OCR
Oxford Cambridge and RSA

Tuesday 2 June 2015 – Morning

AS GCE ENGLISH LANGUAGE

F651/01   The Dynamics of Speech

Candidates answer on the Answer Booklet.

OCR supplied materials:
* 12 page Answer Booklet (OCR12) (sent with general stationery)

Other materials required:
None

Duration: 2 hours
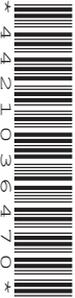
INSTRUCTIONS TO CANDIDATES

* 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. HB pencil may be used for graphs and diagrams only.
* 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 answers.
* This document consists of **12** pages. Any blank pages are indicated.

INSTRUCTION TO EXAMS OFFICER/INVIGILATOR

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Turn over

SECTION A – Speech and Children

Answer **one** question from this section.

EITHER

1   This is a transcription of interaction in a primary school classroom. The teacher has organised the pupils (aged 9–10) into several groups who are doing different activities. Here she is talking to the group who have been painting.

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

Teacher:	RIGHT (1) okay (1) we need to look at these paintings (1) put your hand up and take your painting when i hold it up (.) when i (.) QUICKLY (.) just stand just stand with it here
	//
Ethan:	are we are we going to ↗
	//
Teacher:	well im just going to tell you about that ethan (1) *5* whose is this one ↘ (1) THIS ONE (1) its yours is it leah (1) all right (1) who drew this black line round the house that i said to colour over ↗ (1) remember you dont see a house with a black line all the way round it (1) <u>this</u> one ↗ (1) ursula (.) OKAY (.) now (.) apart from ethan (1) everyone has finished their background (1) just sit down if youve got a seat (1) leah you *10* sit on the floor just now (.) yes i'll see it in a minute (2) HANDWRITING (.) yellow group (.) but you still know you still have a book jack (1) and you know what handwriting you did yesterday so you should be able to just go ahead with that now
Jack:	[*says something inaudible*] *15*
Teacher:	OKAY (1) the picture (1) THE PRAIRIE (.) we're looking at the prairie (.) now its dusk theres not much light in our pictures (.) well there shouldnt be much light in our pictures (.) but now weve to add something to the picture (.) could you sit down ethan (.) please ↗ (.) thank you (1) now (1) weve to add something to the picture (1) what have we to add to the picture thats *20* going to throw light on our picture (1) ursula ↗
Ursula:	the fire
Teacher:	THE FIRE (1) what kind of fire is it ↗
Jack:	a camp fire
Teacher:	a camp fire (1) is it going to be very big ↗ *25*
Ethan:	NO
Teacher:	no (1) its not going to be very big (1) what colours are we going to use in our camp fire ↘
Ursula:	you could use red (.) orange (.) yellow

Teacher:	red (1) orange (1) yellow (1) for the flames (.) yes↗	*30*
	//	
Jack:	brown /n/ grey /n/ black (.)	
	/fə/ /sməʊk/ /n/ /lɒgz/	
Teacher:	brown for (.) pardon↗	
Jack:	/sməʊk/ and /lɒgz/	
Teacher:	smoke and a log (1) [*turns to speak to pupil from another group*] im sorry phoebe (.) im speaking to <u>this</u> group (1) do you <u>need</u> to interrupt me just now↗	*35*
Phoebe:	about the handwriting (.) do you put it in your booklet or your jotter↘	
Teacher:	well (1) could we discuss (1) [*turns to group*] are we doing it in our booklet or our jotter today↘	*40*
Ursula:	JOTTER	
Teacher:	our jotter (1) t<u>omor</u>rows the booklet (.) thank you ursula (1) i thought we had already <u>said</u> that phoebe (2) NOW (1) youre going to do the campfire (.) the light from the campfire (.) over your picture (.) perhaps youll have to brighten up some of the bits round your picture (.) its going to cast a shadow (.) youre going to think about that (.) youre going to have to try to use the bright paint (.) im just wondering [*turns to speak to classroom assistant*] MRS HIGGINS (.) im just wondering if the already mixed up paint might be better for this if you could maybe↗	*45*
	//	
Mrs Higgins:	the stuff in the big bottles↗	*50*
Teacher:	uh huh (.) if you could maybe put out red yellow and orange for that (.) and they could	
	//	
Mrs Higgins:	they could use the paint trays for anything else that theyre doing	
	//	
Teacher:	uh huh (.) but just (.) just even if you get an empty paint tray and just put a little amount in each	*55*
	//	
Mrs Higgins:	shall i go	
	and do that just now↗	
	//	
Teacher:	uh huh	
Mrs Higgins:	on the bottom shelves↗	*60*

