

GCE

English Language

Unit **F651**: The Dynamics of Speech

Advanced Subsidiary GCE

Mark Scheme for June 2015

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page – this annotation must be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response.
	Profoundly understood
	Only partly understood
	Unclear or undeveloped point
	Explanation OR textual support/quotation omitted
	Not understood/Factually incorrect
	Significant amount of material that does not answer the question
	Wider knowledge and understanding
	Clearly/succinctly expressed
	Repetition of points/examples already covered
	Relevant point
	Developed point
	Logical point but based on mis-reading
	Questionable/illogical line of argument
	Vague/imprecise/generalised

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 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**, which follow on **pages 5 to 8**, 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

MARK SCHEME: Section A – Speech and Children**Q. 1 Notes on Task**

Passages and AO1	Assessment Objectives 2 and 3	Bands
<p>This is a transcription of interaction in a primary school classroom. The teacher has organised the pupils (age 9-10) into several groups who are doing different activities. Here she is talking to the group who have been painting.</p> <p><i>How do the adults and children 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 teacher discussing the pupils' paintings.</p> <p>Candidates may notice the diffuse nature of the interaction and comment on the range of strategies adopted by the teacher to maintain control. Discussion of the attention-span/behaviour of individual children is unlikely to be productive, but comment on specifically <i>linguistic</i> features of their utterance will be.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts:</p> <p>discourse structure agenda-setting and topic management role / status / dominance child-directed speech Child Language Acquisition turn-taking and adjacency pairs length and types of utterance fluency/non-fluency phonology</p> <p>Candidates should use coherent and accurate written expression.</p>	<p>AO2 (15) Candidates may draw on their knowledge of interactions between teachers (and other adults) and children, including their own experiences, and/or on research (their own or that of experts).</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 the teacher's use of child-directed speech – for example, types of interrogatives and/or imperatives, use of pauses and intonation.</p> <p>Stronger answers will make more helpful use of theories of language development, referring to theorists such as Bruner, Piaget, Vygotsky, Chomsky and Skinner. They are likely to explore aspects of the teacher's linguistic behaviour and to link these to signs of the children's language development. Candidates may suggest that the teacher's approach is largely directive, with the use of questions which are only 'open' in the strict grammatical sense: the much-signalled question <i>what have we to add to the picture that's going to throw light on our picture</i> apparently has only one 'right' answer. Similarly, the pragmatic meaning of <i>could we discuss</i> is the opposite of the semantic meaning.</p> <p>AO3 (10) Basic answers are likely to identify aspects of the overall discourse structure and link these to the classroom situation – for example, the teacher's use of raised volume and pauses in <i>RIGHT (1) okay</i> to signal the start of a topic and/or the requirement for pupils to pay attention..</p> <p>Stronger answers are likely to explore details of the speech dynamics here. There may be discussion of pronoun use, such as the first person plural in <i>what colours are we going to use in our camp fire</i> to signal a collaborative atmosphere and enterprise. Astute readers might pick up lexical or grammatical nuances like the politeness strategy adopted by Ursula when she uses the modal verb of lower certainty in <i>you could use red (.) orange (.) yellow, and those between the teacher and Mrs Higgins.</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>

