

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Advanced Subsidiary GCE

ENGLISH LANGUAGE

2702

Variation in the Usage of English

Tuesday

24 MAY 2005

Afternoon

1 hour 45 minutes

Additional materials:
Answer booklet

TIME 1 hour 45 minutes

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and Candidate number in the spaces on the answer booklet. If you use more than one booklet, fasten them together.
- Answer **two** questions.
- Answer the question in Section A and **one** question in Section B.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks for each question is 30. This is shown in brackets [] at the end of each question.
- The total number of marks for this paper is 60.
- You will be awarded marks for the quality of written communication in your answers.
- A table of phonemic symbols is included on page 5. You may use this if you wish, but it is **not** compulsory to use these symbols in any of your answers.

This question paper consists of 6 printed pages and 2 blank pages.

Section A

Answer Question 1.

1 Written Language

The following passage is taken from the internet. It uses some of the conventions of text messaging. Words shown in square brackets [] explain meanings e.g. M8 = mate.

HEY U I took media studies and GMTA [great minds think alike] M8 [mate] WAN2 hire me for your biz great wiv food driving real kosher. Ask NE1 [anyone] It would be XLNT [excellent] to work 4UL8R [for you later] Signing off.

By reference to materials drawn from your own studies, illustrate and comment upon variations in form of modern written English. You may, if you wish, include discussion of the passage above. [30]

Section B

Choose **one** question from this section.

EITHER

2 *Register and Levels of Formality*

The following two passages are from a broadsheet newspaper. Passage (a) is a report. Passage (b) is an editorial.

By careful analysis of the language of each passage, compare and contrast the levels of formality and register. [30]

(a) DOUBLE POLICE PATROLS AROUND SCHOOLS

The number of police officers around schools is to be doubled under a crackdown on anti-social behaviour. The Education Secretary, Mr Clarke, said: It is time to restore respect for authority to its rightful place. That in turn must mean a drive to strengthen school discipline. Heads will be able to fine parents of persistent truants. Powers for them to issue fixed penalty notices will be included in legislation next year. Fast-track prosecutions of parents of persistent truants will be introduced next month as a trial in nine authorities. They will be given twelve weeks to improve attendance and a court date for the end of that period if they fail. If attendance has not improved, the parents will be prosecuted and face fines of up to £2,500, or imprisonment. Police and education welfare officers will be given powers to issue fixed penalty notices to parents of children found during 'truancy sweeps' of city centres. 5 10

(b) DOWN WITH SKOOL

The Education Secretary is going to try and stop bunking off. He sez he is going to impose fixed penalties on parents. Wel, I mean to say. What else is there to do? All skools are the same. Latin is soppy, and no longer on the kor curriculum. Yippee. French is friteful. Teknologuee is terrible. And there are sivics, meeja and film studies (wiz). As any fule kno the only pleasure for heroic schoolboys is playing truant. The Education Sec shud kno better. Mennys the time he bunked off with his chums and oiks to the local flicks. And now he wants to fine my old pater £50 each time I miss a lessen. My old man will consult his lawyer. He will cut my poket money. But first catch your truwant. What makes them think that schoolboys cannot come up with a good xcuse for cutting lessons. We have had centuries of eggsperience. 5 10

OR

3 Child Language Acquisition

James is three years old. He is talking to his nursery school teacher about building an aeroplane.

By careful analysis of James's speech discuss and illustrate his language skills. [30]

- V. this is called the propeller
- J. what is the peller(2)what is these bits(1)and that can be the other one of(h)see your one is there
- V. we join this bit to this bit like this dont we
- J. that one has a bit as well be(.)be(.)] 5
- V. cos we need all the bits together]
- J. i see one more of them there it is there is a bit there see it
- V. what bit is]
- J. it goed there(.)there that bit goed with the peller there and it fit on]
- V. thats a wing you have lets put that together 10
- J. what is it(.)what is the wing there and it is with a peller as more bits together
- V. yes(1)lets try and put it with the wings and the tail
- J. (h)here is another (h)now we have wing and t(.)ta and join together all of them
- V. thats right now you have put them all together and we have made it joined up
- J. yes all joined right up n can it fly up now like this other one 15
- V. well if we make sure we put the middle in]
- J. yeah in mi(.) n then all with peller there(h)now its together I fly it]
- V. thats right lets try and fly it but we have to have the wings clipped on hard
- J. thats right its all cl(.)cl(.)together n now(h) right there now so it fly like this
- V. well it has to have the engine as well 20
- J. what eng(.)engen is that is that this(2)this engen and then it fly up high and we can play with and the peller go with it like like(.) it goes fast now
- V. hmm well lets make sure its all tightly together shall we
- J. its joined all up then we push it(2) look look(1)this bit goes up did you seed that and it all went up(h)the engen is there and the tail bit you can put that back there again and then we c(.)can play with that and other one over there 25

TRANSCRIPTION KEY

- V. Victoria
- J. James
- (.) Micropause
- (2) Pause in seconds
- (h) Audible intake of breath
-] Speech overlaps

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

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