



ADVANCED SUBSIDIARY GCE
ENGLISH LANGUAGE
 The Dynamics of Speech

F651

Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 16 page Answer Booklet

Other Materials Required:

None

Monday 11 January 2010
Morning

Duration: 2 hours



INSTRUCTIONS TO CANDIDATES

- Write your name clearly 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.
- Use black ink.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **one** question from Section A and **one** question from Section B.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- You will be awarded marks for the quality of written communication in your answers.
- The total number of marks for this paper is **60**.
- A list of phonemic symbols is included on the last page. You may use this if you wish, but it is **not** compulsory to use these symbols in your answer.
- This document consists of **12** pages. Any blank pages are indicated.

Section A – Speech and Children

Answer **one** question from this section.

EITHER

- 1 This is a transcription of part of a Maths lesson in an American school. The children (aged 9-10) are thinking of ways to work out the answer to the following question:
Joshua ate 16 peas on Monday and 32 peas on Tuesday. How many more peas did he eat on Tuesday than he did on Monday?

How do the children and the teacher use language here to work together on a Maths question? Support your answer by referring to specific examples from the transcription.

Shea: it was /æ/s/k/i/ŋ/ (.) like um he ate (.) he ate (.) sixteen (.) sixty one (.) sixteen peas on /t/uː/z/day (.) on monday (1) so (.) its like i'm telling you (.) its just telling you that (.) um (.) hes (1) how much (.) many more did he eat than on the other day to get thirty two

Teacher: mmm hmm (.) and what do you think about that (1) what do you think (1) how many more did he eat 5

Shea: he ate sixteen (.) because i count () i added them up (.) i went sixteen plus sixteen is thirty two

Teacher: so (.) youre saying he ate (.) that he ate sixteen more peas on /t/uː/z/day than he did monday 10
//

Shea: i used the

[many students talking together]

Teacher: EXCUSE ME just a second (.) lets let shea finish his thought

Shea: i used the number line (1) can i go up there

Teacher: yeah (.) could you show it (1) could people look to see how hes (.) explaining how he got sixteen (.) because other people got different /æ/n/swers to this 15

[Shea goes to the front of the room and points at the numbers on the number line above the chalkboard]

Shea: i went sixteen (.) one two three four five six seven eight (.) nine ten eleven twelve thirteen fourteen fifteen sixteen (.) and i ended up on thirty two 20

Teacher: okay (1) comments either about his (.) /æ/n/swer or about his method

Shea: can i call on someone

Teacher: yes you can

Shea: liz

Liz: i agree with YOU (.) i got that same /æ/n/swer and i (.) did it the same way 25

Shea: rania

Rania: i have another (.) i know (.) i know what I would say (.) i did it the same way (.) but i would say something else (.) i want to prove that his /æ/n/swer is right (.) because i got it

Teacher: you would like to prove that his /æ/n/swer is right

Rania: // yeah (.) because a /h/æ/f/ of (.) a /h/æ/f/ of thirty two would be sixteen 30

Teacher: uh huh (.) and how does THAT prove that his answer is right

Rania: i (.) because (.) its (.) its a /h/æ/f/ of thirty two (.) sixteen is a /h/æ/f/ of thirty two (1) that PROVES his answer

Teacher: so (1) did that help you know that the difference between monday and /t/u:/z/day (.) had to be another sixteen 35

Rania: yeah

Teacher: i see (1) thats interesting

TRANSCRIPTION KEY:

(.) = micro-pause

(1) = length of pause in seconds

UPPER CASE = stress / increased volume

[italics] = paralinguistic features

// = speech overlap

/h/æ/f/ = phonemic representation of speech sound

OR

- 2 The following passage is taken from the novel *Paddy Clarke Ha Ha Ha* by Roddy Doyle, set in Ireland in the 1960s. Here Paddy, who is ten years old, and his younger brother Francis (nicknamed 'Sinbad') have just heard their mother ('ma') scream as she has found a mouse in the toilet bowl. His father ('da') is trying to flush the mouse down the toilet.

Write about the ways children use language when speaking to other children and to adults. Support your answer by referring to specific examples from the fictional text below.

– Will it die? said my ma.

Da didn't answer. He was counting the seconds till the water stopped hissing into the cistern; I could see his lips.

