

## A-level ENGLISH LANGUAGE

### Paper 1 Language, the individual and society

---

Wednesday 14 June 2017

Morning

Time allowed: 2 hours 30 minutes

#### Materials

For this paper you must have:

- an AQA 12-page answer book
- Insert to accompany 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.

#### Advice

- It is recommended that you spend 30 minutes reading and preparing the texts. In Section A, it is recommended that you spend 30 minutes writing your Question 1 answer, 30 minutes writing your Question 2 answer and 20 minutes writing your Question 3 answer. It is recommended that you spend 40 minutes writing your Section B answer.



## Text A

# METRO

NEWS... BUT NOT AS YOU KNOW IT

68.3M SHARES


[HOME](#) [NEWS](#) [SPORT](#) [ENTERTAINMENT](#) [LIFESTYLE](#) [MORE](#)
[TRENDING](#) [NUTSHELL](#)
[FOOTBALL](#) [ODDBALLS](#) [CLUB METRO](#) [TRANSFER NEWS](#) [VIRAL VIDEOS](#)

## Veronica Campbell-Brown runs in wrong lane at Beijing World Championships, doesn't get disqualified



Will Giles for Metro.co.uk Wednesday 26 Aug 2015 4:05 pm



215



'Excuse me, that's MY lane...'

Veronica Campbell-Brown is 33 years old, has won 16 Olympic and World Championship medals, and has probably run more races in her career than she could possibly count.

But despite all that experience, she has still managed to RUN IN THE WRONG LANE.

During her 200m heat at the 2015 Beijing World Championships, the Jamaican broke accepted sprinting etiquette by running about half of the race in the lane next to her, which was also occupied by Briton Margaret Adeoye.

Campbell-Brown went on to win the race, and will get the chance to run again as the IAAF<sup>1</sup> Competition Rules state that an athlete will not be disqualified for stepping out of their lane as long as they don't gain an advantage in doing so or impede another athlete.



### The rule

4. An athlete shall not be disqualified if he (a) is pushed or forced by another person to step or run outside his lane or on or inside the kerb or line marking the applicable border, or

(b) steps or runs outside his lane in the straight, any straight part of the diversion from the track for the steeplechase water jump or outside the outer line of his lane on the bend, with no material advantage thereby being gained and no other athlete being jostled or obstructed so as to impede his progress.

*Note: Material advantage includes improving his position by any means, including removing himself from a "boxed" position in the race by having stepped or run inside the inside edge of the track.*

Adeoye also managed to qualify in third place, and we can't imagine that Campbell-Brown's fellow sprinters will let her forget this in a hurry.

<sup>1</sup>IAAF: International Association of Athletics Federations





Text B

**The Fourth Olympiad**  
BEING  
**THE OFFICIAL REPORT**  
**The Olympic Games of 1908**

CELEBRATED IN LONDON  
Under the Patronage of  
**His Most Gracious Majesty King Edward VII**



AND BY THE SANCTION OF  
**The International Olympic Committee**

---

Drawn up by **THEODORE ANDREA COOK**  
AND ISSUED UNDER THE AUTHORITY OF  
**THE BRITISH OLYMPIC COUNCIL**

Together with the Full Code of Rules in each Sport  
Complete Lists of all Competitors and Results  
— and over one hundred illustrations. —

PUBLISHED BY  
**THE BRITISH OLYMPIC ASSOCIATION,**  
**108 VICTORIA STREET, LONDON, S.W.**



## Text B cont.

### THE FINAL.

The first attempt to decide the Final resulted in "No race" being announced by the Judges.

The A.A.A.<sup>1</sup> Rule printed in the programme of the day, referring to obstruction during a race, is as follows :—

*"Any competitor wilfully jostling or running across or obstructing another competitor so as to impede his progress shall forfeit his right to be in the competition and shall not be awarded any position or prize that he would otherwise have been entitled to."*

The evidence, written and signed, is as follows :—

Inquiry into the allegations of unfair competition by which Mr. W. Halswelle was said to be wilfully obstructed.

#### *Mr. Harry Goble's Evidence.*

I am a member of the Manchester A.C.<sup>2</sup>, and on this occasion I acted as starter in the final heat of the Four Hundred Metres Flat Race at the Olympic Games. I was instructed by the Referee, Mr. Abraham, and other officials to caution the competitors against wilful jostling, and did so while they were on their marks. I said in case of any wilful jostling the race will be declared void, and when the race is re-run the offender will not be allowed to take part. I told them that officials were posted every few yards to notice any such jostling.

HARRY GOBLE.

#### *Mr. David Scott Duncan.*

I am a member of the British Olympic Council and Secretary of the Scottish Amateur A.A. I acted as referee in the final heat of the Four Hundred Metres Flat Race at the Olympic Games. I took up my position on the cycle track immediately behind Mr. Pennycook, one of the judges, and opposite the winning-post. I watched the race carefully, and saw that thirty yards after the start Halswelle had been dispossessed of second position by Robbins. Swinging into the straight Halswelle commenced to gain on the two men in front, whereupon Carpenter made straight for the outside edge of the track, while Robbins nipped through on the inside. The boring by Carpenter continued, and the umpires held up their hands and signalled a foul. The worsted<sup>3</sup> was broken, but I do not know by whom. Three of the judges, Messrs. Parry, Pennycook, and Fisher, consulted with me, and on the evidence of the umpires the race was declared void, and the words "No race" were signalled on the telegraph board and announced by megaphone.

