

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]

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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.**

[Turn over]

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 20 and 21 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]

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

**Referring to DATA SET 1, provided on
pages 10 to 15, 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 17 and 18 of the Insert and also on pages 20 and 21 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 **5**

Jo: OPEN

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

Jo: they're **sweet**

Mother: sweet **10**

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

Mother: [oh] very good 15

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

Mother: inside 25

[Turn over]

Jo: yeah [*Jo's mother closes her thumb and fingertip around Jo's thumb and fingertip so that they are like two connected hoops*] 30

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 35

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

Jo: I won (.) [*you won*]
 Mother: [*well done*] we both won (.) both winners 40

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 **45**

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

Jo: what about babies

Mother: yeah babies are winners (1.0)
everyone's a winner (.) you've **50**
just got to be kind and gentle

Jo: [and
what (.) what] about (.)
plants?

Mother: that's a different sort of thing **55**
isn't it (.) plants aren't sentient
they don't have (.) thoughts in
the way that we have thoughts
(1.0) plants aren't human
they're plants **60**

[Turn over]

- Jo: [why is
- Mother: [but I think] all plants are winners (.) they're keeping the (.) [planet alive aren't they
- Jo: [Mummy (.) MUMMY] **65**
- 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 **70**
- Mother: um that's a good question um that's what they do (.) bees they do it (1.0) they [*laughs*] I actually don't know why they do it [*laughs*] **75**
- Jo: that's why they do it because they love it

Mother: because they love it (.) that's a
good answer 80

Jo: and (.) when they (.) when
bees die (.) they die

Mother: yeah it's not great when a bee
dies (1.0) it's not good for the
planet (.) so we've got to 85
protect the bees

Jo: yep from monsters

Mother: yeah the human monster (2.0)
oh hi Nick (1.0) come and have
some breakfast 90

[Turn over]

OR

0	5
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‘Being creative is an essential part of learning to write.’

Referring to DATA SET 2, provided below and on pages 17 to 19, in detail, and to relevant ideas from language study, evaluate this view of children’s language development. [30 marks]

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 sun 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 ~~chewy~~ chewy!
 and then I put her ~~in~~ night ~~gown~~
 gown on and hopped into her bed
and pulled the covers up to ~~my~~ my nose
 and then I heard a knock on the ~~door~~
 door and ~~it~~ it was Little Red
 Riding Hood She started to talk
 to me and when I ~~got~~ ^{up or left} ~~up~~ out of
 bed I said ~~all~~ all the better to all you with ~~She~~

skreem and the wood cutter
 heard and bonked me on the head
 and now I feel angry!

A super retelling!

[Turn over]

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~~a~~ 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 ~~choo~~ 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 ~~Z~~ it was Little
 Red Riding Hood she started to torlk to
 me and when I ~~selpt~~ left out of bed I said
~~a~~ 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!

[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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