



Oxford Cambridge and RSA

A Level English Language

H470/02 Dimensions of linguistic variation

Tuesday 20 June 2017 – Morning

Time allowed: 2 hours 30 minutes



You must have:

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

INSTRUCTIONS

- Find the Resource Booklet for use when answering all questions.
- Use black ink.
- Complete the boxes on the front of the Answer Booklet.
- Answer **all** the questions.
- Write your answer to each question in the Answer Booklet.
- Do **not** write in the barcodes.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Write the number of each question you have answered in the margin.

INFORMATION

- The total number of marks for this paper is **80**.
- The marks for each question are shown in brackets [].
- This document consists of **4** pages. Any blank pages are indicated.

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 |

Answer **all** the questions in this paper.

SECTION A – Child language acquisition

You are advised to spend about 40 minutes on this section.

Read **Text A** in your **Resource Booklet** and answer the following question.

- 1 Using the appropriate terminology to explain your findings, examine the language development stage of the child-participant as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of her utterances.

Use your knowledge of theories and concepts of child language acquisition to support your answer.

[20]

SECTION B – Language in the media

You are advised to spend about 45 minutes on this section.

Read **Text B** in your **Resource Booklet** and answer the following question.

- 2 Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.

[24]

SECTION C – Language change

You are advised to spend about 1 hour and 5 minutes on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes writing your response.

Read **Texts C** and **D** in your **Resource Booklet** and answer the following question.

- 3 By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 18th and 20th centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed.

[36]

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