

Friday 18 May 2012 – Afternoon

AS GCE ENGLISH LANGUAGE

F651 The Dynamics of Speech

Candidates answer on the Answer Booklet.

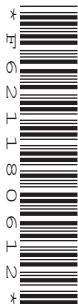
OCR supplied materials:

- 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 a discussion in a class of 6–7 year old children. Their teacher is trying to introduce the children to the idea of the phases of the moon.

How do the speakers use language here to explore a new idea and to interact with each other? Support your answer by referring to specific examples from the transcription.

[30]

- Teacher:** what does it mean that we are going to have a harvest moon
- Seth:** is it always october the seventeenth
- Abby:** //
does it mean its full
- Aaron:** i think it will be half and then (.) and then full (1) /jə/ know how it keeps getting bigger 5
- Teacher:** /jə/ know what i love about what seth abby and aaron are doing (1) they are making predictions (2) does anyone else have a prediction about the harvest moon
[long pause]
- George:** um (.) like (.) um (.) like only a little bit of the moon (.) then half (.) then full (.) then half (.) then a little bit again 10
- Teacher:** so what youre talking about is the phases of the moon
- George:** um (.) miss (.) also half full (.) full (.) half full is kind of like counting up by fives //
- Jason:** maybe like
it starts out half (.) then (.) then the moon turns then it then it (.) the sky gets like lighter and and darker /tə/ see the whole thing 15
- Ricky:** its really (.) the other half is just (.) dark
- Carly:** well (.) i saw an orange moon before (1) it was really big and up front
- Teacher:** /djə/ think its the same moon we always see (.) or /djə/ think its a different one 20
- Carly:** um (.) i dont think it was really the normal moon because it was really big
- Teacher:** i have a question for the group (2) /djə/ think the same moon could be different sizes and different colours (1) or /djə/ think there are different moons
- Jason:** different moons because different (.) countries have different numbers of moons 25
- George:** actually its the same because the earth sometimes gets further from it

Anthony: last night there was a halloween moon (1) there was full moon and then stuff (.) that

Owen: //  can i make a prediction (1) what i think it is is that one half of the moon is black and the other side is white 30

Chase: maybe like (.) the tiny half is (.) um (.) dark (.) and the other tiny half is white (.) and the other side is white (.) and the then the other tiny side is dark

Aaron: i know um how (.) i think that (.) i know how its going /tə/ be (1) first it will be a small half and like every hour (.) will (1) until its a full moon 35

TRANSCRIPTION KEY:

(.) = micro-pause

(1) = length of pause in seconds

// = speech overlap

↗ = rising intonation

↘ = falling intonation

/jə/ = phonemic representation of speech sounds

underlined = stressed sound/syllable

OR

- 2 This is a transcription of part of a conversation between a father and his four year old daughter Megan, who is playing with some of her toys.

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

Father: so tell me what happened in grannys yesterday when you were with
Megan: // have a little seat mm

Father: when you were with granny
Megan: // [banging] dum dum dum dum
Father: // what happened in grannys darling 5
 (1) MEGAN (1) dont bang
Megan: // [tapping]
Father: // please
Megan: // [tapping] you sit /ðheɪr/
Father: // megan (1) what happened in grannys 10
Megan: [tapping] what did you say
Father: what happened when you were in grannys
Megan: em (.) i dont know.
Father: you do know (1) what did you do
Megan: aah [breathes out loudly] 15
Father: /ɑː/ /heɪrd/ you went out
Megan: [tapping]
Father: did you go any /wheɪr/
Megan: ZOOM (1) we goed somewhere (.) yeah
Father: so /wheɪr/ did you go to 20
Megan: [crumpling paper]
Father: /wheɪr/ did you go to
Megan: we goed somewhere nice
Father: right (.) what was it (.) /wheɪr/ was it
Megan: em em em (.) em 25

- Father:** /ɑː/ think
//
- Megan:** dont know
//
- Father:** /ɑː/ think (.) /ɑː/ think you went some /wheɪr/ that has lots of trees
//
- Megan:** [*banging*]
- Father:** dont do that please 30
//
- Megan:** [*banging*]
- Father:** /ɑː/ /heɪrd/ you went some /wheɪr/ that has lots of trees (1) and maybe swings on it too
- Megan:** park
- Father:** park (1) tell me what was in the park (1) /ɑː/ cant remember what was in the park (1) can you tell me what kinda things were in the park 35
//
- Megan:** there was a wobbly so there
was
//
- Father:** a wobbly
- Megan:** a a wobbly 40
//
- Father:** a wobbly (1) a wobbly what
//
- Megan:** a wobbly (1) and there was (.) up (.) stairs for a / ʃuːt/ an a big yellow a big blue /ʃuːt/ it was
- Father:** a blue /ʃuːt/
//
- Megan:** mm hmm 45
- Father:** how big was it (1) was it very big
//
- Megan:** no it was a little small
- Father:** was it
//
- Megan:** a little small one (.) because it was small
//
- Father:** was it just a little small one 50
//
- Megan:** yeah
//

TRANSCRIPTION KEY:

(.) = micro-pause

(1) = length of pause in seconds

// = speech overlap

/ = rising intonation

\ = falling intonation

/ʃuːt/ = phonemic representation of speech sounds

underlined = stressed sound/syllable[*italics*] = paralinguistic feature**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 in which three women in their early thirties – Annie and her younger sister Lynn, and their cousin Jean – are talking about hairstyle disasters they have experienced. Here Annie and Lynn recall an incident which also involved their other sister Jennifer.

