

**English Language**

Advanced Subsidiary GCE

Unit **F651**: The Dynamics of Speech

**Mark Scheme for June 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

Annotation	Meaning
	Relevant point
	Developed point
	Unclear or undeveloped point
	Soundly understood
	Only partly understood
	Not understood / Factually incorrect
	Explanation 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

## Annotation of scripts

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) 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
<b>Totals</b>	<b>10</b>	<b>25</b>	<b>25</b>		<b>60</b>

These are the Assessment Objectives for the English Language specification as a whole. (AO4 is assessed only in the coursework units.)

<b>AO1</b>	<b>Knowledge, Application and Communication</b> select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
<b>AO2</b>	<b>Understanding and Meaning</b> 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
<b>AO3</b>	<b>Contexts, Analysis and Evaluation</b> 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
<b>AO4</b>	<b>Expertise and Creativity</b> 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 7 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.

Question		Indicative Content	Marks	Guidance	
				Content	Levels of Response
1		<p>This is a transcription of conversation on the drive to school between a mother (Lara) and her two children Charlotte (nearly five years old) and Adam (three years old).</p> <p><i>How do the speakers use language here to communicate with each other? Support your answer by referring to specific examples from the transcription.</i></p> <p>As mother/adult, Lara uses a combination of instruction, explanation, warning, threat and approval. The customary round of the daily drive to school might suggest regular rituals, and candidates may detect signs of these. They may also explore differences between the mother-daughter and mother-son interactions. Charlotte is likely to be seen as significantly more advanced linguistically than her younger brother, but candidates may argue that her persistent singing and questioning (WHY) show a lack of co-operation.</p> <p><b>AO1 (5)</b> Appropriate methods may involve the use of some or all of the following terminology and concepts: child-directed speech and ‘motherese’ children’s stages of linguistic development turn-taking and adjacency pairs</p>	30	<p><b>AO2 (15)</b> Basic answers are likely to demonstrate a grasp of how the dynamics of interaction create meaning and understanding. For example how in her first utterance Lara gives a prudential warning (<b>CAREFUL</b>) followed by approval (<i>thats it</i>) and further specific instruction (<i>jump straight in the car then</i>) backed up with explanation (<i>/kz./ its open and it'll be warm</i>). They may notice examples of praise and positive reinforcement from Lara to Adam (<i>oh thats a good boy</i>) and signs that more is expected of Charlotte (<i>can you put your belt on ... can you hold that letter</i>).</p> <p>Stronger answers are likely to analyse specific features of lexis, grammar and syntax, for example Charlotte’s omission of the future auxiliary <i>will</i> in line 2 (<i>i get the</i>) and Lara’s emphasis on the collective pronoun <i>we</i> to suggest a team effort (<i>are we in ... there we go</i>). In these and other instances, they will understand the pragmatic meaning: <i>let me open the doors</i> means “I’m going to ...”, and <i>can you hold that letter</i> is a polite imperative, not an inquiry into Charlotte’s capabilities.</p> <p>Answers which accurately identify aspects of child language and child-directed language and link these coherently to relevant theories, and which recognise that language-learning and socialisation are taking place throughout the interaction, are likely to earn high marks.</p> <p>Answers which merely collect examples of “mistakes” (eg Charlotte’s misplaced plural in <i>all of his tails has gone</i>) and apply a “deficit” model of analysis will not.</p> <p><b>AO3 (10)</b> Candidates are likely to identify ways in which the interactions depend on the immediate environment (the car) and the many small tasks to be undertaken in getting the children safely ready. They may also notice how the mother makes securing Adam into his seat into a counting game: <i>oh one (.) two (.) three (.) IN</i></p> <p>Astute readers might detect signs of how parents develop regular rituals with their children in the use of the collocations <i>last one open doors</i> and <i>off we go</i>, and how parents develop a child’s sense of individual responsibility – <i>CHARLOTTE GET IN or youll be late</i>.</p>	<p><b>Band 6</b> 26–30 marks</p> <p><b>Band 5</b> 21–25 marks</p> <p><b>Band 4</b> 16–20 marks</p> <p><b>Band 3</b> 11–15 marks</p> <p><b>Band 2</b> 6–10 marks</p> <p><b>Band 1</b> 0–5 marks</p>

Question			Indicative Content	Marks	Guidance	
					Content	Levels of Response
			length and types of utterance – especially directives and echoes types of questions role and dominance praise and positive reinforcement pragmatics  Candidates should use coherent and accurate written expression.			

