



AS Level **English Language**

7701/1 Paper 1

Report on the Examination

June 2025

Version: 1.0

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Summary

Overall performance compared to last year

It was pleasing to see that students of all abilities were able to access the texts used for this series and centres had prepared students well to enable them to meet the assessment objectives. The data ensured there was differentiation within the ability range and students, on the whole, engaged with both texts very well.

Overall, some students were less confident with the scripted speech (Text B) but its inclusion this year was a welcome opportunity for many students. This showed that centres had prepared their students well and exposed them to a range of texts and genres. The use of a script added an extra layer of challenge and differentiation. Its inclusion allowed students to, in particular, develop ideas around representations and recognise the difference between spontaneous and scripted speech.

The number of students who did address representation in a methodical manner once again improved this year. Often paragraphs began with a clear focus on this area (for example, Text B represents ...). Many of these students were awarded the higher marks for AO3 as they structured their response around various representations. Students also achieved the higher bands in both question 1 and 2 by developing more than one interpretation or point relating to language. Using tentative phrases such as 'this could suggest However, it could also show...' showed that some students were really engaging with the data and thinking about different interpretations.

Areas where students excelled

Students excelled when they:

- labelled language features accurately and precisely for AO1
- identified and discussed a range of language features for AO1
- used their linguistic descriptions to support AO3 analysis
- analysed how language created a range of representations for AO3
- compared a range of aspects of context and their associated language use for Question 3
- offered consistent exemplification across all questions.

Areas where students struggled

Students did less well when they:

- lacked precision when labelling language features for AO1
- focused solely on lexis rather than looking at other levels of language methods too
- focused solely on audience and purpose for AO3 and missed opportunities to explore the wider contexts of the data
- only compared content and did not exemplify or have a language focus for Question 3.

Assessment objectives

AO	Common student errors
AO1 (Questions 1 and 2) Apply appropriate methods of language analysis, using associated terminology and coherent written expression	• Inaccurate labelling of language features • Using general terms such as 'word' • Using quotations without any linguistic description • No exemplification to support points
AO3 (Questions 1 and 2) Analyse and evaluate how contextual factors and language features are associated with the construction of meaning	• Misunderstanding the context of the texts, especially in Text B; some students wrote about the extract as if it were spontaneous speech and the characters were 'real' people • Feature spotting language choices without any link to context or meaning • Writing an introduction (sometimes quite lengthy) which focused solely on identifying audience, purpose, mode without any exemplification/ links to the language.
AO4 (Question 3) Explore connections across texts, informed by linguistic concepts and methods.	• Focusing solely on comparing content • Lack of exemplification • Lack of focus on language • Not connecting aspects of contexts with language use

Individual questions

Question 1

Analyse how Text A uses language to create meanings and representations.

How students did well

Students did well when they:

- used precise identification and accurate labelling of language features
- added details to word class identifications: superlative, pre-modifier, second person pronoun, tense
- addressed syntax, classifying sentence types
- linked language features together, recognising that more than one aspect of language created a particular representation
- identified features which were appropriate and linked to representations rather than discussing 'random' AO1 features that they had found
- identified aspects of the text linked to its genre and mode
- noted the informative and persuasive purposes of the text and its functions as a review
- deduced the nature of the target audience from the text
- looked at the wider context of Black history and how the text fitted into this
- structured their answer around the representations being produced in the context
- analysed how the text represented:
 - the play 'Black Men Walking'
 - the men Thomas, Matthew and Richard
 - the Peak District
 - Black history
 - the walking group
 - the website 'The Voice'.

How students did less well

Students did less well when they:

- used little linguistic terminology and only offered quotations to support their points
- used a very general linguistic register (eg word, sentence, lexis)
- identified audience, genre, purpose and mode without showing how language was used because of these contexts
- did not go beyond Identifying audience, genre, purpose and mode to look at what was being represented and the meanings created
- structured their answer around AO1 features rather than representations.

Question 2

Analyse how Text B uses language to create meanings and representations.

How students did well

Students did well when they:

- were well aware of the genre and purpose of the text
- identified and commented on, for example, minimal response, discourse marker, prosody, tag question and voiced pause
- recognised that the scriptwriter was using some spoken language and non-fluency features to represent characters in a particular way
- focused on how the various characters and the setting were represented
- analysed how the text represented:
 - Richard, Matthew and Thomas as a group
 - relationships and friendship
 - ideas of unity/togetherness
 - Richard, Matthew and Thomas individually
 - Padley Gorge/the countryside
- linked language features together, recognising that more than one aspect of language created a particular representation (e.g. 'the use of the post-modifier 'silent' in the stage direction and the minimal response 'Okay' represents Thomas as...).

How students did less well

Students did less well when they:

- only focused on lexis
- used general terms such as 'word' or quoted without any language labelling
- treated the characters as real people
- did not always discuss spoken language features in relation to the fact that this was a script and not a 'real' conversation involving 'real' people.

Question 3

Compare and contrast Text A and Text B, showing ways in which they are similar and different in their language use.

How students did well

Students did well when they:

- offered a range of comparisons across the two texts, considering similarities and differences.
- compared aspects of context and how they affected the language used, eg features of language associated with the mode: online text and scripted speech
- explored why language was similar or different given the context
- compared:
 - genres
 - purposes
 - audiences
 - modes
 - representation of the countryside/the Peak District
 - representation of unity
 - representation of Richard, Matthew and Thomas.

How students did less well

Students did less well when they:

- focused on content comparisons without any references to language and context
- did not support their point with exemplification
- wrote a much less well-developed in comparison to questions 1 and 2.

Further support

Mark ranges and award of grades

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Contact us

Our friendly team will be happy to support you between 8am and 5pm, Monday to Friday.

Tel: 0161 957 7504

Email (GCSE): english-gcse@aqa.org.uk

Email (AS and A-level): english-gce@aqa.org.uk