

**Modified Enlarged 18pt**

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**Tuesday 2 June 2020 – Morning**

**A Level English Language**

**H470/02 Dimensions of linguistic variation  
Question Paper**

**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 [ ].**

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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 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 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 on this section. Approximately 15 minutes should be spent reading and preparing your answer and approximately 50 minutes 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 18<sup>th</sup> and 21<sup>st</sup> 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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