

Friday 13 January 2012 – Afternoon

AS GCE ENGLISH LANGUAGE

F651 The Dynamics of Speech

Candidates answer on the Answer Booklet.

OCR supplied materials:

- 16 page Answer Booklet
(sent with general stationery)

Other materials required:

None

Duration: 2 hours



INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the spaces provided on the Answer Booklet. Please write clearly and in capital letters.
- Use black ink.
- 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.
- Do **not** write in the bar codes.

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 part of a conversation between Ros, an education researcher, and Dylan, a four-year-old boy, in a nursery school. They are playing with pieces of Lego as they talk.

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

Ros: what do you do in the playground

Dylan: we can play /fʊbɒ/ and /bɑːskɪbɒ/ and we can go on the equipment

Ros: whats your favourite

Dylan: FOOTBALL

[long pause while both Ros and Dylan move the Lego pieces]

5

Ros: you play football out there do people get into trouble playing football

Dylan: NO (1) my football went in the tree but it didnt come down

Ros: OH (.) FAR OUT (1) what did you do

Dylan: ZANE kicked it in the tree (1) he kicked it REALLY high (.) but it went straight onto the tree but didnt go down

10

Ros: didnt come back out so (.) its still there

Dylan: yeah

Ros: did you tell anybody

Dylan: mrs clarke (1) told mrs clarke

Ros: and what did she say

15

Dylan: she said maybe the wind will blow it down

Ros: is it your own football (1) or the schools football

Dylan: MINE

Ros: your own (1) are you allowed to bring your own

Dylan: yeah (1) MY MUM SAID

20

Ros: youre hoping it will fall down by lunchtime

Dylan: yeah (1) because i want to play footy (1) me and zane won four nil

Ros: so how do you pick a team

Dylan: um (.) um

Ros: //
how do you GET a team

25

Dylan: um (1) you just choose somebody (.) some kids (.) and they will go on the team

Ros: so (1) how do you get to be the boss because you bring the ball are you

Dylan: //
yeah

Ros: are you the boss of the game if youve got the ball

Dylan: YEAH (1) its MY ball (.) so I'M the boss

30

Ros: okay (.) so (.) that sounds pretty right to me (.) so how many people wouldve been playing in (.) in this game

Dylan: um (1) i think there was (.) um (.) twelve

Ros: [*laughs*] dont you all crash into each other in the playground when youre (.) when youre doing that

35

Dylan: NAH (1) we were playing touch footy but not tackle

TRANSCRIPTION KEY:

(.) = micro-pause

(1) = length of pause in seconds

// = speech overlap

↗ = rising intonation

↘ = falling intonation

/bɑːskɪbɒ/ = phonemic representation of speech sounds

UPPER CASE = increased volume

underlined = stressed sound/syllable

[*italics*] = paralinguistic features

OR

- 2 This is a transcription of part of a conversation between Lauren (aged three) and her mother. They are playing a game which involves putting Lauren's teddy-bear to bed.

How do mother and child use language here to play together? Support your answer by referring to specific examples from the transcription. [30]

Lauren: and we /gɒtə/ make up his bed

Mother: yeah (.) you do have to make up his bed

[Lauren struggles with strap]

Mother: know how to do that one

Lauren: no

5

Mother: i'll help /jə/ (1) there

Lauren: thanks

Mother: /jə/ welcome

[Lauren talks to her teddy-bear as she tucks him in]

Lauren: now come here (.) [inaudible] (.) there /jə/ go (.) i will buckle him

10

Mother: okay

Lauren: okay now

Mother: good job (.) tighten him up (.) that's good (.) that piece goes in there (.) this way (.) up there (.) that's right (.) want me to help there (.) now you pull

Lauren: okay

15

Mother: pull it (.) pull it tight (.) there /jə/ go

Lauren: i'm /gɒnə/ carry /jə/

[Lauren lifts carrier]

Mother: who else carries their baby in one of those

Lauren: um (.) like (.) somebody carries them like something like these

20

Mother: uh huh

Lauren: and they hold them like this

Mother: // yeah (.) and they take them to the

[phone rings; Lauren screeches and runs to the phone]

Mother: oh (.) the phone

25

Lauren: yep (.) hello (.) how are you [inaudible] bye

- Mother:** who was it
- Lauren:** um my daddy again
- Mother:** your daddy again
- Lauren:** yep 30
- Mother:** whats he /du:ɪn/
- Lauren:** um hes working
- [*Lauren looks in a carrier bag*]
- Lauren:** oh
- Mother:** purple bear needs a blanket i think 35
- Lauren:** i think so (.) and he needs a blanket
- Mother:** theres only one blanket (1) but he can have the pillow
- Lauren:** wheres the pillow
- [*Lauren gives small bear to bigger bear*]
- Lauren:** he can have the baby bear 40
- Mother:** thats (.) thatll be nice (.) there (.) theres a pillow right over there
- [*Lauren puts pillow under bear's head*]
- Lauren:** lift /jə/ head up
- [*Lauren tucks bear in*]
- Lauren:** there (.) lay down (.) heres your bear (.) there (.) now 45

TRANSCRIPTION KEY:

(.) = micro-pause

(1) = length of pause in seconds

// = speech overlap

/ = rising intonation

\ = falling intonation

/gɒnə/ = phonemic representation of speech sounds

underlined = stressed sound/syllable[*italics*] = paralinguistic features**Section A Total: [30]**

Section B – Speech Varieties and Social Groups

Answer **one** question from this section.

