



GCE A LEVEL

1700U40-1



S18-1700U40-1

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

FRIDAY, 8 JUNE 2018 – AFTERNOON

2 hours

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.

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: Analysing Spoken Language

Answer the following question.

1. The two texts printed on pages 4 and 5 are examples of interviews with guests on live television chat shows.

Text A is from *The One Show*, broadcast on BBC1 at 7.00pm. Alex Jones and her co-host Angelica Bell interview Richard Hammond and James May, former BBC presenters, about their new show *The Grand Tour*. A pay-to-view streaming channel has produced the show, which has a large budget.

Text B is from *This Morning*, broadcast on ITV at 10.30am. Phillip Schofield and Amanda Holden interview Thomas Chipperfield, Britain's last lion tamer. The interview is conducted via a live link to Chipperfield's lion enclosure, where the lion has not performed as planned. Holden starred in the ITV drama *Wild at Heart*, set in Africa.

Drawing on your knowledge of the levels of language, analyse the spoken language of these texts as examples of interviews on live television chat shows. Your main focus should be on the interactions between the participants, the tenor and the linguistic choices.

In your response, you must also:

- consider relevant concepts and issues
- explore contextual factors.

[40 marks]

KEY TO TRANSCRIPTIONS

(.)	micropause
(1.0)	timed pause (in seconds)
(.h)	pause with an intake of breath
ca.	incomplete word
//	overlapping speech
=	latch on
{laughter}	paralinguistic features
welfare	emphatic stress
DANCE	increased volume
a::nd	stretched or prolonged speech
/zoos	rising intonation
\then	falling intonation
↑born↑	raised pitch
↓perfect↓	lowered pitch
accel	speech that is getting faster (underlined)
rall	speech that is getting slower (underlined)
/jeə/	phonemic transcription reflecting pronunciation
[enter...]	contextual information

Some question marks have been included to aid greater clarity.

Text A James May and Richard Hammond interviewed on *The One Show*.

R: Richard Hammond J: James May A: Alex Jones AB: Angelica Bell

- [enter James May and Richard Hammond wearing a novelty cardboard car costume]
- R: was this by any chance a **budget** \thing =
- A: = \well =
- R: = **I know it was** /kɒz/ they said //to us when are you coming on?
- 5 J: // /jeə/
- R: accel they said /jeə/ they said oh /jeə/ we'd like to /kɒz/ we know you've got a **big** budget (.) we **haven't** so **this** {gestures to cardboard car} is **it**
- J: it's a very funny \joke though in case anybody didn't get \it
- 10 AB: /əʊ/ (.) don't be like **that** (.) you're here because of your new show The Grand Tour and it's \all **top secret** because your \employers (.) want to sell their \subscriptions (h) /ɜ:/
- R: /ɜ:/ well //it's a **commercial** it's a \commercial \world
- AB: //ɜ:/ we **do** have an exclusive /ɜ:/ w. we **do** have an exclusive sequence //to show you all later\
- 15 J: //↓bit
- harsh wasn't \it?
- A: **listen** boys we \should rubbish it **right**? because we **know** the BBC have a **rival** car show but it's **rea:::lly** difficult ↓because it's **good**↓=
- R: = /ɔ:/ //thank you thank you
- 20 A: //which is /əŋcɔɪn/ (.) very /əŋcɔɪn/ (.) /əŋcɔɪn/
- [cut to pre-recorded segment about a pension swindle affecting 'middle aged' men] and if only we had a couple of middle-aged men sat with us //right now (1.0) {laughter}
- AB: //leave \it
- R: accel with **money** (.) //burning a hole in their pockets (1) ↓that would be **perfect**↓
- 25 R: //leave that **right there** (.) **define** middle aged first of all =
- AB: = you're not middle aged =
- A: = fortyish =
- R: ↓but /ɜ:/ /ɜ:/ is 46?↓
- AB: have **you** ever had a **call** from a company saying we can give you an investment or invest in \us? =
- 30 J: = I've had one of **those** one I've had recently is a company they've at **times** (.) they've rung me \three times a day where they've said (.) oh we've rung you about the accident we've had you've had in your //car
- AB: //oh \yeah
- 35 J: and they've got the registration number \right but there's a few mistakes like it's a car I don't **own** any more **and** (1) I haven't \had an accident =
- R: = well just **hang** \up \then {laughter}
- J: yes well I \do =
- A: = when you've got **that** many **cars** the chances \are =
- 40 J: = how many have I \got?
- A: I don't well (.) I **imagine** quite a few don't \you?
- R: it's an **assumption** that's //gross assumption he has got quite a few
- A: //I'm sorry I'm sorry
- J: //thirteen so so far they've said (.) we've got **loads** of
- 45 **cars**\ we're **old**\ we've got money burning a **hole** in our \pocket and we're \middle aged {laughter}
- A: welcome back (.) **listen** let's talk //about
- R: //and you made us go in your **cardboard** \car {laughter} (.) welcome back to the BBC **DANCE** muppets **DANCE** {pretends to cry} =
- 50 A: = let's **talk** about the **new series** /jeə/? move it on

