

## A-level ENGLISH LANGUAGE

### Paper 1 Language, the individual and society

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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**

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**Section A****Textual variations and representations**

Answer **all** questions from this section.

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**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**

**Turn over ►**

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**Section B****Children's language development**

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

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**Either**

0	4
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'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)
<b>bold</b>	stressed syllables
<i>[italics]</i>	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.

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**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: **cheese** [*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 5  
 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** 10  
 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 /pɪʃəl/ of me [*stands in front of Mia*] 15  
 Dad: Mia are you going to take a picture of Karl [*Mia takes a photo of herself*]  
 Karl: **take** a picture of me **Mia** [*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 20  
 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 25  
 Dad: Mia one more picture and then you share [okay ]  
 Karl: [Daddy ] Daddy you take it off her (6.0) Mia (2.0) Mia (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 30  
 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 35  
 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 40

**Turn over for the next question**

**Turn over ►**

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 muddy.  
 Mummy was cross<sub>x</sub> bucaeos it was muddy.  
~~cross~~  
 We went to the thain muoezeum  
 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.

We went to the park

It was muddy.

Mummy was cross x bucaeos it was muddy.

~~Bucaeos~~

We went to the thrain muoezeum

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.

Flora Shopping List  
 five and a half

Donut  
 strawberry's  
 grapes  
 corn on the cob  
 bagels  
 Milk  
 Cheese  
 Smoothie  
 birthday card  
 birthday present  
 frozen doll  
 tamaroes  
 Sweets  
 chocolate

### Transliteration

Flora ShoppingList  
 Donut five and a half  
 strawberry's  
 grapes  
 corn on the cob  
 bagels  
 Milk  
 Cheese  
 Smoothie  
 birthday card  
 birthday present  
 frozen doll  
 tamaroes  
 Sweets  
 chocolate

**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 /veri/	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/
ʔ							
glottal stop							

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