



A-level

ENGLISH LANGUAGE

Paper 1 Language, the individual and society

7702/1

Wednesday 6 June 2018 Morning

Time allowed: 2 hours 30 minutes

For this paper you must have:

- **an AQA 12-page answer book**
- **the insert for Section A (enclosed).**

[Turn over]

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 pages 12 and 13 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

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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 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]

SECTION B

Children's language development

Answer EITHER Question 4 OR Question 5 from this section.

EITHER

04 '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)

bold stressed syllables

[*italics*] contextual information

CAPITAL LETTERS indicate raised volume

[] simultaneous speech

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 (.) 10
[*Nana puts Theo on the weighing scales*] DONE

Nana: you're three stone

Theo: is that big

Nana: no

Theo: oh (.) I think I'm four (.) look it's gone past (.) 15
[*Nana lifts Theo into the bath*] it tingles (.) WOW
WOW WOW [*Theo shows Nana a toy*] (.) this is the nasty monster

Nana: a nasty monster

Theo: this is the monster (.) it's light monster 20

Nana: wow (2.0) is that Scooby Doo's monster

Theo: yeah (.) no

Nana: is it just a monster

Theo: it's a pretend one in the bath (.) [*inaudible*] (.) and it jumps 25

[Turn over]

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

Theo: no 30

Nana: when you gonna do it (.) shall we do it [tomorrow]
(.) shall we write [one]

Theo: [yeah] [yeah]
and write what I say

Nana: have you been a good boy 35

Theo: 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 40

Theo: and **I'm** telling you it's the **broke** chain

Nana: pull that

Theo: I think the chain is broke by the monster (1.0) what
we having for breakfast

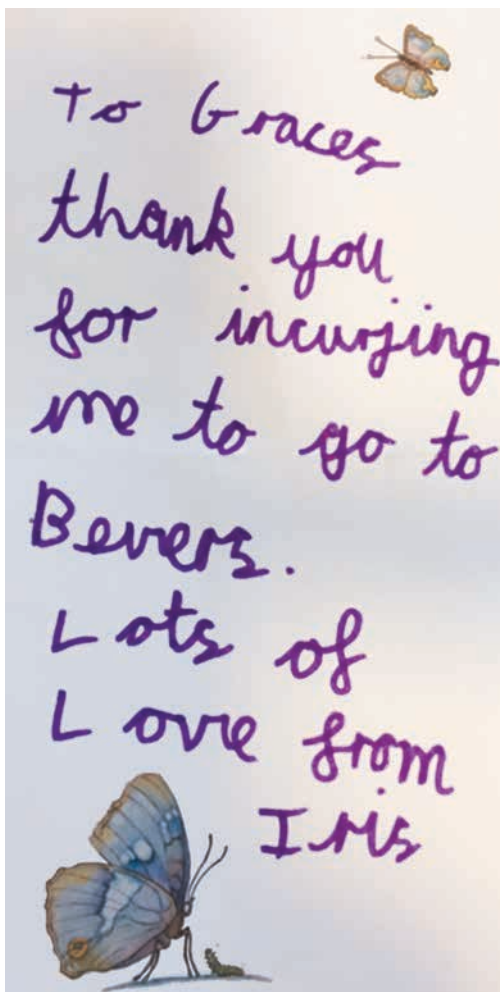
OR

05 '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.



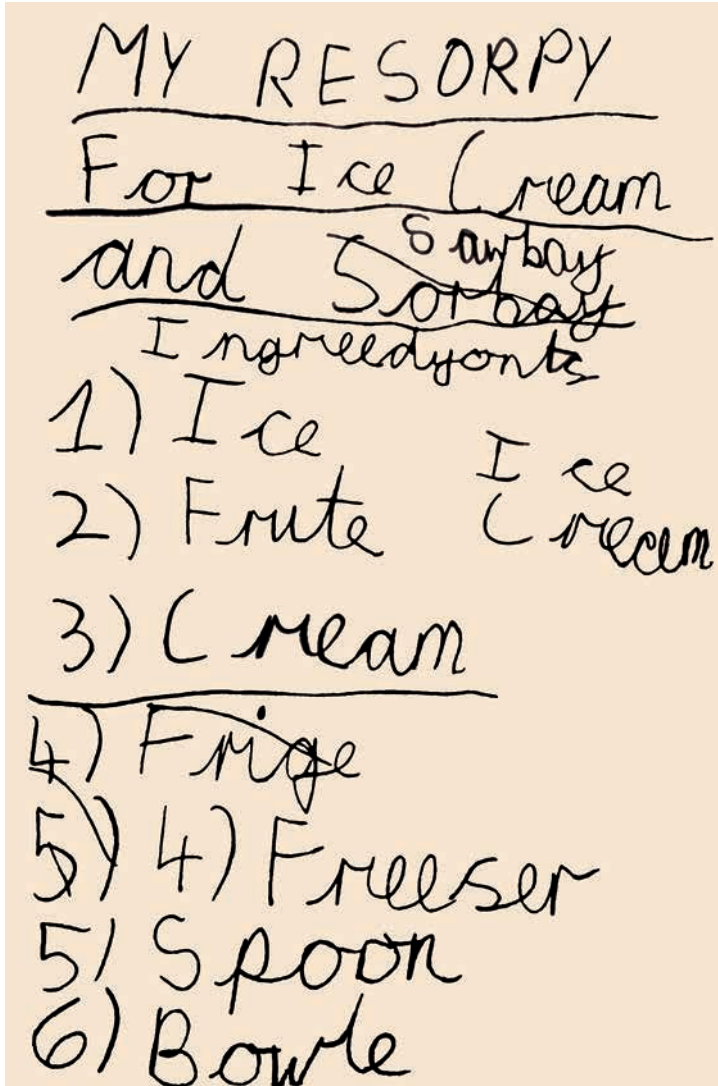
Transliteration

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

[Turn over]

DATA SET 3

DATA SET 3 was produced at home. Iris is six years old.



Transliteration

MY RESORPY
For Ice Cream
and Sorbay Sawbay
 Ingredyonts
 1) Ice Ice
 2) Frute Cream
 3) Cream
 4) Frige
 5) 4) Freezer
 5) Spoon
 6) Bowle

END OF QUESTIONS

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[Turn over for PHONEMIC SYMBOLS]

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/

CONSONANTS

p	b	t	d
pen/pen/	bee/bi:/	ten/ten/	do/du:/
tʃ	dʒ	k	g
chair/tʃeə/	just/dʒʌst/	can/kæn/	go/gəʊ/
f	v	θ	ð
five/faɪv/	very/veri/	thing/θɪŋ/	this/ðɪs/
s	z	ʃ	ʒ
so/səʊ/	zoo/zu:/	she/ʃi:/	pleasure/pleʒə/
m	n	ŋ	h
me/mi:/	nine/naɪn/	long/lɒŋ/	house/haʊs/
l	r	w	j
love/lʌv/	right/raɪt/	we/wi:/	yes/jes/

?

glottal stop

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IB/M/Jun18/7702/1/LO/E1