DAVID SCOTT DUNCAN.

<sup>1</sup>A.A.A.: Amateur Athletic Association

<sup>2</sup>Manchester A.C.: Manchester Athletic Club

<sup>3</sup>worsted: a type of fabric used as the finishing tape



---

**Section A****Textual variations and representations**

Answer **all** questions in this section.

---

**Text A** is an article from the online edition of *Metro*, accessed on 21/01/2016. See page 3.

**Text B** is the front cover of, and an extract from, the official report *The Fourth Olympiad*, published after the 1908 Olympics. See insert.

|   |   |
|---|---|
| 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]**





---

**Section B****Children's language development**

Answer **either** Question 4 **or** Question 5 in this section.

---

**Either**

|   |   |
|---|---|
| 0 | 4 |
|---|---|

"Child directed speech is a major factor in the development of a child's 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) |
| <b>bold</b>      | stressed syllables                         |
| <i>[italics]</i> | contextual information                     |
| CAPITAL LETTERS  | indicate raised volume                     |
| //               | indicates a phonemic transcription         |
| [ ]              | simultaneous speech                        |

For phonemic symbols see page 4 of the insert.

**Data Set 1**

Jayce is 14 months old. His mother is recording his language development. They are looking at a picture book.

**Mother:** can you find a balloon (1.0) [*child turns page*] where's the balloon (.) [*child turns page*]  
Jayce where's the balloon [*child turns page*] (2.0) [*sing song voice*] where's the balloon  
(3.0) where's the BALLOON (.) where's the balloon

**Jayce:** [*points at book and makes a vocal noise*] [errrrr ]

**Mother:** [that's right] (.) good job (.) can you find a 5  
banana (.) banana (.) can you find a banana

**Jayce:** /də/ /də/ /də/ [*turns pages*]

**Mother:** nana (2.0) banana (2.0) can you find a banana (2.0) banana (3.0) [*sing song voice*]  
where's the banana (.) banana (.) where's the banana (.) where's the banana (.) JAYCE  
(.) can you find the banana 10

**Jayce:** /bə/

**Mother:** yeah that's a ball (.) that's right (.) where's the banana

**Jayce:** /bə/

**Mother:** yes (.) where's the banana (.) yes there's the ball right there

**Jayce:** /bə/ 15

**Mother:** where's the banana (.) can you find a banana (.) where's a banana Jayce (.) come on (.)  
find a banana (.) [*sing song voice*] where's the banana

**Jayce:** nana

**Mother:** BANANA (.) that's right nana (.) can't say /bə/ [yet (.) can you] say /bə/ /bə/ (.) can you  
**Jayce:** [screeches] 20

**Mother:** see the [balloon (.) yeah ] where's the balloon

**Jayce:** [ /mə/ (.) /mə/ (.) /mə/ ]

Source: Private Data





or

0 5

"The role of the teacher is essential for literacy development."

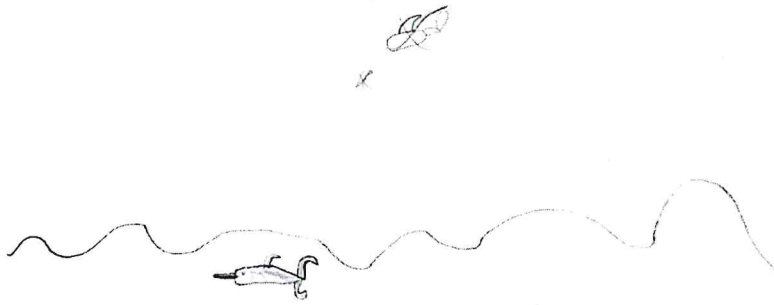
Referring to **Data Set 2** and **Data Set 3** in detail, and to relevant ideas from language study, evaluate this view of children's language development.

[30 marks]

### Data Set 2

**Data Set 2** was produced in the classroom. George is seven years old.

26/4



I went to joro pac and i dort a  
part. I sor the chimpansees. The litte  
muncees they had yelow hans. we went  
to see the dollfins.

Super sentences George.  
Please try and remember capital letters at the  
start of sentences.

writing sentences about the events of the weekend.

### Transliteration

I went to joro pac and i dort a  
part. I sor the chimpansees. the ('t' corrected to 'T') litte  
muncees they had yelow hans. we ('w' corrected to 'W') went  
to see the dollfins.

Super sentences George.  
Please try and remember capital letters at the  
start of sentences.  
writing sentences about the events of the weekend.

Source: Private Data

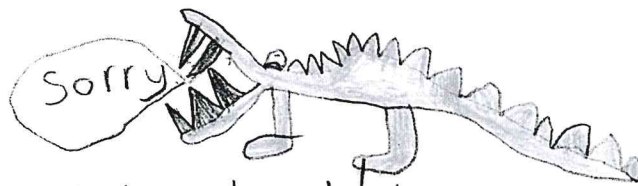


---

**Data Set 3**

**Data Set 3** was produced in response to a class novel. George is seven years old.

The Enormous crocodile



I think I should be given another  
 chance because I am ryll sorry. I will  
 (givthe)ch) neveat (chodredr)  
 chdron a again. ✓

I hope not!

children

children children

**Transliteration**

Sorry

I think I should be given another  
 chance because I am ryll sorry. I will  
 (givthe)ch) neveat (chodredr)  
 chdron a again. I hope not!

children

children children

Source: Private Data

**END OF QUESTIONS**



## 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.





## Text A

Text A is an extract from a blog *We Are London*, accessed on 9 January 2018.

