



GCE A LEVEL

A700U10-1



THURSDAY, 25 MAY 2023 – MORNING

ENGLISH LANGUAGE – A level component 1
Language Concepts and Issues

2 hours

A700U101
01

ADDITIONAL MATERIALS

A WJEC pink 16-page answer booklet.

INSTRUCTIONS TO CANDIDATES

Answer **Question 1** in Section A and **one** question in Section B.

Write your answers in the separate answer booklet provided.

INFORMATION FOR CANDIDATES

Each section carries 60 marks.

The number of marks is given in brackets at the end of each question. As a guide, you are advised to spend one hour on Section A and one hour on Section B.

You are reminded that assessment will take into account the quality of written communication used in your answers.

List of phonemic symbols for English

Consonants

/p/	pot, hop, hope
/b/	bat, tub, ruby
/t/	ten, bit, stun
/d/	dog, bad, spade
/k/	cat, lock, school
/g/	gap, big, struggle
/s/	city, loss, master
/z/	zero, roses, buzz
/f/	fit, phone, cough, coffee
/v/	van, love, gravy
/θ/	thin, bath, ethos
/ð/	this, either, smooth
/ʃ/	ship, sure, rush, sensational
/ʒ/	treasure, vision, beige
/tʃ/	cheek, latch, creature
/dʒ/	jet, smudge, wage, soldier
/m/	map, ham, summer
/n/	not, son, snow, sunny
/ŋ/	sing, anger, planks
/h/	hat, whole, behind
/w/	wit, one, where, quick
/j/	yet, useful, cure, few
/r/	rat, wrote, borrow
/l/	lot, steel, solid

Vowels: pure

/æ/	tap, cat
/ɑ:/	star, heart, palm
/i:/	feet, sea, machine
/ɪ/	sit, busy, hymn
/e/	bet, instead, many
/ɒ/	pot, odd, want
/ɔ:/	bought, saw, port, war
/ʊ/	book, good, put
/u:/	food, two, rude, group
/ʌ/	but, love, blood
/ɜ:/	fur, bird, word, learn
/ə/	about, driver

Vowels: diphthongs

/eɪ/	date, day, break
/aɪ/	fine, buy, try, lie
/ɔɪ/	noise, boy
/aʊ/	sound, cow
/əʊ/	coat, know, dome
/ɪə/	near, here, steer
/eə/	dare, fair, pear
/ʊə/	jury, cure

Glottal stop

/ʔ/	bottle, football
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Section A: Analysis of Spoken Language

Read the texts on pages 4 and 5 and then answer the following compulsory question.

The two texts printed on pages 4 and 5 are examples of phone-ins on BBC radio stations.

Text A is an extract from a Radio 1 programme called *The Surgery* in which young people call in to discuss their problems. Katie Thistleton is the presenter and Hannah Witton is a YouTuber responding to a caller's anxiety about exam results.

Text B is an extract from a Radio 5 Live programme called *606* in which fans call in to discuss football. Mark Chapman is the presenter and Robbie Savage is an ex-footballer responding to a caller's criticism of his behaviour.

In your response to the question that follows, you must:

- draw on your knowledge of the different language levels
- consider concepts and issues relevant to the study of spoken language
- explore connections between the transcripts.

1. **Analyse the participants' use of spoken language in these phone-ins. You should compare the attitudes of the speakers and their interactions.** [60]

KEY TO TRANSCRIPTION

(.)	micropause
(2)	timed pause (in seconds)
admire	emphatic stress
ama:::zing	stretched or prolonged speech
↗exams	rising intonation
↘tomorrow	falling intonation
accel	speech that is getting faster (underlined)
rall	speech that is getting slower (underlined)
/kaɪndə/	phonemic transcription reflecting pronunciation
LIAR	raised volume
//	overlapping speech
=	latch on
g.	incomplete word

Question marks have been added for clarity.

