

English Language

Advanced Subsidiary GCE

Unit **F651**: The Dynamics of Speech

Mark Scheme for January 2013

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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.

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Annotation of scripts

Annotation	Meaning
	Soundly understood
	Only partly understood
	Unclear or undeveloped point
	Explanation omitted
	Not understood / Factually incorrect
	Significant amount of material which does not answer the question
	Wider knowledge and understanding
	Clearly / succinctly expressed
	Repetition
	Relevant point
	Developed point
	Logical point but based on mis-reading
	Questionable / illogical line of argument
	Vague / imprecise

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 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 ON PAGES 5 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

THE BAND DESCRIPTORS FOR BOTH SECTIONS FOLLOW ON PAGES 12–14

Question	Indicative Content	Marks	Guidance	
			Content	Levels of response
1	<p>This is a transcription of an interaction at play-school involving a group of boys aged three to four years old. They are playing with building blocks.</p> <p><i>How do the speakers use language here to interact? Support your answer by referring to specific examples from the transcription.</i></p> <p>Candidates are accustomed to dealing with transcriptions of children interacting with each other. The young-males dynamic is not irrelevant, but it would be unhelpful to structure a whole answer on the basis of assumptions about gendered speech.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: co-operation – more particularly, its absence! face-threatening behaviour role/status/dominance prosodic features turn taking lexical fields length and types of utterance verb tenses and modality</p> <p>Candidates should use coherent and accurate written expression.</p>	30	<p>AO2 (15) Basic answers are likely to demonstrate a grasp of how the dynamics of interaction here create meaning, noting for example how each boy in turn picks up the <i>i'll get a ...</i> formulation. They may notice how the paralinguistic features act to support the intention to include and exclude in the linguistic choices: <i>im going to [points and leans towards Ross] im going to get a monster sharks shark and it will eat him ALL up</i></p> <p>Stronger answers are likely to analyse the effect of specific features of lexis and syntax in individual utterances, for example the pronoun use in the example above, the compounding of nouns in the lexical field of hostile toys (!) – <i>a robot shark crocodile monster</i> – and the reduced certainty evident in the non-fluency features of Andrew's contribution to the threats: <i>and then he'll (.) will eat you (.) him (.) up wont he</i></p> <p>AO3 (10) 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; and they may suggest that play-school would normally encourage co-operative play! However, answers which merely discuss the words and actions of the children as signs of bad/unco-operative behaviour will not earn many marks.</p> <p>Similarly, any tendency to assume that the hostility here is merely a sign of male/gendered competitive behaviour is likely to take candidates away from the linguistic detail of the transcription evidence.</p> <p>More thoughtful answers will focus on the very specific lexical choices of the boys' threats to each other, and may contrast these with the more hesitant syntactical structures.</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		Indicative Content	Marks	Guidance	
				Content	Levels of response
2		<p>This is a transcription of interaction between a mother and her five year old daughter as they share a series of activities. The two have been drawing, and now move on to doing jigsaws.</p> <p><i>How do mother and child use language here to share activities and to interact with each other? Support your answer by referring to specific examples from the transcription.</i></p> <p>This transcription presents a mother negotiating with her daughter during play. Candidates may comment on what they see as deliberate attempts by the mother to extend her daughter's linguistic range, or they may see any such extension as merely incidental to co-operative play. They may also detect signs of linguistic immaturity in Ellie's utterance; but a 'deficit-model' answer which simply identifies 'mistakes' is not likely to gain high marks.</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 young children.</p> <p>Basic 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 simple lexis or simple syntactical structures. Non-standard features such as ellipsis may be seen in terms of errors rather than as features of developmental stages, or indeed of the informal context – though in fact the mother uses much more ellipsis than the child – <i>my shot ... what ones that ... what you saying ...</i></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, evident in the fulfilled adjacency pairs. They may also comment on the range of linguistic strategies employed by the mother: the mild qualifiers (<i>just leave that one just now (.) just</i>) used to communicate gentle disagreement and promote negotiation and the practical application of Giles's 'don't impose' principle when giving her daughter 'options' – <i>are you picking or am(.) or will i.</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>

Question			Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: Child Language Acquisition child-directed speech turn-taking, adjacency pairs and topic loops length and types of utterance role/dominance verb forms, especially modality non-standard usage</p> <p>Candidates should use coherent and accurate written expression.</p>		<p>AO3 (10) Basic answers are likely to identify aspects of the overall discourse structure and link these to the situation – for example, they may comment on how the opening utterances from each speaker are relatively long and fluent, and that thereafter the exchanges are more fragmentary.</p> <p>Stronger answers are likely to explore details and nuances of the speech dynamics here. There may be discussion of how the practical details of 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.</p>	

