



A-level

ENGLISH LANGUAGE

Paper 1 Language, the individual and society

Thursday 25 May 2023

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 and 20 marks for Question 3. There are 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 online article from *BBC News*, published in March 2019.

Text B is a magazine article from *The Bystander*, published in April 1928.

- | | |
|---|---|
| 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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'Children's language development depends on their experiences of the world around them.'

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
//	indicates a phonemic transcription
CAPITALS	indicates raised volume
[]	simultaneous speech

A set of phonemic symbols can be found on the back of the Insert and also on the back of this paper, for reference.

Data Set 1

Jo is 4 years old. She is sitting at the kitchen table with her mother, eating her breakfast. She has been given a dried fig to taste for the first time.

Mother: what are you eating Jo (.) do you remember what they're called

Jo: Mummy close your eyes

Mother: oh okay

Jo: OPEN

Mother: did you eat some (.) can you talk to me about it

Jo: they're **sweet**

Mother: sweet

5

- Jo: Mummy look [*pointing at the figs on the table*] (.) that one's getting longer and that one's getting smaller.
- Mother: [oh] very good 10
- Jo: [not]really small 'cause I didn't eat too much (1.0) Mummy can put your finger (.) can you put your finger in **this** (1.0) [*puts fingertip and tip of thumb together to make a circle shape and lifts hand towards her mother's face*] put your finger in that
- Mother: inside
- Jo: yeah [*Jo's mother closes her thumb and fingertip around Jo's thumb and fingertip so that they are like two connected hoops*] 15
- Mother: like a (.) like two rings
- Jo: and then **pull** (2.0) [*Jo pulls her finger and thumb away from her mother's to break the connected hoops*] I won
- Mother: yeah [*laughs*] you won yeah (1.0) I won 20
- Jo: I won (.) [you won]
- Mother: [well done] we both won (.) both winners
- Jo: is Daddy a winner
- Mother: yeah Daddy's a winner
- Jo: and Nick 25
- Mother: Nick's a winner too
- Jo: what about Auntie Lynne
- Mother: yeah everyone's a winner (.) everyone's a winner
- Jo: what about babies
- Mother: yeah babies are winners (1.0) everyone's a winner (.) you've just got to be kind and gentle [and 30
- Jo: [what (.) what] about (.) plants?
- Mother: that's a different sort of thing isn't it (.) plants aren't sentient they don't have (.) thoughts in the way that we have thoughts (1.0) plants aren't human they're plants
- Jo: [why is 35
- Mother: [but I think] all plants are winners (.) they're keeping the (.) [planet alive aren't they]
- Jo: [Mummy (.) MUMMY]
- Mother: yes
- Jo: why does bees collect honey from the flowers
- Mother: why do [*laughs*] say that again 40
- Jo: why does bees collect honey from the flowers
- Mother: um that's a good question um that's what they do (.) bees they do it (1.0) they [*laughs*] I actually don't know why they do it [*laughs*]
- Jo: that's why they do it because they love it
- Mother: because they love it (.) that's a good answer 45
- Jo: and (.) when they (.) when bees die (.) they die
- Mother: yeah it's not great when a bee dies (1.0) it's not good for the planet (.) so we've got to protect the bees
- Jo: yep from monsters
- Mother: yeah the human monster (2.0) oh hi Nick (1.0) come and have some breakfast 50

Turn over for the next question

Turn over ►

or

0	5
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'Being creative is an essential part of learning to write.'

Referring to **Data Set 2** in detail, and to relevant ideas from language study, evaluate this view of children's language development.

[30 marks]

Data Set 2

Lily is 6 years and 3 months old. She produced this story at school.

13-02-19 To retell the story of Little Red Riding Hood from the wolf's perspective.
 LO: To retell story events in order. To stay in role as the wolf.
To use conjunctions.

Last week I was searching in the forest for something to eat when

I ~~so~~ saw a little girl picking some flowers
~~and~~ I said to her wait are you going and
 she said back I am going to my ~~to~~
 Granny's house, so I rushed there
but I took a short cut ~~and~~ when
 I got there I gobbled ~~up~~ her Granny
 up... but she was too ~~chubby~~ chunky!
and then I put her ~~to~~ night ~~gown~~
 gown on and hopped into her bed
and pulled the covers up to ~~my~~ my nose
and then I heard a knock on the ~~to~~
 door and ~~it~~ it was Little Red
 Riding Hood she started to talk
 to me and when I ~~got~~ ^{to} ~~up~~ ^{at least} out of
 bed I said ~~all~~ all the better to ~~eat~~ eat you with ~~she~~ ^{she}

skreem and the wood cutes
 heard and bonked me on the head ~~x~~
 and now I feel angry!

A super retelling!

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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