

OCR

Oxford Cambridge and RSA

Monday 23 May 2016 – Morning

AS GCE ENGLISH LANGUAGE

F651/01 The Dynamics of Speech

Candidates answer on the Answer Booklet.

OCR supplied materials:

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

Other materials required:

None

Duration: 2 hours



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.
- This document consists of **12** pages. 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 part of an interaction involving two mothers, Becca and Caitlin, and their two young children. Chloe is 4 years old, and her mother is Caitlin; Antony is 3 years old, and his mother is Becca.

How do the adults and children use language here to interact?

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

[30]

Becca: CHLOE (1) WATCH IT (1) put the top on the felt tip chloe when /jə/ not using it (.) otherwise youll /gerɪt/ all over /jə/ (.) youll /gerɪt/ over er everything else (2) ANTONY

Antony: mummy thats a a a

Becca: //
its a doggy

5

Antony: mum mum mum

Chloe: //
he said its too too too too too big doesnt he

Antony: i'm not getting any eat

Caitlin: //
put a bit of apple juice in /ɪz/ mug

Antony: I'M NOT I'M NOT

10

Becca: er antony (1) what you on about

Caitlin: a /lɒrə/ noise over nothing werent it

Chloe: i shouldnt use felt pens should i

Caitlin: what you done now

Chloe: oh little bit over here

15

Caitlin: show me

Chloe: no

Caitlin: SHOW ME

Chloe: NO

Caitlin: youre not /gənə/ be able to brush it off (.) i'm /gənə/ see it anyway

20

Chloe: i wont wear them (1) its gone now

- Becca:** its NOT (.) i think
//
- Chloe:** its gone
- Caitlin:** she couldntve got any on then
- Becca:** only a little bit 25
- Caitlin:** oh i remember when i was a kid /geɪn/ in trouble
- Chloe:** WHERE (1) i cant see any (.) its gone (.) where gone where is it gone you show me
- Caitlin:** [*yawning*] OH oh mummys tired (1) /aʊ/ many times /əv/ i told /jə/ not to /əv/ the pen near the furniture though young lady 30
- Becca:** yeah i just told /ɜr/ /tə/ put the top on the pen when she was /ævɪn/ a drink /kz/ she /æd/ the pen in /ɜr/ /ænd/
- Caitlin:** mm
- Becca:** and she was /ævɪn/ /ɜr/ drink at the same time
- Caitlin:** which is why i'm not so worried about replacing cushion covers with the (1) it doesnt matter /tə/ be honest 35
- Chloe:** i did put it on (.) when i had a drink (.) and then i took it off again
- Becca:** yeah
- Caitlin:** /ʌmɪn/ (.) /jə/ get /tə/ this stage where a certain age /jə/ can say NO /jə/ not /ævɪn/ it /kz/ theyve /gɒrə/ start /tə/ grow up at some point /nd/ she likes using the felt tips /nd/ shes usually not too bad with them 40
- Becca:** yeah
- Caitlin:** but she tends (.) like /jə/ say (.) /tə/ forget what shes doing /nd/ she'll
//
- Becca:** mmm
- Caitlin:** she'll sit down with perhaps a pen in /ɜr/ /ænd/ and then go up /nd/ (2) /jə/ cant stop them from using everything in time 45

TRANSCRIPTION KEY:

(1) = pause in seconds

UPPER CASE = increased volume

(.) = micro-pause

/jə/ = phonemic representation of speech sounds

underlined = stressed sound/syllable(s)

/ — = rising intonation

[*italics*] = paralinguistic features

/ \ = falling intonation

// = speech overlap

OR

- 2 This is a transcription of part of a conversation between a father and his five-year-old son about super-heroes.

How do the speakers use language here to interact with each other?

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

[30]

Father: so (.) anyway (.) you were /seəɪn/ about superman

Son: YEAH (.) um (.) he can never die if you shoot bullets at /ɪm/

Father: REALLY

Son: //
they just

Father: //
what happens to the bullets (1) do they

Son: //
they just bounce off /ɪm/

Father: AH

Son: /kɒz/ /ɪz/ metal

Father: AH

Son: so if superman was real and (.) and you had a gun (.) and you were trying to shoot /ɪm/ (.) the bullets would bounce off 10

