



**A-level**

**ENGLISH LANGUAGE**

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

**7702/1**

**Thursday 23 May 2024**

**Afternoon**

**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).**

**[Turn over]**

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## **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.**

**[Turn over]**

## **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 pages 20 and 21 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.**

**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, provided on pages 2–8 of the Insert, is from the launch of the Apple Music service in front of a live audience. Tim Cook is the Chief Executive of Apple and Jimmy Iovine is the owner of a record label. Images are projected on a large screen behind the presenters throughout their talk.**

**TEXT B, provided on pages 9–14 of the Insert, is an advert for a Graphophone from ‘Munsey’s Magazine’ in 1906.**

0	1
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**Analyse how TEXT A uses language to create meanings and representations.  
[25 marks]**

0	2
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**Analyse how TEXT B uses language to create meanings and representations.  
[25 marks]**

0	3
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**Explore the similarities and differences in the ways that TEXT A and TEXT B use language. [20 marks]**

**[Turn over for Section B]**

**SECTION B****CHILDREN'S LANGUAGE  
DEVELOPMENT**

**Answer EITHER Question 4 OR  
Question 5 from this section.**

**EITHER**

**0 4**

**'Adults play the most important role in  
children's language development.'**

**Referring to DATA SET 1, provided on  
pages 10–13 in detail, and to relevant  
ideas from language study, evaluate this  
view of children's language  
development. [30 marks]**

**TRANSCRIPTION KEY:**

(.)	<b>pause of less than a second</b>
(2.0)	<b>longer pause (number of seconds indicated)</b>
<b>bold</b>	<b>stressed syllables</b>
<i>[italics]</i>	<b>contextual information</b>
<b>CAPITAL LETTERS</b>	<b>indicates raised volume</b>
<b>?</b>	<b>indicates questioning intonation</b>
<b>//</b>	<b>indicates a phonemic transcription</b>
<b>[ ]</b>	<b>simultaneous speech</b>

**A set of phonemic symbols can be found on pages 16 and 17 of the Insert and also on pages 20 and 21 of this paper, for reference.**

**[Turn over]**

**DATA SET 1**

**Ruben, aged 5 years, is chatting playfully with his aunt and mother at home in his kitchen. His pet dog, Jasper, is with them.**

Aunt: would you rather eat a slug or  
eat a worm

Ruben: um (.) apple

Aunt: no would you rather eat a slug  
or a worm that's your choice 5

Ruben: okay slug [*laughing*]

Aunt: a slug okay good choice

Ruben: [*laughing gleefully*]

Aunt: would you rather jump in  
freezing cold water **or** go down 10  
a gigantic slide

Ruben: um [*laughing*] jump in freezing  
water

Aunt: okay (1.0) would you rather kiss  
a frog or dye your hair pink 15

Ruben: dye my hair pink (2.0) would you  
rather eat a dog or slug

Aunt: a dog

Ruben: bad choice

Aunt: [*laughs*] 20

Ruben: would you rather drink dirty  
water (.) or eat mud

Aunt: um I'd rather drink dirty water

Ruben: good choice [*aunt and mother  
laugh*] 25

Ruben: would you rather eat a

Aunt: [ dog or  
don't listen ] Jasper

**[Turn over]**

Ruben: [*laughs*] eat a dog or (1.0) eat  
your cat Sinny 30

Aunt: oh no [*laughing*] eat **my** cat  
specifically (.) I'm sorry to say  
I'd rather eat Jasper [*laughing*]

Mother: [ JASPER (.) run for your life  
Jasper ] 35

Ruben: **NO** (.) eat **Sinny**

Aunt: [*laughs*]

Ruben: would you rather kiss a (.) um (.)  
a giant snake or a (1.0) mum  
what is spiders with a red back 40

Mother: a tarantula

Ruben: you would kiss a snake or a (.) a  
tarantula

Aunt: I would kiss a snake (.) any day  
of the week 45

Mother: ugh

Ruben: good choice

Aunt: would you rather sleep in a bed  
with a dead mouse or a dead  
bird

50

Ruben: a dead mouse (.) no actually a  
dead rat (.) **because** I like rats

**[Turn over]**

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**OR**

**0 5**

**‘Writing with a sense of purpose is the most important skill to develop when learning to write.’**

**Referring to DATA SET 2, provided on pages 16–19, in detail, and to relevant ideas from language study, evaluate this view of children’s language development. [30 marks]**

**[Turn over]**

## DATA SET 2

**DATA SET 2** was produced in the classroom by Astrid, aged 7 years and 4 months. She was asked to write instructions for looking after a dog.

The child has written in black and purple. The teacher has written in green.

## TRANSLITERATION

**LO: To write a set of instructions**

<b>Success Criteria</b>		<b>S.E.</b>
<b>Punctuation A ., ! ? ‘</b>	✗ , .	✓
<b>Adverbs - ly</b>	<b>immediately</b>	✓
<b>Range of conjunctions</b>	<b>other wise</b>	✓

<b>Numbers / Chronological order</b>	<b>1, 2, 3, 4, 5, 6</b>	✓
<b>Extended Noun Phrases</b>	<b>fresh, clean water</b>	✓
<b>Imperative verbs</b>	<b>[erased text] rub</b>	✓
<b>A variety of Sentence openers</b>	<b>Next then After</b>	✓

## Instructions of how to look after Noodles

### What you need

- a bright collar incase she gets lost.
- fresh, clean water.
- her faviroute book for bedtime.
- 2 scoops of crunchy dog biscuits.
- a dog lead to keep her close to you.

[Turn over]

## What you do

**1. In the morning if she is not awake then gently rub her behind her ear.**



### **detail**

**2. Next give her two scoops of dog biscuits for breakfast with clean, fresh water too.**

**3. then take her on a walk in the beautiful sunlight. for half a hour other wise play with her favorite ball. For energy. If she starts panting bring her home for a nap.**

LO: To write a set of instructions

Success Criteria	S.E.
Punctuation A . , ! ? ' *	✓
Adverbs - ly <i>immediately</i>	✓
Range of conjunctions . <i>otherwise</i>	✓
Numbers/ Chronological order <i>1. 2. 3. 4. 5. 6.</i>	✓
Extended Noun Phrases <i>fresh, clean water</i>	✓
Imperative verbs <i>rub water cut</i>	✓
A variety of Sentence openers <i>Next then After</i>	✓

## Instructions of how to look after Noodles

### What you need

- a bright collar in case she gets lost.
- fresh, clean water.
- her favourite book for bedtime.
- 2 scoops of crunchy dog biscuits.
- a dog lead to keep her close to you.

### What you do

1. In the morning if she is not awake then gently rub her behind her ear.

①  
detail

2. Next give her two scoops of dog biscuits for breakfast with clean, fresh water too.

3. Then take her on a walk in the field at sunlight for half an hour otherwise play with her favourite ball. For energy. If she starts panting bring her home for a nap.

**END OF QUESTIONS**

# 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/pleʒə/

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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