

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS  
AS GCE**

**F651/01**

**ENGLISH LANGUAGE  
The Dynamics of Speech**

**WEDNESDAY 14 MAY 2014: Morning**

**DURATION: 2 hours  
plus your additional time allowance**

**MODIFIED ENLARGED**

**Candidates answer on the Answer Booklet.**

**OCR SUPPLIED MATERIALS:**

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

**OTHER MATERIALS REQUIRED:**

**None**

**READ INSTRUCTIONS OVERLEAF**

## **INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces provided on the Answer Booklet. Please write clearly and in capital letters.

Use black ink.

Answer ONE question from Section A and ONE question from Section B.

Read each question carefully. Make sure you know what you have to do before starting your answer.

## **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.

Any blank pages are indicated.

## **INSTRUCTION TO EXAMS OFFICER/INVIGILATOR**

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**SECTION A – Speech and Children**

**Answer ONE question from this section.**

**EITHER**

- 1 This is a transcription of an interaction taking place at home between a mother and her daughters Leonie (aged 3 years and 3 months) and Romana (14 months old).**

**How do the speakers use language here to interact with each other?  
Support your answer by referring to specific examples from the transcription. [30]**

**MOTHER: do you think romanas scared of something**

**LEONIE: whys she scared**

**MOTHER: i dont know**

**LEONIE: what is she scared of**

**MOTHER: whats the matter romana (1) i dont know [laughs] she wont let go 5**

**LEONIE: why wont she**

**MOTHER: what ARE you doing romana**

**LEONIE: is romana scared of something**

**MOTHER: i think so**

**LEONIE: i think so too 10**

**MOTHER: i dont know what shes scared of (1) OH (.) she going to climb up me (.) whats the matter**

**LEONIE: there**

**MOTHER: oh youre tired again romana (.) thats what the matter is (.) youve only just got up (.) well (.) a couple of hours ago 15**

**LEONIE: what did she do (.) mummy (.) that way [singing]**

**MOTHER: are you tired romana (1) leonies making a field**

**LEONIE: THERE [singing]**

**MOTHER: thats a good field (1) are we going to put some animals in it**

**LEONIE: YES (1) monkey 20**

MOTHER: monkey  
//

LEONIE: he wants to go on here

MOTHER: okay (.) thats it (.) now what

LEONIE: he doesnt fit on

MOTHER: he DOES [moves monkey] like THAT (1) thats it (1) NOW (1) giraffe (1) 25  
what else

LEONIE: where is baby tiger

MOTHER: i dont know (1) stand up [looks on floor where Leonie had been sitting] i dont know (.) perhaps perhaps hes lost

LEONIE: // hes not lost 30  
//

MOTHER: oh (.) there he is (.) LOOK LEONIE  
[holds up baby tiger and pretends it's attacking Romana] OH BAD TIGER (.) i dont think you should attack romana (.) get back into leonies field

LEONIE: bad tiger (.) come here 35  
//

MOTHER: here romana (.) have a snake [holds up toy snake] whats this (.) SNAKE

LEONIE: say SNAKE romana

MOTHER: [points] whats that (.) a nice banana (.) no

ROMANA: /fIs/ 40

MOTHER: [points] BANANA (1) [points] FISH [lifts Romana higher up; points] fish are up there

LEONIE: whats she saying

MOTHER: fish are up there arent they

LEONIE: whats she say 45  
//

MOTHER: i think romana was saying FISH (1) whats this romana

ROMANA: /fIs/

MOTHER: /fI f/ (.) /fI f/

LEONIE: is that a fish

MOTHER: //  whats this romana

ROMANA: /fɪʃ/

50

**TRANSCRIPTION KEY:**

(1) = pause in seconds

(.) = micro-pause

[ ] = paralinguistic features

// = speech overlap

UPPER CASE = increased volume

/fɪs/ = phonemic representation of speech sound

↗ = rising intonation

↘ = falling intonation

OR

2 This is a transcription of a conversation involving a group of thirteen-year-olds. They are discussing concerns about weight and diet.

How do the speakers use language here to interact with each other and share their concerns?

