



A-level

ENGLISH LANGUAGE

Paper 1 Language, the individual and society

Monday 20 May 2019

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 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 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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'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
[<i>italics</i>]	contextual information
[]	simultaneous speech

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:	[<i>shows her knee</i>] I hurted there (.) right there (.) look can you see (.) it hurts	
Mum:	your knee (.) is it ouchy	5
Erin:	look mummy (.) look [<i>laughs</i>] look (.) I didn't did it (.) I	
Mum:	[tending [<i>laughs</i>] 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	10
Mum:	what kind of seeds	
Erin:	smiley ones (.) pink flowers (2.0) can I have some	
Mum:	what	
Erin:	bucket	
Mum:	[<i>passes the watering can</i>] I'll plant the seeds if you water them then [<i>Erin fills the watering can with sand and pours it out</i>] (3.0)	15
Erin:	[that's very full] [sprinkling] (.) sprinkle	
	(.) look (.) all done (.) sparkly (2.0) all poured (.) pat (.) pat (.)	
Mum:	what are you doing	
Erin:	patting the water in (.) done (.) I'm going to dig it up	20
Mum:	but the flowers won't grow	
Erin:	I need to move it	
Mum:	shall we leave them to grow	
Erin:	no	

Turn over for the next question

Turn over ►

or

0	5
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'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]

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. spiteful

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.

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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