

GCSE English Language: Unit 3 Spoken Language (5EN03)

Centre name:	Examination session:
Centre number: - - -	Candidate name:
	Candidate number:

Speaking and Listening tasks

Task one — Communicating and Adapting Language

Details of task: Students gave an individual oral performance to a small audience of a speech on a topic of their own choice.

 Communicating and
Adapting Language

16 /16

Task two — Interacting and Responding

Details of task: In small groups students debated the representation of animal testing in a leaflet entitled 'Hurtful Essences' and linked this to their wider views on animal testing.

 Interacting and
Responding

14/16

Task three — Creating and Sustaining Roles

Details of task: A group drama response to the poem 'Hitcher' exploring the disturbed mind and relationships of a killer.

 Creating and
Sustaining Roles

14 /16

**TOTAL MARK for
Speaking and
Listening**

44 /48

A04 (i+ii) → 16 Band 5

A04 (iii) → 8 Band 5

24/24

Very clever use of structure and tense.
Speech from a Libyan rebel to his/her fellow rebels.
Wonderful work.

Moderated. (VT)

Extensive vocab. & varied sentence structure
Band 5

Precision & clarity
Band 5

Impelling ideas & sophisticated structure
Band 5

① As rebels, we have united, against Gaddafi,

Extensive vocab. & precision & clarity
Band 5

Impelling ideas & developed ideas
Band 5

Sophisticated control of text structure
Band 5

Sophisticated control of expression
Band 5

It is an everyday Friday in Sidi Buzid, Tunisia. The market is buzzing with a background hum of intent customers haggling with persuasive market stall holders. Although this content, busy scene does deceive some onlookers, the facade is not always so strong and credible. Whilst vegetables are being exchanged for shillings and bright materials flow in the mild breeze, one young man sacrifices himself for an issue he prioritises higher than his own life. Muhammad Buzizi was weary of his country's chaos; violence turned the streets and hunger was rife. In a desperate attempt to make a difference, he set himself on fire.

② As rebels, we have united, against Gaddafi, sharp focus on these past thirty days, my friends, have been the best thirty days of my life! ~~on this earth~~ ^{in this country} and acted as one, successfully taking over Benghazi. We finally took matters in to our own hands and, as a result, ~~we have~~ ^{savoured freedom} acted in the name of justice, and indulged in independence. We have been able to make our voices heard above the roar of ^{sickly} suffocating totalitarianism, and by doing so, ~~made~~ ^{have made} our own decisions and acted accordingly to the laws of natural justice. Holding our heads high, we ^{have become} architects of our own destinies and with our ^{intrepid} gallant ^{courage} ~~achievements~~ achieved a type of freedom no man could have dared dream of ^{in this country, Libya,} ~~this year ago~~ one year ago.

^{The past} ~~Many~~ ^{three} days, however, have been tainted with the reality we, Libyans, are used to. Gaddafi's military have been shelling this city, Benghazi, with no other intentions but to murder us and therefore demolish any unique, radical thinking remaining freely in ^{our} ~~this~~ country. Tomorrow, as you and I are equally aware, Gaddafi's ~~puppets~~ ^{What will we do?} ~~forces~~ will be advancing ~~into~~ ^{into} Benghazi and attacking. We will stand against ~~them~~ and battle until the last breath has been taken and exhaled! The men who will be attacking us are no more than puppets hung on a string ~~controlled~~ ^{controlled}

Precision & clarity
in presenting ideas
Band 5
②
emerging
Band 5
sophisticated control of expression
Band 5
* against the imperialistic West are by controlling Libya with sharp focus & audience
Band 5
compelling & developed ideas
Band 5
extensive vocab. & sophisticated control of expression
Band 5
winning organisation
Band 5
precision & clarity
Band 5

