



ADVANCED SUBSIDIARY GCE
ENGLISH LANGUAGE
The Dynamics of Speech

F651

Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 16 page Answer Booklet

Other Materials Required:

None

Friday 9 January 2009
Afternoon

Duration: 2 hours



INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- If you use more than one booklet, fasten them together.
- Use black ink.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **one** question from Section A and **one** question from Section B.
- 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.

Section A – Speech and Children

Answer **one** question.

EITHER

- 1 In this transcription of three girls at school, Fay is 13, Lisa is 9 and Jenny is 7. They are role-playing a radio phone-in programme.

Discuss the ways in which the children here use language to carry out their role-play task. Support your answer by referring to specific examples from the transcription. [30]

Fay: and so on the line with us today I think weve got lisa (.) is that right (.) hello lisa are you there ^{_____}sweetheart

Lisa: hi

Fay: and you erm you have got some advice for jenny about her problem with tidying up her bedroom (.) havent you darling

5

Lisa: yes

Fay: so would you like to tell jenny what your advice is

Lisa: yes

Fay: (2) do you want to tell her (.) you can tell her now (.) erm shes listening on the other line

10

Lisa: ohh [*laughs*]

Fay: okay

Lisa: well my advice is well my mum always tells me that if i treat things like rubbish then (.) erm (.) you know if you leave things on the floor

Fay: yes (.) we know that dont we jenny do you leave things on the floor

15

Jenny: yes [*laughs*]

Fay: so do i

Lisa: em if you leave things em if you treat things like rubbish then my mum says she will treat them like rubbish and she puts them in the bin

Fay: REALLY

20

Lisa: yes

Fay: your mum puts all your things in the bin ^{_____}

Lisa: well not exactly but

Fay: she tells you she might do and

//

Lisa: yes

25

Fay: and you dont want to test her out on that one yeah

Lisa: NO she put my sylvanian family caravan in the bin

Fay: NO WAY(.) did you get it out again

Lisa: YES

Fay: so jenny do you think thats helpful thats a helpful idea

30

Jenny: yes

TRANSCRIPTION KEY:

(.) micropause

(1) length of pause in seconds

// overlaps

— rising intonation

— falling intonation

UPPER CASE stress/increased volume

[*laughs*] paralinguistic feature

OR

- 2 This is an extract from a television game show for children called *Raven*, in which Raven, a magical figure, gives children various tasks to perform. The speakers are all ten years old and have been given fantasy names. Talen is a boy, Arla and Leegan are girls.

Discuss the ways in which the children here use language to help each other carry out their tasks. Support your answer by referring to specific examples from the transcription. [30]

- Talen:** okay right make it into a circle
- Leegan:** you make the outline of a circle and then make it thicker
- Arla:** right
- Leegan:** you do (.) you do sort of the next bit
- Talen:** i'll just count how many lines there are one two three four five six seven eight (.) 5
there are eight power lines and they go they go to the ri
//
- Leegan:** have you counted them
- Talen:** yes
- Leegan:** they go to the right yeah thats it thats right
- Arla:** this is quite a complicated one its the red one and it goes 10
- Talen:** i'll link the dots yeah i'll link the dots
- Leegan:** i'll do the circle (2) does that look okay
- Arla:** GREAT well done
- Talen:** thats GREAT thats GREAT
- Arla:** right last part last question tell me how many lines are there 15
- Talen:** there are (.) three in the middle
- Arla:** okay you two go and do that and i'll carry on with this
[Arla leaves]
- Talen:** okay (.) right so we're all got to be very careful yeah (.) so its a leaf a blue leaf
- Leegan:** i cant do this (.) i cant do this
- Talen:** and it goes sort of down like this (.) just try the best you can 20
- Leegan:** im trying
- Talen:** you need to
//
- Leegan:** i dont understand i CANT
- Talen:** you need to go from here to here
- Leegan:** just give me an outline maybe you should 25

Talen: right i'll try this

Leegan: yeah

Talen: can you sort of make the triangle bit kind of up nearer the circle

Leegan: im trying to speed it up

Talen: a bit nearer

30

Leegan: im trying

Talen: a bit nearer (.) thats it BRILLIANT thats cool

Leegan: okay (.) have we finished

Talen: yeah (.) i think so (.) should we help arla

TRANSCRIPTION KEY:

(.) micropause

(1) length of pause in seconds

// overlaps

— rising intonation

UPPER CASE stress/increased volume

Section B – Speech Varieties and Social Groups

Answer **one** question.

