

Friday 24 May 2013 – Morning

AS GCE ENGLISH LANGUAGE

F651/01/QPI The Dynamics of Speech

QUESTION PAPER INSERT

Duration: 2 hours



INSTRUCTIONS TO CANDIDATES

- Answer **one** question from Section A and **one** question from Section B.
- Read each question carefully. Make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- You will be awarded marks for the quality of written communication in your answers.
- The total number of marks for this paper is **60**.
- A list of phonemic symbols is included on the last page. You may use this if you wish, but it is **not** compulsory to use these symbols in your answer.
- This document consists of **12** pages. Any blank pages are indicated.

INSTRUCTION TO EXAMS OFFICER/INVIGILATOR

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SECTION A – Speech and Children

Answer **one** question from this section.

EITHER

- 1 This is a transcription of a conversation on the drive to school between a mother (Lara) and her two children, Charlotte (nearly five years old) and Adam (three years old).

How do the speakers use language here to communicate with each other? Support your answer by referring to specific examples from the transcription. [30]

Lara: CAREFUL (.) thats it (.) right jump straight in the car then (.) /kz/ its open and itll be warm

Charlotte: i get the
//

Lara: hang on (.) let me open the doors

Charlotte: last one open doors

5

Adam: mummy me
//

Lara: right you get in there

Charlotte: [*singing*]

Lara: charlotte can you (.) get in here and put your seat belt on (1) PLEASE
//

Charlotte: maybe maybe [*singing*]

10

Adam: mummy me
//

Lara: no (.) you got to sit up here in the car seat love (1) CHARLOTTE GET IN or youll be late

Adam: seat

15

Lara: oh ONE (.) TWO (.) THREE (.) IN (1) oh thats a good boy [*laughs*]

Charlotte: [*singing*] in the morning

Lara: you got hiccups

Charlotte: [*singing*]

Lara: RIGHT (1) are we in (.) CHARLOTTE (.) NO (.) can you put your belt on

20

Charlotte: [*singing*] no no no no

Lara: /dʒə/ want me to do it

Charlotte: mmm

- Lara:** yeah (.) okay
- Charlotte:** [*singing*] do it do it 25
- Lara:** there we go (.) thats you done (.) and you young man (.) OOH (.)
strapped in
- Charlotte:** oh (.) YOU now
- Lara:** yeah well ill put my seat belt on in a minute (1) right
- Adam:** OFF WE GO 30
- Lara:** off we go (2) can you hold that letter
- Charlotte:** WHY
- Lara:** well (.) i just /wɒnə/ stop to post it
- Charlotte:** i /wɒnə/ go to play group
- Lara:** we are going to play group (.) but weve /gɒtə/ drive right past the letter box 35
- Charlotte:** WHY
- Lara:** WHY (.) /kz/ its on the way
- Adam:** mummy me
- Lara:** OH you brought
- Adam:** my pussy cat on shoulder 40
- Lara:** you brought your pussy cat /dɪdʒə/ (.) didnt you bring your mickey mouses
- Adam:** NO (.) brought a
- Charlotte:** //
hes half (.) half of er all his tail has gone
- Lara:** half his tails gone
- Charlotte:** no (1) all of his tails has gone (.) hes broken his tail 45
- Lara:** oh dear (.) did someone pull it out then
- Charlotte:** yeah (1) maybe

TRANSCRIPTION KEY:

(1) = pause in seconds

(.) = micro-pause

/gɒtə/ = phonemic representation of speech sound

[italics] = paralinguistic features

// = speech overlap

underlined = stressed sound/syllable(s)

UPPER CASE = increased volume

/ = rising intonation

\ = falling intonation

OR

- 2 Six year old Robert is having difficulty in concentrating at school, and has been seeing a behavioural therapist. Here the therapist is talking to him about how to improve his behaviour with his class teacher.

