



GCE A LEVEL

1700U40-1



S24-1700U40-1

FRIDAY, 7 JUNE 2024 – MORNING

ENGLISH LANGUAGE – A2 unit 4 **Spoken Texts and Creative Re-casting**

2 hours

1700U401
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ADDITIONAL MATERIALS

A WJEC pink 16-page answer booklet.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

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 following the instructions on the front of the answer booklet.

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.

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: Analysing Spoken Language

Answer the following question.

- The two texts printed on pages 4 and 5 are examples of conversations that take place while people are making something.

Text A is taken from a British television cookery programme set in America presented by Dave Myers and Si King. They are making a dessert called baklava in an outdoor kitchen.

Text B is taken from a conversation between a father and his nine-year-old daughter as they make a candle at home using a craft kit.

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 different ways the participants use language to interact in these conversations as they make something. [40]

KEY TO TRANSCRIPTIONS

(.)	micropause
(1)	timed pause (in seconds)
=	latch on
{laughter}	paralinguistic features
yummers	emphatic stress
HANG ON	increased volume
li::ke	stretched or prolonged speech
↗served	rising intonation
↘cream	falling intonation
↑the whelk↑	raised pitch
accel	speech that is getting faster (underlined)
rall	speech that is getting slower (underlined)
/kʌndə/	phonemic transcription reflecting pronunciation
[places pastry...]	contextual information
th.	incomplete word

Question marks have been added for clarity.

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

Text A An extract from a television cookery programme.

S: Si King

D: Dave Myers

D: we're going to be cooking (.) **baklava** =
 S: = **baklava** =
 D: = **baklava** (.) it's our **homage** (.) to the **generosity** of the Balkan community in St Louis
 rall (.) where we were are today (.) you find baklava throughout the Balkans and Greece and Turkey =
 S: = you do =
 D: = and it's the most wonderful thing (.) the **Bosnian** baklava is different in the way they
 rall use a lot of cinnamon and walnuts and that's what we're going for /inti?/
 S: and /in?erestinli:/ a little bit of cardamom as well
 D: yeah
 S: which is an /in?erestin/ /ka?ndə/ cultural twist =
 D: rall = so we're going to be dressing our baklava with a cardamom and orange cream (.)
yummers

[text omitted]

D: you're **cracking on dude**
 S: what I'm /du:in/ now I'm just putting the zest of one large orange (.) one will do (.) but
 they're quite small oranges so I'll put two in (.) just going to mix that through
 D: and you've got lovely textures because you've got the nuts crushed quite fine like
 coffee granules (1) and then you've got the rough nuts (.) you've got a bit of bite
 S: teaspoon of cinnamon (2) and then we add (.) about fifty grams of melted /bʌ?ə/ (.) and
 accel we stir that through (1) and there that's it mate (.) we're ready
 D: beautiful (2) now what we need to do now is to sprinkle a layer of nuts on this (.) but
 don't press the nuts down (.) you don't want the nuts **compressed**
 S: rall and we've got to try to get them as even as we can
 D: just like the farmers planting out their corn (.) Kingy
 S: yeah (2) so just make it as even as possible (.) it all goes into the bottom
 D: I'll get wallpapering again now [places pastry in baking tray and brushes over with
 butter]

[D collects the finished baklava from another part of the outdoor kitchen]

D: this is **cooled** in the **breeze** of the **Mississippi** (.) how much better can we get?
 S: /a:::/ that looks **great** man =
 D: = it looks lovely /inti?/
 S: /jeə/
 D: now the baklava has to be cooled before you put the syrup on (1) the syrup's hot and
 it's going to soak into it and obviously when this is all cooled (.) we can eat it
 S: and there it is (.) **baklava** with an orange infused syrup ↗served with orange and
 cardamom ↘cream
 D: [cutting a slice] look at that
 S: oh man

Text B A conversation at home between a father and his nine-year-old daughter

P: Paul

A: Annabella

P: accel so which one are we going to do?
 A: **that one** (.) the star
 P: ok (.) the star candle (.) and what do what do we need to do now? (1) do you need to put a hole in it?
 A: yep (.) with the scissors
 P: ok but but perhaps with the scissors (1) smaller scissors (.) that's going to make a massive hole (.) which scissors did you use before?
 A: /ʌ/?
 P: which scissors did you use before?
 A: what me?
 P: yes
 A: I u::sed a **needle**
 P: accel right so shall I go and get a needle?
 A: I've got one in my sewing kit
 P: ok go and get your sewing kit then (4) pass me th. the needle (1) right how many holes do we need?
 A: accel just **one** big one in the centre
 P: one in the centre
 A: a big enough one for the whelk (.) whelk? (.) for the **wick** (.) I don't know why I'm saying whelk (1)
 P: the **wick**
 A: the **wick** (2) ↑the **whelk**↑ {laughter} (2)
 P: ok (.) cut that then

[text omitted]

P: **r. right** we're almost at action stations now (1)
 A: accel ok (.) so (.) I've got to get everything ready (1) so the first thing add the scent
 P: rall that should continue to melt (2)
 A: the water itself is still steaming hot
 P: rall yeah HANG ON (.) what we've got to do is =
 A: accel = pour this as quickly as possible
 P: h. hang on we haven't quite finished yet (1)
 A: think that's that's done
 P: yeah now hold on hold on (.) how we going to get how we going to get this out?
 A: is it hot? (.) the bowl?
 P: accel yeah (.) can you pass me the kitchen gloves?
 A: give that a quick mix li::ke this (2) three tablespoons
 P: that's the colour in (.) goodo (.) I'll keep stirring it (.) that's another one (2) how many?
 A: three =
 P: = three (.) shall I mix it in? (.) is that what it says? (.) mix it in like this?
 A: yeah

Section B: Creative Re-casting

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

2. Working adults sometimes find that they have little time to spend on their own interests.

Write an article aimed at working adults about the benefits of taking up a hobby. The article will be published in a lifestyle magazine.

Aim to write approximately 400 words.

[40]

END OF PAPER

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