

Section A – Speech and Children

Answer **one** question from this section.

EITHER

- 1 This is a transcription of an interaction at play-school involving a group of boys aged three to four years old. They are playing with building blocks.

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

- Andrew:** HEY (1) HEY (1) HEY (1) LOOK (1) LOOK (1) LOOK (1) i need ROSS WEBB to help
- David:** NO (.) hes not (.) HES not help (.) helping
- Andrew:** [*turns to look at Ross*]
- Matt:** he CAN [*bends over block building*] 5
- David:** hes NOT
- Matt:** hes HELPing [*still bending over the block building, then straightens up*]
- David:** if he doesnt go away i wont (1) [*inaudible*] (1) smash it
//
- Ross:** you are a [*inaudible*] (1) bash you right down [*pointing at David*] 10
- Andrew:** YEAH (.) im going to [*points and leans towards Ross*] im going to get a monster sharks shark and it will eat him ALL up [*laughs*]
- Matt:** and i'll get a get a ro (.) a robot (.) i'll get a robot shark crocodile monster and eat you up
//
- Andrew:** YEAH 15
//
- Ross:** yeah (1) [*laughs*] i'll get a big plastic dinosaur to eat him up
- David:** and i'll get a big fire eater (.) RRRRRRRRRR [*reaches out to Ross and makes grabbing motions*]
- Andrew:** i'll get a (.) i'll get a TRACTOR
- Ross:** [*raises building block above his head*] NO YOU DONT [*swings long block back over shoulder*] 20
- Andrew:** and then he'll (.) will eat you (.) him (.) up wont he [*moving closer to Matt*]
- Matt:** i'll get a (.) i'll get a big [*looking from Ross to Andrew*] i'll get a BIG (.) DINOSAUR (.) with SPIT and and and it will SPIT AT HIM (1) and (.) and he will die 25

TRANSCRIPTION KEY:

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

[*italics*] = paralinguistic features

// = speech overlap

UPPER CASE = increased volume

OR

- 2 This is a transcription of interaction between a mother and her five year old daughter as they share a series of activities. The two have been drawing, and now move on to doing jigsaws.

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

- Ellie:** mum (.) erm /ə/ think ill go (.) ive had enough of drawing (.) i want to bake now
- Mother:** well (1) weve got /tə/ sort out the baking in a little while (.) so (.) what about if we do a jigsaw (.) cause we
- Ellie:** yes (.) can we take
- Mother:** we havent done one today 5
- Ellie:** can we take
- off (.) /kɒʒ/
- Mother:** no (.) just leave that one just now (.) just
- Ellie:** why (.) i dont want
- Mother:** /ə/ think (.) can i 10
- choose a jigsaw first
- Ellie:** i can choose
- Mother:** are you picking or am (.) or will i
- Ellie:** i will
- Mother:** my shot 15
- Ellie:** my sh (.) mum (.) it fell off
- Mother:** right (.) you choose one (1) okay (1) right (.) you choose one.
- Ellie:** twinkle
- twinkle little star
- Mother:** what ones that 20
- Ellie:** tweenies¹ (.) tweenies
- Mother:** the tweenies (.) whos /jə/ favourite tweenie
- Ellie:** fizz
- Mother:** fizz (1) okay (1) will i empty it out
- Ellie:** we (.) can i make fizz 25

- Mother:** you can make fizz (.) right (.) if you turn all the the pieces over like this (.)
okay (.) can you do that
//
- Ellie:** yeah
- Mother:** mmm hmm (.) so is it the big one or (.) the little one we're doin
- Ellie:** erm (.) big one 30
- Mother:** the big one (.) heres all the other pieces
- Ellie:** well (.) fizz (.) fizzes head (.) head
- Mother:** what /jə/ saying
- Ellie:** fizzes head (.) fizzes head
//
- Mother:** so /jə/ (.) oh well done (1) thats good ellie (.) so (1) what 35
piece goes next
- Ellie:** milo
- Mother:** milo (1) look (.) theres the picture on the box (.) so we could copy that (.) /jə/
see (1) right (1) wait till we
//
- Ellie:** mmm hmm 40
//
- Mother:** wait till we find (.) would it be this piece here
//
- Ellie:** mmm hmm
- Mother:** well done (.) whats (.) what colours milo (.) hmm
//
- Ellie:** blue (.) purple
- Mother:** hes got a purple face and a blue jacket (.) well done (.) thats good (.) well 45
done

Note: tweenies¹ – a popular children's television series, including the characters Fizz and Milo

TRANSCRIPTION KEY:

(1) = pause in seconds

(.) = micro-pause

// = speech overlap

/jə/ = phonemic representation of speech sound

— = rising intonation

— = falling intonation

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 people (17–25), Jonathan, Coral and Becky. They are talking about Sharon, who is Becky’s sister.