Home / Blogs / We Are London's Blog / London's most annoying food trends

# London's most annoying food trends

[Tweet](#)
[Like 0](#)
[G+](#)


[Subscribe to this blog](#)  
 Get the updates direct!

Posted by We Are London on Sunday 27th of March 2016



Bread, sausages and ice cream have to be artisan. Anything you can lay your hands on can be made into a cocktail – radish and thistle nectarini, anyone? And everything is either detoxing or a posh version of junk food, served in a mason jar and massively overpriced. Here are a few irritating food trends currently doing the rounds.

### The paleo diet

According to some experts the paleo diet is the healthiest way to eat. That's the diet followed by cavemen who lived till the grand old age of 30. Cutting down on dairy, processed food and alcohol is common sense, but it's also a smart money-making move for eager restaurateurs to open eateries offering paleo meals.

### Cronuts, cragels, duffins, townies . . .

Who would have thought that crossing two words would lead to endless queues like at the Dominique Ansel bakery in New York, where they invented the cronut? The capital's cafes are constantly imitating those across the pond. We've got the croissant-bagel, the doughnut-muffin, and the townie – not the derogatory term, but the tart merged with a brownie.

### Menu descriptions

Either the overly complicated ones like "sea vegetable agnolotti with finger lime and Oscietra bisque", or the descriptions that are too simple, ie "chicken, spinach, carrot, porridge". Is sea vegetable seaweed? What is agnolotti? Is the chicken roasted, fried, or in a wrap? It would be good to know what each dish is without spending half an hour quizzing the staff.

What do you think? Which food trends irk you? Leave us a comment on Twitter, Google+ or Facebook.



**Text B**

**Text B** is an article from the newspaper *The London Daily News*, published on 4 June 1908.

## VEGETARIAN PARTIES.

-----  
SOCIETY'S LATEST CRAZE IN  
LONDON.

The popularity of vegetarianism seems to be on the increase; at least, so far as London is concerned. Society is now patronising the vegetarian restaurants extensively, and vegetarian dinner parties are becoming very popular. Titled ladies, our representative was informed on Saturday, are giving these novel gatherings at The Eustace Miles Restaurant. The new order of things in vogue at the restaurant has caught on immensely, and great crowds daily swarm the premises. Up to the present the menus have been confined to dishes of a rather more refined and dainty character than is met with in the ordinary vegetarian restaurants. Mr. Miles' idea is to feed the brain, not the stomach.

Owing to the large success which the innovation has met with, it has been decided to introduce a cheaper menu next week. Three courses for a shilling, or thereabouts, it is hoped to provide, and there is very little doubt that this new departure will be extremely popular. Within the last two or three days some unpleasantness has arisen amongst a certain section of the restaurant staff. The statement, however, to which undue prominence was given in a morning paper on Saturday, that a strike had occurred amongst the employees is incorrect.

To a "Daily News" representative on Saturday Mr. Eustace Miles remarked: "I would like to point out that there was no idea of a general strike at all. What happened was that we were not satisfied with the kitchen and cooking management, and it was found necessary to appoint a supervisor of these departments, and also a kitchen clerk. The chief chef resented this, and at once handed in his resignation. Later, he persuaded nearly the whole of the kitchen staff to sign a paper which in effect was a combined resignation in which a week's notice was given. The staff was paid off at once, and there is now practically a new set of kitchen hands altogether."

Mr. and Mrs. Eustace Miles are in constant attendance at the restaurant. They are frequently called upon by curious customers to explain the "ingredients" of the various dishes and delicacies.

**END OF TEXTS**





---

**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**

|          |          |
|----------|----------|
| <b>0</b> | <b>4</b> |
|----------|----------|

'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) |
| <b>bold</b>      | 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: | <b>ow</b> (.) 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> ]<br>[ 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) [ that's very full ] | 15 |
| Erin: | [ 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 |
|---|---|

'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 <sup>move</sup> ~~move~~ house soon. spite

I am very spiteful. use When I <sup>set</sup> ~~set~~ the table I am very useful.

wonder I can't wait to <sup>move</sup> ~~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





---

# A-level

## ENGLISH LANGUAGE

Paper 1 Language, the individual and society

---

Monday 18 May 2020

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.



## Text A

**Text A** is an online article from the *Independent*. It was written on the day of the wedding of Prince Harry and Meghan Markle, in 2018.

Culture > TV & Radio > News 7 comments

## Royal wedding: How ITV, Sky News and BBC covered Meghan Markle and Prince Harry's ceremony

Thanks to a surprisingly lovely morning's TV, you couldn't help getting carried away

Christine Manby | Saturday 19 May 2018 14:30 | | Click to follow  
The Independent Culture



There can be no greater televisual challenge than covering a royal wedding, where the logistics of a live outside broadcast meet layers of protocol. With just six months to plan for Harry and Meghan, which channel managed best?

Let's start with the sets. The BBC chose a medley of blues seemingly based on the home colours of the Indian football team. There were sofas from IKEA and occasional tables straight from your nan's house. If the BBC was trying to show licence payers they're not squandering on aesthetics, they succeeded.

ITV fared slightly better with handmade cushions in juxtaposition with a Noguchi coffee table, no less. But Sky News won hands down with a full-on red, white and blue theme complete with abstract Union Flag carpet.