TRANSCRIPTION KEY:

(1) = pause in seconds	<u>underlined</u> = stressed sound/syllable
(.) = micro-pause	UPPER CASE = increased volume
[*italics*] = paralinguistic features	/fə/ = phonemic representation of speech sound
// = speech overlap	↗ ↘ = rising/falling intonation

OR

2 This is a transcription of part of an interaction between Reece (three years old) and his mother. They are playing with a train set.

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

Mother: REECE (.) DONT (1) should all be in here now okay↗

Reece: the gates

Mother: reece (.) dont (.) for any more (.) cause either theyll be in the (.) somewhere (.) that takes a long time
                                    //
Reece: no   *5*

Mother: yeah but i want (.) weve /ɡɒtə/ do some now (.) we'll find
                                                                    //
Reece: NO

Mother: we'll find the other gate in a minute right (.) we'll have a look later through okay↗

Reece: TUNNEL   *10*

Mother: right lets make the bridge (.) the tunnel (.) whatever

Reece: uh uh and uh make a tunnel

Mother: make the tunnel↘

Reece: can go back in there now

Mother: no i cant darling (.) cause i wont be able to (.) we'll find it after nana goes okay   *15*
                                                                                              //
Reece: NO

Mother: yes (.) but (.) we cant do it now (.) cause if i go and look for it now shes not going to get
                //
Reece: /wɒnə/ make tunnel now

Mother: mm hmm (.) i'll go and have a look in a minute (.) just put one in (.) just pretend   *20*
              theres two

Reece: not two

Mother: come on (.) put them in (.) put one on there

Reece: no

Mother:	thats it (.) there (.) see (.) you can pretend that one opens like that okay (1) and use that as //	*25*
Reece:	two like that	
Mother:	two like that (.) okay (.) yeah (.) right (.) come on then (.) which piece is this (1) is that a //	
Reece:	straight	*30*
Mother:	is that a straight piece or a round piece↘	
Reece:	straight piece	
Mother:	thats it (1) good boy (1) and whats that piece	
Reece:	a round piece	
Mother:	thats it yeah (.) shall we do the round one (.) yeah↗	*35*
Reece:	yeah	
Mother:	come on then (1) /dʒə/ (.) do you want me to help you (.) yeah↗	
Reece:	yeah (.) where i put the tunnel	
Mother:	you can put the tunnel where you want it after (.) yeah (.) shall we just do a round track first	*40*
Reece:	yeah	
Mother:	okay	
Reece:	that is (.) because	
Mother:	and we'll put the tunnel in after (1) weve got enough pieces here (1) we'll have to sort that	*45*
Reece:	cupboard	
Mother:	yeah (1) we'll have to sort that cupboard out wont we	

TRANSCRIPTION KEY:

(1) = pause in seconds

(.) = micro-pause

// = speech overlap

UPPER CASE = increased volume

/ɡɒtə/ = phonemic representation of speech sound

↗ ↘ = rising/falling intonation

SECTION B – Speech Varieties and Social Groups

Answer **one** question from this section.

EITHER

3   This is a transcription of part of an interaction involving three generations of a family from the North of England. Sasha (15) is talking to her father (Alan) and her grandfather (Roy) about their early experiences of work.