Question		Indicative Content	Marks	Guidance	Levels of response
				Content	
2		<p>Six year old Robert is having difficulty in concentrating at school, and has been seeing a behavioural therapist. Here the therapist is talking to him about how to improve his behaviour with his class teacher.</p> <p><i>How does the adult speaker here use language to interact with the child? Support your answer by referring to specific examples from the transcription.</i></p> <p>This transcription presents a relatively formal and structured situation, but candidates' knowledge of how children talk and how adults talk to children will be entirely relevant. However he might behave in lessons, Robert is highly co-operative here. Candidates may comment on the exceptionally clear turn-taking and the absence of overlaps/interruptions.</p> <p><b>AO1 (5)</b> Appropriate methods may involve the use of some or all of the following terminology and concepts:  child-directed speech  turn-taking  adjacency pairs and "chaining"  agenda-setting and topic-management  length, structure and types of utterance  fluency/non-fluency  the co-operative principle  politeness strategies and 'face'</p> <p>Candidates should use coherent and accurate written expression.</p>	30	<p><b>AO2 (15)</b> Basic answers are likely to take their cue from the fact that Robert is seeing a therapist and try to locate examples of his linguistic and behavioural shortcomings – for example, his insistence that <i>i do (.) I DO SIT STILL</i>. They may identify aspects of caretaker/child-directed speech in the Therapist's utterance, for example the frequent pauses which generally demarcate separate clauses and therefore create great clarity and fluency, allowing Robert the most favourable conditions for understanding: <i>so (1) if i tell miss kay to look out for you sitting like that (.) and listening (.) she will see you doing that (.) tomorrow</i></p> <p>Stronger answers are likely to comment on and analyse the effect of specific features of discourse, such as the Therapist's tendency to signal the start of an utterance with an introductory <i>so</i>, and to signal Robert's turn with a question. They may analyse how the interaction proceeds through open and closed questions, and how it ends with approval and positive reinforcement: <i>GREAT (1) i think she will be VERY PLEASED to see you listening to the story and reading and concentrating</i>. Astute readers may also explore what is happening linguistically/developmentally/behaviourally when Robert elaborates on his <i>STRATEGIES</i>.</p> <p><b>AO3 (10)</b> Basic answers are likely to understand the agenda of the exchange, and to trace how the dynamics allow a resolution/closure. They may comment on the Therapist's skill in avoiding conflict, but may struggle to explain how this is achieved through linguistic choices. More developed answers might notice how the Therapist first claims Robert's attention by calling him by name, and then avoids a Face-Threatening Act by asking an open question – <i>whats happening then</i> – and accepting (<i>ah (.) so (.) tell me</i>) rather than challenging Robert's answer.</p>	<p><b>Band 6</b> 26–30 marks</p> <p><b>Band 5</b> 21–25 marks</p> <p><b>Band 4</b> 16–20 marks</p> <p><b>Band 3</b> 11–15 marks</p> <p><b>Band 2</b> 6–10 marks</p> <p><b>Band 1</b> 0–5 marks</p>

