

GCE

English Language

Unit **F651**: The Dynamics of Speech

Advanced Subsidiary GCE

Mark Scheme for June 2014

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.
















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2014

These are the annotations, (including abbreviations), which are used when marking this unit in SCORIS©

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet where there is no candidate response.
	Relevant point
	Developed point
	Unclear or undeveloped point
	Profoundly understood
	Only partly understood
	Not understood / Factually incorrect
	Explanation/Exemplification omitted
	Repetition
	Questionable / illogical line of argument
	Clearly / succinctly expressed
	Significant amount of material which does not answer the question
	Vague / imprecise
	Wider knowledge and understanding
	Logical point but based on mis-reading

SUBJECT-SPECIFIC 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

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

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 6 to 9**, 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

MARK SCHEME: Section A – Speech and Children

Q. 1 Notes on Task

Passages and AO1	Assessment Objectives 2 and 3	Bands
<p>This is a transcription of interaction taking place at home between a mother and her daughters Leonie (aged 3 years and 3 months) and Romana (14 months old).</p> <p><i>How do the speakers use language here to interact with each other?</i></p> <p><i>Support your answer by referring to specific examples from the transcription.</i></p> <p>Candidates will be accustomed to dealing with transcriptions of (a) child(ren) interacting with a parent or other ‘significant adult’. They may expect to find evidence of the mother modifying her speech to accommodate both children, and will need to pay close attention to what’s actually here rather than making assumptions based on what they are ‘prepared’ to find. They may be delighted to find a real-life example of the famous “fish” pronunciation experiment!</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts:</p> <ul style="list-style-type: none"> agenda-setting and topic management turn-taking and co-operation length and types of utterance fluency/non-fluency; repairs and reformulations child-directed speech (CDS) deixis language functions (Halliday), and especially imaginative <p>Child Language Acquisition</p> <p>Candidates should use coherent and accurate written expression.</p>	<p>AO2 (15) Candidates may draw on their knowledge of interactions involving younger children, including their own siblings, or on research (their own or that of experts) into the language of young children.</p> <p>Basic answers are likely to demonstrate a grasp of how the dynamics of interaction here create meaning, noting that for the most part the mother and Leonie speculate about Romana, frequently referring to her and occasionally addressing her directly. Candidates may mention theories/theorists (such as Skinner or Piaget) of CLA without fully understanding these or linking them to specific details in the transcription. Stronger answers are likely to refer to details in some of the mother’s utterances as aspects of CDS, noting for example her frequent pauses and regular questions. Candidates may argue that Leonie’s control of language is quite advanced here: <i>i think so too</i> creates a neatly-fulfilled adjacency pair. Later she joins in with the imaginative play which her mother is encouraging, and again echoes her mother’s words: <i>bad tiger</i>. Candidates may cite Skinner’s imitation theory. They may also explore the process of speech-sound acquisition, making use of the phonemic information offered and expanding their discussion to take in other instances of difficulty such as consonant clusters.</p> <p>AO3 (10) Basic answers may make general assertions about how parent-child interactions typically involve an intention on the part of the adult to encourage the children’s language development, but may focus more on the subject-matter of this conversation than on its linguistic content. More developed answers will note the lexical items to do with toy animals, but will move beyond simple observations to analyse the process of co-operation, for example in the first ten or twelve utterances where Leonie is treated as an equal (and behaves like one) as mother and daughter wonder <i>is romana scared of something</i>.</p>	<p>Band 6 26 - 30 marks</p> <p>Band 5 21 - 25 marks</p> <p>Band 4 16 - 20 marks</p> <p>Band 3 11 - 15 marks</p> <p>Band 2 6 - 10 marks</p> <p>Band 1 0 - 5 marks</p>

