GCE A LEVEL

wjec cbac

A700U10-1

eduqas
Part of WJEC

ENGLISH LANGUAGE – A level component 1
Language Concepts and Issues

2 hours

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
/ɑː/	star, heart, palm
/iː/	feet, sea, machine
/ɪ/	sit, busy, hymn
/e/	bet, instead, many
/ɒ/	pot, odd, want
/ɔː/	bought, saw, port, war
/ʊ/	book, good, put
/uː/	food, two, rude, group
/ʌ/	but, love, blood
/ɜː/	fur, bird, word, learn
/ə/	**a**bout, driv**er**

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/	bo**tt**le, foo**t**ball

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 television quiz shows filmed in front of a live audience.

Text A is from an episode of the BBC quiz show *Pointless* hosted by Alexander Armstrong. The contestants Lindsay and Ivor have reached the final part of the show and are playing for the cash jackpot. Contestants aim to score zero points by giving a correct but unexpected answer.

Text B is from an episode of the ITV quiz show *Who Wants to be a Millionaire?* hosted by Chris Tarrant. This is a celebrity edition of the programme where the two celebrities Laurence and Jackie Llewelyn-Bowen are about to answer a question. The correct answer will win 1 million pounds for their chosen charity.

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 spoken language of these texts as examples of television quiz shows.**
   [60]

KEY TO TRANSCRIPTION

(.)	micropause
(2)	timed pause (in seconds)
now	emphatic stress
fa:::ntastically	stretched or prolonged speech
{*laughs*}	paralinguistic features
↗away	rising intonation
↘well	falling intonation
accel	speech that is getting faster (underlined)
rall	speech that is getting slower (underlined)
/dʌnəʊ/	phonemic transcription reflecting pronunciation
//	overlapping speech
=	latch on
[cheer from audience]	contextual information

Question marks have been added for clarity.

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

Text A: *Pointless* (BBC)

A: Alexander Armstrong   **L:** Lindsay   **I:** Ivor

	A	well congratulations Ivor and Lindsay you've fought off all the competition and won our coveted Pointless trophy (3) [dramatic music played] you **now** have the chance
	accel	to win our Pointless jackpot and <u>at the end of today's show</u> the jackpot stands at a record-breaking (.) twenty thousand two hundred and fifty pounds (3) [cheers from
5	rall	audience] well you've done fantastically ⭨well (.) <u>fa:::ntastically</u> well (.) some **great** answering from you throughout the show (.) you **steamrollered** them in that head-to-head (1) much like you were steamrollered in // the last head-to-head in fact
	L	// yes we got our own back (.)
	A	the rules are very simple (.) to win the money all you have to do is to find a pointless
10		answer¹ (.) do **that** and you will go home with twenty **thousand** two hundred and fifty pounds (.) OK you now have up to one minute to come up with three answers and all you need to win that jackpot of twenty thousand two hundred and fifty pounds is for ju:::st **one** of those answers to be pointless (.) are you ready?
	I	yes we're ready =
15	**A**	= OK let's put sixty seconds on the clock (.) your time starts **now**

[section omitted where they offer two answers, neither of which score zero]

	A	everything is now riding on your last answer (.) the one you **said** was your most confident answer (.) we're looking for the titles of Philip Pulman books (.) your third and final answer (.) The Shadow in the North (.) /djə/ think fewer people will have
20		heard of **that**?
	L	I know they televised Ruby // in the Smoke
	A	// but did they televise The Shadow in the North?
	L	I /dʌnəʊ/ (.) but I remember Billie Piper was in Ruby in the Smoke (.) I didn't see it if they did
25	**A**	OK (2) twenty (.) who:::ah (1) twenty thousand two hundred and fifty pounds (.) the biggest **ever** Pointless jackpot (.) since we've been doing this show is riding on **this** answer (.) The Shadow in the North (.) this was your most confident answer
	L	it was (.) yeah (.) I'm not sure it is now {*laughs*}
	A	ooh right {*claps hands*} best of luck very very best of luck (.) let's find out (.)
30		The Shadow in the North (.) is it right? (1) is it a pointless answer?