EITHER

3 This is a transcription of a professional boxer, Matt, talking to an amateur, Noel.

Discuss ways in which Matt and Noel use language to talk about boxing techniques. Support your answer by referring to specific examples from the transcription. [30]

- Matt:** well the first thing is i make the opponent lead to me (.) you know the minute they lead to me wi me being short i can slip inside you know you can fake wi your ands your ead the jab comes the minute the jab comes you know youve got summit to work on you can step outside go straight right you can block but really youve got to get them leading you know because thats 5
- Noel:** you want
//
- Matt:** yeah yeah
- Noel:** you want me to throw a jab
- Matt:** yeah i want you to do to make the first move so the jab comes BAM and you can slip in there [*pretends to box*] like yeah you know the right hand comes i can skip outside and i can go straight down the level so 10
- Noel:** so right so tell me slowly lets break this down slowly (.) so if i throw a JAB right hand what do you wanna do off my right hand
- Matt:** well i can slip outside it and throw a left to the body
- Noel:** right 15
- Matt:** or if the right hand comes i can also block and counter
- Noel:** mmm
- Matt:** but basically i like my opponents to feint and you gotta do that by little movements to the left little movements to the right (.) you know even with your eyes youve just got to (.) just a slightest little bit of gesture you know if the fellows got any bit of quality about him 20
//
- Noel:** right
- Matt:** he'll react to it (.) if i can keep him moving if im not expending energy i want (.) you know keep HIM expending energy
- Noel:** right 25

Matt: so like if i want to get to a guy (.) you know (.) youre usually on top of a guy so like if i'm standing back here do you wanna go right up close

Noel: yeah right i wanna go right up close to that person so if the jab comes [*pretends to box*] i'm (1) and (1) if its this way

TRANSCRIPTION KEY:

(.) micropause

(1) length of pause in seconds

// overlaps

— rising intonation

UPPER CASE stress/increased volume

Matt speaks particularly rapidly with frequent gestures.

OR

4 This is a transcription of a professional psychic who claims he can talk to dead people.

Discuss ways in which the psychic, Justin, uses language to pass on these 'messages'. Support your answer by referring to specific examples from the transcription. [30]

Justin: ladies and gentlemen thank you very much for joining me and please join me now as we try to draw the two worlds just a little bit closer together (1) okay (.) lets see what we have (1) i'm up here on the top row [*points to the top row of seats*] (.) ive got to come right over here because i know i want to be with the ladies in blue (1) is there a connection between you two ladies [*they nod*] (.) cos the energy seems to be SETTLING in and around both of you (1) ive got a gentleman connecting with me (2) why am i hearing country and western music 5

Lady 1: yes

Justin: yep (.) can you understand (.) bless his little cotton socks (.) hes got a terrible voice because i can hear him in my head (2) singing (.) alright (.) because he did quite like kenny rogers* didnt he 10

Ladies: yes

Justin: yes alright (2) why is he showing me a trumpet or bugle (2)

Lady 1: i'm not sure

Justin: my love if you ever look back (.) talk to some of the older members of the family (.) theyll tell you he tried to play a bugle once (2) who lost all the front teeth 15

Lady 1: he did

Justin: yeah

Lady 1: yeah

Justin: because he just showed me all the front teeth missing (2) not so long ago you ironed a shirt that belonged to him and if i'm getting him (.) the way hes putting it through to me is that you were half way through before it occurred to you he wasnt going to wear it (.) you can understand (.) right 20

Lady 1: right

Justin: your husband is saying not to worry (2) i'll leave your husbands love with you 25

**Kenny Rogers is a Country and Western singer*

TRANSCRIPTION KEY:

(.) micropause

(1) length of pause in seconds

／ rising intonation

＼ falling intonation

UPPER CASE stress/increased volume



Extract 2

'Raven' 2007. Source BBC TV.

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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