How do the speakers here use language to interact with each other? Support your answer by referring to specific examples from the transcription. [30]

Therapist: so (.) robert (.) miss kay is wanting you to sit still (.) on the carpet (.) at reading time

Robert: //
i do (.) I DO SIT STILL

Therapist: whats happening then

Robert: i DO sit still (.) she doesnt see me 5

Therapist: ah (.) so (.) tell me (.) what do you look like when (.) when you are sitting still and listening (.) on the carpet (.) at reading time

Robert: [*sits on floor*] like this

Therapist: okay (1) what does miss kay see

Robert: SHE thinks i talk to marcus all the time and mess about 10

Therapist: but you dont

Robert: NO (1) i sit like this (.) sometimes

Therapist: so miss kay wants to see you doing this more

Robert: yes (.) she says LOOK AT ME all the time

Therapist: okay (1) what will you do (.) to make it easier for you to look like (.) like you just showed me (.) when you are on the carpet 15

Robert: not sit next to marcus (.) cos he talks to me all the time

Therapist: thats a good idea (1) and then meet up with marcus at playtime (.) is that it

Robert: YES (1) i will say to him (.) SEE YOU AT PLAYTIME (.) and then just sit next to lewis 20

Therapist: that sounds like a great idea (1) so (1) just to make sure i understand your STRATEGIES for concentrating more at reading time

Robert: YES (.) my STRATEGIES

Therapist: [*counting out on her fingers*] you will sit next to lewis at carpet time (1) you will tell marcus you will see him at playtime (1) and you will sit the way you just showed me 25

- Robert:** YES (2) STRATEGIES (1) like ultimate humungosaur¹ has
- Therapist:** okay (1) when will you start these strategies
- Robert:** tomorrow (.) with miss kay
- Therapist:** so (1) if i tell miss kay to look out for you sitting like that (.) and listening (.) 30
she will see you doing that (.) tomorrow
- Robert:** YES (1) tell her to watch me and she will see it
- Therapist:** GREAT (1) i think she will be VERY PLEASED to see you listening to the
story and reading and concentrating (1) and then having a great playtime 35
with marcus and your friends
- Robert:** YES (.) okay (.) tell her

Note: ultimate humungosaur¹ = a toy alien figure

TRANSCRIPTION KEY:

(1) = pause in seconds

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UPPER CASE = increased volume

↗ = rising intonation

↘ = falling intonation

SECTION B – Speech Varieties and Social Groups

Answer **one** question from this section.

EITHER

- 3 This is a transcription of a conversation between two young men, Lew and his friend Matt. They are trying to work out what is wrong with Lew's Land Rover.

Discuss how the two men use language to explore the problems with the Land Rover. Support your answer by referring to specific examples from the transcription. [30]

Matt: so (.) anyway (.) whats wrong with the landy

Lew: runs at high revs (.) although /jə/ can hear it missing

Matt: //
hmm

Lew: runs rough as a rusty outrigger when /jə/ start to back off the gas (.) let your foot off and

Matt: //
hmm

Lew: let your foot off and she stops

Matt: hmm (1) carb blockage or knackered leads that sounds like

Lew: heres the best bit (1) it has new points (.) new condenser (.) new rotor arm new cap

Matt: //
[laughs]

Lew: yeah [laughs] new cap new leads new plugs (.) the carb has been cleaned to a sheen and put back on the manifold with new gaskets

Matt: //
is the inlet

Lew: //
its done this before
and then it (.) suddenly it fixed itself (.) i think it might be an earth strap or (.) or something (.) but next step is to replace the coil

Matt: is the inlet or exhaust manifold /ɪrəkɪn/

Lew: it did look like the inlet manifold had an air leak round one of the studs (.) /jənəʊ/ (.) where the exhaust joins it (.) so i undid that and put some gasket material below it and then

Matt: //
not running too lean or rich

Lew: why would it suddenly change from being perfect (2) i fired it up and took her down the track (1) she was /rʌnɪn/ absolutely sweet as a nut as per usual (1) got to the bottom of the track (.) BAM (.) the problems start

Matt: sounds like a leak that (.) the (.) that opens up as the engine warms up

Lew: still does it from cold

Matt: okay

Lew: im not sure (.) ive got a few more leads (1) if all else fails ill get the mechanic chappy round the farm to have a look at it (.) or wait for her to stop being in a strop and cure herself

30

Matt: //
[laughs]

Lew: yeah [laughs] wait for her to cure herself (1) as she usually does

TRANSCRIPTION KEY:

(1) = pause in seconds

(.) = micro-pause

/lɪəkiɪ/ = phonemic representation of speech sounds

underlined = stressed sound/syllable(s)

[*italics*] = paralinguistic features

// = speech overlap

UPPER CASE = increased volume

↗ = rising intonation

OR

4 This is a transcription of a conversation between two women in their early twenties.

How do the two speakers use language here to show they understand each other? Support your answer by referring to specific examples from the transcription. [30]

