

A-level ENGLISH LANGUAGE

Paper 1 Language, the individual and society

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

Section A**Textual variations and representations**

Answer **all** questions from this section.

Text A and **Text B** are on the insert.

Text A is a webpage from the website *England Boxing*, published in June 2019.

Text B is a poster that was known as *Mr Broughton's Rules of Boxing*. It was framed and displayed in Broughton's amphitheatre in 1743.

- | | |
|---|---|
| 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 ►

Section B
Children's language development

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

Either

0	4
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'Language development is less about just learning vocabulary and grammar and is more about using them in social interactions.'

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
[]	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

Karl and Mia are twins aged 2 years and 5 months. Their dad is filming them as they play with a toy camera.

Mia:	cheese [<i>takes a photo</i>]	
Karl:	I done one	
Mia:	let (.) let me (.) let me see /dæt/ picture	
Karl:	see	
Mia:	look Karl a picture (4.0) now my turn [<i>jumps</i>] (4.0) Karl now my turn	5
Karl:	[<i>laughs as he runs away from Mia</i>]	
Mia:	now my turn (1.0) now my turn Karl	
Dad:	Karl let Mia have a turn now please	
Karl:	hey [<i>runs away from Mia</i>]	
Dad:	Karl	10
Karl:	I take a picture	
Mia:	Karl (1.0) that's not very nice [<i>jumps</i>]	
Karl:	[<i>takes a photo</i>] there you go Mia	
Mia:	/əʊ/ thank you	
Karl:	you take a I (1.0) you take a /pɪə/ of me [<i>stands in front of Mia</i>]	15
Dad:	Mia are you going to take a picture of Karl [<i>Mia takes a photo of herself</i>]	
Karl:	take a picture of me Mia [<i>puts his hands on his hips</i>] (4.0) /dæts/ not nice Mia (5.0) take (1.0) a (1.0) picture (1.0) of (1.0) me [<i>Mia takes a photo of Karl</i>] mm Mia you say me cheese	
Mia:	cheese Karl	20
Karl:	now my go	
Mia:	no	
Karl:	that not fair Mia (3.0) Mia not sharing	
Dad:	Mia (1.0) are you going to share now Mia	
Mia:	Mmmm	25
Dad:	Mia one more picture and then you share [okay]	
Karl:	[Daddy] Daddy you take it off her (6.0) Mia (2.0) Mia (5.0) Mia /dæts/ not fair again	
Dad:	shall we look at the pictures you have taken (2.0) Mia	
Karl:	now my turn (1.0) I'm going to take it off [<i>takes the camera off Mia and picks up his toy vehicle</i>] say cheese cherry picker	30
Mia:	are you take a picture of snuffy pig Karl [<i>Karl takes a photo of Mia's cuddly toy</i>]	
Karl:	now garbage /twʌk/ [<i>takes a photo</i>] (4.0) now /dis/ digger	
Mia:	now this [<i>picks up a toy</i>] (3.0) let see that picture [<i>Karl shows Mia the photo</i>] oh yes	
Karl:	now /dis/ one [<i>takes a photo of another toy</i>] (2.0) now Mog	35
Mia:	now my turn	
Karl:	[<i>to his dad</i>] I am going to take a picture of you	
Dad:	oh thank you and then give it to Mia	
Karl:	I'm taking	
Mia:	now my turn [<i>Karl gives Mia the camera</i>] thank you	40

Turn over for the next question

Turn over ►

or

0 5

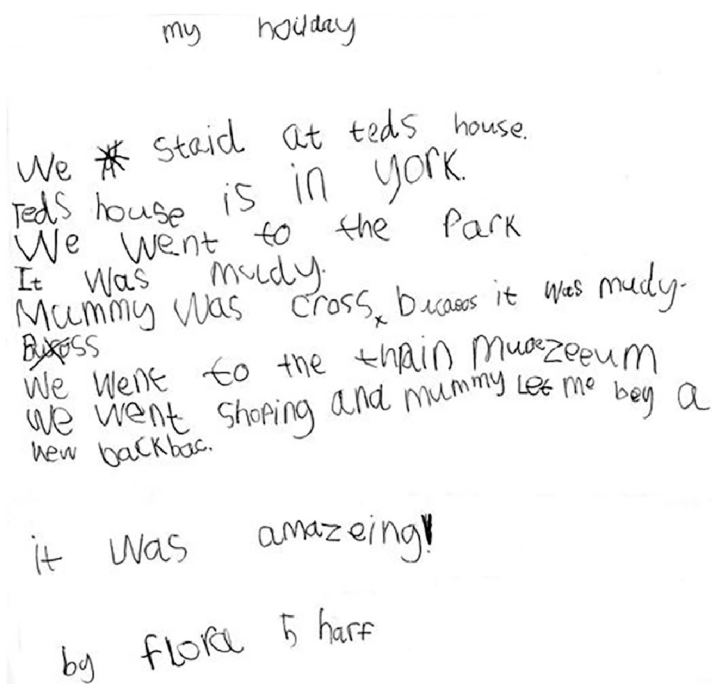
'Practising the conventions of different genres is key to developing children's literacy skills.'

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

Flora, aged 5 years and 6 months, produced **Data Set 2** at home.



Transliteration

my hoilday

we p staid at teds house.

Teds house is in york.

We went to the park

It was muddy.

Mummy was cross x bucaeos it was muddy.

~~Bucoss~~

We went to the thrain muoezeem

We went shoping and mummy let me bey a
 new backbac.

it was amazeing!

by flora 5 harf

Data Set 3

Flora, aged 5 years and 6 months, produced **Data Set 3** at home.

Flora Shopping List
 five and a half

Donut
 strawberry's
 grapes
 corn on the cob
 bagels
 Milk
 Cheese
 Smoothie
 birthday card
 birthday present
 frozen doll
 tamaroes
 Sweets
 chocolate

Transliteration

Flora ShoppingList
 Donut five and a half
 strawberry's
 grapes
 corn on the cob
 bagles
 Milk
 Cheese
 Smoothie
 birthday card
 birthday present
 frozen doll
 tamaroes
 Sweets
 chocolate

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/
ʔ							
glottal stop							

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