...so
...although some
...have been
...of us will die, we have lived
...lives so much fuller and ~~more~~ ^{more} than theirs! We have
experienced the wonderful feeling of independence, ~~much~~ ^{unlike} Craddafi's
supporters who know nothing ~~more~~ ^{but} obedience orders that they
carry out without question. I know ~~if everyone~~ ^{everyone} of you will
agree with me that it is better to have lived thirty days as a
free citizen, than thirty ~~years~~ ^{years} as a slave of this wretched regime
Craddafi and his henchmen believe that the
ways to defend our country * ~~are by controlling~~ ^{are by controlling} and
only possible ~~ways to defend our country~~ ^{ways to defend our country} ~~are by controlling~~ ^{are by controlling} and
following the status quo. ~~They~~ ^{They} in their minds liberal thinking and free
will are evil ~~and~~ ^{and} actions ~~of the~~ ^{of the} only the ~~only~~ ^{only} would ~~come~~ ^{come}. They
believe dictatorship is ~~the~~ ^{the} only way, even if it means being ~~ordered~~ ^{mercilessly}
about by a madman! But, my friends, we do not deserve this
punishment of obeying a "leader" who has led for forty years ~~and~~ ^{in doing so}
our country ~~has~~ ^{has} deep down to his ~~depths~~ ^{pathetically low depths}. We
deserve to be given the right to free speech and ~~an~~ ^{an} equal democracy,
and thus lead Libya to discover its true beauty as ~~a~~ ^a ~~secure~~ ^{secure} sanctuary,
instead of meekly tolerating Craddafi's ~~termination~~ ^{termination}. Screaming,
weeping ~~sobbing~~ ^{sobbing}, and uncontrollable shudders will keep Craddafi awake at
night; he will never sleep peacefully again! He now knows that his
people do not love him and he has no legitimacy to rule.
After trampling over us with brute force tomorrow. We will visit him
in his broken dreams, ~~remind~~ ^{as ever} lasting reminders of his ~~own~~ ^{own} failure;
Let ~~over~~ ^{over} the drops of our blood that we have
shed be a ~~memory~~ ^{memory} of us to the remaining, living Libyans. Like
in Tunisia, it only took one man to light the spark of revolution,
I have faith in the true Libyans of our younger generation to
follow our footsteps and continue our quest for ~~freedom~~ ^{freedom} liberty,
peace and freedom. They will succeed where we have been
thwarted. So tomorrow, ~~also~~ ^{also} for your wives, husbands, brothers,
sisters, children, ~~and~~ ^{and} parents and friends, do not look ~~back~~ ^{back}
back to the past where we were no more than captives of the
regretfully

sharp focus on
purpose & regime. Look forward to the future where the future rebels
audience we have inspired will build a better future for Libya that
Band 5 we have helped carve. Ask yourselves, how high a price ^{would} I
pay for freedom and liberty? What would I be prepared to immolate
to gain peace? You know the answers as well as I do; liberty,
sophisticated control of expression. freedom and peace are worth a price higher than death and we will
Band 5 show Gaddafi's ^{this all} puppets we know too well, come tomorrow.
and his

24

Band 5

Articulate, insightful and agreed. (N) 26/4/11

Beyond the mark scheme. (VT)

Spoken Language, Transcripts C and D

1

3 Different situations determine the way people speak, as people tend to adapt their conversation depending on the context and who they are speaking with.

(1) People ^{alter} ~~change~~ their spoken language depending on the context and who they are speaking with. For example the youth of our generation, teenagers, ^{generally} speak to each other in an informal register and use overlaps, fillers and unnecessary repetition. This does not cause ^{any} awkwardness because the balance of power is equal and the language is spontaneous. However when speaking to someone in higher authority, such as an employer, the balance of power is unequal because the employer has the highest authority. The teenager may want to sustain a good impression and thus speak in a formal register and perhaps plan what they want to say beforehand. They might use less fillers and instead use deixis to make sure what they are saying is being followed and also use appropriate backchannel when the boss is speaking. This shows they are listening and this is a sign of respect.

Band 5
receptive understanding of how spoken language works

In Transcript C, two fifteen year old girls are

recording a radio broadcast. Despite the fact they are both teenagers, because of the context, the conversation is controlled so that the balance of power remains consistently equal. There are no overlaps, pauses or repetition because the conversation has been prepared and well rehearsed for the broadcast. To let the other person know when

Band 5
receptive understanding of context

Band 5
relevant examples

they have finished speaking, ^{the girls} cooperate ~~together~~ using clear concluding sentences or discourse markers, for instance "Right, so Todie, you can go first." is a clear introduction to Todie's speech. Or ^{as} a less obvious but ^{equally} effective discourse marker Todie says "when you're ready Nina...". Because of this is a rehearsed conversation, the sentences are in a complete structure making following the conversation much easier, this is vital since it is a radio broadcast and there are no visual actions.