Nikki: my dads bought a sunbed [laughs]
//

Anoushka: has /i:/ (1) for the (.) the house
//

Nikki: [laughs] i know
//

Anoushka: for the house

Nikki: yeah i know 5

Anoushka: that is just WRONG

Nikki: its NOT (.) well (.) hes not even bought it (.) its like the couple next door (.) yeah (.) theyre getting rid of their old one (.) cause it was like faulty (.) so they bought a new one
//

Anoushka: [laughs] 10

Nikki: and they were throwing the old one out (.) so /mə/ dad said (.) aw (.) /jənəʊ/ (.) ill have that (1) [laughs] and er (.) it makes him stripey (.) but its
//

Anoushka: cos its faulty
//

Nikki: uh huh
//

(.) but its like a proper 15

Anoushka: BUT ITS FAULTY

Nikki: yeah (.) but its like (.) a proper like lie in it and pull the lid down job (1) its like a proper like (.) sunbed (2) but it just makes him stripey [laughs]

Anoushka: why does he want a (.) a sunbed anyway
//

Nikki: i have ABSOLUTELY NO IDEA [laughs] 20
//

Anoushka: its a bit vain isnt it [laughs]

- Nikki:** im goin (.) DAD (.) who are you foolin [*laughs*] and im goin (.) its really bad for you (.) and hes goin (.) oh /jənəʊ/ (.) its not that bad for you (.) and im goin (.) /jənəʊ/ (.) well (.) worse for you than cigarettes (.) i would say [*laughs*] 25
//
- Anoushka:** its something like (.) erm (.) if /jə/ go less than four times a year (.) its not meant to have (.) like (.) a a too negative
//
- Nikki:** mmm hmm
//
- Anoushka:** like (.) effect on /jə/ (.) but any more than that its meant to be really 30
//
- Nikki:** i just dont like the idea of like (.) heres a box (.) get in it (.) and were goin to stew /jə/ with ultra violet light
- Anoushka:** but i think
//
- Nikki:** and (.) /jənəʊ/ its
//
- Anoushka:** but i think id like one of the erm SAD boxes (.) i think that would be 35
//
- Nikki:** the (.) like (.) the seasonal affective disorder jobs
//
- Anoushka:** yeah (.) i think that would be quite nice
- Nikki:** yeah yeah (.) thatd be nice (2) but when weve got that wallpaper (1) like my little brother told us about (1) the stuff where its the ambient lighting and its the wallpaper 40
//
- Anoushka:** yeah (.) we could
//
- Nikki:** then it could be sunny all the time

TRANSCRIPTION KEY:

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

/jənəʊ/ = phonemic representation of speech sounds

[italics] = paralinguistic features

// = speech overlap

UPPER CASE = increased volume

/ = rising intonation

\ = falling intonation

END OF QUESTION PAPER

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List of Phonemic Symbols and Signs (RP)

1. CONSONANTS OF ENGLISH

/f/	—	fat, rough
/v/	—	very, village, love
/θ/	—	theatre, thank, athlete
/ð/	—	this, them, with, either
/s/	—	sing, thinks, losses
/z/	—	zoo, beds, easy
/ʃ/	—	sugar, bush
/ʒ/	—	pleasure, beige
/h/	—	high, hit, behind
/p/	—	pit, top, spit
/t/	—	tip, pot, steep
/k/	—	keep, tick, scare
/b/	—	bad, rub
/d/	—	bad, dim
/g/	—	gun, big
/tʃ/	—	church, lunch
/dʒ/	—	judge, gin, jury
/m/	—	mad, jam, small
/n/	—	man, no, snow
/ŋ/	—	singer, long
/l/	—	loud, kill, play
/j/	—	you, pure
/w/	—	one, when, sweet
/r/	—	rim, bread

2. PURE VOWELS OF ENGLISH

/i:/	—	beat, keep
/ɪ/	—	bit, tip, busy
/e/	—	bet, many
/æ/	—	bat
/ʌ/	—	cup, son, blood
/ɑ:/	—	car, heart, calm, aunt
/ɒ/	—	pot, want
/ɔ:/	—	port, saw, talk
/ə/	—	about
/ɜ:/	—	word, bird
/ʊ/	—	book, wood, put
/u:/	—	food, soup, rude

3. DIPHTHONGS OF ENGLISH

/eɪ/	—	late, day, great
/aɪ/	—	time, high, die
/ɔɪ/	—	boy, noise
/aʊ/	—	cow, house, town
/əʊ/	—	boat, home, know
/ɪə/	—	ear, here
/eə/	—	air, care, chair
/ʊə/	—	jury, cure