Q. 2 Notes on Task

Passages and AO1	Assessment Objectives 2 and 3	Bands
<p>This is a transcription of part of an interaction between Reece (three years old) and his mother. They are playing with a train set.</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 mother very much involved in her son's play. Candidates may comment on how the interaction is structured, suggesting perhaps that it consists of adjacency pairs, and refer to the range of strategies adopted by the mother to keep her son's attention. Discussion of Reece's attention-span and/or behaviour is unlikely to be productive, but comment on specifically <i>linguistic</i> features of his utterance will be.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: agenda-setting and topic management role / status / dominance child-directed speech and intonation Child Language Acquisition telegraphic speech turn-taking and adjacency pairs minimal response length and types of utterance types of questions – open/closed/tag fluency/non-fluency phonology</p> <p>Candidates should use coherent and accurate written expression.</p>	<p>AO2 (15) Candidates may draw on their knowledge of interactions between parents (and other adults) and children, including their own experiences, and/or on research (their own or that of experts).</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 the mother's use of child-directed speech – for example, types of interrogatives and/or imperatives, use of pauses and intonation.</p> <p>Stronger answers will make more helpful use of theories of language development, referring to theorists such as Bruner, Halliday, Piaget, Vygotsky, Chomsky and Skinner. They are likely to explore aspects of the mother's linguistic behaviour and to link these to signs of the child's language development. Candidates may analyse for example the sequence of utterances about <i>a straight piece or a round piece</i> in terms of how different utterance types work to help clarify Reece's understanding. They may identify instances of ellipsis and deixis in the mother's speech, and evaluate evidence of shared understanding, for example where Reece understands that <i>we'll have to sort that</i> refers to the <i>cupboard</i>. There is evidence of positive reinforcement (Skinner's Behaviourist Theory) in <i>thats it (1) good boy</i>. Candidates should be able to analyse some of the less developed aspects of Reece's speech, such as omission of the subject pronoun (<i>can go back in there now</i>).</p> <p>AO3 (10) Basic answers are likely to identify aspects of the overall discourse structure and link these to the situation. For example, the very small amount of overlapping may be attributed to 'gendered' speech (women interrupting less often than men) or (more helpfully) to the idea that the mother wants to give Reece every opportunity to respond.</p> <p>Stronger answers are likely to explore details of the speech dynamics here. There may be discussion of pronoun use, such as the mother's shift from first person singular to first person plural in <i>yeah but i want (.) weve /gɒtə/ do some now (.) we'll find</i> to signal a collaborative atmosphere and enterprise, and ultimately a successful parent/child interaction. Astute readers will explain nuances in the dynamics in linguistic terms, commenting for example on how the mother accommodates Reece's determination not to co-operate or compromise (<i>want to make tunnel now</i>) by moving from an explanation (<i>we can't do it now (.) cause if i go and look for it now she's not going to get</i>) to an offer (<i>i'll go and have a look in a minute</i>) and an appeal to the imaginative (<i>just pretend there's two</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>

MARK SCHEME: Section B – Speech Varieties and Social Groups**Q. 3 Notes on Task**

Question, passage and AO1	Assessment Objectives 2 and 3	Bands
<p>This is a transcription of part of an interaction involving three generations of a family from the North of England. Sasha (15) is talking to her father (Alan) and her grandfather (Roy) about their early experiences of work.</p> <p><i>How do the speakers use language here to communicate from one generation to another? Support your answer by referring to specific examples from the transcription.</i></p> <p>The ideas and opinions being communicated here by any one speaker are not incomprehensible to the others, but there is a certain amount of “translation” going on. Alan interrupts his father because he fears his daughter might not have understood something said by the older man; Sasha interrupts her father to remind him she’s <i>not stupid!</i></p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: register: non-Standard and Standard English accent and dialect turn-taking and overlaps/interruptions agenda-setting and topic management utterance type and length non-fluency features (hesitations, filled/voiced pauses, repairs, self-correction) address terms / vocatives lexical choices</p> <p>Candidates should use coherent and accurate written expression.</p>	<p>AO2 (10) Basic answers are likely to assert the presence of an informal register and colloquial language on the grounds that this is typical of family interactions – rather a circular argument. Candidates are often determined to find signs of gendered speech – male dominance, female subservience – and/or other aspects of supposed dominance and power relations. This is unlikely to be helpful here.</p> <p>Stronger answers are likely to locate and explore specific examples of lexis and /or syntax, of idiolect/dialect and/or sociolect, and to discuss ways in which (shared) language can reflect (or help to create) attitudes and values. For example, Roy’s register is mostly informal and colloquial, but he uses the lower-frequency adjective ENTHRALLED to communicate how special this memory is for him. Thoughtful application of theories like those of Grice or Giles may be productive in tracing the dynamics of interaction.</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 – e.g. <i>h</i>-dropping – can be rewarded appropriately. Similarly, good answers will explain features like the non-Standard use of <i>were</i> for “was”, and the omission of the article before <i>workshop</i>, in linguistic terms rather than seeing them as evidence of low social class or a lack of education.</p> <p>AO3 (15) Weaker answers are likely to reveal some difficulty in making clearly linguistic points, and may be diverted into speculation and generalisation about the family dynamic or the speakers’ personal characteristics. However, they should still show an awareness of the overall structure of the discourse: how Roy holds the floor with his lengthier anecdote, then Alan takes over with shorter utterances interrupted and/or overlapped by his daughter.</p> <p>Stronger answers will start from the transcript evidence rather than making assumptions about what one might ‘expect’ from a family trio. They may suggest that it’s the function of the older generation(s) to provide this kind of historical perspective, and the function of the younger to show a lively interest and make connections based on their own knowledge – in this case, of Leonardo da Vinci!</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>

