

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]
 and write what I say
 Nana: have you been a good boy 30
 Theo: 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

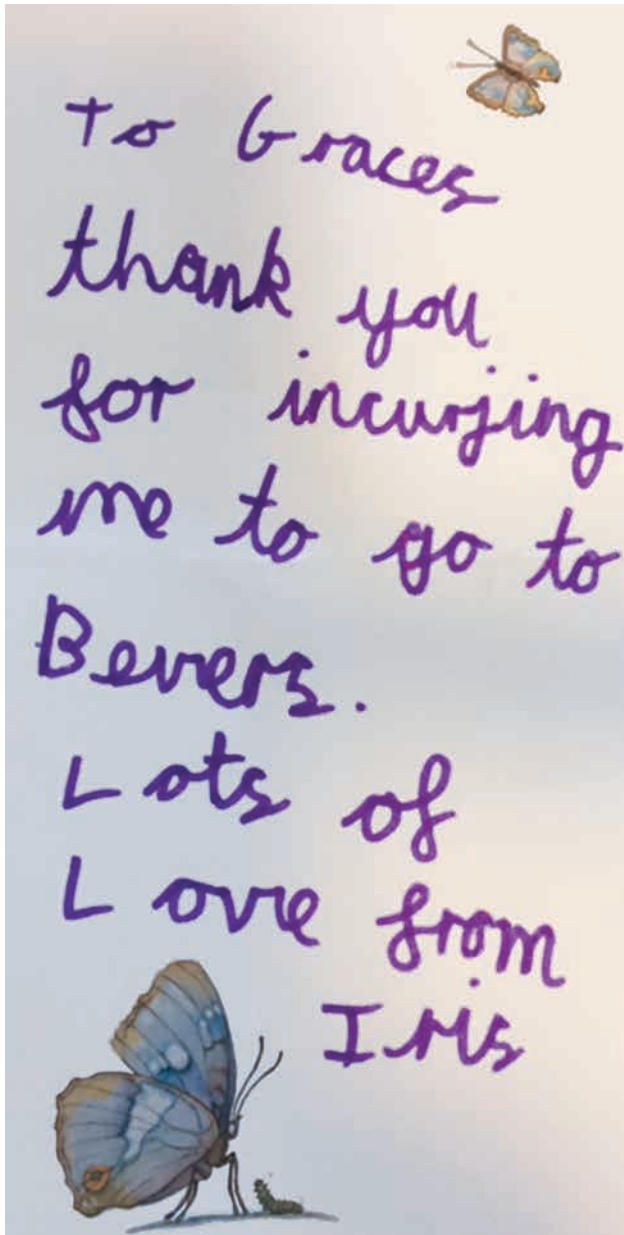
'In learning to write, children should develop their accuracy before learning to write for different contexts.'

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.

