

A-level ENGLISH LANGUAGE

Paper 1 Language, the individual and society

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

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 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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'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
<i>[italics]</i>	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 (.) [*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

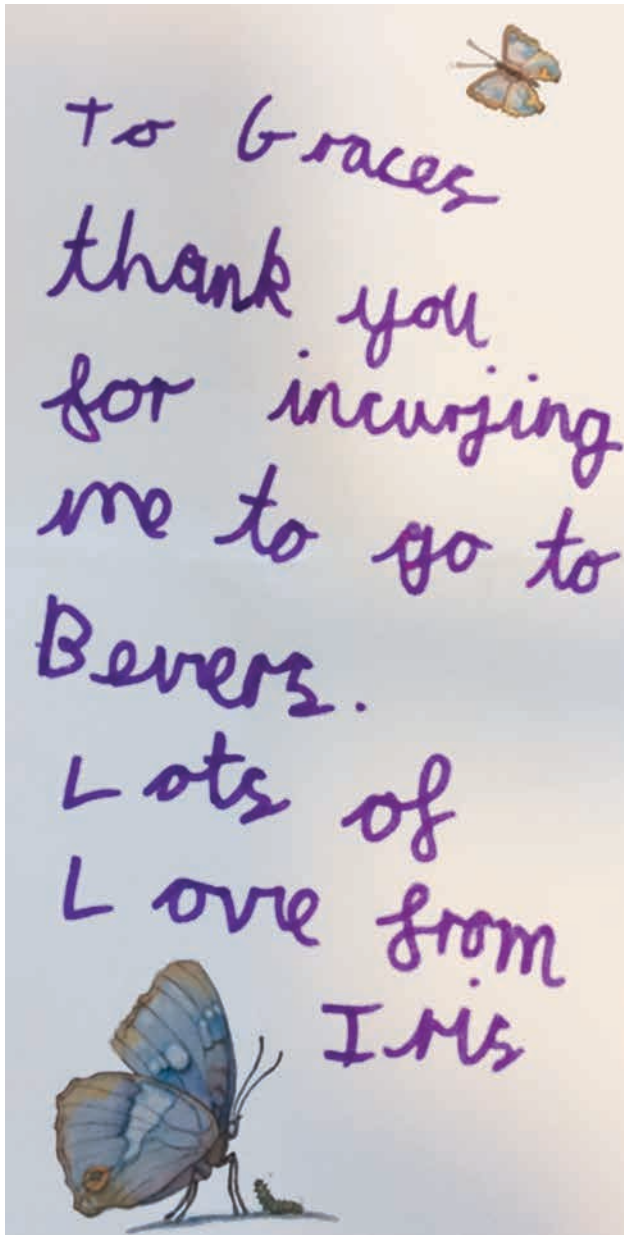
'In learning to write, children should develop their accuracy before learning to write for different contexts.'

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.

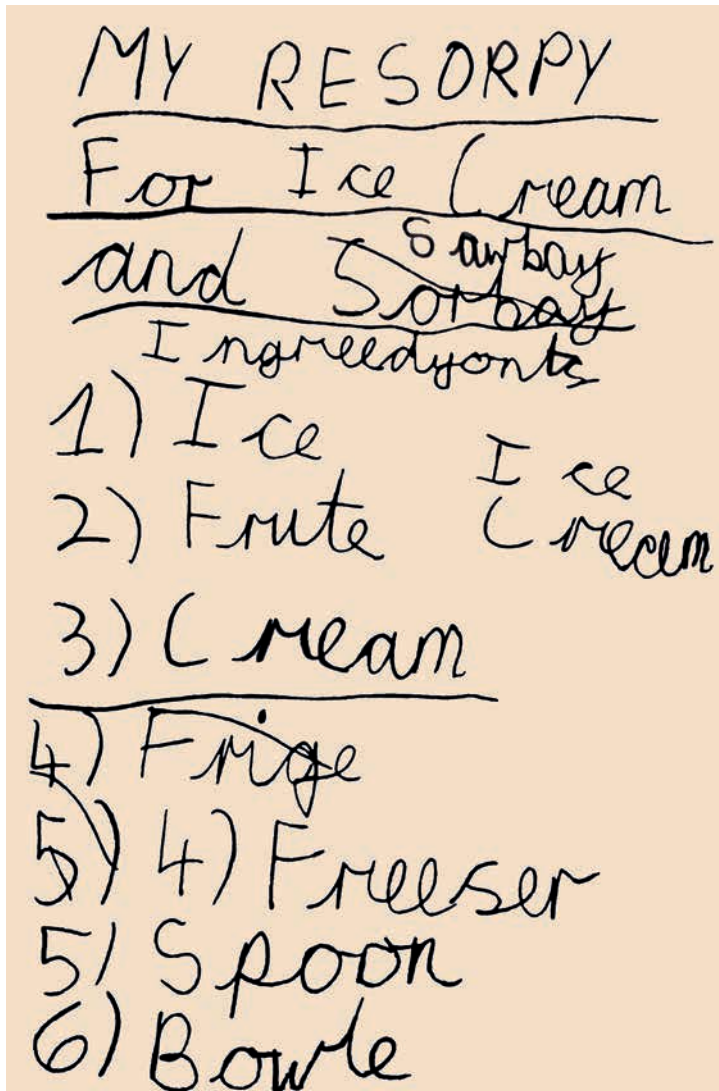


Transliteration

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 Ice
 2) Frute Cream
 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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