GCE

English Language

Mark Scheme for the Units

January 2009

CONTENTS

Advanced Subsidiary GCE English Language H069

MARK SCHEMES FOR THE UNITS

F651 The Dynamics of Speech

Awarding Marks

(i)   Each question is worth 30 marks.

(ii)   For each answer, award a single overall mark out of 30, following this procedure:

- refer to the question-specific Notes on the Task for descriptions of levels of discussion and likely content;
- using 'best fit', make a holistic judgement to locate the answer in the appropriate mark band: regardless of any perceived deficiencies for particular AOs, how well does the candidate address the question?
- to place the answer precisely within the band and to determine the appropriate mark out of 30, consider the relevant AOs;
- bearing in mind the weighting of the AOs, place the answer within the band and award the appropriate mark out of 30.

Mark positively. Use the lowest mark in the band only if the answer is borderline / doubtful.

Use the full range of marks, particularly at the top and bottom ends of the mark range.

(iii)   When the complete script has been marked:

- if necessary, follow the instructions concerning rubric infringements;
- add together the marks for the two answers, to arrive at the total mark for the script;

Rubric Infringement

Candidates may infringe the rubric in one of the following ways:

- only answering one question;
- answering two questions from Section A or two from Section B;
- answering more than two questions.

If a candidate has written three or more answers, mark all answers and award the highest mark achieved in each Section of the paper.

Section A – Speech and Children		
Question Number	**NOTES ON THE TASK**	**Max Mark**
1	In this transcription of three girls at school, Fay is 13, Lisa is 9 and Jenny is 7. They are role-playing a radio phone-in programme. **Discuss the ways in which the children here use language to carry out their role-play task. Support your answer by referring to specific examples from the transcription.** This transcription presents younger speakers taking part in a challenging task that asks them to emulate speech patterns employed by adults on the radio. Fay has to manage the turn taking and the interaction between the two other speakers. She uses tag questions and appropriate forms of address in order to put the speakers at ease and prompts speech through use of rising intonation. Lisa is showing developing awareness of turn taking and topic management. Jenny is the least confident and the other speakers negotiate the topic on her behalf to some extent. Candidates may write about the structures of 'real' phone-in radio programmes that they may have looked at in their studies. **AO1 (5)** Appropriate terminology may include such terms as; turn taking, tag questions, use of intonation, forms of address, standard English, modal verbs, subject-specific vocabulary, repetition, length of utterance, role, dominance. Candidates should use coherent and accurate written expression. **AO2 (15)** Stronger answers are likely to explore developmental features of children's language such Lisa making a literal interpretation of utterances that are pragmatically a request eg *would you like to tell Jenny what your advice is*, the nature of roles and conventional structures contained within specific discourse structures eg question, answer, introduction and conclusions, formality, development of vocabulary and sophistication in older children's' language e.g. fluency of speech from Fay **AO3 (10)** Comments may draw on their knowledge of media discourse and the features of radio programmes. Stronger answers may make use theories of language development such as Aitcheson's theory of language networking for example, or comment on use of co-operative speech.	**[30]**

Question Number	NOTES ON THE TASK	Max Mark
2	This is an extract from a television game show for children called *Raven*, in which Raven, a magical figure, gives children various tasks to perform. The speakers are all ten years old and have been given fantasy names. Talen is a boy, Arla and Leegan are girls. **Discuss the ways in which the children here use language to help each other carry out their tasks. Support your answer by referring to specific examples from the transcription.** This task also deals with older children and invites candidates to consider the way that children's language continues to develop even past the basic 'ages and stages' of early language acquisition. Candidates will hopefully note the variety and richness of the language that is used here. There is some ambiguity in utterances and candidates should be rewarded for trying to identify linguistically the features which cause any such ambiguity. **AO1 (5)** Appropriate terminology may include hedging, use of present tense, discourse markers, use of personal pronouns, phonological features such as use of stress, intonation, modal verbs, vague language **AO2 (15)** Stronger responses may focus on co-operative language and possibly dominance (looking at the different roles of Talen and the two girls), context-dependent speech and deictics, politeness strategies and face needs, monitoring language. There should be an open-minded approach to the advances these children have made in their language, rather than looking to fit them into specific 'stages' of development. **AO3 (10)** Comments on contextual features such as the nature of the language used in games and activities, the demands on the young speakers here to comment and describe as well as make decisions and manage each other's movements. It is not expected that candidates need to necessarily refer to specific named theorists, but explore the general ways that children's language moves towards the features of adult language	[30]
	Section A Total	[30]

Section B – Varieties and Social Groups		
Question Number	**NOTES ON THE TASK**	**Max Mark**
3	This is a transcription of a professional boxer, Matt, talking to an amateur, Noel. **Discuss ways in which Matt and Noel use language to talk about boxing techniques. Support your answer by referring to specific examples from the transcription.** This task invites candidates to look at a particular type of sporting and occupational language and how specialist language is used between speakers. There is no requirement to actually know the specialist terms (such as 'jab' or 'counter') but candidates may comment on the function of such terms or the way specialist language accents semantic values. Candidates may explore the way in which language can create social groups and be a marker for expertise and competence. **AO1 (5)** Appropriate terminology may include verb phrases, modal verbs, register, present continuous tense, collocations, discourse markers, use of Standard English and slang, phonology. **AO2 (10)** Stronger answers might explore the idea of 'sociolect' and the way language can create social groups, how 'jargon' can include or exclude, language and power, the dominance of Matt as the expert speaker and how this affects both Matt and Noel's language. There may be some reference to Giles's Theory of Accommodation, for example. **AO3 (15)** Stronger answers may consider the language of sport, language and social class, the concept of 'speech acts' and the effect of paralinguistic features.	**[30]**

