

**ADVANCED SUBSIDIARY GCE
ENGLISH LANGUAGE**

Variation in the Usage of English

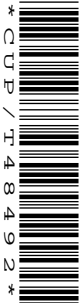
FRIDAY 16 MAY 2008

2702

Morning
Time: 1 hour 45 minutes

Additional materials (enclosed): None

Additional materials (required):
Answer Booklet (8 page)



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 the question in Section A and **one** question in 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 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 **7** printed pages and **1** blank page.

Section A

Answer Question 1.

1 *Written Language*

The following passage is an example of legal language. It comes from a Court of Appeal case.

A will was not valid unless the witnesses had signed it with the intention of attesting the testator's signature or of attesting the will. Where a will contained the signatures of the testator and the witnesses and an attestation clause such intention would be presumed in the absence of the strongest evidence to the contrary.

Source: Court of Appeal, Crown Copyright

By close reference to your own studies of English, comment upon and illustrate influences which can lead to variations in written texts. You may, if you wish, refer to the passage as part of your answer.

You should ensure your answer includes detailed discussion of lexis, syntax and grammar.

[30]

Section B

Choose **one** question from this section.

EITHER

2 *Register and Levels of Formality*

The following two passages **(a)** and **(b)** are about impressions of modern Great Britain.

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

- (a)** In the formidably pretty Lake District I was appalled by the synthetic cultural tourism of the Wordsworth industry. The poet's cottage now has a coach park the size of fifty cottages and the sugary town of Ambleside is impossibly choked with traffic. Just tens of miles south, I came across the forlorn fish-and-chipperies, souvenir shops and penny arcades of Morecambe, two steps, it seemed to me, from abandonment. A tea room that could accommodate one hundred people was seating no one and in a pub nearby, I received an effusive greeting from a six-year-old girl and a six stone rottweiler. The pub was busy with the sort of men who might swing their boot through the window of the Winter Gardens. Two of them were next to me, their elbows on the bar. Every other word they uttered began with an 'f' or a 'c'. The language in Britain becomes worse and the young are more insolent. Crime and vandalism infect everywhere. 5
10

Extract from Joe Bennett, *Mustn't Grumble*, Simon & Schuster, 2006

- (b)** Renowned for its equable climate since Victorian times, Bexhill-On-Sea has a quiet charm that can be missing from many larger well known seaside resorts. Bexhill is a quiet, tranquil resort that has an elegance all of its own – a great town to visit. You will find it easy to walk along our wide and level promenade, or simply sit and take in the views across the English Channel. Come and enjoy our Seaside Award beach, it never gets crowded. Youngsters will have great fun in our many rock pools – the rocks opposite the Sackville even contain dinosaur footprints. We have beach huts for hire and many seaside cafes and restaurants. Many visitors come to Bexhill to shop. Most of our shops are individual owner managed and great for finding something different. If you are coming to stay we have some wonderful accommodation for you. If coming for the day you can enjoy lots of the delights of Bexhill and however long your visit you will want to come back – that's guaranteed! 5
10

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OR

3 *Child Language Acquisition*

Jennifer is five years old. In the transcription she is having a lively conversation with her mother about the day's events.

By close reference to the transcription comment in detail upon Jennifer's language skills. Pay particular attention to syntax and lexis. [30]

- J. we went down in the car n the horse box was on the back and her mum had got biscuity things to go to the ponies and we went to see the erm the new stable n annabel said they looked jus like pointy or erm (.) yeah pointy little houses
- M. was any one else there then or were you alone
- J. no that samantha was there with that erm girl you know erm what is called esme (.) no they think they are so so good wiv all ponies n things they are jus like it at school as well n erm not all the others are 5
- M. her mother was a good rider wasnt she
- J. who sam i dunno (.) perhaps but we i dunno but then annabel n me well annabel really said could we go to the party shop but her mum wanted to go n get her dad so we went to the train n then walked in past the shops 10
- M. did you see anything you liked
- J. nah no (.) we well hmm we could only see a few things so we called harriet n she was wantin to know what about sunday but cos of sam being going erm we said no but erm anyway (2) mum can we go on the ponies on sunday (2) oh please eh can we 15
- M. well what about helping me (laughs) all those promises (laughs)
- J. you know i like the stables then its the bestest of the days down there n if annabel can stay over saturday we could go right early down there n help the g (.) grooming
- M. lets wait and see shall we what happened about sunday school then come on tell me the truth 20
- J. bit borin n that lady who goes on n on you know about jesus (laughs) the singin was good n some of us laughed about a bit but by the time its over its later to go to see the horses erm so can we then do that like i jus said please mum
- M. well lets see what happens for the rest of today and what about the party then 25
- J. annabel has asked most of the class so it will be all of us really i spose
- M. // what even samantha

- J. n some of em are goin to dress up a lot like when we did that thing for the erm thingummy fair thing last year (.) cant member what it was called n so we can all go n buy some glitters for faces jus like spooky night time it will be great 30
- M. we will see about that then cant you wear casuals
- J. well (.) well (1) not really not if all the others are going like a special thing n there will be music n things so its real so erm well i think it will be all dress up (4) so we will go to the party shop again (3) can we (.) can we go tomorrow (1) cos i will be able to meet you after school n it wouldnt be too late to get it before it is shut would it 35

TRANSCRIPT KEY

- J. Jennifer
- M. Mother
- (.) micropause
- (4) pause in seconds
- // speech overlap

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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