Father: thats clever (.) isnt it

Son: yeah

Father: so who (.) what other superheroes are there

Son: um um BATMAN 15

Father: tell me about batman

Son: um (.) he shoots out (.) um erm a bat rope

Father: mm hmm

Son: and catwoman (1) she shoots out a cat rope

Father: //
so (.) is cat 20

Son: //
a cat rope

Father: //
is catwoman a goodie or
a baddie

Son: shes a bad (.) shes a GOODIE

Father: a goodie (1) but shes sometimes a baddie (.) is she not 25

Son: yeah (.) a bit (.) but not

Father: //
a bit bad

- Son:** not all the time (1) so (1) what would you (1) else like to (.) um um (.) hear about (1) FRANKENSTEIN
- Father:** OH THATD BE GREAT if you could tell me 30
//
- Son:** um (.) frank (.) theres a theres a
//
- Father:** if you could tell me about frankenstein (1) i dont know anything about frankenstein
//
- Son:** theres a a a doctor frankenstein and theres also a robot (.) a a robot frankenstein (1) the doctor frankenstein made a a green robot frankenstein (.) /kɒz/ the /kɒz/ the mon /kɒz/ the human was dead 35
- Father:** aha
- Son:** so he so he decided to make a frankenstein (.) a frankenstein robot
- Father:** and how did he (.) what what did he did he make it up from 40
- Son:** um (.) he had a cutting machine (.) /kɒz/ he was made out of cardboard
- Father:** AH (1) and what happened to frankenstein then (1) do you know any more about his story
- Son:** and (.) and he putted screws in (.) screws in
//
- Father:** screws 45
- Son:** to connect his (.) his neck his (.) to to
//
- Father:** AH
- Son:** to keep it on (.) and his (.) /kɒz/ all the time (.) if he didnt have a bolt in his neck (.) two bolts (.) um (.) his head would keep falling off
- Father:** [*laughs*] and that would look silly (.) wouldnt it 50
//
- Son:** and then he would be head (.) headless (.) the headless spectre
- Father:** OH
- Son:** the headless spectres got no head (1) his head is stuck down into his (.) into his (.) SEE (1) LOOK 55
- Father:** OH (1) you look like a headless spectre (1) where did you hear about the headless spectre
- Son:** it was in SCOOBY DOO

TRANSCRIPTION KEY:

(1) = pause in seconds

UPPER CASE = increased volume

(.) = micro-pause

/kɒz/ = phonemic representation of speech sounds

underlined = stressed sound/syllable(s)

/ = rising intonation

// = speech overlap

\ = falling intonation

Section B – Speech Varieties and Social Groups

Answer **one** question from this section.

EITHER

- 3 This is a transcription of a discussion between a researcher and a group of 15-year-old boys who all attend the same school. The researcher recently interviewed them, and is now asking them what they thought of the experience.

How do the speakers use language here to interact with each other?

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

[30]

- Matty:** i thought the questions were going to be a bit harder (.) which i wouldnt know the answer to (.) but it was but it was fine (1) i thought if i answered something (.) wrong (.) then it (.) would (1) just ask me more and more about it and i wouldnt be able to answer them so it would be like getting harder and harder and
// 5
- Chris:** i thought it was going to be hard (.) yeah (.) but it wasnt that hard it was just (.) like (.) personal life (1) i know a lot about my personal life [*laughs*]
- Henry:** i thought like (.) you were /gənə/ ask us (.) like
//
- Aidy:** weird questions
[*general laughter*] 10
- Henry:** yeah (.) weird questions
- Matty:** yeah (.) funny questions
- Researcher:** like what kind of questions
- Henry:** i dont know (.) i thought you were /gənə/ be really serious /ʌn/ (.) /ʌn/ stuff like that (1) like schoolteachers 15
- Aidy:** yeah [*laughs*]
- Researcher:** sorry
- Henry:** i thought you were /gənə/ be like our school teachers (.) like
//
- Aidy:** really strict
- Henry:** /kz/ like (.) when i read the letter (.) /jənəʊ/ 20
- Researcher:** the one we sent to you before we started the research
//
- Matty:** the one about how it was all strictly confidential /ʌn/
//
- Researcher:** yeah
- Henry:** that you was (.) erm (1) DOCTOR (.) of something (.) or something like that [*laughs*] YEAH [*laughs*] 25
- Stewart:** yeah (.) put you in a dark room /ʌn/ (.) /ʌn/ ask ALL THESE QUESTIONS [*general laughter*] twenty questions

