



**GCE A LEVEL**

A700U10-1



021-A700U10-1



**MONDAY, 4 OCTOBER 2021 – MORNING**

**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
/ɑ:/	star, heart, palm
/i:/	feet, sea, machine
/ɪ/	sit, busy, hymn
/e/	bet, instead, many
/ɒ/	pot, odd, want
/ɔ:/	bought, saw, port, war
/ʊ/	book, good, put
/u:/	food, two, rude, group
/ʌ/	but, love, blood
/ɜ:/	fur, bird, word, learn
/ə/	about, driver

### 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/	bottle, football
-----	------------------

## 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 extracts from talk shows.

**Text A** is from *The Jeremy Kyle Show*. Lisa is pregnant with Shaun's child but their relationship has broken up and she has accused him of having stolen a ring from her. She wishes to deny him access to the child. Both Lisa and Shaun are onstage with Jeremy Kyle.

**Text B** is from *The Oprah Winfrey Show*. Michelle Obama, the wife of former US President Barack Obama, is interviewed by Oprah Winfrey about the recent publication of her autobiography called *Becoming*. The interview takes place in front of an audience that includes a lot of schoolgirls.

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 talk shows.**

**[60]**

### KEY TO TRANSCRIPTION

(.)	micropause
(2)	timed pause (in seconds)
<b>do</b>	emphatic stress
sa:::y	stretched or prolonged speech
BECAUSE	raised volume
{turns to Shaun}	paralinguistic features
ˈno	rising intonation
\cover	falling intonation
accel	speech that is getting faster (underlined)
rall	speech that is getting slower (underlined)
/gʌnə/	phonemic transcription reflecting pronunciation
//	overlapping speech
=	latch on
[J opens the envelope]	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: The Jeremy Kyle Show**

**J:** Jeremy Kyle                      **L:** Lisa

**J:** do you think he nicked the ring?

**L:** I do (.) I **do**

**J:** why?

**L:** because he's accusing my partner of /sti:lɪn/ it

5 [J opens the envelope with the result of Shaun's lie detector test]

**J:** you said to me earlier (.) I /gɒdɪt/ on camera (.) that if he passed it will be the first decent thing he's done ↗/jeə/ =

**L:** = /jeə/ (.)

**J:** I'm not saying he's the best but we (.) we're slating him for no reason here

10 **L:** no no we're **not** (.) there's much that =

**J:** accel = {turns to Shaun} did you steal the ring in question from Lisa's handbag? (.) you said no (.) why did you say no? {looks at results of the lie detector test} (1) he was telling the truth (.) **nothing** to do with him

[section omitted]

15 **J:** you're not /gʌnə/ allow us to help him see his child (.) **us** to work together ↗no? (2)

**L:** he don't deserve that

**J:** well then this show will help **him** get his rights as a father (.) if I found out any proof // that

20 **L:** // so he can // manipulate

**J:** // IF I FOUND OUT any proof that he was violent I wouldn't give him the time of day (.) but he isn't and he has the right to be involved in that kid's life (.) I want us all to work together /ðæs/ all I'm saying

**L:** you want the proof ↗OK

25 **J:** (.) why did you // come here?

**L:** // there's stuff there's stuff // right

**J:** // why did you come here?

**L:** because he called me on here =

30 **J:** = BECAUSE he wants to prove that he didn't nick the ring and prove that he's not after you and he WANTS TO SEE HIS DAUGHTER

[cuts to J sitting close to L and speaking directly to her]

**J:** look at ↘me (1) you know what you've /gɒdə/ do {L is weeping} it's not about your girlfriend (.) or his girlfriend (.) I'm I'm not bothered about that (.) it's about the baby (.) that's why we do what we do (.) give us a chance ↗please

35 **L:** one ↗chance

**J:** good {shakes hands with L} yes

**Text B: The Oprah Winfrey Show**

**O:** Oprah Winfrey                      **M:** Michelle Obama

**O:** [voiceover] when she served the country as a First Lady<sup>1</sup> (.) she was an epitome of what a First Lady could be (1) when you read *Becoming* you also see that she's really just like all of us (.) and at her core she is still a girl from the South Side of Chicago

5 [O speaks directly to the camera]

**O:** please welcome Mrs ↗Michelle (.) LaVaughn (.) Robinson (.) Obama (.) to the stage (5)

[M walks onto the stage to enthusiastic applause]

10 **M:** yes you (.) yes (3) {O and M kiss as a greeting}  
 {turning to the young members of the audience} hey guys (.) how are you guys /du:n/? (.) look at these ladies (1) thank you so much (3) /ɑ:ː/

