



A2
ENGLISH LANGUAGE (Wales)

UNIT 4

Spoken Texts and Creative Recasting

SPECIMEN PAPER

2 hours

ADDITIONAL MATERIALS

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

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 book 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.

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

You are reminded that this paper is synoptic and so will test understanding of the connections between the different elements of the subject.

AS AND A LEVEL ENGLISH LANGUAGE Specimen Assessment Materials 22

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 24 and 25 are examples of talk in families between children and adults.

Text A is a conversation between a five year old girl, Emma, and her grandparents (Grandad and Nana). They are wrapping up presents (mainly sweets) for the game of 'Pass the Parcel' and then playing the game.

Text B is a conversation between a six year old boy, Andrew, and his mother, Louise. Andrew has a large chest of Lego and is making a building with the pieces.

Drawing on your knowledge of the levels of language, analyse the spoken language of these texts as examples of talk in families between children and adults. Your main focus should be on the children's use of language and ability to converse but you should consider the language of the adults as well.

In your response, you must also:

- consider relevant concepts and issues
- explore contextual factors.

(40 marks)

KEY TO TRANSCRIPTIONS

(.)	micropause
(1.0)	timed pause
(.h)	pause with an audible intake of breath
{laughs}	paralinguistic features or sound effects
u.	incomplete word
//	overlapping speech
(omitted text)	omitted text
/zæt/	phonemic symbols are used to reflect non-standard pronunciation (see page 22)

Some question marks have been included to aid greater clarity

TEXT A

E: Emma

G: Grandad

N: Nana

E: right wrap that one up (.) that's somebody else's though but you can have that one (.) wrap that up thank you (.) that's Nana's

G: right

E: Grandad up (.)

N: thank you

E: that up for you (2.0)

N: can we play now? (1.0)

E: I've got (.) I've gotta wrap these up I don't know why there's so much but there's so much on (.) here **yep** wrap your (.) things up an (.) whoever wraps the things up (.)

N: I think we've got **enough** Emma (1.0)

E: right well I've got put all the (.) these on I have (5.0) is that /zæt/ right? (.) no (.) and what was on there? (*omitted text*)

E: three as well (.) has everyone got three? (2.0) um I can (.) sing (1.0) a rusty car (1.0)

G: OK (2.0) how does that one go?

E: {sings} my dad dri. (.) twinkle twinkle (.) little star my dad drives the rusty car (.) off he goes (.) in a cloud of smoke (2.0) {speaks} right pass them **round** then (1.0) {sings} twinkle twinkle chocolate bar my dad drives the rusty car off he goes in a cloud of smoke (1.0) pull the engine (1.0) {speaks} can't remember the rest (1.0)

G: very good (1.0) did you make that up?

E: no (.) my school singed it

G: oh (*omitted text*)

E: you choose whatever you want

N: this one?

E: yeah if you want (.)

N: right ready

E: yeah thats can be my one (.) because (.) cos that's got two in (.) {giggles} an that's got a lollipop in {all laugh} (3.0)}

E: have you every got (.) something (.) have you every (.) sa. some thing got something to eat (.) for everybody? (.)

G and N: yeah

N: we've got lots to eat

G: right I'll start with this one (3.0)

E: that's **you** that wrapped that one u. up isn't it?

G: no it wasn't me

E: it wasn't **me**G: well who **did** it then?

E: Nana?

G: we must have a ghost in here

E: **Grandad** I **know** it's you (.) Nana didn't wrap any upG: I didn't wrap **that** up you saw me wrap them up

E: didn't (.) I didn't saw you wrap (1.0h) a **lollipop** up (.) I didn't even you saw (1.0) pop any of them up (.) just (.) **some**

G: just some of them

TEXT B

A: Andrew

L: Louise

L: change it into something else (2.0) *{A laughs}* what (A: **aha**) what do you find on top of roofs?

A: (1.0) thatched house (.)

L: 't isn't a thatched one (1.0)

A: **thatched** house (.) a bit of it's that

L: what (.) what would you find on top of a roof?

A: **bird's** nest (.) **brown** one (.)

L: what do birds nest in? (.) on tops of on the top of (.) roofs?

A: aha (3.0) chimney

L: aaah can you see anything that you could use for a chimney? (5.0) what have you done now?

A: made a chimney

L: how?

A: with the little sq. cubes of ice

L: what have you done? (1.0)

A: made them into a **chimney**

L: how many have you got (.) there? (2.0) how many have you (.) used to make a chimney?

A: *{counts under breath - one two three}* **four**

L: mm (1.0) but it has a funny shaped top

A: yeah (.) like some do (.) I need another mm (.) ah (2.0)

L: some do (.) Victorian ones do (2.0)

A: 'tis a Victoran (3.0) **there** *{laughs}* (2.0)

L: what a smart chimney *{laughs}*

A: **funny** roof (.)

L: very good (.) lovely chimney s'very **high** (.)

A: *{makes a noise - myoooooo - descriptive of chimney's height}*

L: where were we when we saw very high chimneys? can you remember? (1.0) when we took gran out for tea 'n we went (1.0) into a **valley** (.) 'n all the houses had very high chimneys (2.0)

A: Sussex

L: mm (.) s'right (3.0) what else does your house need? (2.0)

A: door (.) small door (1.0) 'n now I'll make (.) yellow one

L: mm (4.0) perhaps you could find (.) door shaped door

A: aha (.) wait a minute (1.0) *{sifting through the Lego in the chest}* foun. someth. (1.0) I saw something (3.0) I **saw** a door (4.0)

L: no that won't come off (1.0) it won't come off

A: doesn't it go up?

L: it **does** but it won't actually come off

A: I want it to come **up**

L: I see (.) there (.) **aah** (.) look what's in there (.) tell me what's in there (3.0)

A: **Lego**

L: whoops (.) yes but what's **special** about it?

A: they've got **a b c** words (3.0)

L: what is this one?

A: ai. aitch (4.0)

L: Harry the hairy hatman (4.0) oh yes improvise (.) good idea (1.0) oh excellent (.) seasoned Lego player

A: mm *{both laugh}*

Section B**Creative Recasting**

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

2. Recent studies have highlighted an increase in the number of children starting school with poor language skills. Some argue that active, imaginative play that requires and leads to language input from the child is not happening in households as often as it once was.

You have been asked to write a guide for parents as part of an awareness raising campaign to promote the language development of pre-school children.

Write the guide.

Aim to write approximately 400 words.

(40 marks)