Band 5
perceptive understanding of context

Although the girls are from Liverpool (thus would most probably have a Liverpudlian accent) ^{spoken} their language is in

Band 5
receptive
understanding
of how
spoken language
works

Standard English and obeys Crice's Maxims (relevance, quantity, quality and manner.) The clear, full structured sentences and overall easy to follow conversation indicate that the broadcast is targetted at an audience of younger children. This is backed up by the context - strangers and fire safety. To ^{sustain} the audience's interest, the girls ~~keep~~ still use Received Pronunciation but also use elision and their Liverpoolian accent ^{is} slightly evident when Nina says "the health and safety" instead of "health and safety."

Band 5
receptive
understanding
of influence

This creates a friendly atmosphere which is well suited to the audience of younger children who respond better ^{in a more atmospheric} ~~to~~ relaxed atmosphere. ^{almost blunt} ~~rather than cold, over-polite~~ conversations.

Band 5
receptive
understanding
of influence

The girls try to disguise the element of rehearse conversation by adding spontaneous reactions such as "Oooh!" This ^{can} breaks up the ~~lengthy~~ informative, factual speech and recaptures the audience's attention and injects more enthusiasm in to the conversation. Although "Oooh!" may sound patronising to older listeners, the broadcast is aimed at younger children who would react well to this attempt at spontaneous speech. ~~Also~~ In addition to this, the girls back each other's points up using positive feedback "You're very right there Nina" ^{supports and extends the} ~~extends the~~ agreeable atmosphere. It ^{extends the} also supports the purpose of the broadcast, to promote ~~message of~~ safety regarding strangers and fires and reiterates the importance of the purpose.

Band 5
relevant
examples

Unintentionally the girls use "well" as a filler.

Each repeats this filler so many times it becomes more of a "security word", an opportunity to ^{recollect} ~~remember~~ their next part of the script. ^{It shows that although the conversation} ~~is not from this repetitive filler, that the~~ is rehearsed

Band 5
receptive
into to
context

the girls are ^{still} ~~are~~ "nervous" - as you would expect from two fifteen year olds recording a ^{radio} broadcast! Apart from this repetitive filler, there ^{are} ~~is~~ no other unnecessary repetitive fillers and the conversation runs smoothly.

The Transcript D is a conversation between sixteen and seventeen year olds ~~from Newcastle~~. Although the teacher and a teacher

is present, the students use incomplete sentences, ellipsis, repetition and speak in an informal register. Despite the relaxed conversation style, the context is still sustained^{whilst the teacher is present} about reading.

Here is an

Example of incomplete structure "I don't really enjoy that... especially when it's a good voice." The speaker is stating

Band 5

Perceptive

understanding

of influences

an opinion but ~~also~~ ^{is} cautiously because of the use of a hedge is added "I don't really" to make them sound less opinionate

There is also use of deixis and unnecessary^{but natural} pauses. This is a very spontaneous conversation. ^{As well as this} "like" is used as a filler repetitively:

"Like I was, like," "and like," and "they've, like,". The students use "like" as a filler to recollect their thoughts in order to voice them. "Like" appears ^{the} most most when a speaker is speaking for quite a while, telling a past experience, ^{and managed to} ~~add~~ it ^{break} up the dialogue.

Band 5

relevant

examples

of

perceptive

understanding

of how

spoken language

works

The teacher is present but speaks much less than the students, ~~casually~~ slipping in a question to keep the subject flowing. Everyone answers the teacher however, in a similar/informal style, but no one interrupts her/him. This shows that despite the ^{relaxed,} ~~informal~~ casual atmosphere, the teacher still holds the most authority and control. The students ^{also} modulate their language and ~~also~~ continue talking about the same subject of reading whilst the teacher is present. The ^{balance} ~~teacher~~ of power may

Band 5

perceptive

likes to

context

seem equal but actually the fact that the teacher is present, does influence the students spoken language. With as little input as "Mm /mm" the teacher still managed to control the conversation with questions such as "Do you prefer reading than?" The "than" ~~marker~~ acts as a discourse marker making the question seem more friendly.

