



GCE A LEVEL

A700U10-1



S18-A700U10-1



ENGLISH LANGUAGE – A level component 1
Language Concepts and Issues

WEDNESDAY, 6 JUNE 2018 – MORNING

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
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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 examples of television documentaries about war.

Text A is from *The World at War*, a 1973 television documentary series about World War Two. This is the opening of the first episode, which is an account of a massacre of a village in rural France by German soldiers in 1944. There is then an explanation of Hitler's rise to power in Germany.

Text B is from *Twentieth Century Battlefields*, a 2007 television documentary series about battles, presented by Peter Snow and his son, Dan. This is from an episode focusing on the Falklands War, a conflict between the United Kingdom and Argentina which took place in 1982.

1. Drawing on your knowledge of the different language levels, analyse the spoken language of these texts as examples of television documentaries about war. [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
(2)	timed pause (in seconds)
seize	emphatic stress
LIFE	increased volume
la:::st	stretched or prolonged speech
↗day	rising intonation
↘France	falling intonation
accel	speech that is getting faster (underlined)
rall	speech that is getting slower (underlined)
/gæra:ʒɪs/	phonemic transcription reflecting pronunciation

[images of British troops] non-paralinguistic elements

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

TEXT A: *The World at War* (1973)**VO: Voiceover**

[image of an ordinary road in France]

VO down this road (1) on a summer day in 1944 (1) the soldiers came (3) nobody lives here \now (6)

[images of destroyed buildings with no music]

5 **VO** they stayed only a few hours (1) when they had gone (.) a community which had lived for a thousand years (1) was \dead (3) this is Oradour-sur-Glane (.) in \France (2) the \day the soldiers came (.) the people were gathered together (1) the men were taken to /gæra:ʒɪs/ and barns (1) the women and children (.) were led down this road
 10 *rall* (2) and they were driven (.) into this \church (1) \here (.) they heard the firing (.) as their men were shot (1) then (.) they were killed too (1) a few \weeks later (.) many of those who had done the killing (.) were themselves dead (.) in \battle (4) they never rebuilt Oradour (.) its ruins are a memorial (1) its martyrdom stands for thousand upon thousand of other martyrdoms in Poland (.) in Russia (.) in Burma (.) in China (1) in a world at war (50)

15 [music and opening credits to the documentary followed by images of Nazi soldiers marching]

VO Germany 1933 (1) a huge (.) blind excitement fills the streets (1) the National Socialists have come to **power** in a land tortured by unemployment (.) embittered by loss of territory (.) demoralised by political weakness (1) perhaps **this** (.) will be the new beginning (3) most people think the Nazis a little absurd here too obsessive there (.)
 20 *accel* but perhaps the time for thinking (.) is over (4) Adolf Hitler did not **seize** power (.) he was offered it **just** as his voting strength was declining (.) the politicians who made Hitler Chancellor argued (.) **we** are hiring \him (2) [image of a politician leaving a car] their figurehead was the ancient President von Hindenburg (2) the Communists and
 25 Socialists tried to take Hitler coolly this wouldn't last they said (.) Conservative anti-Nazis took comfort from the fact that their old war leader Hindenburg still Head of State was known to despise the vulgar little corporal¹ (8)

[images of Hindenburg voting followed by footage of Hitler and others walking down a street]

30 **VO** with mock solemnity (.) Hitler and his lieutenants walked to the ceremonial opening of parliament (1) the party's strength had been built up by revolutionary violence (.) they had never imagined that they **could** take office legally (1) when the old Reichstag² building was mysteriously gutted by fire (.) Hitler seized his chance to suspe::nd all civil liberties (.) his followers could hardly believe their luck

¹ vulgar little corporal: refers to Hitler

² Reichstag: The German Parliament

TEXT B: *Twentieth Century Battlefields* (2007)**PS:** Peter Snow**DS:** Dan Snow**N:** Newscaster