Support your answer by referring to specific examples from the transcription. [30]

JESS: my friend eve she says like IM FAT (1) and its like EVE YOU'RE NOT FAT (.) and shes like I AM (1) and people say shes fat but shes not shes really thin

CATY: yeah and like well my friend JODIE she used to be (.) i (.) like (.) there was nothing of her figure but (.) shes got this this new boyfriend and i think shes trying to lose weight (.) and shes really skinny

JESS: eve is too

CATY: jodie she used to be like (.) she went from like a size twelve (.) now shes a size eight (.) and that was only like a couple of months (.) i said to her

DAN: think they think that then // why do you

JESS: i /dʌnəʊ/ (.) i think they just (.) shes just worrying about what other people are going to say about

CATY: // i did say /tə/ jodie the last time i was (.) that i thought shed lost too much in a short period of time but she said there was nothing /tə/ worry about

MELISSA: MY DAD (.) he thinks hes fat but i always tell him its muscle (.) but he still thinks (1) so he goes jogging all the time

DAN: // how long he /bɪn/ /traɪn/ /tə/ lose weight

MELISSA: a while now (.) but nothings coming off /kz/ its just muscle

DAN: well my mum (.) she seems /tə/ think that shes fat (.) and she lost a lot of weight (1) i didnt really think she was fat (1) i /dʌnəʊ/ really (.) i picture overweight people as /bɪn/ unhealthy

SARAH: ive been doing like (.) making sure that i walk more (.) erm and

ED: // yeah and /dʒə/ think thats thats like enough to make like a difference (.) to your weight

**SARAH:** i / dʌnəʊ/ (.) i might start (.) like im /gɒnə/ start like swimming more and that (.) just i need all of my pals to come with me (.) i dont like going by myself

**ED:** mm hmm (.) yeah (.) i feel a lot better with myself since ive been doing boxing /ʌn/ rugby /ʌn/ (1) /kz/ /ʌm/ /traɪn/ at least (.) /jənəʊ/ (.) /ʌm/ not just (.) not just /sɪtɪn/ down all day (.) /ʌm/ /traɪn/ /tə/ lose a /bɪrə/ weight

35

**JO:** i wear big sizes /ʌn/ that (.) /tə/ like hide it (.) dont want anybody to see my fat

**DAN:** how longs it really /bɪn/ bothering you for

40

**JO:** just (.) really (.) when i like started year eight (.) thats all i thought about (.) my weight and my size

### TRANSCRIPTION KEY:

(1) = pause in seconds

(.) = micro-pause

// = speech overlap

/kz/ = phonemic representation of speech sounds

UPPER CASE = increased volume

↗ = rising intonation

↘ = falling intonation

## SECTION B – Speech Varieties and Social Groups

Answer ONE question from this section.

EITHER

- 3 This is a transcription of a conversation involving four young people aged 18 to 21. They are talking about trying to get tickets for live music.

Discuss how the speakers use language here to share their experiences. Support your answer by referring to specific examples from the transcription. [30]

STEVE: i was thinking the other day (.) like (.) i was trying to phone up erm  
(.) /jənəʊ/ (.) one of those like ticket /jənəʊ/ places

//

ROMY: like a ticket agency

STEVE: yeah

ROMY: mm hmm

5

//

STEVE: like /tə/ /tə/ get a ticket for something and then like it was  
engaged (.) like (.) all day (1) and /jə/ think like (.) these like concerts  
like they sell out in like a second (.) and i was like (.) i would never

//

MINU: uh huh

ROMY: mm (.) when i was little

10

STEVE: i would never have got to all of them (.) to any of them (.) when i  
was young (.) if id like wanted to (.) /kz/ i would have been (.) DAD  
(.) GO AND GET ME A TICKET (.) hed be like (.) WELL JUST WAIT  
(.) RIGHT

//

MINU: i dont think i would

15

//

STEVE: exactly (.) i know (.) he was like NO

//

MINU: yeah (.) like (.)

well just wait until the queues gone down [laughs]

STEVE: [laughs]

//

ROMY: no i think my first concert was

20

//

NISREEN: my first concert was like last year

//

ROMY: i must have been

about fourteen

NISREEN: my first concert was like in the PARK (.) last year (.) id never been  
to a 25

MINU: // OH (.) did  
you go to the concert in the park last year

NISREEN: oh no sorry (.) not last year the year before (.) it was like sunny and  
(.) it was brill  
//

STEVE: mm hmm 30

MINU: yeah (.) like before i got my ticket  
//

STEVE: this years concert in the park is sold out

ROMY: i know

MINU: like i i was totally terrified /kz/ the tickets went on sale (.) like the  
day later my friend phoned up and she was saying me and ma (.) 35  
her other friend were going to get camping tickets (.) like do you  
want me to get you one i  
//

STEVE: yeah

MINU: i like said (.) well ill need to check my money first (.) like i DO want  
to go but i might need to wait a couple of weeks (1) so they got 40  
their tickets (1) i went into the like the  
//

ROMY: the ticket agency [laughs]  
//

MINU: [laughs] yeah (.)  
like two days later and the girl was like (.) we havent got camping  
tickets left its only the saturday day tickets 45  
//

NISREEN: are you camping

MINU: well yeah that was the thing (.) i came into uni like (.) OH MY GOD  
(.) and i went on to all the ticket websites  
//

NISREEN: do you know what  
//

MINU: and after three 50  
//

STEVE: yeah  
//

MINU: after  
three tries i managed to get a camping ticket

## **TRANSCRIPTION KEY:**

**(1) = pause in seconds**

**(.) = micro-pause**

**/jənəʊ/ = phonemic representation of speech sound**

**// = speech overlap**

**[ ] = paralinguistic features**

**UPPER CASE = increased volume**

**↗ = rising intonation**

**↘ = falling intonation**

OR

- 4 This is a transcription of a training video designed to teach sailing to beginners. The presenter (Damien) has arranged for a volunteer (Indra) to receive some coaching from an expert (Jon).