– The life expectancy of a mouse is about eighteen months, I told them. I'd just read it. 5

– Not in this house, said my da.

My ma nearly laughed. She patted my head.

– Can I see?

She got out of my way, then stopped.

– Let him, said my da. 10

The mouse would have been a good swimmer but he wasn't trying to swim properly. He was trying to run out of the water.

– Cheerio, said da, and he flushed the toilet.

– Can I keep him? I said,

I'd just thought of it. My favourite pet. 15

The mouse went round and further down into the water and he went backwards out of the bowl, down the pipe. Sinbad wanted to see.

– He'll come out at the seafront.

Sinbad looked at the water.

– He'll be happier there, said my ma. – It's more natural. 20

– Can I get a mouse? I asked.

– No, said my da.

– For my birthday?

– No.

– Christmas? 25

– No.

– They frighten the reindeer, said ma. – Come on now.

She was making us get out of the toilet. We were waiting for the mouse to come back up.

– What? said da.

– Mice, said ma. – They frighten the reindeer.

30

She nodded at Sinbad.

– That’s right, said da.

– Come on, lads, she said.

– I want to go, said Sinbad.

– The mouse’ll get you, I told him.

35

– Number ones, said Sinbad. – Standing up; so there.

– He’ll bite you in the mickey, I said.

Ma and da were going down the stairs.

Sinbad stood too far back and he wet the seat and floor.

– Francis didn’t lift the seat! I shouted.

40

– I did so.

He whacked the seat off the cistern.

– He only did it now, I said, – when I said it.

They didn’t come back up. I kicked Sinbad when he was wiping the seat with his sleeve.

Section B – Speech Varieties and Social Groups

Answer **one** question from this section.

EITHER

- 3 This is a transcription of part of a conversation between Simon and Martin. Here, Simon is telling Martin about his experiences at an independent school for boys.

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

Martin: do you think (.) there are certain values that the school likes to encourage in its pupils?

Simon: um (.) theres a lot of tradition going around and (.) um (.) some of it is (.) some of it is (.) has and probably will go (.) but i hope none of (.) not all of it will go (1) because (.) um (.) its quite nice having all these (.) um (.) boards around saying 5
winston churchill came here and (.) um (.) and i think some of the traditions (.) like (.) like there (.) there have been some relatively (.) school words that have (.) um (.) come around (.) like there was the word TOSH (.) which

Martin: //
TOSH

Simon: which sounds quite RUDE (.) but it was (.) um (.) actually means BATH (1) and that 10
(.) sort of (.) that was in the new boys booklet when we came (.) and of (.) a sort of (.) LIST (.) of about eleven words we had to learn (.) and (.) um (.) it was (.) it was quite difficult (.) because tosh means bath and (.) and FLICKS is lights out and (.) and the only one that i can actually think of off the top of my head is bluer (.) which 15
is (.) which is our blue blazer (.) that we wear

Martin: //
so you had

Simon: //
that we wear

Martin: so you had (.) these eleven words you had to uh (.) that are (.) kind of (.) like (.) uh (.) your (.) sort of (.) SCHOOL words

Simon: yeah (1) and (.) um (.) DUCKers (.) swimming (.) which isnt used really any more 20
(.) and (.) um (.) it was (.) it was (.) sort of (.) w (.) interesting (.) but it was (.) when i came (.) the (.) sort of (.) the boy that showed me round sort of said (.) um (.) this is (.) you dont need to know this word and you dont need to know that word (1) dont bother learning that (.) i mean (.) no teacher really CARES about that word

Martin: were there any initiation (.) sort of (.) CERemonies or (.) i dont know (.) uh (.) sort 25
of (.) PRANKS that (.) uh (.) that happens to new boys

Simon: um YES (.) there was one but it wa (.) didnt happen to ME (1) it was um a b (.) b (.) a SHELL (.) when (.) because thats the FIRST year (.) are called SHELLS (1) they um (.) had (.) a boy (1) a boy came up to him in his second week and said um um (.) I'll give you a TENNER if i can smash two eggs over your HEAD (1) and um (.) 30
(.) course he (.) um (.) smashed ONE egg over the head and this other (.) this boy said (.) come on (.) get me (.) give me the second one give me the SECOND one (1) and he DIDnt (1) and he says (.) um (.) and he says (.) can (.) well (.) at LEAST give me a FIVer (.) he says (.) but the deal was (1) um (.) do you know (.) have a (.)