Question		Indicative Content	Marks	Guidance	Levels of response
				Content	
3		<p>This is a transcription of a conversation between two young men, Lew and his friend Matt. They are trying to work out what is wrong with Lew's Land Rover.</p> <p><i>Discuss how the two men use language to explore the problems with the Land Rover. Support your answer by referring to specific examples from the transcription.</i></p> <p>This is a highly co-operative conversation. Candidates might argue that males are typically competitive and that there is a power struggle going on here. (A 'gendered' approach which noticed the sub-text of recalcitrant vehicles being talked of as stropky females might be more productive.)</p> <p><b>AO1 (5)</b> Appropriate methods may involve the use of some or all of the following terminology and concepts:  turn-taking and adjacency pairs  co-operative interruptions/overlaps  syntactical structure of utterance  fluency/non-fluency  colloquial language and reference  pragmatic meaning  idiom and idiolect  shared understanding and humour</p> <p>Candidates should use coherent and accurate written expression.</p>	30	<p><b>AO2 (10)</b> Basic answers may offer assertions about male language and group identity without locating adequate supporting detail in the transcript evidence. They may reveal some difficulty in making clearly <i>linguistic</i> points, though they should appreciate the overall dynamics of interaction whereby Lew elaborates on the problem and Matt offers suggestions. Stronger answers are likely to identify and analyse specific linguistic detail. Features of lexis and grammar such as <i>runs rough as a rusty outrigger when you start to back off the gas</i> may be explained in terms of idiom or idiolect, or even sociolect/dialect. Developed readings may go on to analyse how the non-standard syntax of (for example) <i>hmm (1) carb blockage or knackered leads that sounds like</i> allows the speaker to "front" the diagnosis and then soften the certainty with a hedge.</p> <p><b>AO3 (15)</b> Basic answers may focus on the "problem with the Land Rover" and try to trace the shifting diagnoses. Weaker candidates 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 begin from an appreciation that <i>whats wrong with the landy</i> is partly an excuse for a nice matey chat about a shared enthusiasm, with frequent signs of rueful humour based on past experience. They may explore some of the ways in which the two speakers co-operate, for example when Matt yields his turn by abandoning his question <i>is the inlet</i> in order to give Lew the opportunity to finish his utterance. The relationship between the two men is clearly secure enough for Matt not to take Lew's <i>still does it from cold</i> as an outright (bald on-record FTA!) rejection of his theory that the problem <i>sounds like a leak that (.) the (.) that opens up as the engine warms up.</i></p>	<p><b>Band 6</b> 26–30 marks</p> <p><b>Band 5</b> 21–25 marks</p> <p><b>Band 4</b> 16–20 marks</p> <p><b>Band 3</b> 11–15 marks</p> <p><b>Band 2</b> 6–10 marks</p> <p><b>Band 1</b> 0–5 marks</p>

Question		Indicative Content	Marks	Guidance	
				Content	Levels of response
4		<p>This is a transcription of a conversation between two women in their early twenties.</p> <p><i>How do the speakers use language here to show they understand each other? Support your answer by referring to specific examples from the transcription.</i></p> <p>Although the topic of conversation is apparently the purchase of a sun-bed by Nikki's father, the 'real' content is the two women's friendship and shared sense of humour. This is a social/sociable interaction between two people who know each other well enough to be able to interrupt/overlap frequently without giving or taking offence.</p> <p><b>AO1 (5)</b> Appropriate methods may involve the use of some or all of the following terminology and concepts:  co-operative principle  "sympathetic circularity"  back-channelling and monitoring features  agenda-setting  turn-taking  length and type of utterance  interruptions/overlaps  fluency/non-fluency  vague language</p> <p>Candidates should use coherent and accurate written expression.</p>	30	<p><b>AO2 (10)</b> Basic responses may involve an attempt to apply Grice or Giles or other conversational theorists rather too rigidly, but are still likely to pick up features of informality such as vague and/or colloquial lexis – <i>a proper like lie in it and pull the lid down job</i>. They are likely to appreciate ways in which meaning is constructed collaboratively.</p> <p>Stronger responses may look at such concepts and issues in language use as turn-taking and agenda-setting, both of which are chaotic here. Solidarity is reinforced through marks of "sympathetic circularity" and invitations of support/agreement (<i>i know ... yeah i know</i>) in individual exchanges and in the larger movements of discourse structure, for example Anoushka's low-key introduction of "expert" information about the statistical risk associated with sun-beds and the science of SAD.</p> <p><b>AO3 (15)</b> Less developed answers are likely to show general awareness of the dynamics here, though they may speculate unhelpfully about matters such as the relative status of the speakers, or assert that particular features of interaction are explicable in terms of gender. Stronger answers will locate comments about shared ideas and attitudes and mutual understanding in specifically <u>linguistic</u> features of interaction, such as Nikki's reference to <i>the couple next door</i> where it's evident from her <i>yeah</i> that she expects Anoushka to know who she means. Answers which analyse the non-fluency features of utterance but are still able to show collaborative meaning-making are likely to gain high marks.</p>	<p><b>Band 6</b> 26–30 marks</p> <p><b>Band 5</b> 21–25 marks</p> <p><b>Band 4</b> 16–20 marks</p> <p><b>Band 3</b> 11–15 marks</p> <p><b>Band 2</b> 6–10 marks</p> <p><b>Band 1</b> 0–5 marks</p>

