

English Language

Advanced Subsidiary GCE

Unit **F651**: The Dynamics of Speech

Mark Scheme for June 2012

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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.

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Subject-specific Marking Instructions**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.)

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 12**, 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.

Question		Answer	Marks	Guidance	
				Content	Levels of response
Section A – Speech and Children					
1		<p>This is a transcription of discussion in a class of 6-7 year old children. Their teacher is trying to introduce the children to the idea of the phases of the moon.</p> <p><i>How do the speakers use language here to explore a new idea and to interact with each other? Support your answer by referring to specific examples from the transcription.</i></p> <p>The children in this class seem comfortable talking in front of each other and their teacher about a topic which at best they understand only partially. Candidates may well comment that they are remarkably fluent given the complexity of the subject, and may argue that this suggests they are used to such discussion.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: initiation-and-response adjacency pairs; turn taking, agenda-setting and topic management; length and type of utterance; role/dominance; Child Language Acquisition.</p> <p>Candidates should use coherent and accurate written expression.</p>	30	<p>AO2 (15) Basic answers are likely to demonstrate an awareness of how the dynamics of, and variations on, question-response-elaboration create meaning and shape the discussion. Candidates may refer to the teacher's questions, and begin to analyse ways in which the children's responses differ from each other.</p> <p>Stronger answers are likely to analyse specific features of lexis, for example the range of terms used for the moon, and to explore possible links between lexical precision and linguistic development. For example, they may notice how clear George is in his final utterance, and may be able to trace ways in which the earlier discussion and his own previous utterances have enabled him to reach this conclusion. They may make helpful use of theories of language development, referring to theorists such as Piaget, Vygotsky, Chomsky and Skinner. Knowledge of politeness strategies and Grice's maxims may also be helpful. in analysis of the dynamics of interaction.</p> <p>AO3 (10) The teacher here is explicit about inviting the class to <i>have a prediction</i>, and candidates are likely to see the adult as encouraging the children to explore ideas and language. Less assured answers may contain inaccurate assertions about the types of utterance, especially the numbers and types of questions, but they are likely to notice the large number of children involved in the discussion.</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 (26–10 marks)</p> <p>Band 1 (10–5 marks)</p>

Question	Answer	Marks	Guidance	
			Content	Levels of response
Section A – Speech and Children				
2	<p>This is a transcription of part of a conversation between a father and his four year old daughter Megan, who is playing with a series of her toys.</p> <p><i>How do the speakers use language here to interact with each other? Support your answer by referring to specific examples from the transcription.</i></p> <p>This transcription presents a young speaker enjoying some noisy play while keeping her father in suspense about what happened at Granny's! There are plenty of opportunities for comment on features of CLA. Candidates may also comment on how Megan effectively controls the interaction with a skilful repertoire of avoidance strategies.</p> <p>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 interrogative utterances; role/dominance; deixis</p> <p>Candidates should use coherent and accurate written expression.</p>	30	<p>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.</p> <p>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 – or, more often here, to choose not to! For example, Megan knows she has been asked a question and is expected to reply, but she is more interested in playing: [<i>tapping</i>] <i>what did you say</i></p> <p>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. Features such as over-extension (<i>we goed somewhere</i>) may be seen in terms of simple errors, or even lack of intelligence, rather than as features of developmental stages.</p> <p>AO3 (10) Stronger answers are likely to explore the range of strategies the father has to adopt here to get his daughter to respond. There may be discussion of how the distractions provided by Megan's toys contribute as much to shape the discourse as</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>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					the father's utterances. Candidates are likely to identify some phonemic representations of speech sounds, and may discern enough of a pattern to suggest a particular regional accent.	

