

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

Centre name: _____	Examination session: June 2011
Centre number: _____	Candidate name: _____
	Candidate number

Speaking and Listening tasks

Task one — Communicating and Adapting Language

Details of task: Toby learnt and performed his controlled assessment speech persuading the government to change the benefit system.

Communicating and
Adapting Language

9 /16

Task two — Interacting and Responding

Details of task: Toby debated the morality of a persuasive text, animal testing and the media.

Interacting and
Responding

11 /16

Task three — Creating and Sustaining Roles

Details of task: Toby's group created a dramatic response to the poem, 'Catrin'. He performed in role as two characters.

Creating and
Sustaining Roles

12 /16

**TOTAL MARK for
Speaking and
Listening**

32 /48

well done today, Although your response was not focus on places, you do show clear understanding of the way spoken language works with confident analysis of the ways and the reasons for language change. You also comment on the influence of listeners and other speakers.

Page 1

15/16
24
Low Band

4
MB - Agree
mark.

In future,
please write
in sentences.

! Please
write your
title on
a separate
page.

Sound
exemplification

You just reach a Band 4 because I have applied a 'best fit' criteria. The reason this is Band 4 is due to your constant use of Spoken language is ~~long~~ changed according to the social situation you're in, other ways that your speech changes are accents, for example when you're in a place where people have the same accent, you wouldn't hide your accent, ~~but~~ because you want to fit in with your surroundings, ~~is~~ however if you were in a place ~~where~~ you were surrounded by someone who has a different accent, then you would alter your voice, to sound just like them, which shows that you change your voice, to fit in, and that shows the changed social situation. On the other hand you also alter your type of language in different situations, informal language, ~~that~~ you change in situations, for example, ~~in~~ if you're with your mates you're ~~relaxed~~ relaxed, which means your speech ~~loosens~~ ^{loosens} up, and you start speaking in an informal way, 'hey', 'What's up', because you have a relaxed relationship with your friends, Whereas if you were meeting a new group of people you would speak with formal language, because you would want to seem very friendly, but not too friendly that you use informal language, because you have only just met them.
Sound / clear understanding

Transcript C is spoken between two teenage girls, both 15 in age, it is a ~~the~~ radio broadcast, ~~scripted speech~~. In Nina's first line she says 'ealth', this tells you a lot about Nina's background, for example, she comes from Northern part of England, and grown up in a middle class environment, because high class people wouldn't say that, ~~and also look at the~~ the rest of Nina's speech is quite formal, ~~set~~ ^{working} Whereas a ^{low} class person, would ~~say~~ use a lot more colloquialism and non-standard English in their speech, even though the speech is scripted you ~~can~~ can tell this by Nina and Jodie, introducing one another before they say their bit, for example when Nina says

Through exemplification

"Right, so Jodie, you can go first", and similarly when Jodie says "When you're ready, Nina..." I think that Nina has put our own stamp on it by saying ~~east~~ 'ealth', this also shows that she feels comfortable speaking ~~because~~ because she is at school, and is surrounded by her friends. Jodie doesn't use any ~~not accent~~ ~~things that goes away her~~ non-standard English, she is very formal, this shows she is more nervous and worried about doing this, and she wants to bring ~~as~~ ~~across~~ across a good first impression from listeners. This shows that the two ~~different~~ people are completely different, but get on really ~~well~~ well with each other, there relationship is a casual friendship, you can see this by them talking in this transcript, because they keep on repeating the other person's name, so that suggest the friendship, meanwhile if they didn't have a friendship ^{not necessarily} then they wouldn't know each other's names. The affect that the accent in Nina's and Jodie's speech to the listeners is a settling, welcoming thing to hear, if you were from there area, because they would be used to the accent, where as, if you were not from the area they were from, then you would not be use to the accent, this would ~~show~~ show a bond between speaker and listeners, were the listener feels relaxed, because ~~they~~ they can hear a genuine person, who is not afraid ~~to~~ about everyone knowing ^{where} she is from, which makes the listener ~~to~~ think, "ah, there nice, and calm. The way this affects the speakers is, they feel ~~more~~ comfortable, excited. ~~the dominator~~, ~~thus~~ this is what gives them motivation to create that relationship that the speaker and listener maintain, ~~with~~ the relationship, that is formed ~~between~~ attracts a bigger audience ~~range~~ range, because the accent reaches

irrelevant

out to everyone. ✓ You live four here.

