GCE

English Language

Advanced Subsidiary GCE

Unit **F651:** The Dynamics of Speech

Mark Scheme for January 2012

Any enquiries about publications should be addressed to:

Annotation of scripts

The purpose of annotation is to enable examiners to indicate clearly where marks have been earned, or why they have not been awarded. Annotation can, therefore, help examiners, checkers, and those re-marking scripts to understand how the script has been marked.

Examiners should bear in mind that scripts may be returned to Centres, who will not have the advantage of having seen a range of responses to the questions. For this reason, evaluative comments by examiners should be kept brief and should always be specifically related to the award of marks.

Reference to specific AOs may be helpful in this respect, but will not be sufficient on their own. Marginal annotations and (especially) summative comments (at the end of an answer or on the front of a script) should as far as possible be couched in the language of statements in the mark scheme.

Subject Specific Marking Instructions: English Language

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

PAPER-SPECIFIC INSTRUCTIONS: F651 THE DYNAMICS OF SPEECH

Candidates answer one question from Section A and one question from Section B.

Assessment Objectives AO1, AO2 and AO3 are addressed in both sections.
AO2 is dominant in Section A, AO3 in Section B.
AO1 is equally weighted [5 marks] in all questions.

The **question-specific Notes on the Task**, which follow on **pages 7 to 11,** provide an indication of what candidates are likely to cover in terms of AO1, AO2 and AO3. The Notes are neither prescriptive nor exhaustive: candidates should be rewarded for any relevant response which appropriately addresses the Assessment Objectives.

These are the Assessment Objectives for the English Language specification as a whole. (AO4 is assessed only in the coursework units.)

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

Mark Scheme Level Descriptors: Questions 1, 2, 3 and 4

Level 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 • thoroughly detailed and accurate knowledge of the key constituents of language

Level 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 • good knowledge of the key constituents of language

Level 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 • some competent knowledge of the key constituents of language

Level 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 • some basic knowledge of the key constituents of language

Level 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

Level 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

Section A – Speech and Children

Question	Answer	Marks	Guidance	
			Content	**Levels of response**
1	This is a transcription of part of a conversation between Ros, an education researcher, and Dylan, a four-year-old boy, in a nursery school. They are playing with pieces of Lego as they talk. *How do the speakers use language here to communicate with each other? Support your answer by referring to specific examples from the transcription.* As a researcher, Ros is perhaps more insistent and directed in her questioning than a teacher / helper / other adult might be. Dylan seems entirely willing to respond, and candidates may detect signs of pride and/or satisfaction in some of his utterances. The young male/adult female dynamic is not irrelevant, but it would be unhelpful to structure a whole answer on the basis of assumptions about gendered speech. **AO1 (5)** Appropriate methods may involve the use of some or all of the following terminology and concepts: turn taking adjacency pairs agenda-setting and topic management repetition length of utterance role dominance Candidates should use coherent and accurate written expression.	30	**AO2 (15)** Basic answers are likely to demonstrate a grasp of how the dynamics of question-response-elaboration create meaning, noting for example how Ros picks up cues from Dylan's utterances in order to maintain the conversational flow. They may notice the topic loop where Ros comes back to the question of what Dylan did about the stuck football (*mrs clarke (.) told mrs clarke).* Stronger answers are likely to analyse specific features of Ros's lexis and syntax in formulating questions and responses which can be understood by a four-year-old boy, for example when she re-formulates her question about how to *pick* a team. There are frequent adjacency pairs, most of them fulfilled: candidates may be able to use their knowledge of politeness strategies and Grice's maxims to analyse the dynamics of interaction in greater detail. **AO3 (10)** Candidates may notice how definite Dylan is in his responses, and may attribute the absence of hesitation in his utterance to relatively advanced linguistic development or to his evident comfort in the social situation. Astute readers might detect signs of a particular 'agenda' in Ros's questions: she seems to be especially interested in the 'rules' of the school (*are you allowed ...*); and indeed Dylan seems to be well-versed in this aspect (*yeah (1) MY MUM SAID*)	**Level 6 (26–30 marks)** **Level 5 (21–25 marks)** **Level 4 (16–20 marks)** **Level 3 (11–15 marks)** **Level 2 (6–10 marks)** **Level 1 (0–5 marks)**