The BBC coverage started well with a moving poem by George The Poet. Then we got to the presenters. Dermot O'Leary's shirt looked horribly tight around the neck. Perhaps that's why he spent the whole morning squirming, prompting @Crawfordbyname to tweet 'Dermot O'Leary do you have piles...'

Meanwhile, Kirsty Young seemed to have dressed for another event entirely in a dark green frock best described as dour. Still, it picked up the green in the kilt worn by an early BBC guest who, legs akimbo, threatened to show viewers he was a true Scot before most of us had the Prosecco out.

ITV had its own insider in the shape of Tom Bradby, who got an actual invitation to the ceremony, which was great because it meant he couldn't commentate.

Instead, ITV's coverage was fronted by Philip Schofield and Julie Etchingham, who must surely be a contender for the People's Presenter. (Unlike Holly Willoughby, who tried to pull focus from the lovely Julie by announcing that she would be wearing her own wedding dress to watch the footage. Bad, Holly.)

Sky News presented a formidable tag team in Anna Botting and Kay Burley. Botting was dressed for the possibility of a sudden banking crisis in Angela Merkel chic, while Burley wore white lace, like a mother-of-the-bride determined to remind the congregation she was once beautiful too.

All in all, the television coverage of the royal wedding was exactly as you would expect it to be: inane and sycophantic. But at the same time, it was occasionally touching, a feeling summed up in the sight of Julie Etchingham jumping up to see Meghan's car and spontaneously waving as the bride passed by.

It was a beautiful moment in a surprisingly lovely morning's TV. Just like Julie, you couldn't help getting carried away.





---

**Text B**

**Text B** is taken from Queen Victoria's journal, which was originally handwritten. She wrote the entry on the day of her marriage to Prince Albert, in 1840. Victoria (1819–1901) was Queen of Great Britain and Ireland from 1837 until her death.

I never saw such crowds as there were in the Park, & they cheered most enthusiastically. When I arrived at St. James's Palace, I went into the Dressing room arranged for me, where my 12 young Train Bearers were waiting, dressed all in white with wreaths of white roses in their hair which had a very pretty effect.

I waited a little while till Albert's Procession had moved into the Chapel. I then went with my Train Bearers & Ladies into the Throne Room where my Procession reformed, Lord Melbourne, in his fine new Dress Coat, bearing the Sword of State, with Lord Uxbridge & Lord Belfast, on either side of him, walking immediately before me. Queen Anne's Room was full of people, ranged on seats, one above the other, as also the Guard Room & all along the staircase, – all very friendly.

The Procession looked beautiful going downstairs, & along part of the Colour Court, which was all covered in, & full of people, who were most cordial. The flourish of Trumpets ceased, as I entered the Chapel, when the organ began to play. At the altar on my right, stood my beloved Albert, Mama being on my left, as also Uncles Sussex & Cambridge & Aunt Augusta; on Albert's right stood the Queen Dowager, then, Uncle Ernest, Ernest, Aunt Cambridge, with little Mary, George & Augusta & Princess Sophia Matilda. Lord Melbourne with the Sword of State, stood close to me. The Ceremony was very impressive & fine, yet simple, & I think ought to make an imperishable impression on everyone who promises at the altar to keep the vows he or she have made. Albert repeated everything very distinctly. I felt so happy when he placed the ring on my finger. As soon as the Service was over, the Procession returned as it came, with the exception that dearest Albert led me out!

**END OF TEXTS**





---

**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 the *Independent*. It was written on the day of the wedding of Prince Harry and Meghan Markle, in 2018.

**Text B** is taken from Queen Victoria's journal, which was originally handwritten. She wrote the entry on the day of her marriage to Prince Albert, in 1840. Victoria (1819–1901) was Queen of Great Britain and Ireland from 1837 until her death.

- |   |   |
|---|---|
| 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**

|          |          |
|----------|----------|
| <b>0</b> | <b>4</b> |
|----------|----------|

'Nature is more important than nurture in a child's language development.'

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) |
| <b>bold</b>     | stressed syllables                         |
| CAPITAL LETTERS | indicate raised volume                     |
| [ ]             | simultaneous speech                        |



---

**Data Set 1**

Aaron and Dillon are twin brothers aged 3 years and 11 months. They are painting a picture together.

|         |  |    |
|---------|--|----|
| Aaron:  | I'm painting bad guys (.) [ some ]   |    |
| Dillon: | [ do ] you want to play Spidermans outside   |    |
| Aaron:  | can I be the Spiderman   |    |
| Dillon: | I wanna be the bad guy   |    |
| Aaron:  | how can you (.) just can I (.) I wanna be the Batman   | 5  |
| Dillon: | okay (.) and I'll (.) then I (2.0) I wanted Batman (.) Spiderman   |    |
| Aaron:  | so can (.) we can both be the good guys  |    |
| Dillon: | yeah (3.0)   |    |
| Aaron:  | and mummy is the bad guy   |    |
| Dillon: | a bad girl you mean (2.0) Aaron you forgot (.) you forgot she's a girl (4.0)<br>mummy is a girls baddy (.) so you have to (3.0) remember Aaron | 10 |
| Aaron:  | SPIDER   |    |
| Dillon: | what   |    |
| Aaron:  | <b>spider</b>  |    |
| Dillon: | okay (5.0)   | 15 |
| Aaron:  | I think the blue's a lot (.) I'm using it a lot and a lot  |    |
| Dillon: | me too (3.0)   |    |
| Aaron:  | is this dark blue  |    |
| Dillon: | no that's the light blue there (4.0) this is dark blue for the baddies   |    |

**Turn over for the next question**

**Turn over ►**



or

|   |   |
|---|---|
| 0 | 5 |
|---|---|

 'Learning to write factually is the most important skill in literacy development.'