Band 5

perceptive

understanding

of influences

The balance of power does change, ^{which changes} ~~as soon as~~ the subject and coincides with the absence of the teacher. Speaker C brings up the subject of "Come Dine with Me" and everyone follows suit. "Like" continues again as a

Band 5
Perceptive
links to
context

constant filler and there are still ~~un~~ unnecessary pauses, continuing the spontaneous conversation. The difference, now, the teacher has gone is that the students recognise their absence and respond accordingly. Speaker A talks ~~then~~ tilts the balance of power by speaking for a while, describing a story. This gave the impression they were the leader. The

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Perceptive
understanding
of influences

use of language ^{became} ~~was~~ unmodulated and more free. Had the teacher been present, ~~the~~ speaker A would ^{probably} ~~not have~~ have refrained from saying "bitchly" and used less fillers e.g. "like" and spoken for less time.

Band 5
Relevant
examples

The student's ~~dialect~~ accent and dialect are also heard in the conversation. "cos" is used as an abbreviation and ^{reveals} ~~shows~~ the ^{speaker's} ~~speaking~~ youth because it is a common abbreviation often used today by teenagers. Speaker A's ~~own~~ idiolect influences their choice of speech by describing something as "pretty sweet." Also, another example of idiolect is "Wha-dee", ~~where~~ this is used when describing reading at

Band 5
Perceptive
understanding
of how
power
language
works

night. Although this ~~in~~ identifies the speaker's own unique speech, the group (majority are students) understand showing that the words are also forms of sociolinguistics, influenced by the social group and also, context of conversation. (casual, relaxed in this ^{conversation} ~~circumstances~~)

Band 5
Perceptive
understanding
of influences
& relevant
examples

During the conversation, it becomes apparent the students are friends. They use backchannel to support each other's ideas and opinions. "Exactly" is used and comes across as positive agreement on the subject. "Yeah" is also continuously used repetitively as a discourse marker and backchannel to show they are listening and taking an interest in the subject. Deixis such as "this" and "that" are used especially ~~in~~ in long dialogue to make sure everyone can follow what is being said. This shows cooperation from all the participants of the conversation ~~as~~ ^{as} listeners.

and speakers.

In conclusion, when juxtaposing both transcripts C and D, D is a spontaneous conversation using natural ~~various~~ interruptions, overlaps, fillers, ^{incomplete} ~~uniform~~ sentence structure and it remains informal and

unbalanced throughout. Whilst D is ~~carefully~~ ^{carefully} has been planned and rehearsed so is ~~carefully~~ controlled and well balanced between the speakers. There are less fillers and no interruptions or overlaps. Transcript D also has

a purpose; to educate and make younger children aware of stranger danger and fire safety whereas transcript C does not have ~~any~~ ^{any} ~~commitment~~ commitments to ~~the~~ a certain subject. Both transcripts do both modulate their language; the girls on the broadcast must speak

clearly and in fully structured sentences whereas the ^{in transcript C} students must refrain from using unnecessary, inappropriate language during the teacher's presence. Both transcripts

also use discourse markers. In the radio broadcast, they are used to prompt each other's turn and are ^{scripted.} ~~unscripted~~

Compared to ^{the} the conversation at school, discourse markers are ^{instead} ~~used~~ ^{used} spontaneously to give reassurance and general backchannel.

Although the speakers in both transcripts are of similar age, the context ^{and audience} influences the speaker's choice of spoken

language and the ~~balance~~ ^{balance} informal / formal register and general balance of power. These transcripts show that the

difference between spontaneous and rehearsed conversation ~~do~~ make a great deal of difference and completely ^{direct} ~~change~~ the conversation.

Band 5
Perceptive
understanding
of influences

Band 5
Perceptive
links to
context