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
2			This is a transcription of part of a conversation between Lauren (age 3) and her mother. They are playing a game which involves putting Lauren's teddy-bear to bed. *How do mother and child use language here to play together?* *Support your answer by referring to specific examples from the transcription.* This transcription presents a young speaker enjoying imaginative play with her bear, and 'allowing' her mother to join in too! Lauren is highly purposeful in her play. Candidates may comment on how the mother accepts a secondary role in the interaction, and how Lauren's attention is divided between bear and mother, as she addresses both directly. They may also detect signs of linguistic immaturity; but a 'deficit-model' answer which simply identifies 'mistakes' is not likely to gain high marks. **AO1 (5)** Appropriate methods may involve the use of some or all of the following terminology and concepts: Child Language Acquisition turn-taking adjacency pairs and "chaining" length of utterance topic-setting and directive utterances role/dominance deixis Candidates should use coherent and accurate written expression.	30	**AO2 (15)** Candidates may draw on their knowledge of interactions with younger children, including their own siblings, or on research (their own or that of experts) into the language of infants. Stronger answers are likely to make helpful use of theories of language development, referring to theorists such as Piaget, Vygotsky, Chomsky and Skinner. They are likely to explore developmental features of children's language, such as the ability to respond to questions and prompts, evident in the frequency of fulfilled adjacency pairs and their accumulation into "chains". Signs of Lauren imitating (there /jə/ go) her mother's language may be identified. More limited answers are likely to refer to theorists without secure understanding of the concept or clear connection to specific examples in the transcript evidence. They may contain assertions about 'mistakes' (in grammar and/or lexis) and very simple syntactical structures. Non-standard features such as ellipsis (*um my daddy again*) may be seen in terms of errors rather than as features of developmental stages – or indeed of the informal context. **AO3 (10)** Stronger answers are likely to explore the highly co-operative nature of the speech dynamics here. There may be discussion of how the details of imaginative play contribute as much to shape the discourse as the mother's utterances. Candidates are likely to identify and comment on some of the many examples of deixis: the language used by both parent and child is highly context-dependent.	**Level 6 (26–30 marks)** **Level 5 (21–25 marks)** **Level 4 (16–20 marks)** **Level 3 (11–15 marks)** **Level 2 (6–10 marks)** **Level 1 (0–5 marks)**

