

OCR

Oxford Cambridge and RSA

Monday 22 May 2017 – Morning

AS GCE ENGLISH LANGUAGE

F651/01 The Dynamics of Speech

Candidates answer on the Answer Booklet.

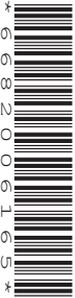
OCR supplied materials:

- 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.
- 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 phonetic 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 involving a mother and her two children Jayden (age 3) and Layla (age 5). Layla is doing a word-search puzzle based on the story of Snow White; Jayden is eating chocolate buttons.

Discuss how the speakers use language here to help to get what they want. Support your answer by referring to specific examples from the transcription. [30]

- Mum:** right (1) QUEEN youve got to find now (1) thats enough (1) you dont have to cross it off so you cant see it (1) /kʊə/ (.) /ʊə/ (.) /i:/ (.) /i:/ (.) /en/ (1) jayden get up on that chair (1) youre giving me headache keeping having to look round
- Jayden:** MUM (1) MUM 5
//
- Mum:** what are you doing sat up in the high chair ↘
- Layla:** that over there with two /ɑ:rz/
- Mum:** no (1) we're doing QUEEN with two /i:z/
- Jayden:** MUM MUM
- Mum:** want your chocolate buttons over there ↗ 10
- Jayden:** yeah
- Mum:** and your drink ↗ (.) and your toy cat ↗
- Layla:** theres two
- Jayden:** and i do it on my button now
//
- Mum:** i wouldnt darling because that might be a bit grubby 15
- Jayden:** mum i want it
- Layla:** mum i finded two thats not together
- Mum:** right (1) which is ↗ (1) theyre jaydens arent they ↘
- Jayden:** MUM
- Mum:** well it wont make any difference (.) i'll give you a dish 20
- Jayden:** oh i want
//
- Mum:** i get you a dish for them
- Jayden:** tip out there

- Mum:** no you dont want to tip it out on there cos you get germs darling
- Jayden:** mm 25
- Mum:** do you want a dish ↗
- Jayden:** no
- Mum:** i'll give you a dish (1) yeah i know (.) i know youre not to open them but i'm just making sure that you know that theyre yours (1) now (1) do you want a dish or not ↘ 30
- Jayden:** no ↘
- Mum:** right
- Jayden:** i want (1) here
- Layla:** i finded two but theres not
- Mum:** // its fine if you want to eat them jayden (1) but dont 35
moan when layla has hers tomorrow (1) there you go
- Jayden:** er
- Mum:** and be careful because
- Layla:** mum (.) i cant
- Mum:** // its a bit bent (.) your drink (.) it'll fall 40
//
- Layla:** // i cant find two
- Mum:** you cant find it ↗
- Layla:** no (.) i finded two there (.) but its not together

TRANSCRIPTION KEY:

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

/ɑ:ɾz/ = phonemic representation of speech sounds

// = speech overlap

UPPER CASE = increased volume

↗ ↘ = rising/ falling intonation

OR

- 2 This is a transcription of a discussion involving a group of children aged 10–11 who have been taking part in a programme of outdoor education. Here they talk about what they have enjoyed most about their experiences, including a game in which teams have to “capture the flag”.

Discuss how the speakers use language here to describe their experiences and express their feelings.

Support your answer by referring to specific examples from the transcription. [30]

- Jackie:** well sometimes its quite boring (.) /kz/ it depends on what we're doing (.) sometimes when we play games over and over again it gets quite boring
//
- Andrea:** yeah but (.) capture the flag
- Jackie:** oh its fun
//
- Andrea:** its really fun 5
- Jackie:** /kz/ its like (.) you get to run about up the forest and its quite funny the way we play it (.) youre allowed to swap jackets and that (.) and the other person has to guess who it is (.) /kz/ they got
//
- Jade:** and me and louise we were having a game of ice skating (.) right (.) /kz/ there was this big pond last year and it had all frozen up (.) and louise was skating on the top of it and she goes (.) jade you come over and i goes NO /kz/ i'll end up falling on my bum 10
- Jack:** its not just fun (.) it teaches you a lot (.) like (.) well it teaches you how to use knives /n/ tools /n/
//
- Oliver:** /n/ how you should chop some trees and how you like (.) shouldnt 15
- Jack:** so its like practical like how to do stuff (.) like stuff that youre actually /gənə/ do
- Oliver:** /kz/ we know how to use the tools and we work really carefully if we use them (.) so weve been trusted to use them 20
- Vicky:** the best thing that i have ever done up there is (.) we had to find a quiet spot and (.) er we had this piece of string (.) and were just fiddling with it and er there was a log and i was sitting on it and (.) maybe here to about (.) maybe over here (1) there was a robin (1) and all these other birds come and they were playing and all that and they didnt even notice me 25
- Andrea:** i usually just try to spot any certain birds or if i can see a new plant or
//
- Jackie:** its quite good /kz/ you like see like different (.) like button mushrooms and everything (.) like things youve never seen before
- Jade:** sometimes you worry about like getting ticks (1) but i never got a tick 30