MARK SCHEME: Section A – Speech and Children

Q. 2 Notes on Task

Passages and AO1	Assessment Objectives 2 and 3	Bands
<p>This is a transcription of conversation involving a group of thirteen-year-olds. They are discussing concerns about weight and diet.</p> <p><i>How do the speakers use language here to interact with each other and share their concerns? Support your answer by referring to specific examples from the transcription.</i></p> <p>This transcription presents a highly co-operative exchange with a strong element of speaker support. Even so, it's clearly not easy for the individuals here to talk about themselves, and candidates may notice that it take 20 lines of reference to third parties before Sarah mentions what <i>ive been doing</i>. Answers need to remain relevant to the <i>share their concerns</i> focus. Candidates may be tempted down a 'gendered-speech' avenue, noticing that Dan and Ed both interrupt to ask a question. This may be productive if candidates acknowledge that each interruption works to invite the interlocutor to develop her point, and if further discussion is rooted in careful reference to specific details of the interaction, but unhelpful if it leads to assertion or speculation about relationships.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: discourse structure agenda-setting and topic management role / status / dominance turn-taking and adjacency pairs length and types of utterance fluency/non-fluency Accommodation Theory: convergence/divergence</p> <p>Candidates should use coherent and accurate written expression.</p>	<p>AO2 (15) Candidates are likely to draw on their own recent knowledge and experience of interactions involving younger teenagers as well as on research findings (their own or those of experts). Basic answers are likely to refer to theories/theorists and studies without secure understanding of the concepts involved or clear connection to specific examples in the transcript evidence. They may try to incorporate prepared material on child language acquisition which doesn't fit the transcription evidence, or argue that instances of non-fluency are indicative of limited linguistic development. Stronger answers will make more helpful use of theories of language development, recognising that theorists such as Giles (Accommodation Theory) will be more useful here than Piaget, Vygotsky, Chomsky and Skinner. They are likely to explore aspects of idiolect/sociolect, such as the use of <i>like</i> to introduce quotation and as a filler/hedge, and they may see the proliferation of this feature as an aspect of convergence. It would be equally valid to see the <i>g</i>-dropping in terms of overt/covert prestige or sociolect or accent; but approaches which make assumptions about social class and/or levels of education are not likely to be helpful.</p> <p>AO3 (10) Basic answers are likely to identify aspects of the overall discourse structure and link these to the situation, perhaps noting the relatively equal turns but perhaps arguing that the overlaps make the interaction competitive rather than co-operative. Stronger answers are likely to explore more specific details of the speech dynamics here, for example the 'fronting' of names at the beginning of utterances to move the discussion on to further instances of friends/relatives: <i>jodie she used to be like ... MY DAD ... well my mum ...</i> They may also interpret some non-fluency features – for example, Ed's hesitations and repetitions in <i>/dɛ/ think thats thats like enough to make like a difference (.) to your weight</i> – as attempts to avoid giving offence in discussing a delicate subject.</p>	<p>Band 6 26 - 30 marks</p> <p>Band 5 21 - 25 marks</p> <p>Band 4 16 - 20 marks</p> <p>Band 3 11 - 15 marks</p> <p>Band 2 6 - 10 marks</p> <p>Band 1 0 - 5 marks</p>

MARK SCHEME: Section B – Speech Varieties and Social Groups

Q. 3 Notes on Task

Question, passage and AO1	Assessment Objectives 2 and 3	Bands
<p>This is a transcription of a conversation involving four young people aged 18 to 21. They are talking about trying to get tickets for live music concerts. <i>Discuss how the speakers use language here to share their experiences. Support your answer by referring to specific examples from the transcription.</i></p> <p>The question-focus is <i>share their experience</i>, which should signal the likelihood of a largely co-operative interaction. Even so, some candidates may try to argue that the overlaps are competitive interruptions. A more productive approach would be to concentrate on how aspects of shared knowledge and understanding emerge from the linguistic and interactional features.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: turn-taking and adjacency pairs agenda-setting and topic management utterance type and length non-fluency features (hesitations, filled/voiced pauses, repairs, self-correction) speaker support / back-channelling / monitoring features register: formality/informality non-Standard and Standard English</p> <p>Candidates should use coherent and accurate written expression.</p>	<p>AO2 (10) Basic answers are likely to assume that this is a mixed-gender group, and to be encouraged to comment on aspects which might be male-speak or female-speak. They may cite theories/theorists in support of their comments, but may not link these closely to specific details from the transcript. Stronger answers are likely to explore specific examples of idiolect and/or sociolect, and to discuss ways in which shared language can reflect shared attitudes and experiences. For example, Minu’s lexical choice of <i>totally terrified</i> is understood as comic exaggeration, and the reference to <i>the concert in the park last year</i> – which depends on shared knowledge/experience – causes no problems of comprehension. There are a few instances of phonemic representation, which candidates may see as indications of accent or simply informality. Discussion which draws useful distinction between ‘standard’ pronunciation and what seem to be features of accent should be rewarded appropriately.</p> <p>AO3 (15) Weaker answers are likely to reveal some difficulty in making clearly linguistic points: they may be diverted into speculation and generalisation about the music and concert scene, and how interest in these areas is typical of the age-group. However, they should still show an awareness of larger movements in the discourse, as the topic undergoes slight shifts. Stronger answers will start from the transcript evidence rather than making assumptions about what one might ‘expect’ from a group of young people. Candidates are likely to comment on supportive back-channel behaviour – <i>mm hmm ... uh huh ... yeah</i> – and may also notice how Minu finishes Steve’s utterance with <i>we’ll just wait until the queues gone down ...</i> Both Romy and Nisreen pursue their own <i>my first concert</i> agendas despite overlapping each other. The topic-shifts evolve gradually, and careful reading will be necessary. Astute readers may notice the running joke about the not-very-technical term <i>ticket agency</i>, which Romy has to supply at the start for Steve and thirty lines later for Minu.</p>	<p>Band 6 26 - 30 marks</p> <p>Band 5 21 - 25 marks</p> <p>Band 4 16 - 20 marks</p> <p>Band 3 11 - 15 marks</p> <p>Band 2 6 - 10 marks</p> <p>Band 1 0 - 5 marks</p>

