me/mi:/

n

nine/naɪn/

ŋ

long/lɒŋ/

h

house/haʊs/

l

love/lʌv/

r

right/raɪt/

w

we/wi:/

j

yes/jes/

ʔ

glottal stop

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