**How do the speakers use language here to express shared attitudes and values?
Support your answer by referring to specific examples from the transcription.**

[30]

- Coral:** NO (1) me and sharon /gerɒn/ all right
- Becky:** [laughs]
- Jonathan:** like /aʊs/ on fire
- Becky:** i used to ave er (.) before they erm before
//
- Jonathan:** sharon wants a good punch in the face doesnt she 5
- Coral:** IVE never ad a row with sharon
- Becky:** [inaudible]
- Coral:** ave i (1) IVE never rowed with sharon
- Becky:** i can wind er up just like that 10
//
- Coral:** oh aye YOU can wind er up
- Becky:** the thing is that
//
- Coral:** but she knows ow to take me (.) sharon do (.) but some people
(.) no
- Becky:** some people 15
//
- Coral:** she (.) i dunno (1) you ask er a question
- Becky:** and she answers /jə/
- Jonathan:** [laughs]
- Coral:** /ə/ said dont be so bitchy or (.) or something wasnt it
- Becky:** [laughs] 20
- Coral:** so like when /ə/ said that she knew that /ə/ was teasing her (.) when /ə/ said
(.) in in that tone of voice
- Becky:** JON said that
//
- Coral:** well she wants /tə/ (.) she wants /tə/ get a flat doesnt she
- Becky:** shes been talking about it for year (.) the past year 25
- Coral:** shell fall on er arse she will
- Jonathan:** [laughs]
- Becky:** thing is i know shes not

- Coral:** i cant even afford to go in a flat myself and i
//
- Jonathan:** take her with a pinch of salt 30
//
- Coral:** i dont pay no
board (.) nothing (.) and i couldnt afford to bloody move out
- Becky:** yeah but /ə/ mean if (1) i get it all the time (.) /ə/ dont think shes shes (.) to
me shes
//
- Coral:** shes on about erm getting a flat (.) shes not working (.) shes got no money 35
saved behind her
- Becky:** but she knew she knew what
//
- Coral:** /kɒʒ/ she hasnt she hasnt got one single bit of
furniture
- Becky:** mmm (.) and she 40
//
- Coral:** yeah but
//
- Becky:** she havent she (1) give that away
- Coral:** /ə/ mean /ə/ mean shes have her bedroom stuff (.) yes (.) but /ə/ mean
//
- Becky:** she wouldnt (.) my
mother told her shes not allowed /tə/ take the bed 45
- Coral:** oh well
- Jonathan:** WHY
- Becky:** because (1) she said if any of you move out (.) she said unless you move
into a (.) [*laughs*] (1) but i (.) she said you (.) i got (.) the only things i can
take are (.) is the (.) a chest of drawers 50
- Jonathan:** id take my wardrobe
//
- Becky:** [*laughs*]
- Jonathan:** take the wallpaper an all

TRANSCRIPTION KEY:

(1) = pause in seconds

// = speech overlap

(.) = micro-pause

UPPER CASE = increased volume

underlined = stressed sound/syllable(s)

/kɒʒ/ = phonemic representation of speech sound

[*italics*] = paralinguistic features

OR

4 This is a transcription of part of a conversation between two men, Jason and Will.

Discuss how the two men use language to share their interests. Support your answer by referring to specific examples from the transcription. [30]

Jason: /ə/ mean /ə/ just got a (.) like a (.) a digital camera there (.) and /əm/ gettin some good stuff /kɜ/ /əv/ the way

//

Will: mm hmm

//

Jason: the best way /tə/ look at a digital picture is on the monitor of a screen

5

Will: yep

Jason: and if its on a flat screen /jə/ get this sort /əv/ light (.) /kɜ/ thats the way it works (1) /jə/ gettin

//

Will: yeah

Jason: /jə/ gettin the light comin through

10

Will: yep

Jason: and the way it works its just (.) it really (.) if /jə/

//

Will: mm hmm

//

Jason: if /jə/ doin the sort of light thing (.) which im into just now (.) and /jə/ get the light comin off it (.) its really sort of (.) its nice and

15

//

Will: mm hmm

//

Jason: its nice and (.) and translucent (1) /jə/ get a nice (.) a really nice quality on it

//

Will: yeah (1) my bro (.) my brothers a professional photographer

20

//

Jason: yeah

Will: well, (.) at the mo (.) he he lives in australia now (.) and hes workin /fə/ /fə/ the (.) /fə/ the australian government (1) theyre takin all the old film stock (.) kind /əv/

//

Jason: yeah

Will: kind /əv/ digitalisin it (.) if thats the way /jə/ could put it (1) but so (.) the old cellu (.) some of the (.) a lot of the old celluloid stock (.) and the celluloids beginnin /tə/ (.) /tə/ decompose

25

//

Jason: yeah so they (.) they re (.) they remaster it (.) so they can keep it

- Will:** yeah (.) so theyre puttin them all into into computers so that they can erm like store it (.) /jə/ know (.) /kɜ/ a lot /əv/ (.) a lot /əv/ (.) it goes way way back (1) he says the glass stuff is all right (.) thats okay at the moment 30
- Jason:** mm hmm (.) /ə/ mean it would be like the manuscripts /fə/ (.) for old english and and all that (.) /jəd/ need /tə/ start puttin em on to erm
- Will:** // yeah (.) its its part of australian history (.) so theyve (.) they /wɒnə/ try and preserve all this stuff 35

TRANSCRIPTION KEY:

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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

/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