

**ADVANCED GCE
ENGLISH LANGUAGE**

Language Contexts – Structural and Social
FRIDAY 18 JANUARY 2008

2704

Morning
Time: 2 hours

Additional materials: Answer Booklet (16 pages)



INSTRUCTIONS TO CANDIDATES

- Write your name 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.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **two** questions.
- Answer **one** question from Section A and **one** from Section B.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60 (30 for each question)**.
- You will be awarded marks for the quality of the written communication in your answers.
- A table of phonemic symbols is included on page 8. You may use this if you wish, but it is **not** compulsory to use these symbols in your answer.

This document consists of **8** printed pages.

SECTION A: Structures

Answer **one** question from this Section.

EITHER

1 *Language and Speech Sounds*

The following passage is a student's transcription of a conversation between James, a sixth former, and his tutor.

In the passage the transcriber has used basic means to show the phonological features of speech. What more detailed methods could have been applied to give the transcription greater technical accuracy? [30]

T right hello (er) james yes sit down please (pause) right (pause) how are you (erm)

J fine thanks sir

T right (pauses) right good (pauses) you are in your final term now what have you thought about i mean have you considered what you could be (erm) well what you will be (pauses) mean what will be your next steps i mean after this school that is

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(James interrupts the teacher as he is talking)

J um wellum (pauses) perhaps going to uni or (erm) having the gap year or even having work experience sorta in well an office or like that

T right (pauses) is more work experience your choice or have you been influenced perhaps by your family ties which are in the city perhaps you could say

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(James interrupts teacher as he is talking)

J well my uncle is quite keen (erm) he likes to give young people chances you know being gods (corrects himself) sorry being dogsbodies in one of his offices (laughs gently) erm i could do that various jobs (long pause)

T yes (pause) yes (longer pause) thats one quite good idea (pause) have you thought seriously about university life cos you have applied for an unusual degree course haven't you its rather

15

(James interrupts teacher as he is talking)

J (er) yes

T what i was trying to say and this is a crucial issue is (pause) is it you (heavy stress)

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J (er) well (er) it looked interesting when i read about it (long pause) really exciting

T aah yes (pause) the exciting factor which is what seems doesn't it to attract quite a number of your peers that surely (heavy stress) is true (erm)

TRANSCRIPTION KEY

Teacher Speaks with a Midlands accent.

James Speaks with a London accent.

OR

2 Language and Grammar

In the following two passages the writers have experienced some difficulty in using standard written English.

By close reference to both passages comment in detail upon the grammatical and syntactical features of the writing.

[30]

(a) There was a lovely helpful family. They loved playind games with their childs. They decide to go to the forest to have the meal. They pack up the dress and lunch. There they find a big cave. Inside they did not find no person else there. It was nice to be. They said to stay and sleep. In the midnight the father hears a lots of noises he wake and go outside but childs so scare they screaming. He is to run then back so very quickly to where they was rested. He says why are you screaming too much. What thing is it you have heard or seen which make the upset for all of you. Perhaps this is not the nice place for us and if the spook is seeing us we are going back to the house so quickly.

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(b) How are you my best friend. I wish to see you. I am so exciting to chatter with you. Know at this time the study is harder the business studies is very much now. Still the life is happy and my family is I hope like yours is too. I say my wishes to your family now. Soon we will be to university. You think too about this my friend. Perhaps there we will see new friends. We will be arriving from one small place and that one is so much the grander. These things are so exciting to me and to you so both of us will have more information and later we are having so exciting job of work perhaps. But my friend what else can I say. Are you playing like me more football still. It is good to be kicking the ball after a day of sitting at the desk just doing the figures of the accountant. I think you will be feeling like me when I say this. Will you tell me other of the pleasures you have been doing in your reply.

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OR

3 *Language and Meaning*

The following passage is taken from a letter to a newspaper. It is objecting to the way that the English language is constantly expanding because of the addition of new words.

Comment in detail upon the italicised examples. You may, if you wish suggest likely dictionary definitions. To what extent do they raise issues about meaning in modern English lexis?

[30]

'Not at all bad *eye candy* said the *mouse potato*'.

This would seem to mean someone sexually attractive, spotted by a computer obsessive. To me this indicates the decline of the beauty of the English lexicon. What is even more alarming is such atrocities can be spotted in reputable journals. What on earth can such nouns possibly mean? I have recently noted the following examples:

mockney

downshift

chavette

god-slot

trashflash

overclass

genre-straddlers

televangelism

zombie-policies

SECTION B: Social Contexts

Answer **one** question from this Section.

EITHER

4 Language Change

Passage **(a)** is from a 19th century survey of working class people living in London. The interviewer is talking with a young girl, employed in the clothing trade. The article was published in 1852. Passage **(b)** is from a business and employment magazine, published in 2005.