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** and **Data Set 3** were written in the same school by Hannah and Lucy, both aged seven.

**Data Set 2**

12.1.04

on Saturday I went to the shop.

And I also bought some lam.

~~to~~ on Sunday I went to daddy's

school. I also saw a kingsnake. I

also saw a very very very big

Spider. ~~also~~

✓ Super news writing Hannah  
You have used some  
interesting describing words  
well done!





## Data Set 3

13.2.06

On Saturday I went swimming  
 as with a family when it was time to go  
 I wanted to stay all day!

On Sunday I went to go shopping  
 for some new shoes I didn't get any  
 but I got some brand new boots and I could  
 still keep my old ones.

Sunday

Saturday



✓ Excellent news writing  
 Lucy.

END OF QUESTIONS



## A-level ENGLISH LANGUAGE

### Paper 2 Language diversity and change

---

Tuesday 20 June 2017

Morning

Time allowed: 2 hours 30 minutes

#### Materials

For this paper you must have:

- an AQA 12-page answer book
- Insert to accompany Section B (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 7702/2.
- There are **two** sections:
  - Section A: Diversity and change
  - Section B: Language discourses.
- Answer **either** Question 1 **or** Question 2 from Section A.
- Answer **both** Question 3 **and** Question 4 from Section B.
- Do all rough work in your answer book. Cross through any work that 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 30 marks for **either** Question 1 **or** Question 2, 40 marks for Question 3 and 30 marks for Question 4.
- You will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.

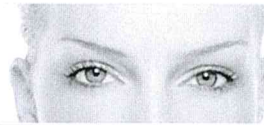
#### Advice

- It is recommended that you spend about 45 minutes writing your Section A answer. You should spend 15 minutes preparing the material for Section B and 45 minutes writing your answer to Question 3 and 45 minutes writing your answer to Question 4.



## Text A

MailOnline



femail

[Home](#) | [News](#) | [U.S.](#) | [Sport](#) | [TV&Showbiz](#) | [Australia](#) | [Femail](#) | [Health](#) | [Science](#) | [Money](#) | [Video](#) | [Travel](#) | [Fashion Finder](#)
[Latest Headlines](#) | [Femail](#) | [Fashion Finder](#) | [Food](#) | [Femail Boards](#) | [Beauty](#) | [Gardening](#) | [Deals](#) | [Blogs](#) | [Baby Blog](#) | [Login](#)

## Do women really talk like 12-year-old girls? Actress Lake Bell insists there is vocal 'pandemic' of adults talking in 'baby' voices

By DAILY MAIL REPORTER

PUBLISHED: 21:39, 31 July 2013 | UPDATED: 23:09, 31 July 2013



203

View comments

From Valley Girls to the Kardashians, young women are often mocked for the way they talk. And Lake Bell, best known for her role in the 2009 movie, *It's Complicated*, believes that young women everywhere have caught chronic 'sexy baby vocal virus'.

'It's like a speech pattern that includes uptalking and fry, so it's this amalgamation of really unsavory sounds that many young women have adopted. It's a pandemic, in my opinion,' the 34-year-old told [NPR](#).<sup>1</sup>

The actress, who wrote, directed and stars in the upcoming film, *In A World*, says she is worried that women are hurting their careers by talking like 'little girls'.

'I grew up thinking a female voice and sound should sound sophisticated and sexy, a la Lauren Bacall or Anne Bancroft or Faye Dunaway, you know.

'Not a 12-year-old little girl that is submissive to the male species.

'I can't have people around me that speak that way,' she admitted.

Whether it is uptalk (pronouncing statements as if they were questions), or the incessant use of 'like' as a conversation filler, vocal trends associated with young women are often seen as markers of immaturity or stupidity.

But some believe women also change their voices, often subconsciously, to sound less threatening or domineering.

'I hear women do it on the street when they are talking to a man they want to quickly placate,' wrote Huffington Post blogger Kate Fridkis.

'I heard one of my college roommates use it every night on the phone with her boyfriend. Girls and women slip into it so naturally, and then out of again, on a daily basis.'

Carmen Fought, a professor of linguistics at Pitzer College in Claremont, California, told the *New York Times*: 'If women do something like uptalk or vocal fry, it's immediately interpreted as insecure, emotional or even stupid.

'The truth is this: Young women take linguistic features and use them as power tools for building relationships.'

