

## A-level ENGLISH LANGUAGE

Paper 1 Language, the individual and society

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).

### 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.

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**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 article from *BBC News*, published in March 2019.

**Text B** is a magazine article from *The Bystander*, published in April 1928.

- |                                                                                                                                                  |   |   |                                                                                                         |                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---------------------------------------------------------------------------------------------------------|-------------------|
| <table border="1" style="border-collapse: collapse;"><tr><td style="padding: 2px 10px;">0</td><td style="padding: 2px 10px;">1</td></tr></table> | 0 | 1 | Analyse how <b>Text A</b> uses language to create meanings and representations.                         | <b>[25 marks]</b> |
| 0                                                                                                                                                | 1 |   |                                                                                                         |                   |
| <table border="1" style="border-collapse: collapse;"><tr><td style="padding: 2px 10px;">0</td><td style="padding: 2px 10px;">2</td></tr></table> | 0 | 2 | Analyse how <b>Text B</b> uses language to create meanings and representations.                         | <b>[25 marks]</b> |
| 0                                                                                                                                                | 2 |   |                                                                                                         |                   |
| <table border="1" style="border-collapse: collapse;"><tr><td style="padding: 2px 10px;">0</td><td style="padding: 2px 10px;">3</td></tr></table> | 0 | 3 | Explore the similarities and differences in the ways that <b>Text A</b> and <b>Text B</b> use language. | <b>[20 marks]</b> |
| 0                                                                                                                                                | 3 |   |                                                                                                         |                   |

**Turn over for Section B**

**Turn over ►**

## Section B

### Children's language development

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

#### Either

|   |   |
|---|---|
| 0 | 4 |
|---|---|

'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) |
| <b>bold</b>      | 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 the back of the Insert and also on the back of this paper, for reference.

#### 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  
 Mother: did you eat some (.) can you talk to me about it  
 Jo: they're **sweet**  
 Mother: sweet

5

|         |                                                                                                                                                                                                                                                                                    |    |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Jo:     | Mummy look [ <i>pointing at the figs on the table</i> ] (.) that one's getting longer and that one's getting smaller.                                                                                                                                                              |    |
| Mother: | [oh ] very good                                                                                                                                                                                                                                                                    | 10 |
| Jo:     | [not <b>really</b> small 'cause I didn't eat too much (1.0) Mummy can put your finger (.) can you put your finger in <b>this</b> (1.0) [ <i>puts fingertip and tip of thumb together to make a circle shape and lifts hand towards her mother's face</i> ] put your finger in that |    |
| Mother: | inside                                                                                                                                                                                                                                                                             |    |
| Jo:     | yeah [ <i>Jo's mother closes her thumb and fingertip around Jo's thumb and fingertip so that they are like two connected hoops</i> ]                                                                                                                                               | 15 |
| Mother: | like a (.) like two rings                                                                                                                                                                                                                                                          |    |
| Jo:     | and then <b>pull</b> (2.0) [ <i>Jo pulls her finger and thumb away from her mother's to break the connected hoops</i> ] I wonned                                                                                                                                                   |    |
| Mother: | yeah [ <i>laughs</i> ] you wonned yeah (1.0) I won                                                                                                                                                                                                                                 | 20 |
| Jo:     | I won (.) [you won ]                                                                                                                                                                                                                                                               |    |
| Mother: | [well done] we both won (.) both winners                                                                                                                                                                                                                                           |    |
| Jo:     | is Daddy a winner                                                                                                                                                                                                                                                                  |    |
| Mother: | yeah Daddy's a winner                                                                                                                                                                                                                                                              |    |
| Jo:     | and Nick                                                                                                                                                                                                                                                                           | 25 |
| Mother: | Nick's a winner too                                                                                                                                                                                                                                                                |    |
| Jo:     | what about Auntie Lynne                                                                                                                                                                                                                                                            |    |
| 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 just got to be kind and gentle [and                                                                                                                                                                                   | 30 |
| Jo:     | [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 aren't human they're plants                                                                                                        |    |
| Jo:     | [why is ]                                                                                                                                                                                                                                                                          | 35 |
| Mother: | [but I think] all plants are winners (.) they're keeping the (.) [planet alive aren't they]                                                                                                                                                                                        |    |
| Jo:     | [Mummy (.) MUMMY ]                                                                                                                                                                                                                                                                 |    |
| Mother: | yes                                                                                                                                                                                                                                                                                |    |
| Jo:     | why does bees collect honey from the flowers                                                                                                                                                                                                                                       |    |
| Mother: | why do [ <i>laughs</i> ] say that again                                                                                                                                                                                                                                            | 40 |
| Jo:     | why does bees collect honey from the flowers                                                                                                                                                                                                                                       |    |
| Mother: | um that's a good question um that's what they do (.) bees they do it (1.0) they [ <i>laughs</i> ] I actually don't know why they do it [ <i>laughs</i> ]                                                                                                                           |    |
| Jo:     | that's why they do it because they love it                                                                                                                                                                                                                                         |    |
| Mother: | because they love it (.) that's a good answer                                                                                                                                                                                                                                      | 45 |
| 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 protect the bees                                                                                                                                                                        |    |
| Jo:     | yep from monsters                                                                                                                                                                                                                                                                  |    |
| Mother: | yeah the human monster (2.0) oh hi Nick (1.0) come and have some breakfast                                                                                                                                                                                                         | 50 |

Turn over for the next question

Turn over ►

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or

|   |   |
|---|---|
| 0 | 5 |
|---|---|

'Being creative is an essential part of learning to write.'

Referring to **Data Set 2** 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 sum flowers  
~~and~~ I said to her wair 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 chawy!  
 and then I put her ~~in~~ night ~~gown~~  
 gown on and hopt into her bed  
and pulled the kumers up to ~~my~~ my nose  
 and then I herd a nock on the ~~door~~  
 door and ~~it~~ it was Little Red  
 Riding Hood she started to talk  
 to me and when I ~~selpt~~ <sup>or left</sup> out of  
 bed I said ~~at~~ all the ber to all you with ~~sho~~

skreemd and the wood ckute  
 herd and bonked me on the head  
 and now I geele angry!  
 A super retelling!

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 /ɡʊd/ | 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 /ɡəʊ/         |
| 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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