By close attention to the passages, comment upon some of the differences and similarities between 19th and 21st century English as illustrated here. [30]

- (a)** My ma is a widow up of 66 years. I had to start in the workshop up of twelve. It is slop work making trowsers which I gets 7 pence or 8 pence a pair and I makes two a day if I am lucky. I pays for me own twist thread and candles and works from 6 in the morning to ten at night. No young gel cannot get a real living at slop work. Now I am up of sixteen I has to find the rents and clothes for me younger sisters and all that on never more than five shillings a week. There is no one girl who could ever earn a living doing slop work. The masters knows this and knows our choices aint much. I tried to stay good but I could not keep us all and I took with a young man up of nineteen. But I have not seen of him nigh on six months. Now I am lost and will be mothering in two months time or so. Then I loses the slop monies. I didst try hard not to be in this way of mothering but I hopes to get a ticket for the midwife and some baby clothes in charity ways. But I will not have no use for the needle for a time and my sisters will have to go out and get workings. Young I still am and I often thinks how this life is nothing but a curse for me. I knows I should have done better for myself. I dread that what could be in front of me is the streets. 5
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- (b)** Added Dimensions is a co-ordinated initiative to offer work experience placements and vocational tasters to students. It is part of the National Entry to Employment scheme to help students who have not had the best start in life but wish to work towards suitable qualifications. Students enrol voluntarily and have to demonstrate that they genuinely want to learn. Many will begin the programme with low self-esteem. They will have literacy and numeracy problems, limited social and life skills and a lack of meaningful work experience. Employers complain constantly about such deficiencies when they are trying to recruit staff. The Added Dimensions programme is an opportunity for them to draw out the youngsters' skills and talents. Taster days give students the opportunity to learn more about specific business sectors, perhaps working for a large retailer, or in an office or factory. Such days also help students with their CV, interview techniques, key skills and personal finance. 5
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Extract from *A taste of the world of work*, South London Business, November 2005

OR

5 Language and Gender

The following passage is taken from a newspaper article. It is discussing a recent survey on young women, conducted by a lifestyle magazine.

By detailed reference to the lexis in the passage comment upon what gender issues are raised by the article. [30]

Workshy young women are determined to ditch hard graft and flirt and flaunt their way to a fortune instead, a survey has found. *New Woman* editor Helen Johnston said: "Young women today have no intention of working themselves into the ground like their mothers did. This is an Easy Life generation, and they are all savvy enough to take all the short cuts to an easier life. If pole dancing for a night will earn them a thousand pounds instead of 160 hours slogging away in an office, then they will choose the former." The survey also revealed that some women are prepared to put oodles of dosh before love. Nearly a third said they would tie the knot for money, while more than one in ten revealed they would jump at the chance to wed a rich old man. More than half happily confess they want a rich fella rather than make it in life on their own. Nearly all those asked said they were willing to use feminine wiles to get what they want. Modern young women fear work will damage their looks, with eight out of ten fearing it will age them. Less than one in ten imagined working until retirement age and just under a third didn't ever want a job. Almost half said they would flirt to improve their prospects of promotion. Four out of ten thought a good body advances a woman's career and just under a third believed they would be more successful with a better body. Many believed that a stunning figure would rocket them to the top – and did not care how they got one. More than a third admitted they would have cosmetic surgery either sooner or later and just under a third said they would have a boob job, if it guaranteed them easy money.

Extract from James Clench, *The easy life generation* © The Sun 2006

OR

6 *Language and Society*

The following passage is part of a newspaper article. It is concerned with teenage slang usage as it is occurring in London.

By detailed reference to the passage and, where relevant, to your own studies of dialect, comment upon the linguistic issues which are raised by the article. [30]

Visitors to London are to be taught rap-style teen slang to help them understand the capital's youngsters. The move comes after researchers revealed kids have swapped traditional cockney rhyming slang for a new dialect dubbed *Jafaican*. It mixes English, Jamaican patois, Indian and West African dialects. The language – officially called multicultural English – is used in everyday speech by both whites and kids from immigrant families. Its use of words such as *creps* for trainers, *yard* for home, *ends* for locality, *yoot* for a child and *skets* as a derogatory term for a young woman, is baffling to outsiders. *Visit London*, a tourist initiative, intend to set up a Festival Season Language School to give three minute language lessons. Five languages, or dialects, will be taught – Bengali, Spanish, Sign Language, Cockney and Teen Slang. A spokesman said: "It's a celebration of our diversity. More than 250 languages are spoken in the city and some have blended together." 5

Extract from Jerome Starkey, *Mayor's lessons in slang* © The Sun 2006

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List of Phonemic Symbols and Signs (RP)

1. CONSONANTS OF ENGLISH

/f/	—	fat, rough
/v/	—	very, village, love
/e/	—	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