

# 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

5

**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

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// = 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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[*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 chi<sup>1</sup> 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 chi<sup>1</sup> = Chinese martial arts and exercise programme

#### TRANSCRIPTION KEY:

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**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