GCE A LEVEL

1700U40-1

Z22-1700U40-1-R1

MONDAY, 6 JUNE 2022 – AFTERNOON

ENGLISH LANGUAGE – A2 unit 4
Spoken Texts and Creative Recasting

2 hours

1700U401
01

ADDITIONAL MATERIALS

A WJEC pink 16-page answer booklet.

INSTRUCTIONS TO CANDIDATES

There are **two** sections. You are reminded that Section B requires you to produce a creative piece of writing linked to one or both of the transcripts in Section A.

Answer **both** questions.

Write your answers in the separate answer booklet provided.

INFORMATION FOR CANDIDATES

Each section carries equal marks.

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

You are reminded that this paper is synoptic and so will test understanding of the connections between the different elements of the subject.

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PJ*(S20-1700U40-1-R1)

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: Analysing Spoken Language

Answer the following question.

1. The two texts printed on pages 4 and 5 are examples of spoken interactions about gender difference and equality.

    Text A is taken from *Love Island*, an ITV reality show about dating. It focuses on a conversation between Camilla Thurlow and Jonny Mitchell. They are in the early stages of a romantic relationship.

    Text B is taken from *Daily Politics*, a BBC 2 current affairs and political programme. It focuses on a discussion about the gender pay gap. Host Jo Coburn is interviewing Sophie Jarvis and Rebecca Hilsenrath, two leading professionals concerned with differences in pay between men and women.

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

- draw on your knowledge of the levels of language
- consider concepts and issues relevant to the study of spoken language
- explore contextual factors.

Analyse the ways in which participants use spoken language in Text A and Text B to present their views and opinions when interacting in different contexts. [40]

KEY TO TRANSCRIPTIONS

(.)	micropause
(1)	timed pause (in seconds)
(.h)	pause with an intake of breath
sur.	incomplete word
//	overlapping speech
{laughs}	paralinguistic features
pay	emphatic stress
ALWAYS	increased volume
wha:::t	stretched or prolonged speech
=	latch
/gʌnə/	phonemic transcription reflecting pronunciation
↑let↑	raised pitch
↓equality↓	lowered pitch
rall	speech that is getting slower (underlined)
accel	speech that is getting faster (underlined)

Some question marks have been added for clarity.

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

Text A: an extract from *Love Island*

J : Jonny Mitchell   **C: Camilla Thurlow**

J		I'd never take a girl to like a really loud bar or something like that where we can't hear each other // talk (.) it's /gɒtə/ be something quiet tasteful music
C		// mmm
J		where you can actually get a table and just like have a // chat over a drink
C		// mmm
J		like that kind of thing (1)
C		would you **pay**?
J		would I **pay**? (.) I ALWAYS pay (1) was with my ex for 5 years (1) she never paid for a thing (1) she // **did** offer oh /jeə/ she offered at first but then she
C		// ↑wha:::t?↑
J		stopped offering
C		because you always pay =
J		= I always pay =
C		= my **go:::sh** (3) sur. but surely at the beginning it's better to go halves because you don't know how it's /gʌnə/ pan out
J		no I don't think so (2) I'd feel (.) almost emasculated if a girl (.) paid (1)
C		re:::ally (.) god I'd feel so awkward if I didn't (.) pay // half
J		// /ʌ/ no I wouldn't ↑let↑
J	accel	you pay (2) no honestly I wouldn't (.) I'd find it (.) I'd find it <u>really awkward</u> (1)
C		**rea:::lly**
J	rall	/jeə/ totally (2) **you're** <u>a **feminist**</u> aren't you? (1) *{laughs}*
C		shouldn't we **all** be feminists?
J		*{laughs}*
C		surely you believe in ↓equality↓
J		oh I believe in equal (.) **equality** but I feel feminism believes in almost (.) like **inequality** (1)
C	rall	<u>absolutely not</u>
J		the majority of **feminists** (.) like **re:::al** feminists you know (.) like believe in a a sort of a slope towards ↑them↑ rather than toward men (1)
C		I don't think it's that (.) but I think it's difficult for men to see that there's been several generations which have been (.) preferential <u>towards **men**</u> (.) and therefore to redress
	rall	the **balance** there has to be in some way (.) an an active movement towards equa//lity
J		// do
		women **not** have equality? (1)
C	rall	<u>absolutely not</u> =
J		= how so? (2)
C		I mean (.) ↑really↑ // do you think there is?
J		// I mean in in in England (1)
C		in the // UK? (2) no =
J		= how so?
C		there're **still** (.) like if you look at the number of females in high-powered jobs (.) high-level jobs (.) top-tier // jobs
J		// our Prime Minister's a woman
C		(.h) sure (.) and then how many other female MPs are there?
J		th. th. there's not but it it it's not like it's a boys' club (.) I'm sure they just choose who's more qualified for the job I'm not // sure if it's
C		// but do you think truly that we've achieved equality in the UK? (.) do you honestly believe that the women have // equal opportunities?
J		// I I I believe women almost
		have **more** opportunities

