

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**Friday 8 October 2021 – Afternoon**

**A Level English Language**

**H470/02 Dimensions of linguistic variation**

**Time allowed: 2 hours 30 minutes  
plus your additional time allowance**

**YOU MUST HAVE:  
the OCR 12-page Answer Booklet  
the Resource Booklet**

**READ INSTRUCTIONS OVERLEAF**



## **INSTRUCTIONS**

**Use black ink.**

**Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.**

**Fill in the boxes on the front of the Answer Booklet.**

**Answer ALL the questions.**

**Use the Resource Booklet to answer all the questions.**

## **INFORMATION**

**The total mark for this paper is 80.**

**The marks for each question are shown in brackets [ ].**

## **ADVICE**

**Read each question carefully before you start your answer.**

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# List of Phonemic Symbols and Signs (RP)

## 1. CONSONANTS OF ENGLISH

<b>/f/</b>	—	<b>fat, rough</b>
<b>/v/</b>	—	<b>very, village, love</b>
<b>/θ/</b>	—	<b>theatre, thank, athlete</b>
<b>/ð/</b>	—	<b>this, them, with, either</b>
<b>/s/</b>	—	<b>sing, thinks, losses</b>
<b>/z/</b>	—	<b>zoo, beds, easy</b>
<b>/ʃ/</b>	—	<b>sugar, bush</b>
<b>/ʒ/</b>	—	<b>pleasure, beige</b>
<b>/h/</b>	—	<b>high, hit, behind</b>
<b>/p/</b>	—	<b>pit, top, spit</b>
<b>/t/</b>	—	<b>tip, pot, steep</b>
<b>/k/</b>	—	<b>keep, tick, scare</b>
<b>/b/</b>	—	<b>bad, rub</b>
<b>/d/</b>	—	<b>bad, dim</b>
<b>/g/</b>	—	<b>gun, big</b>
<b>/tʃ/</b>	—	<b>church, lunch</b>
<b>/dʒ/</b>	—	<b>judge, gin, jury</b>
<b>/m/</b>	—	<b>mad, jam, small</b>
<b>/n/</b>	—	<b>man, no, snow</b>
<b>/ŋ/</b>	—	<b>singer, long</b>
<b>/l/</b>	—	<b>loud, kill, play</b>
<b>/j/</b>	—	<b>you, pure</b>
<b>/w/</b>	—	<b>one, when, sweet</b>
<b>/r/</b>	—	<b>rim, bread</b>

## 2. PURE VOWELS OF ENGLISH

/i:/	—	beat, keep
/ɪ/	—	bit, tip, busy
/e/	—	bet, many
/æ/	—	bat
/ʌ/	—	cup, son, blood
/ɑ:/	—	car, heart, calm, aunt
/ɒ/	—	pot, want
/ɔ:/	—	port, saw, talk
/ə/	—	about
/ɜ:/	—	word, bird
/ʊ/	—	book, wood, put
/u:/	—	food, soup, rude

## 3. DIPHTHONGS OF ENGLISH

/eɪ/	—	late, day, great
/aɪ/	—	time, high, die
/ɔɪ/	—	boy, noise
/aʊ/	—	cow, house, town
/əʊ/	—	boat, home, know
/ɪə/	—	ear, here
/eə/	—	air, care, chair
/ʊə/	—	jury, cure

**Answer ALL the questions in this paper**

## **SECTION A – Child language acquisition**

**You are advised to spend about 40 minutes plus your additional time allowance on this section.**

**Read TEXT A in your RESOURCE BOOKLET and answer the following question.**

- 1 Using the appropriate terminology to explain your findings, examine the language development stage of the child-participants as evidenced in the transcript. You should identify and analyse the phonology, grammar and meaning of their utterances.**

**Use your knowledge of theories and concepts of child language acquisition to support your answer. [20]**

## **SECTION B – Language in the media**

**You are advised to spend about 45 minutes plus your additional time allowance on this section.**

**Read TEXT B in your RESOURCE BOOKLET and answer the following question.**

- 2 Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.**

**[24]**

## **SECTION C – Language change**

**You are advised to spend about 1 hour and 5 minutes plus your additional time allowance on this section. Approximately 15 minutes plus your additional time allowance should be spent reading and preparing your answer and approximately 50 minutes plus your additional time allowance writing your response.**

**Read TEXTS C and D in your RESOURCE BOOKLET and answer the following question.**

- 3 By detailed analysis of the writing in both passages, discuss and illustrate the variations in language between the 19th and 21st centuries. In your answer you should explore the ways language is used in each text, as well as how contextual factors influence the way meaning is constructed. [36]**

**END OF QUESTION PAPER**



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