EITHER

- 3 This is a transcription of part of a conversation involving three young men who live in a city in the North of England.

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

- Nathan:** you see me (.) /əm/ all in black hooded up (.) /əm/ six foot three (1) so when /ə/ walk at night and people look back they start to run innit (1) so really theyre not thinking (1) oh (1) they look at that boy over there /i:/ looks tall (.) specially /i:z/ black (.) oh /ə/ think /i:z/ mean (.) /ə/ dont wanna go near /im/ (.) /ə/ dont wanna see /im/ in a alleyway at night (.) so usually when /əm/ walking ome late at night with ma hood up /ə/ just see people they cross the street for no reason then cross back over when /əm/ in ma yard (.) and (.) and stuff like that 5
- //
- Leon:** the appearance is (.) just erm a LOOK (.) pass and go (.) thats what your appearance is but when you talk to somebody (.) when somebodys doin a bad act (.) dressed the same way as YOU dress (.) theyre just gonna class you all as everyone who dresses that way is doin a bad act 10
- //
- Nathan:** /dʒə/ know what /ə/ mean thats what /əm/ saying
- Jamal:** when you look at (.) criminals (.) the people that you'd be scared of would probably be people who are big like (.) dark figures (.) people like you two [laughs] the hoods up and that (1) but you'll find (.) if you know your stuff (.) the nutters (.) the people you really want to watch out for (.) theyre not normally like that (.) theyre normally like some little guys just inconspicuous (.) you dont know when theyre gonna just flip out (1) /dʒə/ know what /ə/ mean (1) like 15
- //
- Leon:** yeah yeah 20
- //
- Jamal:** like a bit ago (.) when /ə/ was just working in ma bar (.) the whole place got smashed up (.) glasses thrown everywhere (.) all sorts of stuff (.) and you wouldnt expect it because (.) they were all (.) what (.) all about five foot eight skinny little (.) guys about probably about forty odd [laughs] /dʒə/ know what /ə/ mean (1) theyre not you wouldnt think oh my god i ope these guys arent gonna do anything 25

TRANSCRIPTION KEY:

(.) = micro-pause

(1) = length of pause in seconds

// = speech overlap

/dʒə/ = phonemic representation of speech sounds

UPPER CASE = increased volume

underlining = stressed sound/syllable

[*italics*] = paralinguistic features

OR

- 4 This is a transcription of a conversation between four university students, two female and two male, discussing jobs they have done in their holidays.

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

Jason: i drove a lorry once

{Alex: [laughs]
{Hannah: [laughs]

Shannon: did you
//

Jason: i had to drive a removal van in the summer 5
//

Alex: jason has got the most hysterical cee vee
(.) honest to god

Hannah: [laughs]

Shannon: [laughs]

Jason: coz like i always work for agencies 10
//

Alex: you should listen to what /i:z/ done
//

Jason: what have i done
//

Alex: what (.)
some of the jobs (.) he comes back (.) i (.) every summer /jə/ (.) and /jə/ go
[imitates sarcastic voice] SO (.) JASON (.) what have you worked at this 15
year (1) [own voice] and /i:z/ like [imitates Jason's voice] well (.) this year i
was a removal man then i worked in a library (1) [own voice] or no (.) what
was it /jə/ did
//

Jason: what /əv/ i done (.) ive ive worked
//

Alex: you were 20
//

Jason: ive worked in a pet shop then i
//

Hannah: thats
dead cute

Alex: youve done hundreds
//

Jason: then i i picked mushrooms 25
//

Shannon: then /jə/ picked
//

Jason: then
//

Shannon: mushrooms

Jason: yeah (.) for about three weeks
 //
Hannah: for (.) like (.) a restaurant or something 30
 //
Jason: and then quit because
 it was so awful
Hannah: for like a restaurant or something
 //
Jason: no (.) just (.) like (.) just in like these
 //
Alex: no (.) just in a big 35
 FIELD [*laughs*]
Shannon: /fə/ this /fə/ fun or was this /jə/
 //
Jason: massive eh
 //
Shannon: was this your employment
Jason: this was my employment (.) yeah 40

TRANSCRIPTION KEY:

(.) = micro-pause

(1) = length of pause in seconds

// = speech overlap

/i:z/ = phonemic representation of speech sound

UPPER CASE = increased volume

underlined = stressed sound/syllable[*italics*] = paralinguistic features**Section B Total: [30]****Paper Total: [60]**

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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