



A-level

ENGLISH LANGUAGE

**Paper 1 Language, the individual
and society**

7702/1

Monday 20 May 2019 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 16 and 17 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 extract from a blog ‘We Are London’, accessed on 9 January 2018.

TEXT B is an article from the newspaper ‘The London Daily News’, published on 4 June 1908.

- 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 'Without the stimulus of different contexts, children cannot fully develop their language.'

**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**

[] **simultaneous speech**

[Turn over]

DATA SET 1

Erin and her mum are playing in a sandpit at home. Erin is 3 years and 1 month old. Erin pretends to hurt herself. They then pretend to plant a garden.

Mum: climb in honey

Erin: **ow** (.) I did that (.) it hurts

Mum: you did what

Erin: [*shows her knee*] I hurted there (.)
right there (.) look can you see (.) 5
it hurts

Mum: your knee (.) is it ouchy

Erin: look mummy (.) look [*laughs*]
look (.) I didn't did it (.) I

Mum: [*tending [laughs]*] 10
[you are a cheeky lady] (1.0)
shall we plant a garden here (.)
I've got the watering can (.) what
are you doing

Erin: planting 15

Mum: what kind of seeds

- Erin: smiley ones (.) pink flowers (2.0)
can I have some
- Mum: what
- Erin: bucket 20
- Mum: [*passes the watering can*] I'll plant
the seeds if you water them then
[*Erin fills the watering can with
sand and pours it out*] (3.0)
- Erin: [that's very full] 25
[sprinkling] (.) sprinkle (.)
look (.) all done (.) sparkly (2.0)
all poured (.) pat (.) pat (.)
- Mum: what are you doing
- Erin: patting the water in (.) done (.) 30
I'm going to dig it up
- Mum: but the flowers won't grow
- Erin: I need to move it
- Mum: shall we leave them to grow
- Erin: no 35

[Turn over]

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OR

0 5 ‘The teaching of explicit grammatical rules is the key to developing children’s literacy skills.’

**Referring to DATA SET 2 in detail, and to relevant ideas from language study, evaluate this view of children’s language development.
[30 marks]**

[Turn over]

DATA SET 2

Hattie is 7 years and 4 months old.

Her teacher has given her the words: help, pain, hope, spite, use, wonder and thought. The teacher has instructed Hattie to add the suffix 'ful' to each word and to use each word in a sentence.

Monday January 28th

suffixes

help

I am helpful cleaning the car. ✓

pain

It hurts when I fall over it is very painful. hope I am very hopeful that I ^{move} ~~move~~ house soon. spite

I am very spiteful. use When I ^{set} ~~set~~ the table I am very useful.

wonder I can't wait to ^{move} ~~move~~ house it will be wonderful.

thought My dad is very thoughtful



28 JAN 2008

Try to complete your sentence before you hand work in.

Transcript of DATA SET 2 (the teacher's spelling corrections and comments are in square brackets)

Monday January 28th

Suffixes

help

I am helpful cleaning the car.

pain

It hurts when I fall over it is

very painful. hope I am very hopeful

that I moove [move] house soon. Spite;

I am very spiteful. use when I

sat [set] the table I am very uesful.

wonder I cant wait to moof [move]

house it will be wonderful.

thought my dad is very thought

[well done. Try to complete your sentence before you hand work in]

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/pleɪʒə/

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

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