

A-level ENGLISH LANGUAGE

Paper 1 Language, the individual and society

Monday 18 May 2020

Morning

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 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 for Section B

Turn over ►

Section B**Children's language development**

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

Either

0	4
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'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 LETTERS	indicate raised volume
[]	simultaneous speech

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	
Dillon:	I wanna be the bad guy	
Aaron:	how can you (.) just can I (.) I wanna be the Batman	5
Dillon:	okay (.) and I'll (.) then I (2.0) I wanted Batman (.) Spiderman	
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 you forgot (.) you forgot she's a girl (4.0)	10
	mummy is a girls baddy (.) so you have to (3.0) remember Aaron	
Aaron:	SPIDER	
Dillon:	what	
Aaron:	spider	
Dillon:	okay (5.0)	15
Aaron:	I think the blue's a lot (.) I'm using it a lot and a lot	
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 for the next question

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.

Data Set 2

12.1.04

On Saturday I went to the Shop.

And bought some lam.
I also

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

school. I also saw a kingsnake. I

also saw a very very very big

Spider. ~~to~~ also

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

Data Set 3

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



✓ Excellent news writing
 Lucy.

END OF QUESTIONS

There are no questions printed on this page

Phonemic symbols

Monophthongs				Diphthongs			
i:	ɪ	ʊ	u:	ɪə	eɪ		
see /si:/	sit /sɪt/	good /gʊd/	two /tu:/	here /hɪə/	eight /eɪt/		
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
egg /eg/	away /əweɪ/	her /hɜ:/	four /fɔ:/	cure /kjʊə/	boy /bɔɪ/	no /nəʊ/	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
cat /kæt/	up /ʌp/	ask /ɑ:sk/	on /ɒn/	there /ðeə/	my /maɪ/	now /naʊ/	
Consonants							
p	b	t	d	tʃ	dʒ	k	g
pen /pen/	bee /bi:/	ten /ten/	do /du:/	chair /tʃeə/	just /dʒʌst/	can /kæn/	go /gəʊ/
f	v	θ	ð	s	z	ʃ	ʒ
five /faɪv/	very /verɪ/	thing /θɪŋ/	this /ðɪs/	so /səʊ/	zoo /zu:/	she /ʃi:/	pleasure /pleʒə/
m	n	ŋ	h	l	r	w	j
me /mi:/	nine /naɪn/	long /lɒŋ/	house /haʊs/	love /lʌv/	right /raɪt/	we /wi:/	yes /jes/
?							
glottal stop							

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