Text B: an extract from *Daily Politics*

J: Jo Coburn   **R: Rebecca Hilsenrath**   **S: Sophie Jarvis**

J		what **powers** do you have to make companies **publish** this information? (1)
R		we're quite clear that (.) the law is that (.) the gender pay gap must be published after the deadline expires which is next week if you are a public sector employee /ʌm/ employer (.) the week after in the private sector (1) /ʌm/ after that we'll be writing to ↑every↑ organisation in **breach** (1) /ʌm/ and we will be conducting enforcement proceedings to force them to publish
J		ri:::ght (.) and those enforcement proceedings will consist of ↓what↓
R		it's a statutory investigation (.) /ʌm/ and it can result in a ↑summary↑ conviction and an unlimited fine
J		right and how many companies (.) /ʌm/ have filed their data so far?
R		/ʌm/ upwards of about two and a half thousand (1)
J		do **you** welcome this Sophie Jarvis?
S		/ɜːm/ I **do** (.) but I think we've got to be really careful about how we **interpret** the data (.)
	accel	/ʌm/ so for example <u>I think you see a lot of</u> (.) /ʌm/ <u>sort of headline figures</u> such as the HSBC 60% /ɜː/ gender (.) pay gap (.) and I think that's actually quite **dangerous** if you sort of just look at it like **that** because if you actually break it **down** (.) as as you explained /ʌm/ (1) it's not that men and women are getting paid /ɜː/ differently for doing the **same** jobs (.) they're actually doing **different** jobs (1) I think that's something we should really highlight and really sort of /ʌm/ present clearly
J		do you think it's a good idea though to publicly name and shame companies who aren't actually (.) doing the very **least** it seems in terms of (.) making these figures public?
S	accel	/ʌm/ <u>well I think they</u> I think companies by **law** /ʌm/ have to publish them (1) so I think /ʌm/ yes
J		so you think public naming and shaming will have an **impact** (.) do you think it'll actually
	rall	<u>make them change</u> some of their policies?
S		/ʌm/ **yes** I think it will (.) ↓yes↓(1)
J	rall	I mean **when** you say there are sanctions that can <u>be brought to bear</u> (.) what are you **hoping** is going to happen as a result of this? =
R		= **well** (.) I think (.) what we're hoping is (.) what happens afterwards (.) I think the
	rall	**gender** pay gap regulations are about (1) <u>shining a **light**</u> (.) on the **gaps** that exist at the ↓moment↓ (1) /ʌm/ **what** we want to see is companies saying ok **that's** not good <u>what are we going to do about it?</u> (1) we want them to be looking at their flexible ↑working
	accel	practices↑ we want to see them looking at their (.) /ʌm/ efforts to tackle conscious and unconscious **bias** in ↑recruitment↑ (.) their **promotion** policies (.) we want to see them <u>**counting** the number (.) of women (.) around their senior leadership table</u> (.) and we
	rall	want to see them asking themselves (.) **what** are they doing about women (.) who go out on maternity leave (.) and don't come back

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Section B: Creative Recasting

Using the transcripts presented in Section A as stimulus, answer the following question.

2. Gender roles and gender equality are key issues throughout our lives in all areas of society.

    Write an article for your school website entitled 'GENDER MATTERS'.

    Write the article.

    Aim to write approximately 400 words.   [40]

END OF PAPER

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