

## A-level ENGLISH LANGUAGE

Paper 1 Language, the individual and society

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Wednesday 6 June 2018

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, 20 marks for Question 3, and 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 article from the website for the *Daily Express* newspaper, written in 2008.

**Text B** is a letter from a reader to the *London Evening News*, published in 1918.

- |   |   |
|---|---|
| 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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'The best way to explain children's language development is to focus on what they use it for.'

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
[ ]	simultaneous speech

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**Data Set 1**

Theo (aged 3) is about to have a bath. His grandmother (Nana) is with him.

Theo: how much am I  
 Nana: what do you mean (.) you get in Theo (2.0) oh do you mean weight (.) how much do you weigh  
 Theo: yeah how much (1.0) think that I'll put a bit cold in  
 Nana: is it too hot (.) wait a minute 5  
 Theo: there's the Scooby Doo badge  
 Nana: Scooby Doo (.) [*singing*] SCOOBY SCOOBY DOO  
 Theo: SCOOBY DOO (.) [*Nana splashes Theo*] OY (.) why did you throwed it at me [*laughter*] OY (.) OY (.) you throwed water at me (.) you splashed (.) [*Nana puts Theo on the weighing scales*] DONE 10  
 Nana: you're three stone  
 Theo: is that big  
 Nana: no  
 Theo: oh (.) I think I'm four (.) look it's gone past (.) [*Nana lifts Theo into the bath*] it tingles (.) WOW WOW WOW [*Theo shows Nana a toy*] (.) this is the nasty monster 15  
 Nana: a nasty monster  
 Theo: this is the monster (.) it's light monster  
 Nana: wow (2.0) is that Scooby Doo's monster  
 Theo: yeah (.) no 20  
 Nana: is it just a monster  
 Theo: it's a pretend one in the bath (.) [*inaudible*] (.) and it jumps  
 Nana: and do you still like Scooby Doo  
 Theo: yeah (.) [ and it ]  
 Nana: [ and tell ] me what (.) tell me (.) have you done your letter to Santa yet 25  
 Theo: no  
 Nana: when you gonna do it (.) shall we do it [ tomorrow ] (.) shall we write [ one ]  
 Theo: [ yeah ] [ yeah ]  
 Nana: and write what I say  
 Theo: have you been a good boy 30  
 Nana: I have been a good boy  
 Nana: have you really  
 Theo: wow (.) wow (.) it's broke [*pointing to the plug chain*]  
 Nana: yeah it's broken  
 Theo: and I'm telling you it's the **broke** chain 35  
 Nana: pull that  
 Theo: I think the chain is broke by the monster (1.0) what we having for breakfast

**Turn over for the next question**

**Turn over ►**

Or

0 5

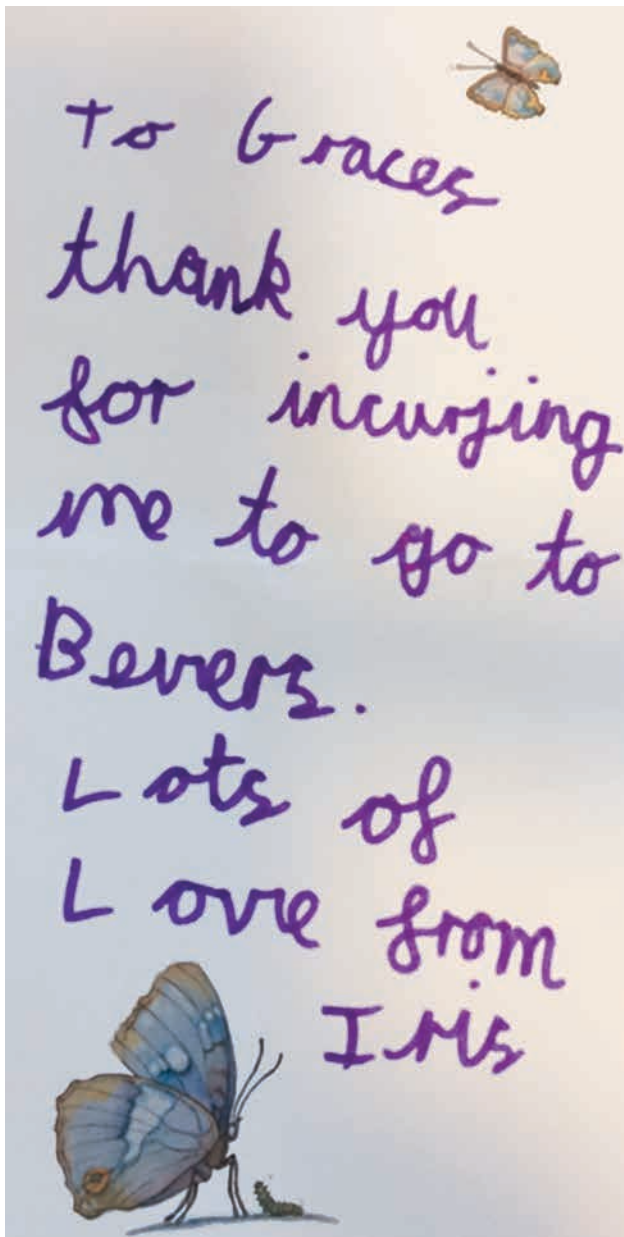
'In learning to write, children should develop their accuracy before learning to write for different contexts.'

