GCE A LEVEL

wjec cbac

A700U10-1

S19-A700U10-1

eduqas
Part of WJEC

ENGLISH LANGUAGE – A level component 1
Language Concepts and Issues

MONDAY, 20 MAY 2019 – MORNING

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 interviews.

Text A is from a 2013 interview of Boris Johnson, then Conservative Mayor of London, by the presenter Eddie Mair on British television. Mair is asking Johnson about various accusations made against him in a recent documentary.

Text B is from a 2017 interview on American television in which the President Donald Trump is interviewed in front of an audience of his supporters by the presenter Sean Hannity. They are discussing Trump's proposed changes to the funding of healthcare in America.

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1. 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.

Analyse the spoken language of these texts as examples of interviews with politicians. **[60]**

KEY TO TRANSCRIPTION

(.)	micropause
(2)	timed pause (in seconds)
sacked	emphatic stress
truck.	incomplete word
tha:::t	stretched or prolonged speech
{laughs}	paralinguistic features
[indistinct]	speech not clear
↗good	rising intonation
↘tomorrow	falling intonation
accel	speech that is getting faster (underlined)
rall	speech that is getting slower (underlined)
/jənəʊ/	phonemic transcription reflecting pronunciation
//	overlapping speech
=	latch on

Question marks have been added for clarity.

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

TEXT A: Eddie Mair's interview with Boris Johnson

  EM: Eddie Mair   **BJ:** Boris Johnson

  EM: *The Times* let you go after you made up a quote (.) why did you make up a quote? (1)
  BJ: well (.) er (.) this this again /jənəʊ/ (.) these are these are these are big terms for (.) what happened was (.) I can tell you the whole thing [indistinct] are you **sure** our viewers wouldn't want to hear more // about
5 **EM:**   // alright if you don't want to talk about the made-up quote
  BJ: it was it was a a long long and lamentable story=
  EM: =OK but you made a quote up=
  BJ: rall =well (.) what happened was (.) <u>erm (.) I ascribed events er</u> that were supposed to
10   have taken place before er the death of Piers Gaveston[1] to events that actually took place after the death of Piers Gaveston=
  EM: =yes you made something up (.) let me ask you about a barefaced lie
  BJ: I mildly sandpapered something somebody had said // and yes
  EM: // let me ask you about a
15   barefaced lie
  BJ: accel it was <u>very embarrassing and I'm very sorry for it</u>
  EM: let me ask you about a barefaced // lie when you were in Michael Howard's[2] team you
  BJ: // alright
  EM: denied to him you were having an affair (.) it turned out you were and he **sacked** you
20   for that (.) why did you lie to your party leader?
  BJ: well again (.) I mean with great respect on **tha:::t** I never had any conversation with Michael Howard about that matter and I don't propose=
  EM: =you did lie to him (1)
  BJ: well /jənəʊ/ I don't propose to go into all that again=
25 **EM:** =I don't blame you
  BJ: no well why should I (.) I've been I've been through er that /jənəʊ/ question a lot with the (.) watch the documentary[3] (.) why don't we talk about something else?
  EM: the programme also includes (.) well this is about your integrity
  BJ: OK

30   [Text omitted in which EM accuses BJ of encouraging an assault on a journalist]

  EM: what does that say about you Boris Johnson? aren't you in fact making up quotes lying to your party leader wanting to be part of someone being physically assaulted (.) you're a nasty piece of work aren't you?
  BJ: well you know Eddie I think I think all three things I would dispute
35 **EM:** you don't factually dispute them?
  BJ: well I do if we had if we had a long time which we don't I could I could explain that all three interpretations you're putting on those things aren't wholly aren't wholly fair

[1]Piers Gaveston: an historical figure from the thirteenth century
[2]Michael Howard: the Conservative Party leader at the time
[3]the documentary: a recent television programme in which Johnson has discussed the allegations