However in transcript D it is a completely different scenario, this is a group discussion between ~~some~~ ~~teenage~~ students 16 ~~to~~ to 17 years old from Newcastle. One person starts off the conversation, that means he was ~~a~~ a dominater, they start with saying about audio-books, which was the speaker's ideal topic, then another person responds, which shows that the particular person thought the statement was a directive statement, so then he back-channels back to show that ~~the~~ the other person's point was listened to. ~~then~~ Then the conversation is carried with a few more people participating, people start intervening, ~~interrupting~~ interrupting, ~~because~~ because they want to higher up there status, for example when speaker A says; "I don't really enjoy that... especially" speaker B intervenes saying; "I like reading", this shows that they are very involved in the discussion because they ~~are~~ want there parts to be heard, and this also suggests that they are excited about the discussion because they cannot contain there points until the other person has stopped speaking. They ~~are~~ are also speaking very formally for teenagers, this is influenced by a teacher being in the room, this reflects language change in different situations, ~~the~~ the relationship between student and teacher is very clear, they have respect for there teacher. They also speak very formally because they don't want to seem to upfront, ~~they~~ they want to show that ~~they~~ they are a friendly, approachable person, which also makes them feel comfortable talking to him. ✓

Sound
exemplification

influences

In conclusion, these two transcripts are similar in some ways for example both transcripts have ~~Ellision~~ Ellision, for example ^hwere in transcript C when Jodie says "When your ready, Nina?" and ~~#~~ in transcript D were speaker A says "i don't really enjoy that...", this is done because you know what they are going to say. In comparison both transcripts both have accent, this shows you ^hwere they come from, ~~and~~ and this might be confusing for people not from ^hwere they are from, but for people who are from that area, they are very used to it. Where as ~~they~~ there are some differences in the transcripts, for example the situation is different, transcript C is a live radio show, which would make the people more nervous, and the other transcript is a debate situation, so that's going to make them more confident because they want to get ^hthere point across. ~~and~~ Another ~~difference~~ difference between the transcripts is the type of speech, transcript C is ~~spontaneous~~ scripted, this is shown by them having to introduce each other before that person speaks, and transcript D, is spontaneous, this is shown by the interruptions, the ~~non-verbal~~ non-verbal back-channel, and the idiolect some of the ~~people~~ speakers use.

Jobu
Zard

10/11 - a clear sense of purpose and audience. - in more vocabulary, and shows evidence of writing. - Organisation is sound, with a clear structure. - Effectively presents ideas in a sustained way. A sense sustained realisation of the purpose of the writing task and audience. - Some well controlled sentences - with lapses.
BERT fit: 10/11 Too low? FMB- Agree with both mark A04 CIII

Spoken language study and writing for the spoken voice

- Write a speech of up to a thousand words.
- Persuading government to alter benefit scheme band 3 mark:
- aimed at government justified as punctuation is not used with precision.

A04 (iii) - Spelling is mostly accurate. - Punctuation used with sound control. - Sentences are clearly structured, with sound control of expression and meaning. (5) High Band 3

Overall: (15) Low Band 4 / High 3

Politicians, public icons, people who can change this. We need to change the benefit scheme for good. I mean at the end of the day it's our money, people are taking the easy, no work, get money option, when they're perfectly capable of working, seeming as it is our money. Don't you want it to go to the right causes? / Crafts sentences

Benefit scheme. Big problem. But easy to put right. Benefit frauds and scams are a big problem! Everywhere gangs, families, try and scam the system, for example a gang had been caught, for netting 1 million from the housing benefit scheme, it's that simple? Those are the words you're probably thinking off, and yes it is. Money is a very precious thing, however if we don't change this, money is going to be vast, and more and more people will be struggling, these people being disabled people, ill people, people who have reasons that they aren't able to get a job and look after themselves. The housing benefit is seen to hit 450,000 disabled people, does that seem right to you? If not, action is needed! WOW! / Crafts sentences.

We need to tackle this issue head on, why?, because the attitude some of the people who claim benefits acquire is not going to be a benefit, more of a hindrance, attitudes are infectious, you can appropriate language choices

catch them very easily, for example how is being greedy, lazy and unappreciative going to benefit us as one whole community... Exactly, it won't! So, we need to make this happen. Just think how much this will benefit us in the future, MASSIVELY.

Change is good, this would apply to changing the benefit scheme, it would be good for everyone. Think of the poor innocent people who need benefit money to be able to look after themselves, think of the emotions they're feeling, sadness, emptiness, neglect. Those aren't the most perfect emotions to be feeling. How would you like to be in their shoes, feel those emotions thinking, we can't change this! you wouldn't want to be in that position, so we need to help those people feel better, with improving the benefit scheme, which will make them feel like they'll be having a better quality of life.

The attitude that the benefit scheme creates is disgusting, ^{laying} disturbing, damn right unacceptable, it creates a disrespectful attitude, for money, what life brings, other public citizens. Another feeling it creates is dis-honesty because people who scam the benefit scheme, must have lied to get benefit money, but the scammers enjoy this feeling because they think that it gets them more in life, that's definitely not right is it?

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Ca⁺

Just to sum up my speech, benefit is good, but don't you want excellence, this is why change is needed to be put in place, so that we can achieve excellence together. Helping people who are in desperate need of help, care, a new lease of life. ^{Crafts} Stop! Those benefit scammers! The benefit scheme has been described by Jon Cruddas MP of Dagenham. 'It is tantamount to cleansing the poor out of rich areas, a brutal and shocking piece of social engineering' and 'At the moment you have an unfair policy where people are provided with money through the state to live in ~~accommodation~~ ^{accommodation} which people who are working hard simply can't afford themselves'. Surely we should change this, it makes sense, am I right?