Section B – Speech Varieties and Social Groups

Question	Answer	Marks	Guidance	
			Content	**Levels of response**
3	This is a transcription of part of a conversation involving three young men who live in a city in the North of England. *How do the speakers use language here to interact with each other and to share ideas and attitudes?* *Support your answer by referring to specific examples from the transcription.* Each of the friends enjoys one relatively lengthy and uninterrupted turn; and Jamal gets a second turn to tell his story. Although there is a significant amount of narration, the discussion of 'sharing' and 'interaction' invited by the question should include recognition that the speakers are all doing more than simply recounting experiences. **AO1 (5)** Appropriate methods may involve the use of some or all of the following terminology and concepts: utterance length turn-taking non-fluency features (hesitations, filled/voiced pauses, repairs, self-correction) vague language register use of non-Standard and Standard English Candidates should use coherent and accurate written expression.	30	**AO2 (10)** Stronger answers are likely to explore signs of 'sociolect' or dialect, and ways in which (shared) language can reflect (or help to create) social groups – for example, Leon's repetition of what seems to be a local or group idiom *doin a bad act*. Pronoun use is interesting: all three speakers use the second person pronoun inclusively to mean themselves/each other, and the third person to mean others, used synonymously with pejorative terms such as *criminals ... nutters* ... There are some instances of phonemic representation, which candidates are likely to see as indications of accent. Discussion which draws useful distinction between 'standard' pronunciation and what seem to be features of local accent – e.g. *h*-dropping – can be rewarded appropriately. More limited answers are likely to notice the informal register and colloquial language, but may make relatively unsupported assertions about the social class or level of education of the speakers. This is unlikely to be a helpful angle. **AO3 (15)** Stronger answers will start from the transcript evidence rather than making assumptions about what one might 'expect' from young urban (Northern) males. Astute readers will notice that the speakers themselves undermine the idea that the dark hooded stereotype is to be feared, and that Jamal makes a joke of this: *people who are big like (.) dark figures (.) people like you two*. They may also detect rhetorical effect in the syntactic parallels of Nathan's story as he imagines the thoughts of a fearful observer (*i dont want go near him i dont want to see him*) and the contrasts drawn by Jamal (*the people that youd be <u>scared</u> of ... the people you <u>really</u> want to watch out for*).	**Level 6 (26–30 marks)** **Level 5 (21–25 marks)** **Level 4 (16–20 marks)** **Level 3 (11–15 marks)** **Level 2 (6–10 marks)** **Level 1 (0–5**

Question			Answer	Marks	Guidance		
					Content		**Levels of response**
					Weaker answers are likely to reveal some difficulty in making clearly linguistic points, and may be diverted into social/sociological speculation. However, they should still show an awareness of the appeals to the rest of the group for support/agreement – /dʒə/ *know what* /ə/ *mean* – which may be seen as almost-phatic utterances, or described as monitoring features, or even 'tag' questions.		**marks)**

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
4			This is a transcription of a conversation between four university students, two female and two male, discussing jobs they have done in their holidays. *How do the speakers use language here to interact with each other and to share ideas and attitudes?* *Support your answer by referring to specific examples from the transcription.* Although the topic of conversation is employment, it would not be helpful for candidates to see this transcription as 'occupational' language. This is a social/sociable interaction between people who know each other well enough to be able to interrupt and take over each other's story-telling. Candidates might want to argue that Jason and Alex are performing a comic double-act for the entertainment of Hannah and Shannon. **AO1 (5)** Appropriate methods may involve the use of some or all of the following terminology and concepts: pronoun use agenda-setting turn-taking adjacency pairs and topic loops length and type of utterance co-operative overlaps slang and Standard English register para-linguistic features Candidates should use coherent and accurate written expression.	30	**AO2 (10)** Stronger responses may look at such concepts and issues in language use as turn-taking and politeness strategies, both of which are undermined and distorted here for deliberate (comic) effect by Alex especially. Solidarity is reinforced through individual exchanges and in the larger movements of discourse structure, for example in Jason's 'thinking aloud' response – *what /əv/ i done* – to Alex's lengthy 'performance'. Less assured responses may attempt to apply Grice or other conversational theorists rather too rigidly to an interaction which often flouts the Maxims, but are still likely to pick up features of informality such as the colloquial lexis – *dead cute ... massive eh*. **AO3 (15)** Contextual factors for exploration may include discussion of the (gendered?) roles of speakers or performers and listeners here. Stronger answers will locate comments about shared ideas and attitudes in the linguistic features of interaction, such as Shannon's suggestion that Jason was picking mushrooms for fun, and the shift from a light-hearted (*massive eh*) to a slightly more serious register with the echo/repetition of the more formal term *employment*. Less developed answers are likely to show general awareness of the pragmatics here, though they may speculate unhelpfully about matters such as the relative status of the speakers, or assert that particular features of interaction are explicable in terms of gender.	**Level 6 (26–30 marks)** **Level 5 (21–25 marks)** **Level 4 (16–20 marks)** **Level 3 (11–15 marks)** **Level 2 (6–10 marks)** **Level 1 (0–5 marks)**

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