Question	Answer	Marks	Guidance	
			Content	Levels of response
Section B – Speech Varieties and Social Groups				
3	<p>This is a transcription of part of a conversation in which three women in their early thirties – Annie and her younger sister Lynn, and their cousin Jean – are talking about hairstyle disasters they have experienced. Here Annie and Lynn recall an incident which also involved their other sister Jennifer.</p> <p><i>How do the three women use language here to interact with each other and to share a memory? Support your answer by referring to specific examples from the transcription.</i></p> <p>The speakers are evidently enjoying this collective memory: the ‘sharing’ referred to in the question is of narrating as well as remembering. Candidates are likely to see this as a close collaborative group – some might miss the ‘family’ connection and assume this is a group of friends – and may want to argue that the co-operative overlaps are typical of female interaction.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: utterance length; turn-taking, interruptions and overlaps; dominance; convergence; non-fluency features: hesitations, filled/voiced pauses, repairs, self-</p>	30	<p>AO2 (10) Stronger answers are likely to explore ideas of ‘socio-lect’ or even ‘family-lect’ – how language can create and maintain social groupings, and how the way a story is told can include or exclude. Candidates may argue the case for seeing the interaction as ‘typically’ female, citing theorists such as Tannen or Lakoff; certainly there are features of co-operative interaction. They may also make use of accommodation theory (Giles) and find signs of convergence. Although there are no phonemic indications of accent, candidates may attempt to reach conclusions about accent (or dialect) on the basis of features of lexis, idiom, syntax or even intonation; such discussion can be rewarded appropriately. More limited answers are likely to make relatively unsupported assertions about the social class or level of education of the speakers, and/or to ‘conflate’ points about dialect with ideas about accent.</p> <p>AO3 (15) Stronger answers will start from the transcript evidence rather than making assumptions about what one might ‘expect’ from a group of women. They are likely to identify lexical items – such as <i>frizz ball</i> and <i>afro</i> – which are context-dependent as much as field-specific. They should also be able to trace the dynamics of collaborative story-telling through interruptions/overlaps and topic loops. Back-channel noise (<i>oh yeah ... aw ... aw ... yeah</i>) provides a sympathetic response both to the speaker and also to the absent ‘victim’ of</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>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			correction; emphatic intonation; register: slang and colloquial English. Candidates should use coherent and accurate written expression.		the story. Weaker answers are likely to reveal some difficulty in making clearly <i>linguistic</i> points, and may be diverted into social/sociological speculation. However, they should still show an awareness of features which enhance the collaborative-narrative nature of the interaction, such as the rhetorical emphases.	

Question	Answer	Marks	Guidance	
			Content	Levels of response
Section B – Speech Varieties and Social Groups				
4	<p>This is a transcription of part of a local radio interview. Here a group of hunting enthusiasts talk about how important hunting is to them.</p> <p><i>How do the speakers use language here to express their feelings and to communicate their group identity? Support your answer by referring to specific examples from the transcription.</i></p> <p>Strong feelings are expressed here, and a great love for what the speakers explicitly describe as <i>THE MEANING OF LIFE</i>. Although Chris is in part responding to the movement to ban hunting, there is no need for candidates to be aware of this context: the focus of the question clearly invites discussion of how feelings and group identity are communicated, and there is plenty to say.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: length, structure and type of utterance; turn-taking, agenda-setting and adjacency pairs; roles/status/dominance; pronoun use; co-operative overlaps; field-specific lexis; supra- segmental/non-fluency features; rhetorical emphasis.</p>	30	<p>AO2 (10) Stronger responses may look at such concepts and issues in language use as the co-operative and politeness principles, turn-taking and adjacency pairs. They may analyse how group identity and solidarity are reinforced through individual exchanges and in the larger movements of discourse structure, for example in the way Ian and then Chris ‘take over’ from Toby in taking responsibility for communicating the collective feeling. Less assured responses may attempt to apply Grice or other conversational theorists rather too rigidly to the dynamics of interaction, but are still likely to comment on how features of fluency/non-fluency construct meaning, and to identify the few instances of ‘specialist’ lexis.</p> <p>AO3 (15) Contextual factors for exploration are likely to include discussion of the respective roles of interviewer and speakers, though ‘power’ is not a central concern here. Stronger answers will show awareness that there are different audiences – including the ultimate radio listeners – and may want to argue that some of the speakers are more deliberate in their utterance for this reason. For example, Toby’s second utterance is notable for its structure and fluency, while Chris’s last two utterances develop considerable rhetorical force. Candidates who manage to locate the force in precise lexical or syntactical detail (for example, the contrast Chris establishes in a <i>culture rather than just an activity</i>) will be achieving high marks.</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>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Candidates should use coherent and accurate written expression.		Less developed answers are likely to show general awareness of the pragmatics here, though they may be diverted into speculating unhelpfully about matters such as the social or educational status of the speakers, or into asserting that particular features of interaction are explicable in terms of gender.	

APPENDIX 1

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 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 level 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

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