- PS** [voiceover accompanying images of the Falklands and of the war]
in April ↘1982 (.) an invasion by Argentina (.) ↗provoked one of the most ambitious military undertakings in British History (1) Britain sent a naval taskforce (.) and fifteen **thousand** men (.) to fight for a small group of islands on the edge of the Antarctic (1) Britain was at war with Argentina (.) but the odds were **spectacularly** uneven (1) I look at the challenges that faced the British (.) struggling to fight eight thousand miles from home (.) while the Argentinians were fighting on their own doorstep (2)
- 5 accel
- DS** [speaking to camera as he walks on a hillside]
they had to fight up here in freezing conditions on exposed hill-tops and across wide open ground (1) I'll experience how the British troops used darkness to their advantage against a well-defended enemy (5)
- 10
- [images of British troops fighting at night]
- PS** [voiceover with images of the island]
it was one of the most improbable conflicts **ever** (.) more than thirty **thousand** men went to war over a group of barren and windswept islands that were home to only two thousand people (1)
- 15
- [speaking to camera from the island]
this is the story (.) of the battle for the Falklands (30)
- 20
- [loud music with opening credits to the documentary followed by images of the domestic gardens and ordinary houses in the Falklands]
this may look like a sleepy little seaside town somewhere in the British Isles (.) in ↗fact the United Kingdom is **eight** thousand miles away (3) the:::se are the Falkland islands (.) a remote British territory in the South Atlantic (1) the nearest mainland is Argentina (.) just four hundred miles to the West (2)
- 25
- [speaking to camera]
LIFE for the two and a half /θaʊzən/ people who live here (.) is isolated (.) hardy (.) and undisturbed (.) but in April 1982 all that changed (.) when **these** islands (.) became the setting for the la:::st invasion of British territory (5)
- 30
- DS** on April the second 1982 (.) about one hundred Argentinian marines landed **here** on the Falklands (.) their objective (.) to capture the capital (.) Stanley (2) they were the advanced party (.) there were two thousand more men on their way (.) but the job of these marines was to seize the town (.) and force the British Governor of the islands to surrender (.) soon the **extraordinary** news of the Argentinian invasion hit bulletins across the wo:::rld (4)
- 35 accel
- N** the Falkland islands (.) the British colony in the South Atlantic (.) has fallen (.) that's what Argentina is saying (2) it claims its marines went ashore as a spearhead this morning to capture key targets including the capital (.) Port Stanley
- 40
- DS** [speaking to camera]
the islands were defended by just sixty-nine royal marines and the invading Argentinians in their hundreds overwhelmed this tiny force (.) they moved up here and surrounded Government House demanding the surrender of the Falkland Islands (3) as Argentinian armoured vehicles rolled towards Government House a firefought broke out (.) trapped inside the British Governor Rex Hunt (.) broadcast a defiant message on the local radio station

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 Meaning Makers* by Gordon Wells in which Gary, an eighteen-month-old boy, is with his parents in the kitchen and wants to have a biscuit.

Gary: *[crying]* Look

Father: What do you want?

Mother: Come here

Gary: Look *[looking up at the cupboard]*

[Father lifts him to the cupboard and Gary removes biscuit jar]

Father: Hey, Joyce, look *[to Gary]* that what you wants?

Gary: Uh

Father: What d'you want?

Gary: That *[takes a handful of biscuits]*

Father: All right?

Gary: Uh

[Father lifts him down]

Gary: Hey, Dada, look! *[he gives one biscuit to his Mother and one to his Father but holds onto two himself]*

Father: That one is for Sandra*, is it?

Gary: Mm *[holds on to both biscuits]*

Father: How come you got two?

Gary: Ha! *[runs off with the two biscuits]*

*Gary's older sister

Chapter 1, 'The Children and Their Families', (Multilingual Matters 2009)

Using this extract as a starting point, analyse and evaluate the way in which adults use child-directed speech during the period when children are acquiring language. You should consider adults' speech and children's responses. **[60]**

Or,

3. Read the following extract from *Sociolinguistics: An Introduction* by Peter Trudgill.

If you are an English speaker you will be able to estimate the relative social status of the following speakers solely on the basis of the linguistic evidence given here:

Speaker A

I done it yesterday.

He ain't got it.

It was her what said it.

Speaker B

He did it yesterday.

He hasn't got it.

It was her that said it.

There are grammatical differences [here] which give us clues about their social backgrounds. The internal differentiation of human societies is reflected in their languages. Different social groups use different linguistic varieties, and as experienced members of a speech community we have learnt to classify speakers accordingly.

Chapter 2, 'Language and Social Class', (Penguin 1974)

Using this extract as a starting point, analyse and evaluate the relationship between speakers' use of language and social class. [60]

Or,

4. Read the following extract from an interview taken from *Interpreting Texts* by Kim Ballard, in which the television presenter Sir Trevor McDonald is interviewing Colonel Derek Robbins who had fought in World War Two.

Trevor McDonald: but those searing memories never leave you

Derek Robbins: they don't leave you (.) no (.) they don't leave one (1.0) they are (.) grim (.) grim

Trevor McDonald: so the sixtieth anniversary of D-Day* is in many respects (.) in every respect (.) worth marking worth commemorating

Derek Robbins: I couldn't agree with you more (1.0) it's er (1.0) and all the old soldiers are very grateful (.) to the way (.) the young and the country (.) have taken trouble (1.0) to look after them in in er (.) Normandy and to help them in this anniversary

Trevor McDonald: and what is also not forgotten (.) Colonel Robbins is that we (.) who are around today are all grateful to you (.) and to your comrades=

Derek Robbins: = well very nice of you (.) of you to say that

*The day in 1944 on which allied forces landed in northern France to fight the occupying German army

Chapter 6, 'Representation', (Routledge 2005)

Using this extract as a starting point, analyse and evaluate the ways in which language is used by speakers in different speech situations such as interviews. [60]

END OF PAPER