- Oliver:** the best bit is when you can walk down (.) you can talk about everything with all your friends (1) like
- //
- Jack:** yeah like who won capture the flag and that
- //
- Oliver:** and building
the dens (2) and er (.) just because (.) well we're just out for a good walk (.) you walk by different people every day and like theyre just happy and that (1) its brilliant 35
- Andrea:** and i dont think the walk is too long (1) /kz/ all i do is talk to my pals
- Vicky:** just sometimes like (.) when youre building your dens (.) /kz/ some people might want it that way and then the others want it that way (1) and it descends into an argument 40
- Oliver:** i climb lots of trees
- Andrea:** sometimes but [*laughs*] when they dont notice it you do it
- Oliver:** i climb up in trees (.) up to
- //
- Andrea:** but you dont climb really high because the trees are wobbly 45
- Jade:** i climbed one that was really high but then one of the branches broke (.) so i came back down

TRANSCRIPTION KEY:

(1) = pause in seconds

(.) = micro-pause

/kz/ = phonemic representation of speech sound

// = speech overlap

underlined = stressed sound/syllable(s)*[italics]* = paralinguistic feature

Section B – Speech Varieties and Social Groups

Answer **one** question from this section.

EITHER

- 3 This is a transcription of a conversation involving a group of young people who are receiving treatment for eating disorders.

Discuss how the speakers use language here to explore their feelings and to show they understand each other.

Support your answer by referring to specific examples from the transcription. [30]

- Ellen:** i still dont see there being anything wrong with me (.) as such
//
- Cathi:** well (1) people tell
me ive got an eating disorder
//
- Sam:** okay
- Cathi:** they tell me ive got anorexia 5
//
- Sam:** right. (.) and um who was it that first diagnosed you
with anorexia ↗
- Cathi:** my doctor
- Sam:** right (.) okay (.) and how did that diagnosis make you feel ↘
//
- Cathi:** i thought he was mad 10
//
- Sam:** /kz/ i
wasnt i wasnt sick (.) before i came here (1) i was like healthy (1) i was just
like any other normal teenager (1) i feel well like i just think why the hell am
i here ↗
- Ellen:** i still dont see there being anything wrong with me (.) as such (.) only 15
that (.) well (.) i'm still not happy with the way i look and i have the wrong
attitudes towards food (1) but in a way
//
- Cathi:** do you want to put on weight now ↘
//
- Ellen:** in a way it (.)
being in hospital (.) it has made me (.) like (.) feel better (1) like physically 20
better
//
- Sam:** uh huh
//
- Ellen:** like when I was brought in
//
- Cathi:** mm
- Ellen:** when i was when i was taken over to the emergency ward 25
- Cathi:** right

- Ellen:** and i had severe (.) i was like having like really bad headaches like blinding headaches (1) i couldn't breathe properly (.) i had severe chest pains i had (1) my muscles ached (.) i couldn't (.) you know
- Sam:** //
right 30
- Ellen:** i couldn't breathe and i felt like i was just (.) like (.) about to fall in on myself
- Sam:** //
i know
- Cathi:** but do you want (.) now (.) do you want to (1) to put weight on now↘
- Ellen:** i definitely dont [*laughs*] (1) but the only way i can put on (.) the only way i can feel better is by putting on weight 35
- Sam:** mm
- Cathi:** so its sort of a (.) a (.) i /dʌnəʊz/ (.) what would you say↘
- Sam:** its sort of like (.) like bashing your head up against a wall

TRANSCRIPTION KEY:

(1) = pause in seconds

(.) = micro-pause

/kz/ = phonemic representation of speech sound

underlined = stressed sound/syllable(s)[*italics*] = paralinguistic features

// = speech overlap

↗ ↘ = rising/falling intonation

OR

4 This is a transcription of a conversation involving four Welsh sixth-form students.

Discuss how the speakers use language here to talk about their social and cultural identity. Support your answer by referring to specific examples from the transcription. [30]

