

A



A-level

ENGLISH LANGUAGE

Paper 1 Language, the individual and society

7702/1

Thursday 25 May 2023

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).**

[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 15 and 16 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.

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 ‘BBC News’, published in March 2019.

TEXT B is a magazine article from ‘The Bystander’, published in April 1928.

0	1
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Analyse how TEXT A uses language to create meanings and representations. [25 marks]

0	2
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Analyse how TEXT B uses language to create meanings and representations. [25 marks]

0	3
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Explore the similarities and differences in the ways that TEXT A and TEXT B use language. [20 marks]

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[Turn over]

SECTION B

CHILDREN'S LANGUAGE DEVELOPMENT

Answer EITHER Question 4 OR Question 5 from this section.

EITHER

04

‘Children’s language development depends on their experiences of the world around them.’

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
<i>[italics]</i>	contextual information
//	indicates a phonemic transcription
CAPITALS	indicates raised volume
[]	simultaneous speech

A set of phonemic symbols can be found on pages 13 and 14 of the Insert and also on pages 15 and 16 of this paper, for reference.

[Turn over]

DATA SET 1

Jo is 4 years old. She is sitting at the kitchen table with her mother, eating her breakfast. She has been given a dried fig to taste for the first time.

Mother: what are you eating Jo (.) do you remember what they're called

Jo: Mummy close your eyes

Mother: oh okay

Jo: OPEN 5

Mother: did you eat some (.) can you talk to me about it

Jo: they're **sweet**

Mother: sweet

Jo: Mummy look [*pointing at the figs on the table*] (.) that one's getting longer and that one's getting smaller. 10

Mother: [oh] very good

Jo: [not] **really** small 'cause I didn't eat too much (1.0) Mummy can put your finger (.) can you put your finger in **this** (1.0) [*puts fingertip and tip of thumb together to make a circle shape and lifts hand towards her mother's face*] put your finger in that 15

Mother: inside

Jo: yeah [*Jo's mother closes her thumb and fingertip around Jo's thumb and fingertip so that they are like two connected hoops*] 20

Mother: like a (.) like two rings

Jo: and then **pull** (2.0) [*Jo pulls her finger and thumb away from her mother's to break the connected hoops*] I won 25

Mother: yeah [*laughs*] you wonned yeah (1.0) I won

Jo: I won (.) [you won]

Mother: [well done] we both won (.) both winners 30

Jo: is Daddy a winner

Mother: yeah Daddy's a winner

Jo: and Nick

Mother: Nick's a winner too

Jo: what about Auntie Lynne 35

Mother: yeah everyone's a winner (.) everyone's a winner

Jo: what about babies

[Turn over]

- Mother: yeah babies are winners (1.0) everyone's a winner (.) you've just got to be kind and gentle **40**
- Jo: [and
what (.) what] about (.) plants?
- Mother: that's a different sort of thing isn't it (.) plants aren't sentient they don't have (.) thoughts in the way that we have thoughts (1.0) plants **45**
aren't human they're plants
- Jo: [why is
but I think] all plants are winners (.) they're keeping the (.) [planet alive aren't they]
- Jo: [Mummy (.) MUMMY] **50**
- Mother: yes
- Jo: why does bees collect honey from the flowers
- Mother: why do [laughs] say that again
- Jo: why does bees collect honey from the flowers
- Mother: um that's a good question um that's what they **55**
do (.) bees they do it (1.0) they [laughs] I actually don't know why they do it [laughs]
- Jo: that's why they do it because they love it
- Mother: because they love it (.) that's a good answer
- Jo: and (.) when they (.) when bees die (.) they die **60**

Mother: yeah it's not great when a bee dies (1.0) it's not good for the planet (.) so we've got to protect the bees

Jo: yep from monsters

Mother: yeah the human monster (2.0) oh hi Nick (1.0) **65**
come and have some breakfast

OR

05

‘Being creative is an essential part of learning to write.’

**Referring to DATA SET 2, provided on pages 12 to 14, in detail, and to relevant ideas from language study, evaluate this view of children’s language development.
[30 marks]**

[Turn over]

DATA SET 2

Lily is 6 years and 3 months old. She produced this story at school.

13-02-19 To retell the story of Little Red Riding Hood from the wolf's perspective.

LO: To retell story events in order. To stay in role as the wolf.
To use conjunctions.

Last week I was searching in the forest for something to eat when

I ~~so~~ saw a little girl picking sum flowers
and I said to her wait are you going and
she said back I am going to my ~~to~~
Granny's house, so I rushed there
but I took a short cut ~~and~~ when
I got there I gobbled ~~her~~ her Granny
up but she was too chompy!
and then I put her ~~into~~ night ~~and~~
gown on and hopt into her bed
and pulled the covers up to ~~my~~ my nose
and then I herd a knock on the ~~door~~
doot and ~~it~~ it was Little Red
Riding Hood she started to talk
to me and ^{up or left} when I ~~sel~~pt out of
bed I said ~~all~~ all the ber to all you with ~~the~~ sho

skreem and the wood coute
herd and bonked me on the head
and now I geele angry!

A super retelling!

TRANSCRIPT OF DATA SET 2

13-02-19 To retell the story of Little Red Riding Hood from the wolf's perspective.

LO: To retell story events in order. To stay in role as the wolf. To use conjunctions.

Last week I was searching in the forest for something to eat when

I ~~so~~ saw a little girl piking sum flowers ~~and~~ and I said to her wair are you going and she said back I am going to my ~~g~~ Granny's house ~~x~~ so I rushed theai but I took a short ckute~~x~~ and ~~n~~ when I got thear I gobbled x her G ranny up... but she was to ~~cheo~~ chouy! and then I put her ~~o~~ ~~nue~~ night ~~g~~ gown on and hopt into her bed and pulle^od the kuvers up to X my nose and then I herd a nock on the X door and ~~X~~ it was Little Red Riding Hood she started to torlk to me and when I ~~x~~elpt lept out of bed I said ~~x~~ all the ber to aee you with then she skreemed and the wood ckute herd and bonked me on the head x and now I feele angry!

A super retelling!

[Turn over]

**[The following words were underlined by the teacher:
and, so, but, when, but, then, and, and, then, and, when,
and.]**

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/

[Turn over]

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/veri/

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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