N.B. Phonemic symbols are used to reflect non-standard pronunciations (see page 2).

Text A: Extract from *The Surgery***L:** Lara (caller)**K:** Katie Thistleton (presenter)**H:** Hannah Witton (expert)

- L:** so basically during the year /ɜ:m/ I've had a lot of like drama /ɜ:m/ but I mean /ɜ:m/ one of my family members has been like very seriously ill /ɜ:m/ and that kind of did (.) cause some /kaɪndə/ difficulties for me like leading up to exams and studying and I found it difficult to concentrate and I felt like I felt OK at the time but now I'm looking back at it I'm /kaɪndə/ getting worried (.) I'm thinking what if I didn't do as well as I thought I did (.) so how would you /jənəʊ/ recommend dealing with that /kaɪndə/ post-exams pre-results /kaɪndə/ stress and worry and /kaɪndə/ loss of confidence I guess
- K:** when are you expected to get your results then (.) tomorrow?
- L:** yep tomorrow (.) tomorrow morning
- K:** tomorrow morning (.) /ɜ:m/ Hannah is this something you've come across people who /ɜ:m/ are experiencing difficulties in their personal life and it's affecting how they feel about how they've done in their exams?
- H:** accel yes absolutely I mean (.) it sounds like you've got a lot on and to be honest I really think you've been amazing for actually getting through your exams and doing it because it's not like you have one or two if you're doing GCSEs (.) you've probably had about ten or twelve exams so /jənəʊ/ I really **admire** you and what you've done so I think if you can and I mean you've not got long to go **now** just try and do something really lovely **tonight** (.) have a bath (.) binge on Netflix (.) chill out (.) stay off the caffeine and tomorrow we /jənəʊ/ (.) you don't know what's going to happen but /jənəʊ/ there's **nothing** you can do right now and it might have gone better than you think (.) it might not be as bad as you think (.) and if your Maths and English haven't gone to plan based on your exam grades you can always re-sit them in November /jənəʊ/ (.) but /jənəʊ/ (.) talk to your teachers and see what they recommend and really take it easy be kind to yourself and recognise how much you've gone through and you're **still** here you're **still** doing your thing (.) so really I've got everything crossed for you
- K:** accel yes and also Lara what you've shown there is (.) you've got resilience and this strength and your exams and everything you learn in school is only **part** of what you need to know to go on and and and have a fulfilling life (.) actually what you go through in your personal life and what you experience with your friends and your family and the hard times make you who you are and they make you better at your job and make you better at your relationships and make you better /ɜ:m/ when you're working with other people (.) so what you need to know is not to think on this as something that has hindered me but actually perhaps there is something good coming out of this and perhaps I've struggled so I'm stronger now because of these experiences (.) is that any help?
- L:** /ɜ:m/ (2) yes (1) yes (.) thank you

Text B: Extract from 606

D: David (caller) **R:** Robbie Savage (expert) **M:** Mark Chapman (presenter)

D: I live in Wilmslow and I've seen you g. go into a shop and buy seven pairs of trainers // now

R: // /wəʊ/ /wəʊ/ /wəʊ/ /wəʊ/ /wəʊ/ David well that wasn't me because that's a **complete** and **utter** lie (.) I have never bought seven pairs of trainers in my life so see there again (.) footballers get a bad name because people like you make stupid things up

D: well I can // talk

R: // seven pairs of trainers (.) it's a lie // David David (.) you see this is

M: // Robbie

R: why (.) go on David =

D: = basically you bought them and you made this kid walk out and carry all your boxes for you while you stood there and carried nothing that is // the case

R: // David David

tell you what now you're a liar because that's never happened

D: well it has /kɒs/ I was there // and

R: // well I tell you David David that is (.) it's a lie (.) it never happened (.) don't say I bought seven pairs of trainers in the shop and made a little boy carry them out /kɒs/ that **never** ever happened I'm going to call you a liar

