



A LEVEL ENGLISH LANGUAGE

COMPONENT 1

Language Concepts and Issues

SPECIMEN PAPER

2 hours



ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **Question 1** in Section A and **one** question in Section B.
Write your answers in the separate answer book 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 of the need for orderly and clear presentation in your answers.
Assessment will take into account the quality of written communication used in your answers.

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

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
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Section A: Analysis of Spoken Language

Read the texts on pages 8 and 9 and then answer the following compulsory question.

The two texts printed on pages 8 and 9 are examples of radio news broadcast on the 25th July 2012. They each begin with a news summary and then focus on one longer news story.

Text A is from *Newsbeat*, broadcast on Radio1 in the lunch-time slot between 12.45 and 1.00 p.m. with a target audience of 15-29 year olds. Chris Smith is the presenter and there are three Newsbeat reporters: Dave Howard (political reporter), Sinead Garvan (entertainment reporter) and Ben Mundy. The other contributors are members of the public.

Text B is from the *Today* programme, broadcast live on Radio 4 in the morning slot between 6.00 and 9.00 a.m. James Naughtie and Justin Webb are the presenters; Mark Downs is the Chief Executive of the Society of Biology. The interview with Mark Downs was conducted over the phone and interference on the line made it difficult to hear what was being said.

1. **Drawing on your knowledge of the different language levels, analyse the spoken language of these texts as examples of radio news.** [60]

In your response, you must also:

- explore connections between the transcripts
- consider concepts and issues relevant to the study of spoken language.

KEY TO TRANSCRIPTIONS

(.)	micropause
(0.5)	timed pause
(.h)	pause with an audible intake of breath
{ <i>laughs</i> }	paralinguistic features or sound effects
bad	words in bold show emphatic stress
le.	incomplete word
=	smooth latch-on
// #	overlapping speech
(<i>omitted text</i>)	omitted text

N.B. Phonemic symbols are used to reflect non-standard pronunciations (see **page 6** of examination paper).

Text A: *Newsbeat*, Radio 1

CS: Chris Smith
AM: Aminah

DH: Dave Howard
BM: Ben Mundy

GO: garage owner
SG: Sinead Garvan

JA: Jada

- 5 **CS** bad weather and **bank** holidays are being given as **reasons** (.) for the **longest double-dip recession** for more than fifty years (1.0) we've got a **special** report on this our politics reporter Dave Howard is in **Warrington** =
- DH** = **with** a **garage** owner looking to **grow** his **business**
- GO** if you're constantly looking at your bank balance and you're constantly trying to make (1.0) every penny **count**
- CS** ahead of the Olympics we're in **East** London finding out if the promise of **jobs** for **young people** there has been **kept**
- 10 **JA** they wanted (.) **more** (.) experience from **me**
- AM** we've lived here **like** for **so** many years /ən/ we still haven't got a **job**
- BM** it's as the first Games' event gets underway in Cardiff (.) Great Britain's women's **football** team take on New Zealand this is Ben **Mundy** with the details of **that** before **one**
- (text omitted)*
- 15 **CS** for the next two **weeks** the **spotlight** will be on East London for the **Olympic** Games (0.5) fifteen billion pounds has been invested (.) the London borough around the Olympic Park (.) **Newham** (.) sixty-two thousand **jobs** were promised **too** the Council say it has the **highest** level of unemployment in **London** and **more** young people aged sixteen to twenty-four living there than **any** other part of the UK (.) Sinead Garvan has **been** to **Newham** (0.5) for Newsbeat
- 20 **SG** **bright** pink glossy **signs** on the walls of the station here point **right** to the Olympic Park (.) but we're turning left *{traffic sounds}* **this** is **Stratford** town Centre and it **used** to be very **run-down**
- WOMAN** it looks **better** (0.5) especially when you're coming up **around** the station
- 25 **MAN** /dæ/ place has **changed** (0.5) /kɒz/ people are **coming** in (.) like you were in your **house** man you **clean** it /kɒz/ people are **coming** if people wasn't **coming** you wouldn't clean it
- SG** on the surface it **looks better** (1.0) as part of the regeneration of the area the **Council** promised nearly **sixty thousand** new **homes** (.) **improved** roads and **more** schools to be built by **twenty-twenty-five** (1.0) and what about **jobs** (.) well **sixty-two thousand** have been promised to **locals** but **Jada's** handing out maps for the Council for **free** because she still can't get paid **work**
- 30 **JA** they wanted (.) **more** (.) experience from **me**
- SG** what type of jobs would that be for
- 35 **JA** traffic marshalling (0.5) stewards (0.5) leaflet-handing out which is what I'm basically /du:ɪn/ now
- SG** she's not the only one (.) Aminah is **nineteen** and unemployed **too**
- 40 **AM** we've lived here **like** (.) for **so** many years /ən/ we still haven't got a **job**
- SG** she's **still** hopeful for something during the **Games** though
- AM** some **guy** just gave us like some **LOCOG**¹ website to go on to **apply** (0.5) /kɒz/ they still need (.) one **thousand** something (.) workers so we're /gʌnə/ **try** (0.5) and see see online