How do the three women use language here to interact with each other and to share a memory? Support your answer by referring to specific examples from the transcription.

[30]

Jean: annie gave me a perm once too

Lynn: ANNIE did

Jean: once and only once

[general laughter]

Jean: i would NEVER allow her to touch my hair again

5

Lynn: well remember the time

Jean: WOOOH (.) talk about afro (.) when afro wasnt even in
STYLE (1) my GOD

[general laughter]

Jean: FRIZZ BALL (.) i was a frizz ball (.) it wasnt even AFro (.) i was just FRIZZ

10

Lynn: remember when

Jean: it was TERRible

Lynn: JENNifer (1) the first time JENNifer had a perm (1) when she
came home (1) it was the funniest thing

Jean: she put something on her HEAD (.) a BAG or
(.) something

15

Lynn: she wore her

Annie: [laughs]

Lynn: well she wore her

Annie: [chanting] hair ball hair ball

20

Lynn: because she

- Annie:** she just always had this HOOD on (.) and she ran right upstairs
 //
- Lynn:** NO (.) FIRST she threw
 her bag up the stairs (.) almost hit me
 //
- Annie:** oh yeah 25
- Lynn:** then BANG (.) the door slams (.) and i'm like (.) i was on the PHONE (.) i was like
 (.) uh (.) i dont know (.) my SiSter just walked in (.) i think somethings WRONG
 (.) and then she ran up the stairs
 //
- Annie:** oh THATS it (1) i look like a damn POODle
 [general laughter] 30
- Lynn:** like SOBBing (.) I LOOK LIKE A POODLE
- Jean:** aw [laughs]
- Annie:** then she came down to eat (.) and shed wrapped a TOWEL around her HEAD
- Jean:** aw [laughs]
- Lynn:** she BARRicaded herself for a while in her ROOM 35
- Annie:** yeah

TRANSCRIPTION KEY:

(.) = micro-pause

(1) = length of pause in seconds

// = speech overlap

↗ = rising intonation

↘ = falling intonation

UPPER CASE = stress / increased volume

[italics] = paralinguistic features

OR

- 4 This is a transcription of part of a local radio interview. Here a group of hunting enthusiasts talk about how important hunting is to them.

How do the speakers use language here to express their feelings and to communicate their group identity? Support your answer by referring to specific examples from the transcription. [30]

- Toby:** i started at the age of four (2) my family have always hunted (.) er (.) and have been involved (.) and (.) er (.) that that was it so to speak (1) ive lived up here for thirty years but ive hunted here for forty years (2) and for the last (.) fifteen years ive been hunt secretary
- Interviewer:** // so what do you get out of it (1) 5
what is (.) you know (.) what is the pleasure for you of hunting
- Toby:** being about in the countryside (1) seeing the countryside (1) watching how hounds work (1) riding a (.) a good horse (.) being able to jump fences (.) meeting people (1) and (.) making a lot of friends over over the years
- Ian:** well ive hunted all me life (1) from er a very early age (.) not as early as 10
toby but i was blooded (.) by (.) mister peeker (.) the hunt master (.) and and when bill jones whipped in i
- Interviewer:** // and what does BLOODed mean (.) exactly
(1) whats the whats the (.) process
- Ian:** // ah well they dont do it today (.) but er they used 15
to blood yer down the cheeks with (.) a (.) a a
- Toby:** // foxs pad
- Ian:** // yeah
- Interviewer:** whats that (1) the tail
- Ian:** // and not wash (.) and you werent supposed to wash your 20
face for a few days after it either
- Toby:** [*laughs*] yes yes
- Chris:** its what we LIVE for (.) i mean all right we (.) you know DEREK and NEIL
er er its their professional job but i mean the rest of us i mean like IAN and 25
myself we're farmers
- Ian:** yeah
- Chris:** the way we run our farms (.) and the way we organise our lives (.) its its all
around hunting its not just some thing we do on a saturday afternoon

- Ian:** its what
//
- Chris:** its what we eat sleep think and drink about and talk about and and all 30
the rest of it (1) three hundred and sixty five days of the year (.) from the
day you can you know (1) speak to the day you die thats (.) you know (.) its
the MEANING OF LIFE
- Ian:** we've we've got songs as well that we
//
- Interviewer:** songs 35
- Chris:** the the poetry and the the yes songs and the painting the art and all that all
that all (.) emulates from from hunting you know it it just goes to show (.) its
its a culture rather than just an activity er (.) and thats what theyre doing (.)
these people who want hunting banned (.) theyre attack theyre attacking
our culture and theyre attacking the SPIRIT OF THE COUNTRYSIDE 40

TRANSCRIPTION KEY:

(.) = micro-pause

(1) = length of pause in seconds

// = speech overlap

/ = rising intonation

\ = falling intonation

UPPER CASE = increased volume

underlining = 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