

## 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 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 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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'Child language development depends more on input than on an innate capacity to learn.'

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
CAPITAL LETTERS	indicate raised volume
?	indicates questioning intonation
//	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.

### 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:	<b>look</b> (.) [ <i>points at the bees on jigsaw piece</i> ] (.) bzzzz (.) buzzy bees (.) MEYA	
Meya:	hmm?	
Grandmother:	buzzy bees	
Meya:	[ <i>points at jigsaw piece</i> ] BEES	
Grandmother:	bees bzz [zz ]	5
Meya:	[ bzz ]zz [ <i>laughs</i> ]	
Grandmother:	what else have you got here [ <i>points at puzzle piece showing mouse's tail</i> ] (2.0)	
	<b>oo</b> (.) mouse's tail	
Meya:	/b/ [ <i>picks up jigsaw piece with mouse's tail and hands to grandmother</i> ]	
Grandmother:	/b/ (.) where's the <b>other</b> mouse	10
Meya:	um (1.0) other mouse	
Grandmother:	where's the other picture of the mouse (1.0) where's it <b>gone</b>	
Meya:	where's it gone [ <i>raises shoulders and arms to indicate uncertainty</i> ]	
Grandmother:	where is it (.) it's here <b>somewhere</b>	
Meya:	hmm?	15
Grandmother:	it's here [ <b>somewhere</b> ]	
Meya:	[it's <b>gone</b> (.)] [get it Nan] (2.0)	
Grandmother:	[where's it] gone (.) have you moved it (.) have you	
Meya:	<b>moved</b> [it ]	
	[ <b>get</b> ] [it ]	20
Grandmother:	[where's ] the mouse	
Meya:	/mɒg/ /ɪ/ lounge?	
Grandmother:	where is he	
Mum:	in the lounge?	
Meya:	' <b>sgone</b> (1.0) [ <i>inaudible</i> ] it	25
Grandmother:	well where's it gone (1.0) I can't see it <b>anywhere</b>	
Meya:	what	
Grandmother:	I can't <b>see</b> the mouse	
Grandfather:	the mouse is <b>HERE</b>	
Grandmother:	[AHH ]	30
Mum:	[AHH ]	
Grandmother:	<b>GO GET THE MOUSE</b> (3.0) [ <i>Meya runs to fetch puzzle piece from her grandfather and gives it to her grandmother</i> ] oh [ <i>laughs</i> ](.) <b>thank</b> you (.) [ <i>adds piece to puzzle</i> ] there (3.0) now where's the mouse's <b>nose</b> (1.0) <b>LOOK</b> Meya (.) where's the nose	35

Turn over for the next question

Turn over ►

or

0 5

'Teacher feedback is crucial to enhancing children's writing 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

Sara is 5 years and 10 months old.

Her teacher has asked her to write a description of her cuddly toy, Jeremy (spelt 'Termea'). 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.

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.

~~TERMEA!~~ TERMEA!  
~~TERMEA~~ Termea is very ~~cuddly~~ 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.

**Data Set 3**

This 'lost' poster 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.

18-09-18 To create a Lost poster for Fred the teddy bear. (S)★

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 black nose and pink ears. He has brown paws. I really miss Fred.

**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/
?							
glottal stop							

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