Discuss how language is used here by the three main speakers (Damien, Indra and Jon) to help a beginner to understand the basics of sailing. Support your answer by referring to specific examples from the transcription. [30]

- VOICE 1: erm its an adventure and it gives you a sense of freedom
- VOICE 2: i dont want to do anything too energetic (.) i just like erm the sound of the water on the boat (.) wind in the sails
- VOICE 3: you can be as serious about it as you want to be
- VOICE 4: it stops you sitting on the beach and just doing nothing all summer 5
- VOICE 5: and ive been out of there for three hours and loved every minute of it
- VOICE 6: you can go from being a total novice to someone whos got a reasonably good idea by the end of one week
- INDRA: when youre on your own you will thrive in it (.) its a really good feeling 10
- DAMIEN: all these people have discovered a passion for one of the most popular recreational sports (.) SAILING (.) and as you can see (.) you can take it up at any age (1) NOW (1) sailing en (.) encompasses windsurfing (.) dinghy sailing (.) and ocean cruising (.) and if youve got millions of pounds [laughs] if youve got millions of pounds to spend you can enter the FASTNET or the ADMIRALS CUP (1) but whatever level or whatever part of sailing you want to take up (.) the basic techniques are best learnt in a dinghy or sail boat because its less expensive and a lot more simple to operate (1) and thats the purpose of this video (.) to learn the most basic techniques as quickly as possible and to be at one with the wind (2) NOW (2) now since i take to water like a duck does to orange sauce (.) i enlisted the help of INDRA here [points to Indra] because if theres any fooling in the water to be done id rather she did it and not me [laughs] thats all right by you isnt it indra 15  
20  
25
- INDRA: [laughs] well it seems just a little bit unfair but im sure i could put up with it
- DAMIEN: now since ive just about learnt the difference between the sharp end and the blunt end of a boat [laughs] ive decided to get some expert advice from a top coach (1) JON (.) hi jon 30
- JON: hi damien (.) hi indra

INDRA: hi

JON: OKAY (1) now (.) launching with an onshore wind demands a positive approach (1) walk the boat out until the water is deep enough for you to put the daggerboard down far enough so that youll be able to sail away 35

INDRA: like this

JON: thats it (1) now push the rudder down (1) prepare everything because if you get it wrong youll be straight back on the beach again (1) and then climb in and sail away 40

[music plays; sounds of water]

JON: choose the tack which takes you most directly offshore (.) and when youre clear (.) and only then (.) its time to worry about the technique by getting the daggerboard the rest of the way down and sailing efficiently 45

[music and sounds of water again]

JON: returning with an onshore wind is potentially the most spectacular of the lot (.) if you dont do something youll sail straight up the beach and rip the bottom out of the boat (2) so (1) as you come in (.) RAISE the daggerboard (.) LIFT the rudder (1) and then when you come into shallow water turn the boat up (.) UP (.) towards the wind (.) to lose power for the sail and stop before you hit those rocks (1) then (.) as before (.) step out to the shallow water (.) LIFT out the daggerboard (.) RAISE the rudder completely (.) and lift the boat ashore 50  
55

INDRA: WOW (1) that was (.) that was

DAMIEN: // that was BRILLIANT indra (.) did you

INDRA: // i LOVED it

JON: you did really well (1) NOW (1) now weve covered the basic techniques of sailing (.) the best way of putting them into practice is by sailing round the triangular course (.) and so ive laid out these three marks 60

INDRA: // do i start down at the far end

JON: yeah (.) well start down at the far end of what we call the (.) the leeward mark (.) and from there youll have to tack all the way up to this closest one (.) the windward mark 65

INDRA: and then

JON: from there its a reach out to the far end to the wind mark (1) drive there and back to the beginning again 70

**INDRA: GREAT**

**JON: well try it a few times just to put it all into practice**

**INDRA: okay lets go**

**TRANSCRIPTION KEY:**

**(1) = pause in seconds**

**(.) = micro-pause**

**// = speech overlap**

**UPPER CASE = increased volume**

**[ ] = paralinguistic features**

**↗ = rising intonation**

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# List of Phonemic Symbols and Signs (RP)

## 1. CONSONANTS OF ENGLISH

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