Text B Thomas Chipperfield interviewed on *This Morning*

P: Phillip Schofield

A: Amanda Holden

T: Thomas Chipperfield

- P: **right** Thomas I've /gɒtə/ ask you I've /gɒtə/ ask you that question ↗**again** well the fact that that lion did not appear to /ɜ:/ **love** you /ɜ:/ to it's very ↗**soul** /Δm/ **why** why **do** you **do** ↘this why are you **why** are those lions in cages /ɜ:/:/ **why** are they /ɜ:/ not **free** or in ↗**zoos**?
- 5 T: I do it because I love working with these animals (.) these animals **aren't** machines they have their off days (.) like we **all** ↗do this isn't (.) an example of Tsavo not being (.) ↘**happy** this is just (.) an off ↗**day** it's (.) we're not **machines** they're not **machines** and that's all it can be so =
- 10 A: = no but Thomas they they also **shouldn't**// I mean it's it's the argument is that they **shouldn't** be kept in ↘**captivity** I mean they're I know that they're captive animals but they **shouldn't** be kept in in **enclosures** like ↗**this** they **shouldn't** be on ↗**tour** and wild animals as Phillip said are always **going** to be wild but you're not giving them a chance to ↗**do** ↘that
- 15 T: (2) these animals **don't** suffer with the lifestyle they ↗lead whether it's in (.) a static captive environment or in the wild there's **no** scientific evidence to suggest that at all **so** (.) the opposition to (.) the use of these animals =
- A: = but if **you** were kept in a cage for days on end// you would be feeling very ↘claustrophobic and like a ↗**prisoner** ↗surely?
- 20 T: (1) no well I'm I'm **very** sorry to have to correct you on that one (.) but /ɜ:/:/ animals don't perceive the world in the same way that human beings ↗do the amount of **scientific studies** that have been (.) **done** into that not just into animal behaviour in general but also into the **welfare** of animals in (.) travelling **shows** like my own and then in **circuses** =
- 25 A: = I have to disagree with you Thomas because I'm I'm// very involved with the ↑**Born Free Foundation**↑ and we we once let **go** of tigers **and** lions back into (.) safe ↗enclosures and when we did so they could only **walk** the 30 **foot** that it that their **cage** (.) was the size of so they had no idea of how to use the space around them because they'd been ↗**enclosed** so ↗**sadly** so ↗**horrifically**
- 30 T: no well I'm /Δm/ I have to I'm sorry t:::o have to **argue** with you on **this** one but the thing is the Born Free Foundation are an **animal rights** movement (.) a:::nd aside from the fact that you've worked with trained animals on the sets of TV shows **trained** wild animals at that that's /Δm/ **forgive** me but that points out a bit of a double standard on **your part** //but the Born Free Foundation are an animal rights group which
- 35 A: accel accel rall //əʊ/**hardly** because they were **rescued animals** they were ↗**saved** from people ↗**like** you in the ↗**first** ↘place
- T: I I I no I'm ↘**sorry** I'm ↘**sorry** but I'll have to **correct** you on that one I know the animal trainer (.) who you worked with in **Africa** (1) I know him **well** //(2) but I'm really going to have to correct you on that one
- 40 P: //I don't want this to end up being a /ɜ:/ ↗okay we ↗accept both those **points** (.) we don't want this to end up being a /ɜ:/ a **personal** row ↗here

Section B: Creative Re-casting

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

2. Some animal charities offer members of the public the opportunity to ‘adopt’ an animal as part of their fund-raising strategy. Supporters pay a small amount of money each month towards the organisation’s work in releasing rescued animals into the wild. In return, adopters receive photographs, regular updates, fact packs, and sometimes cuddly toys.

Imagine you work in the fund-raising department of the Born Free Foundation. You have been asked to write a persuasive leaflet to encourage people to support the work of your organisation. The leaflet will be an insert in a Sunday newspaper.

Write the leaflet.

Aim to write approximately 400 words.

[40 marks]

END OF PAPER

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