D: I saw it with my own eyes

R: well you're a liar (.) I'm telling you it didn't you LIAR (.) don't because (.) people like you really wind me // up he's a liar

M: // boys boys (.) /wəʊ/ hang on (.) in all my years of listening to 606 as a kid that's one of the funniest funniest points I think I've ever heard =

R: = Chappers that is what's wrong with modern things (.) people say footballers and you said (.) you're a liar

M: rall I don't want to go down the trainer route (.) David I think your resp.(.) your point about footballers not taking responsibility for their actions is is is fair enough (.) I don't think that they're unique in that you could bring in film stars in that (.) I think you could bring in TV stars =

D: = I would accept that =

R: = wait a minute Mark (.) what shop was // it? no no because he's wound me

M: // well

R: up (.) he's a liar

M: right

D: it was the main street in Wilmslow (.) you like your white trainers (.) I saw it I was // there

R: // I bought seven pairs?

D: you bought seven // pairs

R: // OK you might not be a liar but it's untrue it's untrue (.) it's untrue and I swear on my mother and father's life =

D: = well you would say that wouldn't you?

M: alright alright alright (.) David thank you for your call and most of your points I do (.) I do take on board

Section B: Language Issues

Answer **one** question.

In your response to this section, you must:

- apply appropriate methods of language analysis, using associated terminology and coherent expression
- demonstrate understanding of relevant language concepts and issues
- consider contextual factors and language features associated with the construction of meaning
- provide supporting examples.

Either,

2. Read the following data.

Mark: Play. Play. Play, Mummy. Mummy, come on.
 Mother: All right.
 Mark: Helen play, please? (pause) Helen still gone sleep, Mummy?
 Mother: No. Your sister's up there talking, isn't she?
 Mark: Yes. (playing with his toys) Top of the coach. Broken.
 Mother: Who broke the coach?
 Mark: Mark did.
 Mother: How?
 Mark: Out.
 Mother: How did you break it?
 Mark: Dunno (pause) Mummy mend it.
 Mother: I can't, darling. Look the wheels have gone as well.
 Mark: Oh I want Daddy taked it to work (pause) mend it.
 Mother: Daddy did?
 Mark: Daddy take it away, take it to work. Mend it.

Using this extract as a starting point, analyse and evaluate some of the ways in which children acquire language between eighteen months and four years of age.

[60]

Or,

3. Read the following data.

The teacher has just given instructions concerning the completion of a written task, telling the class that underlining should be done in black.

Pupil: What colour do we use to underline, miss?

(laughter from pupils)

Teacher: That is a stupid question. I've only just this minute said.

Pupil: I know, miss.

(laughter from pupils)

Teacher: What is your name?

Pupil: Ian Smith.

Teacher: Well, you're not a very polite boy, are you?

Pupil: No, miss.

Teacher: In fact, you seem a very rude, very stupid kind of boy.

Pupil: I am, miss.

(laughter from pupils)

Teacher: I see.

Using this extract as a starting point, analyse and evaluate the ways in which one speaker might seek to challenge the authority of another. [60]

Or,

4. Read the following extract.

In the English speaking world, the forms that are declared to be prescriptively "correct" and those declared to be "incorrect" are based on a single simple principle: the variation used by those in power is considered to be correct while the form used by those with less power is considered incorrect. Consider the following pairs of sentences, having the same meaning, which correspond to African American Vernacular English (or Black Vernacular English) and Standard English:

AAVE: He say he hungry now.

SE: He says he's hungry now.

AAVE: He be at Mary house every afternoon.

SE: He's at Mary's house every afternoon.

AAVE: I ain't tell him nothing.

SE: I did not tell him anything.

As William Labov argues neither form is superior to the other as both follow clear and consistent grammatical rules.

Using this extract as a starting point, analyse and evaluate prescriptivist and descriptivist views of language, noting which you find more persuasive. [60]

END OF PAPER