[shot of counter running down from 100]

	A	well it's right (1) The Subtle Knife took us down to five points (.) The Ruby in the Smoke down to three points (.) The Shadow in the North still going down (.) down
	accel	it goes (.) <u>still going</u> [score hits zero] <u>you've done it</u> [loud cheers and applause from
35		the audience] (2) that's fantastic (.) very well done (4) {*walks over to hug the two contestants*}
	L	can I have a kiss? {*kisses A*} I can't believe it
	A	superb

¹ pointless answer: a correct answer that no one else has guessed and is, therefore, pointless

Text B: *Who Wants to be a Millionaire?* (ITV)

C: Chris Tarrant   **J:** Jackie Llewelyn-Bowen   **L:** Laurence Llewelyn-Bowen

C		they have five hundred thousand pounds (.) they are one away from a million (.) we'll take a break don't go ↗away
		[break for advertisements]
5		welcome back to the fourth part of a quite **extraordinary** very special edition of Who Wants to be a Millionaire (.) not ↗only do we have celebrity couples playing for charity but for the first time **ever** (.) we have a pair of contestants namely Jackie and Laurence Llewelyn-Bowen who have so far raised five hundred thousand pounds (.) half a million (.) for their chosen charity The Shooting Star Children's Hospice (.) it's the highest amount any celebrity couple has ever
10		reached (.) and the next question will be for one million pounds (.) you can walk away with that cheque there for a **huge** five hundred thousand pounds (.) if you give the wrong answer at this point you would lose (.) four hundred and sixty eight thousand pounds {*laughs*}
	J accel	no no no no no =
15	**C**	= no no // no
	J	// no no Mr Tarrant
	C	let's have a look {*Jackie groans*} fingers crossed
	J	oh Go:::d
	C	this is so I love this is so exciting this is question number fifteen of a possible
20	rall	fifteen it is wo:::rth one million pounds (.) here it comes
		[section omitted when a question is asked about the motto of the USA]
	J	oh my God (.) I can't cope (.) I'd rather give birth naturally again (4)
	C	do you /wʌnə/ play this question?
	L	we **do** want to play this question
25	**J**	we're just going to have to pretend it's not for a million pounds =
	L	= we'll pretend it's for a tenner
	J	but it is it **is** In God We Trust
		[Chris Tarrant repeats the question]
	C	you have five hundred thousand pounds do you want to play this question?
30	**L**	we do =
	J	= we want to play the question (2)
	C	give me your final answer
	L	our final answer is In God We Trust
	J	that's our final answer (6)
35	**C**	you had five hundred thousand pounds (5) you've just **lost** // four hundred and
	J	// no no
	C	sixty **eight** thousand // pounds (.) the right answer is One Out Of Many
	J	// no
	L	oh no {*lays his head on Jackie's shoulder*}
40	**J**	oh my God (.) I am so sorry

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 extract from *Child Language Acquisition* by Caroline Rowland.

Animals find it difficult to learn human languages even with extensive training. Children find it easy. Why is this? What do children possess that allows them to acquire language? This question is central to the nature-nurture debate, the debate over the relative contributions of genes and the environment to development. On one level, the answer is very simple: both nature and nurture contribute to language acquisition. However, questions about how they interact throughout a child's development are still hotly debated.

'Introduction' (Routledge, 2014)

Using this extract as a starting point, analyse and evaluate the role that both nature and nurture play in children's acquisition of language. **[60]**

Or,

3.   Read the following extract from *A Student's Introduction to English Grammar* by Rodney Huddleston and Geoffrey K. Pullum.

What we're saying is that when there is a conflict between the proposed rule of grammar and the stable usage of millions of experienced speakers who say what they mean and mean what they say, it's got to be the proposed rule that is wrong and not the usage. Grammar rules must ultimately be based on facts about how people speak and write. If they don't have that basis, they have no basis at all. The rules are supposed to reflect the language the way it is, and the people who know it and use it are the final authority on that.

Chapter 1, 'Introduction' (Cambridge University Press, 2005)

Using this extract as a starting point, analyse and evaluate the different attitudes to 'correct' English. **[60]**

Or,

4. Read the following extract from Francesca Pridham's *The Language of Conversation*.

MUM: Matt what are you doing?
MATT: the computer
MUM: could you turn the music down then please (1) [music is turned down] thanks Matt do
     you want to make me a cup of coffee? (2)
MATT: in a minute (1)
MUM: in a minute when Matt? (5) it's been a minute now {*Matt sighs*} pardon?
MATT: no (1)
MUM: are you going to do your bedroom?
MATT: no (2)
MUM: Matt you could do your bedroom couldn't you because you're halfway through it (.) you
     nearly finished
MATT: later
MUM: later when Matt?
MATT: go away

Unit 4, 'Negotiation and Interaction' (Routledge, 2001)

Using this extract as a starting point, analyse and evaluate the ways in which participants exert and respond to power in spoken interactions. **[60]**

END OF PAPER