Q. 4 Notes on Task

Question, passage and AO1	Assessment Objectives 2 and 3	Bands
<p>This is a transcription of part of a conversation which was recorded in 2009 in front of an audience at an international book festival. Here an interviewer (RK) is talking to a famous novelist (FN) about the ideas in his latest book.</p> <p><i>Discuss how the two speakers use language to explore and develop ideas. Support your answer by referring to specific examples from the transcription.</i></p> <p>Candidates should be able to discuss the dynamics of interaction, but need to keep in mind the context: the two speakers are talking <i>in front of an audience</i> and are <i>at an international book festival</i>.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: turn-taking and adjacency pairs agenda-setting and topic management utterance type and length syntactic parallelism / repetition non-fluency features (hesitations, filled/voiced pauses, repairs, self-correction) overlapping / speaker support / back-channelling / monitoring features register lexical fields / lexical sets</p> <p>Candidates should use coherent and accurate written expression.</p>	<p>AO2 (10) Basic answers are likely to assert that the exchange is relatively complex and/or abstract, and may assume (against the evidence) that the register is therefore uniformly formal. They may focus on the last three of FN's utterances, giving little attention to the first half of the interview. They may notice FN's use of increased volume, but may struggle to articulate the purpose or effect of <i>THERES A FOREIGN TREE (.) a foreign man (.) a foreign woman (.) they talk funny</i></p> <p>Stronger answers are likely to locate the tendency to complexity within specific choices of language, such as the abstract nouns <i>focus, theme</i> and <i>paradox</i>. They may comment on the deliberately comic use of syntactic parallelism by SF to communicate his exasperation in a dramatic way for his audience: <i>it might be greece (.) it might be france (.) it might be los angeles (.) it might be bali (.) because it DOESNT MAKE ANY DIFFERENCE TO THEM.</i></p> <p>Attempts to apply gender theory or a 'dominance' model are unlikely to be productive, but it would be perfectly valid to argue that the lexical field of musical terms (<i>symphony ... theme ...first movement ... recapitulated ... restated</i>) is a kind of sociolect or occupational lexis. It would also be valid to argue that this is figurative/metaphorical language, to be expected from a novelist.</p> <p>AO3 (15) Weaker answers are likely to reveal some difficulty in making clearly linguistic points, and may be diverted into speculation and generalisation about the speakers, or into partly-understood summary/paraphrase of the content of the interaction. However, they should still show an awareness of the likelihood that the interview will be semi-prepared, noticing features like RK's prior awareness of FN's idea in overlapping with <i>this SECOND LIFE thing</i> and the typical interviewer's tactic of making a statement and inviting the interviewee to agree – <i>your business is what is not (.) what is not real (.) isnt it</i></p> <p>Stronger answers will start from the transcript evidence rather than making assumptions about what one might 'expect' from an interview. They may explore the effect on the speakers' language of their roles as interviewer and interviewee in front of an audience at an international book festival, evaluating for example FN's shift of register from the extended musical metaphor to colloquial and vague language such as <i>FLIM FLAM (.) a lot of stuff (.) being fired up in the air</i>. The best answers will attempt to analyse how the discourse structure allows the speakers to explore ideas for the benefit of the audience.</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>

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 Band 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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