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

**Data Set 2** was produced at home. Iris is six years old. Grace is a family friend.

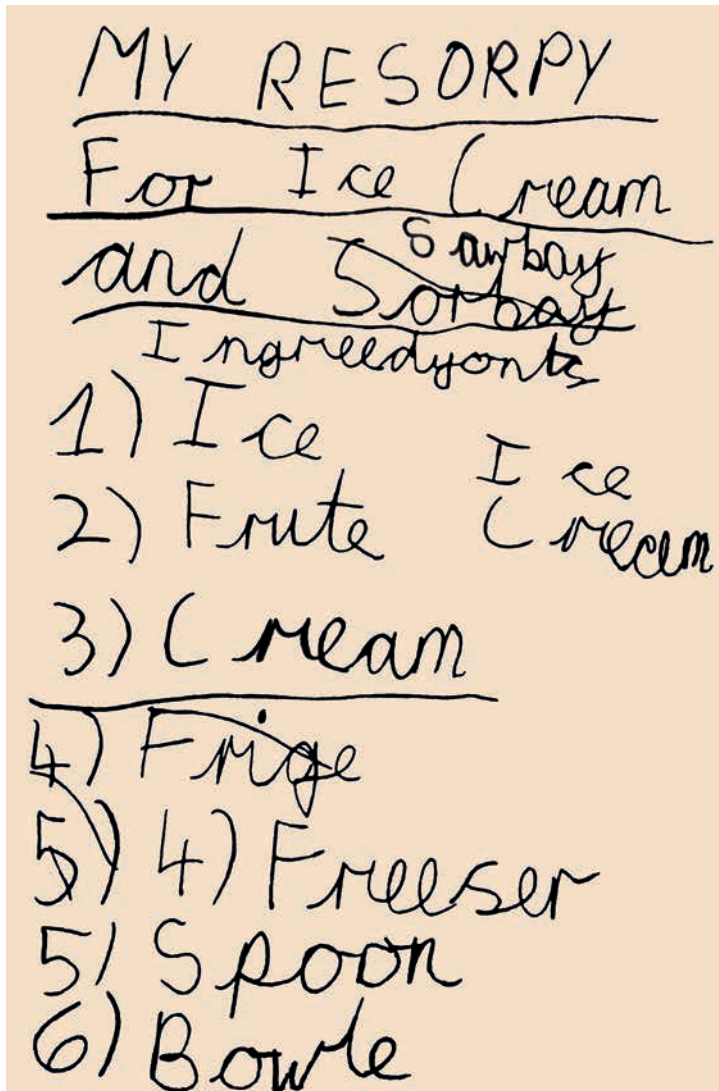


### Transliteration

To Graces  
thank you  
for incurjing  
me to go to  
Beverz.  
Lots of  
Love from  
Iris

## Data Set 3

Data Set 3 was produced at home. Iris is six years old.



## Transliteration

MY RESORPY  
For Ice Cream  
and Sorbay

- Ingredients
- 1) Ice
  - 2) Frute
  - 3) Cream
  - 4) Frige
  - 5) 4) Freezer
  - 5) Spoon
  - 6) Bowle

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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