- Henry:** like my cousin (.) she did psychology for (.) at university (.) /ʌn/ like (.) she said all her all her erm (1) professors like were (.) really weird (.) /ʌn/ stuff like that 30
- Stewart:** she was just trying to scare /jə/
- Researcher:** so (.) you dont think im weird then
- Aidy:** NO [*loud laughter*]
- Researcher:** thats REALLY nice of you [*loud laughter*] 35
- Stewart:** thats all right
- Researcher:** so (.) i mean (.) what kind of questions did you expect that id ask
- Stewart:** i dont know [*laughs*]
- Aidy:** really really terrible questions (.) like
- Chris:** like (.) do you know girls [*laughs*] 40
- Researcher:** sorry
- Matty:** do (.) you (.) actually (.) know (.) ANY (.) REAL (.) GIRLS (1) yeah [*laughs*]
- Henry:** in the letter you said like you would report some stuff to the authorities (.) school authorities
- Matty:** yeah (.) so [*laughs*] do you smoke (.) do you drink (.) something like that 45
- Stewart:** i thought it would be (.) /jənəʊ/ (.) do you take drugs
- Researcher:** OH RIGHT (.) yeah
- Matty:** yes (1) so (.) no answers
[*loud laughter*]
- Researcher:** you said (.) yeah (.) you said that you thought id also ask about girls a bit (.) and i did ask about girls 50
- Chris:** well no (.) not (.) you really didnt ask that much about them
- Stewart:** not what (.) what you do with them (.) kind of thing
- Researcher:** oh (.) you expected it to be like that yeah
- Matty:** yeah 55
- Researcher:** so is it (.) was it (.) better than you thought itd be then
- Matty:** yeah yeah (.) far better

TRANSCRIPTION KEY:

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/jənəʊ/ = phonemic representation of speech sounds

underlined = stressed sound/syllable(s)

/ = rising intonation

[*italics*] = paralinguistic features

\ = falling intonation

// = speech overlap

OR

4 This is a transcription of an interaction between two young people who share a flat.

Discuss how the speakers use language to talk about mutual friends.

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

[30]

Jacob: cat (.) /jɜ:nəʊ/ (.) catherine (.) she said erm [sniffs] when we was in morrisons
(.) and you were at like at the (.) the watermelon /ən/ stuff (.) and erm

Millie: // [laughs] /ʌ/ real (.) really
wanted one of

Jacob: // she looked (.) she like looked at me /ən/ gave me this like strange look (.) 5
/ən/ i was like YEAH (.) i know (.) youre on an adventure again

Millie: // [laughs]

Jacob: // shes like (.)
every time i go out with you two (.) its on a bloody adventure (1) i was OH
RIGHT 10

Millie: // janice said that to me as well

Jacob: // [laughs] its like an EPIC

Millie: // uh huh [laughs] /ən/ something happens and you have to like LIE your way
out of something [laughs]

Jacob: [laughs] yeah [laughs] erm i i i really liked this morning though (.) when she 15
came round for breakfast

Millie: // it was really good actually

Jacob: // /ʌm/ really surprised phil didnt come (.) but phils like that sometimes

Millie: // he was /bi:ɪn/ like
WEIRD today 20

Jacob: // /jɜ:nəʊ/ hes always like that (.) like (.) see if /i:z/ got a tai chi¹ class to go to (.)
/i:z/ wont (.) like (.) we were missin the same class (.) and /i:z/ wouldnt

Millie: // the same class as him

Jacob: // uh huh

Millie: // really 25

Jacob: // but he wouldnt miss it

Millie: // DAN (.) hes like that too

Jacob: // i /dənəʊ/ (.) thats /kaɪndə/ thats /kaɪndə/ strange (.) although /i:z/ misses
classes (.) like /i:z/ doesnt NOT miss classes (.) but

- Millie:** right 30
- Jacob:** /jɜːnəʊ/ /wɒraɪ/ mean
- Millie:** uh huh
- Jacob:** erm (.) so (.) /ʌ/ was quite surprised (.) and then /iː/ said that /iː/ would think about coming down (.) after /ɪz/ class (.) erm (.) and then /iː/ didnt even text me back (.) i texted him 35
- Millie:** [*laughs*] he didnt text you back
- Jacob:** //
i texted him (.) MMM (.) BREAKFAST IS GOOD
- Millie:** /ən/ he didnt
- Jacob:** //
[*laughs*] no (.) i told /ɪm/ to bring NEIL as well and he just totally blanked me 40
- Millie:** oh well
- Jacob:** //
so erm yeah (.) i was quite annoyed about that (2) catherine was in a really good mood today
- Millie:** she was [*laughs*]
- Jacob:** erm i was glad she was there though (.) /kz/ she knows how to cook (.) and i had no clue 45
- Millie:** //
uh huh [*laughs*]
- Jacob:** i know roughly how to cook things (.) but
- Millie:** //
IVE got no idea [*laughs*]
- Jacob:** i know [*laughs*] 50

Note: tai chi¹ = Chinese martial arts and exercise programme

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(1) = pause in seconds

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/kɒz/ = phonemic representation of speech sounds

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↗ = rising intonation

[*italics*] = paralinguistic features

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// = speech overlap

END OF QUESTION PAPER

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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