How do the speakers use language here to communicate from one generation to another? Support your answer by referring to specific examples from the transcription.   **[30]**

Roy:	when /jə/ grandad started working sasha (.) when /ʌ/ started (.) /ʌ/ used to work at (.) at (.) on the on the pit top (.) and /jə/ great granddad (.) /iː/ used /tə/ work afternoons and nights down the pit looking after the /ɒrsɪs/ (1) but sometimes (.) when /ʌ/ were on nights (.) /iː/ used /tə/ come up and /ʌ/ were in workshop as a young apprentice (.) /ʌ/ used to stand and watch /ɪm/ (.) ENTHRALLED	*5*
	//	
Alan:	can i just stop you there↘	
	//	
Roy:	/kz/ /jə/ used	
	/tə/ get	
	//	
Alan:	just one second (.) you said apprentice there and (.) and i dont think sasha knows what that <u>means</u>	*10*
Sasha:	I DO (1) im not <u>stupid</u>↘	
Roy:	well it means love that /ʌ/ were learning a <u>trade</u>	
Sasha:	i know (.) learning a trade (.) like watching someone else do it (.) watching a a (.) older wiser person do it (.) like leonardo da vinci[1] [*laughs*] he had loads of apprentices and he was apprentice for a king of something or other (2) please can i /æv/ /miː/ drink now↘	*15*
Roy:	but anyway (.) anyway your granddad (.) alan (.) YOUR great granddad sasha (.) used /tə/ come from up the shaft (.) the pit shaft (.) into the workshops (.) and if id got a spare ten minutes /iː/ used /tə/ get the old fire going in blacksmiths fire and i used /tə/ watch /ɪm/ for ten minutes making /ɪz/ /ɒrs/ /ʃuːz/	*20*
Alan:	MY first wage	
	//	
Sasha:	[*laughs*] even I get paid	
Alan:	my first um wage (.) i used to get (.) on a saturday i used to get two shillings	
Sasha:	how much is that in equivalent to pounds↗	
Alan:	ten /piː/ for a	*25*
	//	
Sasha:	what would you spend it on↗	

Alan: ten /piː/ for a saturday (.) well (.) you could do an awful lot with it really (.)
because you could buy fish and chips for sixpence or whatever (.) so it went (.)
it went   //

Sasha: fish and chips   *30*
for like six /piː/↗

Alan: six (.) six <u>old</u> /piː/ which was two and a half <u>new</u> /piː/ (.) so it went
//
Sasha: so its really
dramatically changed now

Alan: well things have but i guess things are just the same arent they really↘   *35*

Sasha: yeah

NOTE: (1) *leonardo da vinci = famous Italian painter and sculptor (1452–1519)*

TRANSCRIPTION KEY:

(1) = pause in seconds

(.) = micro-pause

[*italics*] = paralinguistic features

// = speech overlap

<u>underlined</u> = stressed sound/syllable

UPPER CASE = increased volume

/piː/ = phonemic representation of speech sound

↗ ↘ = rising/falling intonation

OR

4 This is a transcription of part of a conversation which was recorded in 2009 in front of an audience at an international book festival. Here an interviewer (RK) is talking to a famous novelist (FN) about the ideas in his latest book.

Discuss how the two speakers use language to explore and develop ideas. Support your answer by referring to specific examples from the transcription. **[30]**

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TRANSCRIPTION KEY:

(1) = pause in seconds

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[*italics*] = paralinguistic features

underlined = stressed sound/syllable(s)

UPPER CASE = increased volume

// = speech overlap

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

/iː/ — beat, keep
/ɪ/ — bit, tip, busy
/e/ — bet, many
/æ/ — bat
/ʌ/ — cup, son, blood
/ɑː/ — car, heart, calm, aunt
/ɒ/ — pot, want
/ɔː/ — port, saw, talk
/ə/ — about
/ɜː/ — word, bird
/ʊ/ — book, wood, put
/uː/ — 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