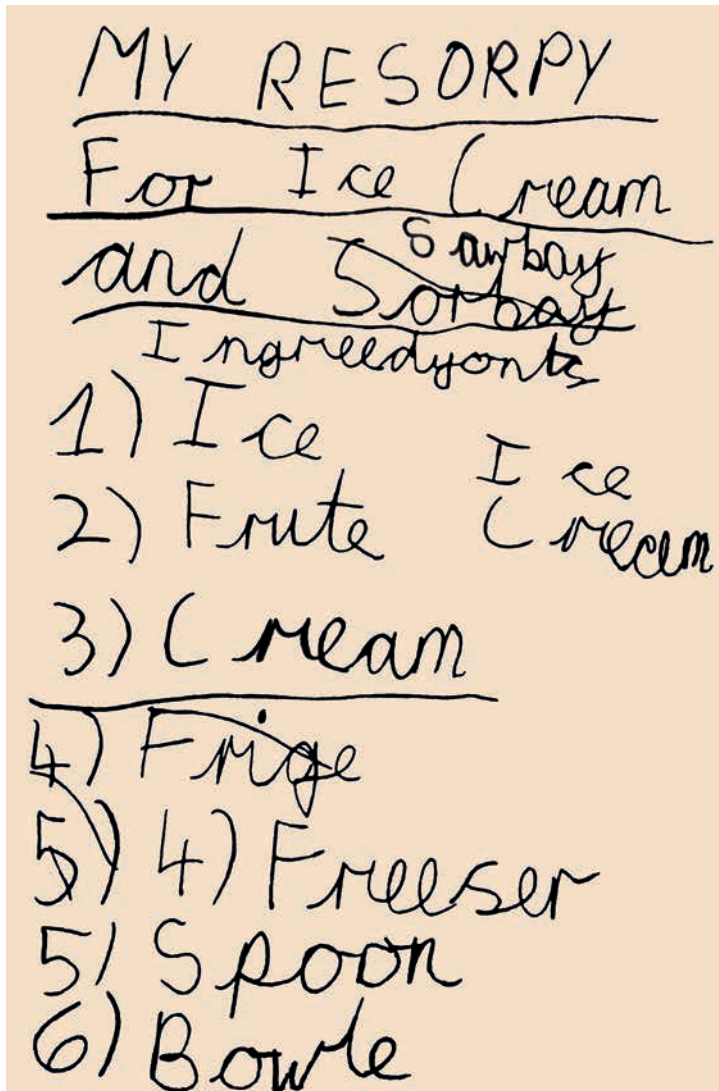


Transliteration

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 Sawbay
 Ingredyonts
 1) Ice Ice
 2) Frute Cream
 3) Cream
 4) Frige
 5) 4) Freeser
 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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A-level
ENGLISH LANGUAGE

Paper 1 Language, the individual and society

Insert

Texts for Section A

Text A

How did Britain get so rude?

The country's leading manners expert bemoans how society has been ruined by louts whose irresponsible attitudes make life intolerable for the rest of us...

By **JO BRYANT**, ETIQUETTE EDITOR OF **DEBRETT'S A-Z OF MODERN MANNERS**

PUBLISHED: 00:00, Sat, Sep 20, 2008

SHARE  TWEET    



A youth gestures at David Cameron during his now infamous walkabout on an estate in Manchester

We've all been there. It's Monday morning and you're on a busy train to work. The person next to you is listening to their music at deafening volume.

Someone else is tucking into a smelly fast-food breakfast. Then the comedy ringtone blares out into the carriage.

After a few intrusive rings, the phone is answered and a fellow passenger loudly discusses their antics from the weekend.

To top it off, when you arrive at your stop, people barge past you and try to board the train before you've managed to get off.

What happened to our well-ordered society where people recognised the difference between polite behaviour and sheer rudeness?

Perhaps traditional courtesies are disappearing because we live in an increasingly frenetic and complex world. If we're not dashing for that train then we're stressed out at work; if we're not fighting our way round the supermarket, then we're late to collect the kids.

Life today sometimes feels too fast-paced for old-fashioned politeness. We're always in such a rush, we don't have time to say please, thank you or excuse me. If people barge past us, we're happy to barge into them.

A loud and intrusive mobile phone call can all too easily tempt one to talk even louder. Bad manners have escalated as our standards of social interaction have declined. Why should we bother when other people don't?

Standards of social interaction have declined



POLITE: The way we were

In addition, the rigid social hierarchies that once governed behaviour are breaking down. In generations gone by, codes of acceptable behaviour were passed down. Families ate together at the table and manners were supervised; young women and men rarely interacted simply as friends; children were seen but not heard; the elderly were revered.

Perhaps today's more flexible society is a reaction against the straitjacketed customs and courtesies of bygone days.

As postwar society became more informal, social customs were simplified. Manners became more about spontaneity and instinct and being well-mannered became a personal responsibility rather than a social expectation.

The pace of life in the 21st century has placed unprecedented demands upon us. We're a time-short, take-away, disposable society with a diminishing focus on the social niceties.

Text B

RUDENESS OF WOMEN TO WOMEN
TO THE EDITOR OF "THE EVENING NEWS"

Sir, – In the article "The Rudeness of Women to Women," Miss Katherine Cox has not exaggerated, but has voiced a trouble with which women of gentle breeding have to contend every day.

Some of these women are doing splendid work as V.A.D.s¹, clerks, and in canteens, etc. They work hard and long hours, but this does not wear them out or crush their spirit. It is that terrible journey which disheartens them and which, at times, proves too great a strain. And why? Simply the rudeness of women to women.

I give two personal experiences. After trying in Whitehall to get on a 'bus several times without any luck I decided to make a jump for it. The conductress, who was on top, rushed down, roughly shook my arm, and bellowed, "Can't yer count? Don't yer see there's five standing."

I remonstrated by saying, "Well, there's no need to be rude," at the same time starting to dismount. The conductress assisted me by giving me a push, and a parting shot came from her as the 'bus started, "Rude! Some of yer can't understand perliteness. Yer can't."

I waited a little longer and eventually got on a 'bus, in which was an old lady, who asked politely, "Does this 'bus go right into Victoria Station, please?"

"Can't yer see? Where's yer eyes? There's the board. Victoria!"

"Yes, I can see that, but having luggage I want to know if it goes into the station."

"Yer luggage. Yer makes me sick – travel with half yer blessed homes on our 'buses, yer do!"

Men have been heard to say women are cats to each other. They are right.

MARY GREEN.

31, Birchwood-road, Tooting Bec Common, S.W.17.

¹ V.A.D.s: women working for the Voluntary Aid Detachment during World War One.

END OF TEXTS

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