**O:** rall let me just sa::y (.) I (.) as you know I love books (.) nothing makes me happier than sitting down with a good read (.) and so when I started to read this and realised like (.) in the **preface** (.) what an extraordinary book was forthcoming (.) I was **so** proud of you (.) may I say you **landed** it (.) you landed it (1) the book is tender (.) it is compelling (.) it is powerful (.) it is raw (.) and I was struck actually by the beautiful ↘cover (.) *Becoming* Michelle Obama so struck that I've now made it an Oprah's Book Club

**M:** /jeɪ/

20 **O:** I love the book **so** much that I don't just want to choose it as **my** book club (.) I want **all** the book clubs around the wo::rld to choose it as their book club so we're all reading it at the same time [audience applaud] why did you choose the word becoming (.) because when I was like eighteen or nineteen I wrote this poem (.) ba:::d poem (.) on becoming because of this notion of evolving (.) and I know you had a choice for (.) mu:::ltiple titles

**M:** /ɜ:m/ (.) we actually had a a a blooper list of titles that we won't go into (.) the /kɑ:ndə/ things that would be funny (.) only to us (.) /ɜ:m/ but becoming just summed it all up and my journey is the journey of **always** continually evolving (.) that there is never a point when you arrive at a thing (.) and if you do that's /kɑ:ndə/ sad (.) you know if you think there is a point in your life where you stop growing and stop learning that's /sʊdə/ sad because what else is left?

30 **O:** accel you know I never thought of it that way before till I read your book so that I've never asked anyone the question what do you want to be when you grow up since (.) because you grow up and you are many different things (.) as **you** have been many things

**M:** and I don't know what the next step will be and I tell young people that all the time (.) who are trying to figure it all out because you think at some point you just know but the truth is is that for me each decade has just uncovered something amazing that I would have never imagined =

40 **O:** = and it keeps getting // better

**M:** // and if I had stopped looking (.) I would have missed out on so much (.) so I am still becoming

<sup>1</sup>First Lady: the official title of the wife of the American President

## 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 *An Introduction to Language and Society* by Martin Montgomery.

Differences still exist between standard and non-standard dialects in the form and construction of utterances, of which the following are fairly typical examples:

<i>Non-standard dialect</i>	<i>Standard dialect</i>
Being on <b>me</b> own had never gone through <b>me</b> head	Being on <b>my</b> own had never gone through <b>my</b> head
We <b>was</b> forever having arguments	We <b>were</b> forever having arguments
Anyway they <b>done</b> it for me	Anyway they <b>did</b> it for me
I hadn't got <b>nothing</b> to fall back on	I had got nothing to fall back on

Socially engendered reactions of approval or disapproval are at stake rather than the inherent linguistic "rightness" of the forms. These features are of little consequence in terms of mutual intelligibility. Their real importance lies in their capacity to become charged with social significance.

Chapter 3: Language and Regional Variation: Accent and Dialect (Routledge,1995)

**Using this extract as a starting point, analyse and evaluate how standard and non-standard forms are viewed in society.** [60]

Or,

3. Read the following extract from *Language and Discrimination* by Celia Roberts, Evelyn Davies and Tom Jupp.

**Manager:** Now, I'm sick of it. You're either going to do the job properly or you're going to get out.  
**Employee:** I'm sorry. Next time =  
**Manager:** = There won't be a next time.  
**Employee:** I (pause) am sorry. Next time do it properly.  
**Manager:** Yes. Well, the next time that girl complains to me about your bad work, I shall sack you. Is that clear?  
**Employee:** Yes, I (pause) English =  
**Manager:** = You understand? You know what I'm going to do?  
**Employee:** Next time, sir.  
**Manager:** There won't be a next time.  
**Employee:** I am sorry, I am sorry.  
**Manager:** It's no good you standing there like that saying you're sorry, you're sorry. You just keep on making bad work. Now I'm telling you the next time you make bad work like that, you're finished.

Chapter 1: Discrimination and Language Learning (Routledge 1992)

Using this extract as a starting point, analyse and evaluate the ways in which language is used in exchanges where one speaker is more powerful than the other participants. [60]

Or,

4. Read the following extract from a persuasive leaflet entitled *Save the Bees*.

#### Save the Bees

Bees are having a hard time, but we can all do our bit to help save the bees. You do not need to become a beekeeper. Indeed, many other pollinators (not just honey bees) are in serious decline too.

For example, in the USA, the rusty-patched bumblebee (*Bombus affinis*) – a once common species – is now on the brink of extinction, and has been declared endangered, with populations having plummeted by 90%. Seven species of Hawaiian yellow-faced bees have to receive protection under the Endangered Species Act. In the UK, some bumblebee species have gone extinct already.

However, we can all do our bit to help the bees – and making a difference starts with each one of us – if not you and I, who else?

Using this extract as a starting point, analyse and evaluate the ways in which language is used in different situations to persuade. [60]

END OF PAPER