- Ianto:** i /dʌnəʊ/ about you (.) but i dont spend a /lɒrə/ time looking at computers and screens (1) /mɒrəz/ much as people go on about (.) i tend to go out (.) i go out a lot more than people (.) than people say that (.) uh (.) all kids in front of telly (.) watching telly (.) com (.) playing on computers
- Jason:** //
no (.) not that much (.) 5
uh (.) i'm lucky if i watch an hour of telly a night
//
- Rhian:** yeah (.) and i dont particularly (.) uh (.) watch lots of telly (.) like you was saying ianto (.) people just seem to go on and on about the fact that we come straight home from school and (.) on the internet (.) and not (.) not like interested in anything else (.) in like politics (.) or the culture of our country 10
- Ianto:** but i dont think thats the case (.) thats just not true (.) for many of us (1) i mean like you catrin (.) youre really into politics
- Catrin:** well thats what i do in my spare time (.) that's what i enjoy
- Rhian:** i have great (.) uh (.) interest in this local (.) our local history and our culture 15
(1) i dont compete in (.) in like
//
- Jason:** like the eisteddfod¹
- Rhian:** yeah yeah (.) or like the urdd² (1) /kz/ i think its important that we (.) like young people (.) realise (.) uh (.) /jənəʊ/ (.) our (.) our background (.) i mean 20
//
- Ianto:** like where weve come from (.) how we are and things (.) and i think thats very important (.) and i do (.) uh (.) i am a member of the urdd (.) but i dont compete (.) because i cant sing and things but (.) uh (.) yeah (.) i enjoy it
- Catrin:** i go to the eisteddfod all the time (1) i love going to the eisteddfod (1) i watch all (.) i love watching other people compete (.) but i dont think i could do it myself (.) i (.) uh (.) i havent got the voice 25
- Rhian:** i cant carry my voice at all (.) but uh (.) i'm v (.) very interested in the culture of wales (1) i love it (1) if theres a welsh rugby game on my mother takes me down to the pub and with (.) theres loads of kids there (.) we all just [*laughs*] and with the (.) i just sit around watching the telly and w (.) with everyone in the c (.) round where i live (.) goes there and (.) uh (.) its just a great atmosphere (1) and everyone is just shouting for our country and its brilliant (.) its just its just a great thing to do 30
- Catrin:** i think its really important to have a sense of self and to know from (.) who you are and your own culture (.) but i dont think there are many chances to (.) sort of (.) express yourself in in a sort of (.) a cultural way (1) i think the eisteddfod (.) the (.) like the national eisteddfod (.) when lots of young 35

welsh people get together (.) and they camp round in tents and it (.) its (.) and thats the (.) the most (.) the the most welsh ive ever felt

- Rhian:** /kz/ everybody is so pr (.) very very proud of being welsh (.) and i must say that i do feel much more welsh than i do british 40
- Ianto:** yeah yeah
- Jason:** i agree totally
- Ianto:** i think that people in wales believe themselves to be welsh more than other people do (1) you go to scotland (.) you dont see as much people shouting for their country as you do in wales (1) everyone in wales is behind their own country 45
- Jason:** yeah (.) uh (.) i agree with you catrin (.) uh (.) in the eisteddfod this year (.) as you say (.) the feeling of being welsh in that one small field was immense (.) everybody talking the language (.) it made you feel so proud and (.) and yeah like you said ianto (.) i went to see the rugby world cup and it was so amazing (.) watching everybody in their red shirts made (.) making an effort to shout for their country (.) it was just so (.) uh (.) it was overwhelming (.) really (.) its just the sense of (.) sort of (.) belonging to something in a country (1) i think we should (.) we should be proud of our nation for that 50 55
- Ianto:** i went to watch a (.) uh (.) game in the millennium stadium (.) and it was brilliant (.) ive never felt more welsh in my life (.) it was just so brilliant (1) people were singing (1) everyone knew the words to their nationalist (.) uh (.) uh (.) national anthem (.) people were crying singing the national anthem (.) /kz/ they were so proud of themselves (.) i think it was brilliant 60

Notes: eisteddfod¹ = a festival of Welsh music, poetry, drama, and art
urdd² = society for promoting the Welsh language, especially its use in Welsh culture

TRANSCRIPTION KEY:

- /dʌnəʊ/ = phonemic representation of speech sound (1) = pause in seconds
(.) = micro-pause // = speech overlap
underlined = stressed sound/syllable(s) [*italics*] = paralinguistic features

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
/ə/	—	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