Question		Indicative Content	Marks	Guidance	
				Content	Levels of response
3		<p>This is a transcription of part of a conversation involving three young people (17-25), Jonathan, Coral and Becky. They are talking about Sharon, who is Becky's sister.</p> <p><i>How do the speakers use language here to express shared attitudes and values? Support your answer by referring to specific examples from the transcription.</i></p> <p>The <i>attitudes and values</i> which are being shared here are not necessarily positive or pleasant ones, but candidates need to focus on how meaning is constructed through linguistic choices. Although Coral dominates the exchange in terms of MLU, the dynamics are not simply a case of dominant and passive participants.</p>	30	<p>AO2 (10) Basic 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. 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, Coral's echoing of Becky's <i>wind er up</i>. They may comment on how erratic the discourse structure is: few adjacency pairs are fulfilled, yet the exchange does proceed and develop. The best answers will analyse details of these exchanges, for example, the topic of Sharon and her flat appears to have been closed by Coral's dismissive declarative <i>she'll fall on er arse she will</i> but is revived by Becky saying <i>thing is i know shes not ..</i></p> <p>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 – eg <i>h</i>-dropping – can be rewarded appropriately.</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			Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: utterance type and length turn-taking and adjacency pairs, agenda-setting and topic loops non-fluency features (hesitations, filled/voiced pauses, repairs, self-correction) speaker support and back-channelling register use of non-standard and standard English</p> <p>Candidates should use coherent and accurate written expression.</p>		<p>AO3 (15) Weaker answers are likely to reveal some difficulty in making clearly linguistic points, and may be diverted into speculation about <i>shared attitudes and values</i> which is social/sociological. However, they should still show an awareness of appeals to the rest of the group for support/agreement – <i>ave i ... wasn't it ... doesnt she</i> – which suggest that for all her apparent declarative certainty, Coral depends on her social group for confirmation. (Alternatively, candidates may legitimately argue that these tag questions are simply idiolect, with no pragmatic meaning beyond emphasis.) Stronger answers will start from the transcript evidence rather than making assumptions about what one might 'expect' from a group of young people. Astute readers will notice that two of Jonathan's infrequent contributions are ironic (?) clichés – <i>like a house on fire ... take her with a pinch of salt</i> – and that the underlying morality is quite traditional: <i>shes not working (.) shes got no money saved behind her ... she hasnt she hasnt got one single bit of furniture.</i></p>	

Question		Indicative Content	Marks	Guidance	
				Content	Levels of response
4		<p>This is a transcription of part of a conversation between two men, Jason and Will.</p> <p><i>Discuss how the two men use language to share their interests. Support your answer by referring to specific examples from the transcription.</i></p> <p>Although the topic of conversation is mostly cameras and film – or, rather, Jason’s lengthy attempt to communicate the special quality of the digital pictures he’s been taking – it would not be helpful for candidates to see this transcription as ‘occupational’ language. The question-focus is the sharing of interests, and candidates might identify a range of linguistic features which show this happening.</p>	30	<p>AO2 (10) Basic answers may attempt to apply Grice or Giles, or other conversational theorists, though perhaps in a relatively inflexible way. They are likely to appreciate that this is an essentially co-operative exchange, and to realise that it would be a misunderstanding to try to argue that the two men are exhibiting ‘typical’ male ‘competitive’ behaviour.</p> <p>Stronger responses may look at such concepts and issues in language use as turn-taking and politeness strategies. Solidarity is reinforced through back-channel behaviour in response to individual utterances, and in the larger movements of discourse structure, for example in the way Jason is allowed by Will to dominate/hold the floor for the first half of the exchange until he eventually gets to <i>translucent</i>, at which point Will introduces his new topic and is in turn allowed by Jason to expand on it.</p> <p>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 might be features of local accent – eg final <i>g</i>-dropping – can be rewarded appropriately.</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			Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: symmetrical/a-symmetrical exchange agenda-setting and topic-management floor-holding turn-taking and adjacency pairs fluency/non-fluency back-channelling balance of colloquial and formal lexical choices phatic and social language field-specific language/jargon length and type of utterance interruptions/overlaps standard/non-standard English register</p> <p>Candidates should use coherent and accurate written expression.</p>		<p>AO3 (15) Less developed answers are likely to show general awareness of the dynamics here, though they may speculate unhelpfully about matters such as the relative age/status/education of the speakers, or assert that particular features of interaction are explicable in terms of two-men-talking. They may explain the signs of accent/dialect in terms of accommodation/convergence.</p> <p>Stronger answers will start from the transcript evidence rather than making assumptions about what one might 'expect' from an interaction between two men. They will notice (or realise) that this is '<u>part</u> of a conversation'; and they will appreciate that non-fluency is 'normal', and trace the ways in which the dynamics of interaction emerge from collaboration rather than competition. Astute readers will notice how Jason is able to contribute to Will's explanation of <i>digitalising ... the old celluloid stock</i> by offering (after a false start) another technical term, followed by a suggested explanation: <i>they re (.) they remaster it (.) so they can keep it.</i></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 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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