MARK SCHEME: Section B – Speech Varieties and Social Groups

Q. 4 Notes on Task

Passages and AO1	Assessment Objectives 2 and 3	Bands
<p>This is a transcription of a training video designed to teach sailing to beginners. The presenter (Damien) has arranged for a volunteer (Indra) to receive some coaching from an expert (Jon).</p> <p><i>Discuss how language is used here by the three main speakers (Damien, Indra and Jon) to help a beginner to understand the basics of sailing.</i></p> <p><i>Support your answer by referring to specific examples from the transcription</i></p> <p>The task has a particular focus – to examine the suitability of the language for the didactic purpose of the text – which will require candidates to put themselves in the position of text-receiver. They should appreciate that the interaction is likely to have been at least partly scripted an/or rehearsed and/or planned, but they can apply all that they have learned about spontaneous speech.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts:</p> <ul style="list-style-type: none"> agenda-setting and topic-management variations in register turn-taking and adjacency pairs discourse structure balance of colloquial and formal lexical choices phatic and social language field-specific language / jargon length and type of utterance syntactic organisation Standard/non-Standard English <p>Candidates should be able to draw on their knowledge of the categories listed in the Unit Content for F651: how language can include as well as exclude; group identities; use of slang and jargon; power; occupation; how speech can demonstrate attitudes and values. Candidates should use coherent and accurate written expression.</p>	<p>AO2 (10) Basic answers may include attempts to apply Grice or Giles, or other conversational theorists, though perhaps in an inflexible way which takes insufficient account of the purpose of the interaction. Stronger responses may look at such concepts and issues in language use as turn-taking and syntactic organisation. Jon's first substantial utterance involves a general declarative to the ultimate audience (<i>launching with an onshore wind demands a positive approach</i>) followed by instruction/explanation to Indra, his immediate audience, in the imperative mood (<i>walk the boat out until the water is deep enough for you to put the daggerboard down far enough so that you'll be able to sail away</i>). Field-specific lexis is present (<i>daggerboard ... rudder ... leeward mark ... windward mark ...</i>) but it is used with a clear intention to include, not exclude.</p> <p>AO3 (15) Less developed answers are likely to assert an awareness that this is probably at least partly-planned interaction, but nonetheless to treat it as if it were spontaneous speech. There <u>are</u> features of natural spoken language, but it would be unhelpful (and wrong) to spend time arguing that the interaction is non-fluent. Stronger answers will explore details of language and interaction in terms of how they fulfil the purpose of a training video intended for beginners. They are likely to notice the shifts in register in Damien's opening utterance, appreciating that it is highly structured: it links an explanation of the breadth of the subject (implied by the verb <i>encompasses</i>) with <i>the basic techniques</i>, a collocation repeated for emphasis a line later. They may pick up the ways in which humour (<i>ive just about learnt the difference between the sharp end and the blunt end of a boat</i>) is combined with seriousness (<i>if you dont do something youll sail straight up the beach and rip the bottom out of the boat</i>) to create audience engagement and interest. Astute readers will notice not only the focus on the practical (<i>getting the daggerboard the rest of the way down and sailing efficiently</i>) but also the hints of something more romantic (<i>to be at one with the wind</i>).</p>	<p>Band 6 26 - 30 marks</p> <p>Band 5 21 - 25 marks</p> <p>Band 4 16 - 20 marks</p> <p>Band 3 11 - 15 marks</p> <p>Band 2 6 - 10 marks</p> <p>Band 1 0 - 5 marks</p>

Band descriptors: Questions 1, 2, 3 and 4

Band 6 26-30 marks	AO1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
Band 5 21-25 marks	AO1	<ul style="list-style-type: none"> • 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 Band of accuracy in written expression, only minor errors which do not inhibit communication of meaning
	AO2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
Band 4 16-20 marks	AO1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Band 3 11-15 marks	AO1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
Band 2 6-10 marks	AO1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2014