TEXT B: Sean Hannity's interview with Donald Trump

SH: Sean Hannity   **DT:** Donald Trump

DT:	we're /gʌnə/ have great healthcare cross state lines (.) people can buy (.) it will cost the government nothing you'll go out (.) private insurers are going to give you incredible healthcare (.) and I tell you what er (.) this is take (.) <u>and I can sign it myself I don't need</u>
accel	<u>anybody</u> (.) I **would** have done it (.) earlier except I thought they were going to put this
5	through and I'd have it (.) in the bill (.) but we're signing ↘tomorrow (.) a healthcare package that will cover (.) I /dʌnəʊ/ (.) people say 30% people say 25% and some people say it could be 50% (.) it's /gʌnə/ cover a la:::rge percentage of the people that we're talking // about
SH:	// truck. truckers[1] will benefit // if they unite
10 **DT:**	// truckers truckers are perfect for this they unite *{cheers from the crowd}* they form a group *{points to someone in the crowd}* see=
SH:	=right=
DT:	=so truckers will benefit (.) they'll form a group (.) but this will be **fantastic** now I would have done this immediately but we were hoping for the healthcare (.) so I think the
15	healthcare's /gʌnə/ pass (.) and I can't **imagine** the largest tax cut for people in our history **not** passing but I have to say this (.) I've met some great great people that are Republicans[2] and I've met some great people (.) frankly I've met some ↗good people not necessarily ↗great people that are Democrats[3] *{laughter from Hannity}* and I actually think we'll have Democratic support from a few people=
20 **SH:**	=you do=
DT:	= I do (.) I do believe we'll have some Democrat support (.)
	[text omitted]
SH:	some people (1) some of your own people didn't even vote for you *{boos from the audience}* they vot. they wouldn't even vote to just repeal it=
25 **DT:**	=yeah I know
SH:	so that's got to be **frustrating** and disappointing
DT:	well we thought we had it
	[text omitted]
DT:	*{sound of military music being played}* what a nice sound that is (.) are they playing that
30	for you or for me (.) they're playing that *{turns to the audience}* in honour of his ratings *{pointing at Hannity}* (1) did you see how good his ratings[4] are *{crowd cheer}* (1) he's beating everybody
SH:	I think they'll be higher tonight (.) I'm just guessing er
DT:	so the fact is er we really we're really rocking

[1]truckers: lorry drivers – here used as representatives of ordinary working class Americans
[2]Republicans: the political party of which Trump is a member
[3]Democrats: the opposition party
[4]ratings: the number of households watching a television programme

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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 *Sociolinguistics* by Peter Stockwell.

A senior doctor is discussing a patient's condition with a senior nurse, the patient herself and a junior doctor.

Senior doctor talking to senior nurse out of the patient's hearing:
We'll stop Mrs P's A (drug's pharmaceutical name) – it's done bugger all to help her and just made her more vulnerable to infection.

Senior doctor moving to the patient's bedside and addressing her:
Well it is TB – as long as you take the tablets to fight the infection there will be no problem – we are going to stop your breathing tablets as it's just not helping.

Senior doctor moving away from the bedside and talking to the junior doctor:
Unfortunately her emphysema masked the underlying tuberculosis – I've actually seen at PM widespread miliary infection that was not picked up on by either CT scan or PA view on x-ray.

Section C, 'Exploration' (Routledge, 2002)

Using this extract as a starting point, analyse and evaluate the ways in which speakers vary their use of language depending on audience. **[60]**

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Or,

3. Read the following extract from Matthew Saxton's *Child Language.*

> [We should] try to get a sense of the magnitude of the task facing the newborn child. The first thing to note is that the child is battling on several fronts at once. Language has different components, or levels, each of which must be tackled: phonology, vocabulary, morphology and syntax. Or we might reduce our list to just two factors: meaning and sound. The study of child language acquisition could be reduced to working out how meaning and sound are connected.
>
> Chapter 1, 'Prelude: Landmarks in the Landscape of Child Language' (Sage, 2010)

Using this extract as a starting point, analyse and evaluate the ways in which children acquire language up to the age of 24 months. **[60]**

Or,

4. Read the following extract from *Language, Society and Power: An Introduction* by Linda Thomas and Shan Wareing.

> Of the many dialects of English, the dialect known as standard English has a special status. Standard English is the dialect of institutions such as government and the law; it is the dialect of literacy and education; it is the dialect taught as 'English' to foreign learners; and it is the dialect of the higher social classes. [It] achieved prominence historically, not on linguistic grounds, but on grounds of power and influence.
>
> Chapter 10, 'The Standard English Debate' (Psychology Press, 1999)

Using this extract as a starting point, analyse and evaluate the ways in which some people see standard forms of language as having a higher status than non-standard forms. **[60]**

END OF PAPER