AQA

A-level
ENGLISH LANGUAGE
Paper 1 Language, the individual and society

7702/1

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 24 and 25 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 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]

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, on pages 10 to 13, 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 pages 13 and 14 of the insert and also on pages 24 and 25 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 **5**

Meya: [*points at jigsaw piece*] BEES

Grandmother: bees bzz ⌈ zz ⌉

Meya: ⌊ bzz ⌋ zz [*laughs*]

Grandmother: what else have you got **10** 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*] **15**

Grandmother: /ɒ/ (.) where's the **oth**er mouse

Meya: um (1.0) other mouse

Grandmother: where's the other picture of **20** the mouse (1.0) where's it **gone**

Meya: where's it gone [*raises shoulders and arms to indicate uncertainty*] **25**

Grandmother: where is it (.) it's here **some**where

Meya: hmm?

[Turn over]

Grandmother: it's here ⌈**some**where⌉

Meya: ⌊it's **gone** (.)⌋   **30**

Grandmother: ⌈get it Nan⌉ (2.0)
⌊where's it⌋gone (.) have
you moved it (.) have you

moved ⌈it⌉

Meya: ⌊**get**⌋ ⌈it ⌉   **35**

Grandmother: ⌊where's⌋
the mouse

Meya: /mɒg/ /ɪ/ lounge?

Grandmother: where is he

Mum: in the lounge?   **40**

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   **45**

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

50

55

[Turn over]

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OR

0 5

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

Referring to DATA SET 2, on pages 16 and 17, and DATA SET 3, on pages 20 and 21, in detail, and to relevant ideas from language study, evaluate this view of children's language development.
[30 marks]

[Turn over]

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 'ᒿermea'). 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.

A transcript of DATA SET 2 is provided on pages 18 and 19.

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 very cuddly

and he Love's! yellow.

and he Love's! Pink.

and he Love's! black.

☆ You can use adjectives

↪ Describe what Jeremy looks like.

e.g. eyes, ears, neck, tail.

[Turn over]

Transcript of DATA SET 2

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 some ['some' was added later by the teacher] descriptive language – adjectives. To use full stops and capital letters.

ᒋERMEA!

ᒋermea is vere cuddly
And he love's! yellow.
And he love's! pink.!
And he love's! bla.k

You can use adjectives
Describe what Jeremy looks like.
e.g. eyes, ears, neck, tail.