Question Number	NOTES ON THE TASK	Max Mark
4	This is a transcription of a professional psychic who claims he can talk to dead people. **Discuss ways in which the psychic, Justin, uses language to pass on these 'messages'. Support your answer by referring to specific examples from the transcription.** Some candidates may see this as occupational language, although some responses may feel this is less an 'occupation' and more a social group. There is also much that could be explored in terms of language and power where there is an interesting balance between Justin (as the dominant speaker) and the audience (as verifiers). Candidates may also explore the connections between idiolect and occupational language and the 'showmanship' displayed by the professional psychic here. **AO1 (5)** Appropriate terminology may include modal verbs, use of present continuous tense, idiolect, Standard English, semantics, tag questions, monitoring language. **AO2 (10)** Stronger responses may look concepts and issues in language use such as turn taking, the use of language to control responses and behaviour (which appears subtly in this transcription), politeness strategies, a slightly unusual discourse structure in which Justin asks an open 'why' question but only requires an affirmation for a response. Language and power comments may occur as well as comments exploring Justin's language as part of his occupational group. **AO3(15)** Contextual factors may include the nature of audiences and public speaking, the distinctive linguistic task of communicating 'unheard voices', openness and ambiguity in language, the way we deal with difficult or contentious issues, the use for euphemism when discussing death and dying in our culture.	**[30]**
	Section B Total	**[30]**
	Paper Total	**[60]**

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	AO4	Total
1	5	15	10	0	**30**
2	5	15	10	0	**30**
3	5	10	15	0	**30**
4	5	10	15	0	**30**
Totals	**10**	**25**	**25**		**60**

These are the Assessment Objectives for the English Language specification as a whole.

AO1	**Knowledge, Application and Communication** select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
AO2	**Understanding and Meaning** demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
AO3	**Contexts, Analysis and Evaluation** analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
AO4	**Expertise and Creativity** demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study

Band descriptors: Questions 1, 2, 3 and 4

Band 6 26-30 marks	AO1	• excellent and coherent argument consistently developed with relevant and detailed exemplification • critical terminology, appropriate to the subject matter, accurately and consistently used • excellent use of a range of linguistic methods • consistently accurate written expression, meaning is consistently clear
	AO2	• excellent, well developed and consistently detailed discussion of concepts and issues relating to the construction and analysis of meanings in speech • excellent and consistently effective use of relevant linguistic approaches
	AO3	• well developed and consistently effective analysis and evaluation of the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question • shows thoroughly detailed and accurate knowledge of the key constituents of language

Band 5 21-25 marks	AO1	• well structured argument, clearly developed with relevant and clear exemplification • critical terminology, appropriate to the subject matter, used accurately • good use of a range of linguistic methods • good level of accuracy in written expression, only minor errors which do not inhibit communication of meaning
	AO2	• developed and coherently detailed discussion of concepts and issues relating to the construction and analysis of meanings in speech • Clear and good use of relevant linguistic approaches
	AO3	• Developed, clear analysis and evaluation of the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question • shows good knowledge of the key constituents of language

Band 4 16-20 marks	AO1	• • straightforward argument, competently structured and supported by generally relevant exemplification • critical terminology appropriate to the subject matter used competently • competent use of a range of linguistic methods • generally accurate written expression, there are errors that occasionally inhibit communication
	AO2	• some developed discussion of concepts and issues relating to the construction and analysis of meanings in speech with some relevant details • competent use of some relevant linguistic approaches with some relevant details
	AO3	• competent analysis and evaluation of the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question • shows some competent knowledge of the key constituents of language

Band 3 11-15 marks	AO1	• some structured argument evident with some relevant exemplification • some competent use of critical terminology appropriate to the subject matter • some use of a range of linguistic methods • some clear written expression but there are inconsistencies that inhibit communication of meaning
	AO2	• some attempt to develop a discussion of concepts and issues relating to the construction and analysis of meanings in speech with some basic relevant details • some attempt to use some relevant linguistic approaches
	AO3	• some attempt to structure the analysis and evaluation of the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question • shows some basic knowledge of the key constituents of language

Band 2 6-10 marks	AO1	- Limited attempt to structure argument with limited or irrelevant exemplification - Limited use of critical terminology appropriate to the subject matter - Limited use of linguistic methods (evidence of only one or two) - Mostly inconsistent written expression and errors inhibit communication of meaning
	AO2	- limited discussion of concepts and issues relating to the construction and analysis of meanings in speech with limited use of relevant details - limited or inconsistent use of relevant linguistic approaches
	AO3	- limited attempt to structure the analysis and evaluation of the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question - limited knowledge of the key constituents of language

Band 1 0-5 marks	AO1	- Little or no attempt to structure argument with little or irrelevant exemplification - Little or no use of critical terminology appropriate to the subject matter - Little or no use of linguistic methods (partial use of one or two) - Persistent writing errors that inhibit communication of meaning
	AO2	- Little or no discussion of concepts and issues relating to the construction and analysis of meanings in speech; few or no relevant details - Little or no use of relevant linguistic approaches
	AO3	- Little or no attempt to analyse and evaluate the influence of the contextual factors on the production and reception of spoken language, as appropriate to the question - Little or no knowledge of the key constituents of language

Grade Thresholds

Advanced Subsidiary GCE H069

January 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F651	Raw	60	43	38	33	28	23	0
	UMS	120	96	84	72	60	48	0

For a description of how UMS marks are calculated see:
http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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