



**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 18 and 19 of this paper, for reference.**

**[Turn over]**

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## **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**

## **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**

**0 4** '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

**[Turn over]**

## 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 5

Theo: yeah how much (1.0) think that  
I'll put a bit cold in

Nana: is it too hot (.) wait a minute

Theo: there's the Scooby Doo badge

Nana: Scooby Doo (.) [*singing*] 10  
SCOOBY SCOOBY DOO

Theo: SCOOBY DOO (.) [*Nana  
splashes Theo*] OY (.) why did  
you throwed it at me [*laughter*]  
OY (.) OY (.) you throwed water 15  
at me (.) you splashed (.) [*Nana  
puts Theo on the weighing  
scales*] DONE

Nana: you're three stone

- Theo: is that big 20
- 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 25
- Nana: a nasty monster
- Theo: this is the monster (.) it's light monster 30
- 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 (.) 35  
[*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 40

**[Turn over]**

Theo: no

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

Theo: write [one] [yeah] and write what I  
[yeah] say 45

Nana: have you been a good boy

Theo: I have been a good boy 50

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 55

Nana: pull that

Theo: I think the chain is broke by the  
monster (1.0) what we having for  
breakfast 60

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**[Turn over]**

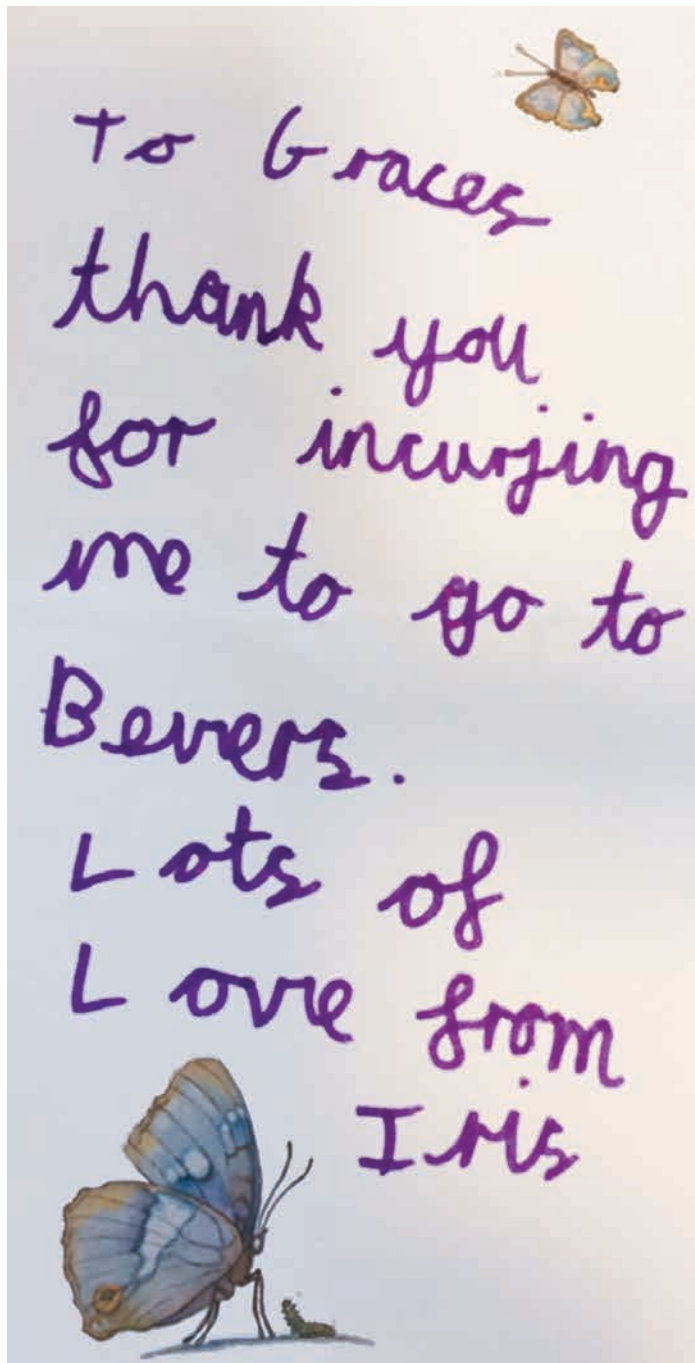
**OR**

**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**

**[Turn over]**

## DATA SET 3

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

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

## 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  
pen/pen/

b  
bee/bi:/

t  
ten/ten/

d  
do/du:/

tʃ  
chair/tʃeə/

dʒ  
just/dʒʌst/

k  
can/kæn/

g  
go/gəʊ/

f  
five/faɪv/

v  
very/veri/

θ  
thing/θɪŋ/

ð  
this/ðɪs/

s  
so/səʊ/

z  
zoo/zu:/

ʃ  
she/ʃi:/

ʒ  
pleasure/pleʒə/

m  
me/mi:/

n  
nine/naɪn/

ŋ  
long/lɒŋ/

h  
house/haʊs/

l  
love/lʌv/

r  
right/raɪt/

w  
we/wi:/

j  
yes/jes/

ʔ  
glottal stop

# There are no questions printed on this page

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