<sup>1</sup>NPR: National Public Radio





## Young women, give up the vocal fry and reclaim your strong female voice

Naomi Wolf



What's heartbreaking about the trend for destructive speech patterns is that yours is the most transformational generation – you're disowning your power

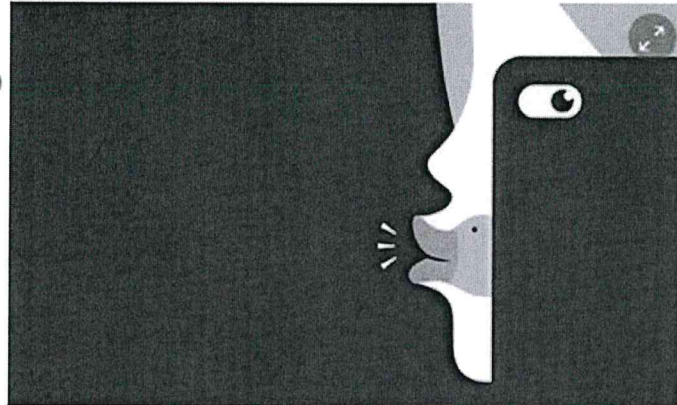
Friday 24 July 2015  
16.01 BST



< Shares   Comments

65,264   560

Save for later



❏ 'A study found that this speech pattern makes young women who use it sound less competent, less trustworthy, less educated and less hireable.' Illustration: Noma Bar

Patriarchy is inventive. The minute a generation of women has figured out how to not be enslaved by Ideology A, some new cultural pressure arises in the form of Internalisation B, making sure they don't get too far too fast. The latest example: the most empowered generation of women ever – today's twentysomethings in North America and Britain – is being hobbled in some important ways by something as basic as a new fashion in how they use their voices.

This demographic of women tends to have a distinctive speech pattern. Many commentators have noticed it, often with dismay. [Time magazine devoted a column to the mannerism called vocal fry](#), noting a study that found that this speech pattern makes young women who use it sound less competent, less trustworthy, less educated and less hireable: "Think Britney Spears and the Kardashians."

"Vocal fry" is that guttural growl at the back of the throat, as a Valley girl might sound if she had been shouting herself hoarse at a rave all night. The less charitable refer to it privately as painfully nasal, and to young women in conversation sounding like ducks quacking. "Vocal fry" has joined more traditional young-women voice mannerisms such as run-ons, breathiness and the dreaded question marks in sentences (known by linguists as uptalk) to undermine these women's authority in newly distinctive ways. [Slate notes](#)<sup>1</sup> that older men (ie those in power over young women) find it intensely annoying. One study by a "deeply annoyed" professor, found that young women use "uptalk" to seek to hold the floor. But does cordially hating these speech patterns automatically mean you are anti-feminist?

Many devoted professors, employers who wish to move young women up the ranks and business owners who just want to evaluate personnel on merit flinch over the speech patterns of today's young women. "Because of their run-on sentences, I can't tell in a meeting when these young women have said what they have to say," confided one law partner.

"Their constant uptalk means I am constantly having to reassure them: 'uh-huh, uh-huh, uh-huh'. It's exhausting."

I myself have inadvertently flinched when a young woman barraging a group with uptalk ran a technology-based conference call: "We'll use Ruby on Rails? It is an MVC framework to support databases?" Well, will we?

One 29-year-old woman working in engineering told me it was easier for gatekeepers in her male-dominated field to disregard running-on, softspoken, vocally frying and uptalking women. "It is difficult for young women to be heard or even responded to in many male-dominated fields if they don't strengthen their voices. That kind of disregarding response from men made me feel even softer and even lesser – in a vicious circle of silencing," she said.

<sup>1</sup>Slate: An online magazine of news, politics, technology and culture.





---

**Section A****Diversity and change**

Answer **one** question in this section.

---

**Either**

|   |   |
|---|---|
| 0 | 1 |
|---|---|

Evaluate the idea that a person's language use is completely determined by the social groups they belong to.

**[30 marks]****or**

|   |   |
|---|---|
| 0 | 2 |
|---|---|

Evaluate the idea that language change can be controlled and directed.

**[30 marks]**

---

**Section B****Language discourses**

Answer **both** Question 3 **and** Question 4 in this section.

---

|   |   |
|---|---|
| 0 | 3 |
|---|---|

**Text A**, printed on page 3, is a feature article about women's language from *Mail Online*.

**Text B**, printed on the insert, is the start of a feature article about women's language from *The Guardian* website.

Analyse how language is used in **Text A** and **Text B** to present views about women's language. In your answer you should:

- examine any similarities and differences you find between the two texts
- explore how effectively the texts present their views.

**[40 marks]**

|   |   |
|---|---|
| 0 | 4 |
|---|---|

Write a feature article about women's language in which you assess the ideas and issues raised in **Text A** and **Text B** and argue your own views.

**[30 marks]****END OF QUESTIONS**



## A-level ENGLISH LANGUAGE

Paper 2 Language diversity and change

---

Tuesday 4 June 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 B (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 7702/2.
- There are **two** sections:
  - Section A: Diversity and change
  - Section B: Language discourses.
- Answer **either** Question 1 **or** Question 2 from Section A.
- Answer **both** Question 3 **and** Question 4 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 30 marks for **either** Question 1 **or** Question 2, 40 marks for Question 3 and 30 marks for Question 4.
- You will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.

### Advice

- It is recommended that you use:
  - 45 minutes writing your Section A answer
  - 15 minutes preparing the material for Section B
  - 45 minutes writing your answer to Question 3
  - 45 minutes writing your answer to Question 4.



---

**Section A****Diversity and change**

Answer **one** question from this section.

---

**Either**

|   |   |
|---|---|
| 0 | 1 |
|---|---|

Evaluate the idea that language variation has decreased over time.

**[30 marks]****or**

|   |   |
|---|---|
| 0 | 2 |
|---|---|

Evaluate the idea that changes in communication technologies have had a damaging effect on the English language.

**[30 marks]**



## Text A

**Text A** is an extract from an online article about attitudes to accents. It was published by the Canadian newspaper *The Globe and Mail* in 2013.