¹ **LOCOG**: London Organising Committee of the Olympic Games

Text B: *Today*, Radio 4

JN: James Naughtie

JW: Justin Webb

MD: Mark Downs

- JN uh in the course of the next hour we'll be talking about (.) um (0.5) the strike that is due to begin at midnight (.) uh with some uh (0.5) members of the civil service union (.h) um we'll be talking about (1.0) the subsidy for (.) **wind** generation with the Climate Change Secretary Ed Davey and why it's **Flying Ant** (0.5) **Day**
- 5 JW you're listening to **Today** on Radio 4 (.) James Naughtie and Justin Webb
PIPS¹
JW it's **seven** o'clock on Wednesday the **twenty-fifth** of July (0.5) the headlines **this** morning
(text omitted)
- JW (.h) seventeen minutes past seven it's **Flying Ant Day** (.) er huge numbers of them expected to take to the air (0.5) **why** the **Society of Biology** wants to find out it's organising a survey to **map** what er happens Mark Downs is its Chief Executive **good** morning (1.0) what w. what **actually** happens
- 10 MD [unclear]
JW oh hold on a **second** um Mr **Downs** j. just uh I can (0.5) hear you but only // very #
JN // ants # on the line
- 15 JW faintly yes James says there's ants on the line // which I think #oh yes that's better
JN // {laughs} #
JW actually le. le. le. let's start again so **sorry** yeah you were telling me w. what what happens
- 20 MD yeah so um (0.5) **every** year in July August time the **black** (0.5) garden ant um (.) flies and the **queens** (.) on their natural flight **mating** on the wing with (0.5) **many many** males at the same time (0.5) it's really **important** that they have (.) a flight at the same time so they can (0.5) mate between colonies and most people have seen this phenomena at some time (.) um but although we know a lot about the **extraordinary** life **cycle** of these animals what we don't know much about (.) is the way they **emerge** across the // UK #and how the weather **affects** that and the
- 25 JW // ah #
MD **Society** of Biology is running a **survey** to try and find out a little bit more about that (.) and over the **last** week we've seen the numbers **building** and (1) yesterday afternoon we were up to about one record a minute being reported (.) ah we think today will be the **major** day across the UK for flying ants (1.0)
- 30 JW **mm** well look (2) that's **fascinating** but ah w. the line is **really awful** and I I'd // I'd I {laughs} #
JN // I hope we get back #
JW people // deserve #
- 35 JN // people # want to know about this
JW yeah we // need to know # more but what we'll **do** (.) um Mr Downs if we can (.) is
JN // {laughs} #
JW we'll we'll just dr. drop it **down** for a second we'll go on to **other** things and we'll try
- 40 **then** (1.0) to to get back to you thank you very **much** Mark **Downs** from the Society of Biology

¹ The series of six tones used by the BBC to mark the start of each new hour – officially known as the Greenwich Time Signal

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 *The Language Instinct* by Steven Pinker.

Not much of linguistic interest happens during the first two months, when babies produce the cries, grunts, sighs, clicks, stops, and pops associated with breathing, feeding, and fussing, or even during the next three, when coos and laughs are added. Between five and seven months babies begin to play with sounds, rather than using them to express their physical and emotional states, and their sequences of clicks, hums, glides, trills, hisses, and smacks begin to sound like consonants and vowels.

Chapter 9 'Baby Born Talking - Describes Heaven', p.265
(Penguin, 1994)

Using this extract as a starting point, analyse and evaluate the ways in which children use language in their first two years to communicate with the people around them.

[60]

Or,

3. Read the following extract from a conversation between a teacher and a student.

TEACHER:	OK (.) so what I want you to do is to describe the language of the text (.) describe it using appropriate terminology and showing understanding of the context (1) look at the key points and provide examples to support what you say (.) off you go
STUDENT:	well (2) first of all I um I (2)
TEACHER:	first you need to concentrate (.) yes (.) now describe what's going on
STUDENT:	there are colour words // and
TEACHER:	// now look (.) did we not go over this yesterday?
STUDENT:	yes but // I
TEACHER:	// yes but is not the answer I'm looking for (.) colour words are (3) and I'm waiting for you to fill a gap here
STUDENT:	er er // er
TEACHER:	// might I suggest you look at the notes in front of you?
STUDENT:	modifiers?
TEACHER:	good it took a long time but we're heading in the right direction and next (4) come on connotations position effect on the reader
STUDENT:	yes I // er
TEACHER:	// can someone else help out here?

Using this extract as a starting point, analyse and evaluate the ways in which participants can control and dominate spoken interactions. [60]

Or,

4. Read the following extract taken from *Talk to the Hand* by Lynne Truss.

Courtesy words are our most elementary way of indicating that we are aware of the presence of other people, and of the impact we may be having on them. Consideration for others being the foundation of manners, children ought to be taught to use the courtesy words because they thereby learn an important social habit: to remember there are other people in the world. I think it is right to say "Excuse me" when answering one's phone on the train. I think it is right to say, "Thank you" to the driver when alighting from a bus.

Chapter 1 'Was That so Hard to Say?', pp.58-9 (Profile Books, 2005)

Using this extract as a starting point, analyse and evaluate the ways in which politeness influences our everyday interactions. [60]