its GOT to be a TENner for TWO (2) so this (.) so that was one (.) sort of thing (.) 35
 and they just (.) i think the boys just want to see how youll reACT (.) its quite (.) its
 quite FUNny (.) i mean (.) i havent ACTually done any initiation ceremonies myself
 (.) as such

Martin: what ha (.) what is the (.) the kind of the life of a (.) of a SHELL (1) whats their
 whats the routine 40

Simon: um (.) well (.) in the first two weeks of your time here (.) you have a sort of (.) um
 (.) i cant remember what its called (.) but you get given (.) um (.) you dont have to
 have any (.) sort of (.) DUties as such (.) you just settle in and you learn to go to (.)
 um (.) your lessons and you find out where everything is (1) and then after those 45
 two weeks it can either be very difficult (.) because youre used to this (.) um (.) this
 sort of SANction (.) and (.) um (.) i mean (.) boys find it (.) i mean (.) it is QUITE
 difficult (.) but you get into the way of it if youve got a good (.) um (.) SHADow (.)
 when you come

Martin: // whats a SHADow

Simon: someone who looks after you (1) a guy in the reMOVES (1) which is the SECond 50
 year (.) at the school

TRANSCRIPTION KEY:

(.) = micro-pause

(1) = length of pause in seconds

UPPER CASE = stress / increased volume

// = speech overlap

OR

- 4 This is a transcription of part of an interview, broadcast on local radio in Cornwall, involving three young women who work together. The interviewer has been asking them about the ways they, as a group of friends, refer to other people.

How do the women use language here to reinforce their group identity? Support your answer by referring to specific examples from the transcription.

Interviewer: well (.) thats what you call other people

[laughter]

but (.) what do you call each other

Rebecca: mates

Shannon: mates (1) /s/e/l/æ/b/

5

[laughter]

Rebecca: chief

[laughter]

Interviewer: say that again

Rebecca: chief
//

10

Emily: [laughs] chief

Interviewer: i missed what YOU said shannon

Shannon: /s/e/l/æ/b/ (.) oh dont ASK us [laughs]

Interviewer: rebecca

Rebecca: /s/e/l/æ/b/ [laughs]

15

Emily: [laughs] your turn

Rebecca: i think its a

//

Emily: /s/e/l/æ/b/ (.) yeah (.) /s/e/l/æ/b/

Rebecca: its its just a PERsonal GROUP thing isnt it

//

Emily: yeah

20

Rebecca: yeah

//

Shannon: basically it come from bo seLECTa*

[laughter]

- Shannon:** and then for emilys eighteenth (1) what does he say in bo selecta
- Rebecca:** bo selecta (.) he um 25
//
- Emily:** [*imitating voice*] /s/e/l/æ/b/rities
- Rebecca:** theres a bloke called avid merrion (.) and he always says [*imitating voice*] i'm going to see /s/e/l/æ/b/rities
- Shannon:** and then then for emilys eighteenth birthday we all booked i booked a LIMo as a surPRISE (.) but i TOLD all the GIRLS and at the time (1) were we all working together 30
- Emily:** yeah
//
- Rebecca:** yeah
- Shannon:** yeah we were all working together and everybody i needed everybody to know so i could collect the money but we didnt want emily to know (.) and they all said ah we're going to be like /s/e/l/æ/b/rities 35
- Emily:** and i i didnt cotton on to what they meant but obviously they meant like you know celebrities go in a limo
- Rebecca:** yeah
- Shannon:** and it just kind of 40
- Rebecca :** went from there
- Shannon:** /s/e/l/æ/b/rities (.) and then it just went to /s/e/l/æ/b/z/ (.) i suppose

TRANSCRIPTION KEY:

(.) = micro-pause

(1) = length of pause in seconds

// = speech overlap

[italics] = paralinguistic features

UPPER CASE = stress / increased volume

/s/e/l/æ/b/z/ = phonemic representation of speech sounds

* bo selecta is a television programme shown on Channel 4.

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

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