THE  
GLOBE  
AND  
MAIL\*

Accent-shy Brits anxious to talk ‘posh’

## Accent-shy Brits anxious to talk ‘posh’

PAUL WALDIE > LONDON – APRIL 30, 2013

Tough economic times have prompted many Britons to seek out some unusual help in order to get ahead: elocution<sup>1</sup> lessons.

Calls to companies offering speech tutors have soared in recent years as job seekers worry their accents are holding them back and parents fret their children will miss out on places at elite private schools unless they speak “posh”. Some tutors are working with children as young as two years old, often charging up to \$90 an hour for their services.

Private speech tutors have popped up by the dozens, offering a range of courses for children and adults. These modern-day versions of Professor Henry Higgins, the fictional linguist who taught Eliza Doolittle an upper-crust accent in *My Fair Lady*<sup>2</sup>, belie the notion that Britain is moving away from its class system or that accents are fading away. If anything, today’s economic slowdown has proven that both remain entrenched.

“It is a class statement, I suppose, in many ways,” said Nathaniel McCullagh, who runs Simply Learning Tuition, which works on speaking techniques with young children in London, including many who come from wealthy immigrant families.

Mr. McCullagh said the company’s tutors often act as “role models” for children aged 3 or 4, giving them a chance to hear a proper English accent and learn to speak with confidence. The tutors “are not super-middle or upper-class or anything, they’ve just got nice neutral accents. That’s a major part of the job,” he said.

Speaking properly can be critical to getting into top London preschools, he added. Like schools sought out by ambitious parents in New York and other big global cities, they often informally assess a child’s speaking during the admission process.

For many adults, too, toning down a regional accent can make all the difference in getting a job or advancing in a career. In a study last year, [thetutorpages.com](http://thetutorpages.com), a private tutoring company based in London, said it received more requests for tutors teaching correct speech than for any other subject. And many of those asking for help said “they wanted to modify or lose their accents because they feared being ridiculed or held back in their careers,” the company found.

<sup>1</sup> The skill of clear and expressive speech and pronunciation

<sup>2</sup> A musical in which a working-class woman is taught to speak like an upper-class woman so people will believe she is upper-class





## Text B

**Text B** is an article about accents by a tutor. It is from the website [thetutorpages.com](http://thetutorpages.com) which advertises private tutor services. The tutor teaches elocution, the skill of clear and expressive speech and pronunciation. The article was accessed in 2017.



[READ ARTICLES](#)   [FIND TUTORS](#)   [MEMBERS' AREA](#)

### The way we speak can change our life

By: [Please log in to see tutor details](#)

Subject: Elocution /Accent Reduction

Last updated: **01/02/2015**

Tags: accent reduction, elocution, elocution lessons, received pronunciation



Received Pronunciation (RP) was once the Gold Standard in speech and now we find it is much more acceptable to have a 'modified RP' accent, which reflects the dynamic language we enjoy.

Most people have an opinion about the various accents around the country and there is a common acceptance that a regional accent reflects a person of a particular social standing. Received Pronunciation is still expected within many national institutions including the Church of England, legal professions and Parliament. Politicians often take coaching lessons to modify their speech to appeal to their electorate or peers, notably Margaret Thatcher's endeavours were much publicised.

Whether born in the UK or abroad, learning English as a second language, or mellowing an accent and polishing the delivery, we can make it more understandable and better received which is a great way of progressing within both the industrial and domestic environment.

It can be useful to adopt the local patois in order to assist or encourage a particular outcome and it is the recognition of this and the ability to develop our speech that will move us from the shopfloor to the boardroom.

Allow the way you speak to give you the control to change your life!

[Tweet](#)   [Like 0](#)   [Share](#)

#### Recommended Reading

[Good English Can Change Your Life Miraculously!](#)

[Elocution – a new scientific approach](#)

[Are Elocution Lessons Still Relevant Today?](#)

[Don't chew – just get connected!](#)

[Elocution Basics](#)

[View all articles on Elocution/Accent Reduction](#)

#### About The Author

Our accent will define us, elocution and the way we speak will influence our life, and public speaking can be traumatic, but with the right guidance and practice we will soon have you aching to be in the limelight, then see how speech changes lives.

**END OF TEXTS**



---

**Section B****Language discourses**

Answer **both** Question 3 and Question 4.

---

**Text A** and **Text B** are on the insert.

**Text A** is an extract from an online article about attitudes to accents. It was published by the Canadian newspaper *The Globe and Mail* in 2013.

**Text B** is an article about accents by a tutor. It is from the website thetutortpages.com which advertises private tutor services. The tutor teaches elocution, the skill of clear and expressive speech and pronunciation. The article was accessed in 2017.

|   |   |
|---|---|
| 0 | 3 |
|---|---|

 Analyse how language is used in **Text A** and **Text B** to present views about accents.

In your answer you should:

- examine any similarities and differences you find between the two texts
- explore how effectively the texts present their views.

**[40 marks]**

|   |   |
|---|---|
| 0 | 4 |
|---|---|

 Write an opinion article on views about accents. In your article you should assess the ideas and issues raised in **Text A** and **Text B**. You should refer to ideas from language study and argue your own views.

