

**Modified Enlarged 18pt**

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**Tuesday 4 June 2019 – Morning**

**A Level English Language**

**H470/02 Dimensions of linguistic variation**

**Question Paper**

**Time allowed: 2 hours 30 minutes  
plus your additional time allowance**

**YOU MUST HAVE:**

**the OCR 12-page Answer Booklet  
(OCR12 sent with general stationery)**

**The Resource Booklet**

**READ INSTRUCTIONS OVERLEAF**



## **INSTRUCTIONS**

**Find the Resource Booklet for use when answering all questions.**

**Use black ink.**

**Answer ALL the questions.**

**Write your answers in the Answer Booklet. The question number(s) must be clearly shown.**

**Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).**

## **INFORMATION**

**The total number of marks for this paper is 80.**

**The marks for each question are shown in brackets [ ].**

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# List of Phonemic Symbols and Signs (RP)

## 1. CONSONANTS OF ENGLISH

<b>/f/</b>	—	<b>fat, rough</b>
<b>/v/</b>	—	<b>very, village, love</b>
<b>/θ/</b>	—	<b>theatre, thank, athlete</b>
<b>/ð/</b>	—	<b>this, them, with, either</b>
<b>/s/</b>	—	<b>sing, thinks, losses</b>
<b>/z/</b>	—	<b>zoo, beds, easy</b>
<b>/ʃ/</b>	—	<b>sugar, bush</b>
<b>/ʒ/</b>	—	<b>pleasure, beige</b>
<b>/h/</b>	—	<b>high, hit, behind</b>
<b>/p/</b>	—	<b>pit, top, spit</b>
<b>/t/</b>	—	<b>tip, pot, steep</b>
<b>/k/</b>	—	<b>keep, tick, scare</b>
<b>/b/</b>	—	<b>bad, rub</b>
<b>/d/</b>	—	<b>bad, dim</b>
<b>/g/</b>	—	<b>gun, big</b>
<b>/tʃ/</b>	—	<b>church, lunch</b>
<b>/dʒ/</b>	—	<b>judge, gin, jury</b>
<b>/m/</b>	—	<b>mad, jam, small</b>
<b>/n/</b>	—	<b>man, no, snow</b>
<b>/ŋ/</b>	—	<b>singer, long</b>
<b>/l/</b>	—	<b>loud, kill, play</b>
<b>/j/</b>	—	<b>you, pure</b>
<b>/w/</b>	—	<b>one, when, sweet</b>
<b>/r/</b>	—	<b>rim, bread</b>

## 2. PURE VOWELS OF ENGLISH

<b>/i:/</b>	—	<b>beat, keep</b>
<b>/ɪ/</b>	—	<b>bit, tip, busy</b>
<b>/e/</b>	—	<b>bet, many</b>
<b>/æ/</b>	—	<b>bat</b>
<b>/ʌ/</b>	—	<b>cup, son, blood</b>
<b>/ɑ:/</b>	—	<b>car, heart, calm, aunt</b>
<b>/ɒ/</b>	—	<b>pot, want</b>
<b>/ɔ:/</b>	—	<b>port, saw, talk</b>
<b>/ə/</b>	—	<b>about</b>
<b>/ɜ:/</b>	—	<b>word, bird</b>
<b>/ʊ/</b>	—	<b>book, wood, put</b>
<b>/u:/</b>	—	<b>food, soup, rude</b>

## 3. DIPHTHONGS OF ENGLISH

<b>/eɪ/</b>	—	<b>late, day, great</b>
<b>/aɪ/</b>	—	<b>time, high, die</b>
<b>/ɔɪ/</b>	—	<b>boy, noise</b>
<b>/aʊ/</b>	—	<b>cow, house, town</b>
<b>/əʊ/</b>	—	<b>boat, home, know</b>
<b>/ɪə/</b>	—	<b>ear, here</b>
<b>/eə/</b>	—	<b>air, care, chair</b>
<b>/ʊə/</b>	—	<b>jury, cure</b>

**Answer ALL the questions in this paper.**

## **SECTION A – Child language acquisition**

**You are advised to spend about 40 minutes on this section.**

**Read TEXT A in your RESOURCE BOOKLET and answer the following question.**

- 1 Using the appropriate terminology to explain your findings, examine the language development stage of the child-participants as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of their utterances.**

**Use your knowledge of theories and concepts of child language acquisition to support your answer. [20]**

## **SECTION B – Language in the media**

**You are advised to spend about 45 minutes on this section.**

**Read TEXT B in your RESOURCE BOOKLET and answer the following question.**

- 2 Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.**

**[24]**

## **SECTION C – Language change**

**You are advised to spend about 1 hour and 5 minutes on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes writing your response.**

**Read TEXTS C and D in your RESOURCE BOOKLET and answer the following question.**

- 3 By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 18th and 20th centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed. [36]**

**END OF QUESTION PAPER**



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