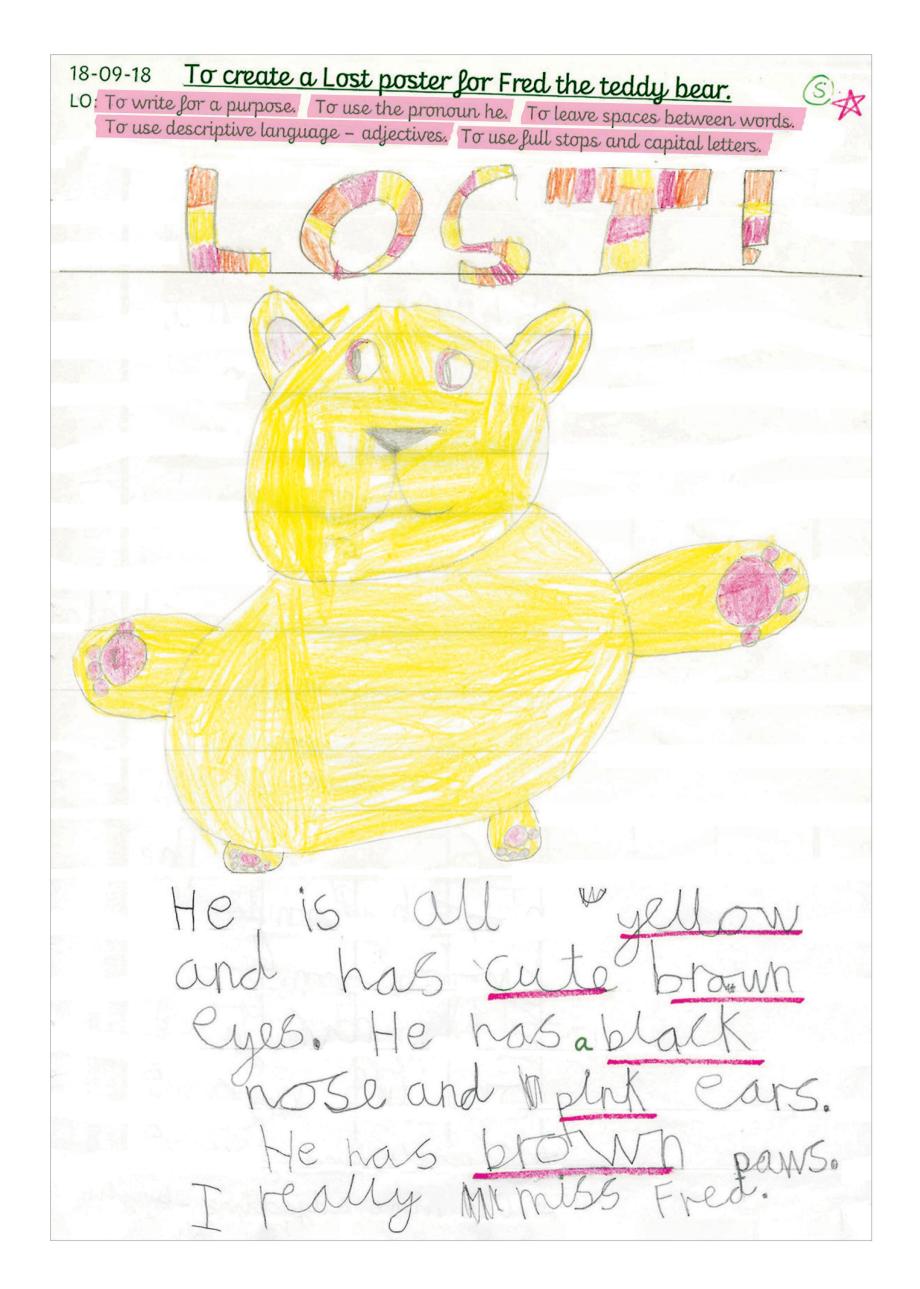[The following words were underlined by the teacher: cuddly; yellow; pink; bla.k].

[Turn over]

DATA SET 3

This 'lost' poster, on the opposite page, 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.

A transcript of DATA SET 3 is provided on pages 22 and 23.

18-09-18   <u>To create a Lost poster for Fred the teddy bear.</u>

LO: To write for a purpose.   To use the pronoun he.   To leave spaces between words. To use descriptive language – adjectives.   To use full stops and capital letters.

He is all yellow and has cute brown eyes. He has a black nose and pink ears. He has brown paws. I really miss Fred.

Transcript of DATA SET 3

18-09-18

To create a Lost poster for Fred the teddy bear.

LO: To write for a purpose. To use the pronoun he. To leave spaces between words. To use descriptive language – adjectives. To use full stops and capital letters.

LOST!

**He is all yellow
and has cute brown
eyes. He has a ['a' was added by the teacher] black
nose and pink ears.
He has brown paws.
I really miss Fred.**

[The following words were underlined by the teacher: yellow; cute; brown; black; pink; brown]

END OF QUESTIONS

PHONEMIC SYMBOLS

MONOPHTHONGS

iː	ɪ	ʊ	uː
see/siː/	sit/sɪt/	good/gʊd/	two/tuː/

e	ə	ɜː	ɔː
egg/eg/	away/əweɪ/	her/hɜː/	four/fɔː/

æ	ʌ	ɑː	ɒ
cat/kæt/	up/ʌp/	ask/ɑːsk/	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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