**[30 marks]**

**END OF QUESTIONS**



## A-level ENGLISH LANGUAGE

### Paper 2 Language diversity and change

---

Tuesday 2 June 2020

Morning

Time allowed: 2 hours 30 minutes

#### Materials

For this paper you must have:

- an AQA 12-page answer book
- the insert for Section B (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 7702/2.
- There are **two** sections:
  - Section A: Diversity and change
  - Section B: Language discourses.
- Answer **either** Question 1 **or** Question 2 from Section A.
- Answer **both** Question 3 **and** Question 4 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 30 marks for **either** Question 1 **or** Question 2. There are 40 marks for Question 3 and 30 marks for Question 4.
- You will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.

#### Advice

- It is recommended that you use:
  - 45 minutes writing your Section A answer
  - 15 minutes preparing the material for Section B
  - 45 minutes writing your answer to Question 3
  - 45 minutes writing your answer to Question 4.



---

**Section A****Diversity and change**

Answer **one** question from this section.

---

**Either**

|   |   |
|---|---|
| 0 | 1 |
|---|---|

Evaluate the idea that women and men speak different varieties of English.

**[30 marks]****or**

|   |   |
|---|---|
| 0 | 2 |
|---|---|

Evaluate the idea that we should create a national organisation to control the use and development of English.

**[30 marks]**





## Text A

**Text A** is an extract from an online newspaper article about the use of emojis in writing. It was published by *The Telegraph* in 2017.

🏠 News

## Using emojis makes other people think you are incompetent, research finds



Follow

By Hayley Dixon  
14 AUGUST 2017 · 4:29PM

In a world where face to face conversations are becoming increasingly rare, it may be tempting to try and soften the blow of a harsh message or a difficult request with a “smiley”.

But you might want to think twice before you try and lighten the tone, as the digital image of a smiling face can have the opposite effect to an actual smile for the person on the receiving end, researchers have found.

Emoji are ruining the English language because young people rely on them to communicate, research by Google has found.

Over a third of British adults believe that emoji are to blame for the deterioration of the English language, according to new research.

YouTube, the video sharing website owned by Google, commissioned a study where 2,000 adults aged between 16 and 65 were asked about their views on the current state of the English language.

The vast majority (94 per cent) of respondents said they believe there has been a decline in the correct use of English, with four in five identifying youngsters as the worst culprits.

The research found that more than half of British adults are not confident with their command of spelling and grammar.

Almost three quarters of adults are now dependent on emoji to communicate with each other, as well as spell checks and predictive text.

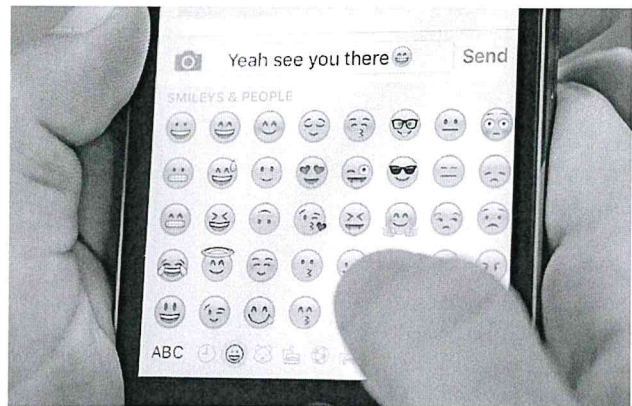
But one expert has warned that while there is a “superficial attraction” to using emoji, they are among the most damaging aspects of communication technology.

Chris McGovern, a former Government adviser and chairman of the Campaign for Real Education said: “There has unquestionably been quite a serious decline in young people’s ability to use the English language and write properly punctuated English. We are moving in a direction of cartoon and picture language, which inevitably will affect literacy. Children will always follow the path of least resistance. Emoji convey a message, but this breeds laziness. If people think ‘all I need to do is send a picture’, this dilutes language and expression.”

Academics have previously warned that peppering an email with emoji could harm your job prospects by making colleagues less likely to share information with you.

The effect can be so damaging that people are advised to avoid them at work all together, especially the first time you talk to someone.

Dr Ella Glikson, an expert in business and management at Ben-Gurion University of the Negev in Israel, said: “Our findings provide first-time evidence that – contrary to actual smiles – smileys do not increase perceptions of warmth and actually decrease perceptions of competence.”





---

**Text B**

**Text B** is an extract from an online newspaper article about the effects of emojis on the English language. It was published by *The National Student* in 2016.

The following text cannot be reproduced here due to third-party copyright restrictions.

This text is available online.

Go to: (search) The national student  
english language 2016.

You'll find an article entitled:

"Why emojis and excessive exaggeration  
are destroying language". This is the  
correct text.

**END OF TEXTS**



---

**Section B****Language discourses**

Answer **both** Question 3 and Question 4.

---

**Text A** and **Text B** are on the insert.

**Text A** is an extract from an online newspaper article about the use of emojis in writing. It was published by *The Telegraph* in 2017.

**Text B** is an extract from an online newspaper article about the effects of emojis on the English language. It was published by *The National Student* in 2016.

|   |   |
|---|---|
| 0 | 3 |
|---|---|

 Analyse how language is used in **Text A** and **Text B** to present views about emojis and language change.

In your answer you should:

- examine any similarities and differences you find between the two texts
- explore how effectively the texts present their views.

[40 marks]

|   |   |
|---|---|
| 0 | 4 |
|---|---|

 Write an opinion article on views about the effects of technology on language.

In your article you should:

- assess the ideas and issues raised in **Text A** and **Text B**
- refer to ideas from language study
- argue your own views.

[30 marks]

**END OF QUESTIONS**