## Band descriptors: Questions 1, 2, 3 and 4

Band 6 26–30 marks	AO1	<ul style="list-style-type: none"> <li>• excellent and coherent argument consistently developed with relevant and detailed exemplification</li> <li>• critical terminology, appropriate to the subject matter, accurately and consistently used</li> <li>• excellent use of a range of linguistic methods</li> <li>• consistently accurate written expression; meaning is consistently clear</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• excellent, well developed and consistently detailed discussion of concepts and issues relating to the construction and analysis of meanings in speech</li> <li>• excellent and consistently effective use of relevant linguistic approaches</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• well developed and consistently effective analysis and evaluation of the influence of contextual factors on the production and reception of spoken language, as appropriate to the question</li> <li>• thoroughly detailed and accurate knowledge of the key constituents of language</li> </ul>
Band 5 21–25 marks	AO1	<ul style="list-style-type: none"> <li>• well structured argument, clearly developed with relevant and clear exemplification</li> <li>• critical terminology, appropriate to the subject matter, used accurately</li> <li>• good use of a range of linguistic methods</li> <li>• good level of accuracy in written expression with only minor errors which do not inhibit communication of meaning</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• developed and coherently detailed discussion of concepts and issues relating to the construction and analysis of meanings in speech</li> <li>• clear and good use of relevant linguistic approaches</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• developed, clear analysis and evaluation of the influence of contextual factors on the production and reception of spoken language, as appropriate to the question</li> <li>• good knowledge of the key constituents of language</li> </ul>
Band 4 16–20 marks	AO1	<ul style="list-style-type: none"> <li>• straightforward argument, competently structured and supported by generally relevant exemplification</li> <li>• critical terminology appropriate to the subject matter used competently</li> <li>• competent use of a range of linguistic methods</li> <li>• generally accurate written expression, although there are errors that occasionally inhibit communication</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• some developed discussion of concepts and issues relating to the construction and analysis of meanings in speech with some relevant details</li> <li>• competent use of some relevant linguistic approaches with some relevant details</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• competent analysis and evaluation of the influence of contextual factors on the production and reception of spoken language, as appropriate to the question</li> <li>• some competent knowledge of the key constituents of language</li> </ul>

Band 3 11–15 marks	AO1	<ul style="list-style-type: none"> <li>• some structured argument evident with some relevant exemplification</li> <li>• some competent use of critical terminology appropriate to the subject matter</li> <li>• some use of a range of linguistic methods</li> <li>• some clear written expression but there are inconsistencies that inhibit communication of meaning</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• 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</li> <li>• some attempt to use some relevant linguistic approaches</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• some attempt to structure the analysis and evaluation of the influence of contextual factors on the production and reception of spoken language, as appropriate to the question</li> <li>• some basic knowledge of the key constituents of language</li> </ul>
Band 2 6–10 marks	AO1	<ul style="list-style-type: none"> <li>• limited attempt to structure argument with limited or irrelevant exemplification</li> <li>• limited use of critical terminology appropriate to the subject matter</li> <li>• limited use of linguistic methods (evidence of only one or two)</li> <li>• mostly inconsistent written expression and errors inhibit communication of meaning</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• limited discussion of concepts and issues relating to the construction and analysis of meanings in speech with limited use of relevant details</li> <li>• limited or inconsistent use of relevant linguistic approaches</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• limited attempt to structure the analysis and evaluation of the influence of contextual factors on the production and reception of spoken language, as appropriate to the question</li> <li>• limited knowledge of the key constituents of language</li> </ul>
Band 1 0–5 marks	AO1	<ul style="list-style-type: none"> <li>• little or no attempt to structure argument with little or irrelevant exemplification</li> <li>• little or no use of critical terminology appropriate to the subject matter</li> <li>• little or no use of linguistic methods (partial use of one or two)</li> <li>• persistent writing errors that inhibit communication of meaning</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• little or no discussion of concepts and issues relating to the construction and analysis of meanings in speech; few or no relevant details</li> <li>• little or no use of relevant linguistic approaches</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• little or no attempt to analyse and evaluate the influence of contextual factors on the production and reception of spoken language, as appropriate to the question</li> <li>• little or no knowledge of the key constituents of language</li> </ul>

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