

English Language

Advanced GCE **F651**

The Dynamics of Speech

Mark Scheme for June 2010

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2010

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

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.

AO1	<p>Knowledge, Application and Communication</p> <p>select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</p>
AO2	<p>Understanding and Meaning</p> <p>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</p>
AO3	<p>Contexts, Analysis and Evaluation</p> <p>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</p>
AO4	<p>Expertise and Creativity</p> <p>demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study</p>

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 4 to 9**, 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

Quality of Written Communication

Quality of Written Communication is assessed in all units and credit may be restricted if communication is unclear. Candidates will be assessed on their overall competence in using language accurately and effectively in constructing well-argued responses to assessment tasks for the specifications.

Candidates will

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise information clearly and coherently, using specialist vocabulary when appropriate.

The assessment of the *quality of written communication* is included in AO1.

Awarding Marks

(i) Each question is worth 30 marks.

(ii) For each answer, award a single overall mark out of 30, following this procedure:

- refer to the question-specific Notes on the Task for descriptions of levels of discussion and likely content;
- using 'best fit', make a holistic judgement to locate the answer in the appropriate mark band: regardless of any perceived deficiencies for particular AOs, how well does the candidate address the question?
- to place the answer precisely within the band and to determine the appropriate mark out of 30, consider the relevant AOs;
- bearing in mind the weighting of the AOs, place the answer within the band and award the appropriate mark out of 30.

Mark positively. Use the lowest mark in the band only if the answer is borderline/doubtful.

Use the full range of marks, particularly at the top and bottom ends of the mark range.

(iii) When the complete script has been marked:

- if necessary, follow the instructions concerning rubric infringements;
- add together the marks for the two answers, to arrive at the total mark for the script;

Rubric Infringement

Candidates may infringe the rubric in one of the following ways:

- only answering one question;
- answering two questions from Section A or two from Section B;
- answering more than two questions.

If a candidate has written three or more answers, mark all answers and award the highest mark achieved in each Section of the paper.

QUESTION-SPECIFIC NOTES ON THE TASK FOLLOW ON PAGES 4-9.

BAND DESCRIPTORS FOR BOTH SECTIONS FOLLOW ON PAGES 10-11.

Section A – Speech and Children		
Question Number	NOTES ON THE TASK	Max Mark
1	<p>This is a transcription of a series of interactions in a class of 4-5 year-old children. The teacher (Miss P) and the children are reading a number of stories, starting with <i>The Three Little Pigs</i>.</p> <p>How do the speakers here use language to explore the stories? Support your answer by referring to specific examples from the transcription.</p> <p>This transcription presents young speakers beginning to show some independence in exploring the content and some of the language of traditional children’s stories. Their teacher directs the interactions through re-formulation of the children’s observations, praise and direct questioning to test and develop their understanding.</p> <p>Candidates may suggest that the signs of personal engagement in the children’s responses are indications of immaturity: they have not yet separated their own experience (“my mom ...”) from the third-person experiences of the narrative. However, there are signs that they are aware of patterns of language typical of story-telling (“once upon a time”) and that they have begun to be aware of figurative language (“to seek their fortune”).</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: turn-taking, adjacency pairs, length of utterance, topic-setting and directive utterances, role, dominance, deixis, forms of address. Candidates should use coherent and accurate written expression.</p> <p>AO2 (15) Stronger answers are likely to explore developmental features of children’s language, such as how the children recognise and respond to questions which require an explanation by way of answer, and how they engage with details of the story in terms of their own experience (“i would I WOULD STILL STAY HERE”) and through assertions (“that’s THEIR house”) rather than deductions</p> <p>More limited answers are likely to contain assertions about ‘mistakes’ (in grammar and/or lexis) and simple sentence construction. Non-standard features such as the ellipsis/omission of “why they have to LEAVE” may be seen in terms of errors rather than developmental stages.</p> <p>There are two instances where the teacher realises she has used a figurative expression (“make a living ... any money to keep them”) which seems to be beyond the children’s developmental stage, and each time she self-corrects to accommodate them: this may be seen as downward convergence or accommodation. She also uses a playful idiom (“i’ll bet that’s ...”) whose pragmatic function is to avoid having to reject Terry’s suggestion but allow him to think again.</p> <p>AO3 (10) Candidates may draw on their own knowledge of interactions in primary school classrooms, of their own younger siblings or of research (their own or that of experts) into the language of infants. Stronger answers are likely to make helpful use of theories of language</p>	[30]

	<p>development, or explore the co-operative nature of the speech dynamics here. There may be discussion of how the teacher's contributions function to shape the discourse: for example, her frequent reformulations which function as gentle corrections of the children's non-standard constructions ("she doesnt have any money") as well as the instances where she re-casts her own utterance in order to clarify/simplify ("because her children (.) her pigs (.) are going away"). Astute readers may see the teacher's pauses as invitations to the children to contribute ("shes sending them away and shes very sad (1) she doesnt want them to leave") which sometimes lead to a response ("BUT THEYRE COMING BACK").</p>	
--	--	--

Question Number	NOTES ON THE TASK	Max Mark
2	<p>This is a transcription of a group of 9-10 year old pupils – Lucy, Tim and Joe – discussing the problem faced by a character in a story they have been reading. The character, Kate, had promised her friend Robert that she would not tell his secret, but later discovered the secret was that he had stolen a box of chocolates.</p> <p>How do the three children use language here to explore the problem, and to come to an agreement about what Kate should do? Support your answer by referring to specific examples from the transcription.</p> <p>In this transcription, the children have been given a collaborative task. They focus immediately, with no phatic talk, and come to an agreement by negotiation. All three participate. In simple terms, Lucy and Joe persuade Tim, who has slightly less to say than the other two, of their point of view. Candidates should be able to discern features of co-operative speech and features of syntax which enable exploration and sharing of ideas.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: turn taking, adjacency pairs, agenda-setting and topic management, repetition, length of utterance, role, dominance. Candidates should use coherent and accurate written expression.</p> <p>AO2 (15) Basic answers are likely to demonstrate a grasp of how the dynamics of question-response-elaboration create meaning, noting for example how Lucy’s opening invitation is returned (un-answered!) by Tim, leaving Joe instead to explain his point of view. Candidates should be able to identify features of spoken language suggesting co-operation, such as the tag questions to invite agreement (“is it ... do YOU”).</p> <p>Stronger answers are likely to analyse how the children’s control of more complex syntax allows them to explore possibilities and ramifications: both Lucy and Joe, in their longer utterances, construct complex subordinations involving conditionals, concessives (“even though ...”) and a range of modal verbs. There is some evidence of the fulfilment of adjacency pairs; candidates may be able to use their knowledge of politeness strategies and Grice’s maxims to analyse the dynamics of interaction in greater detail.</p> <p>AO3 (10) Candidates may draw on their knowledge of theories of dominance and convergence to trace patterns in features such as the retention (or dropping) of initial aspirates and final -g. Less secure candidates may speculate about the speakers’ social class or education on the basis of features of phonology; stronger candidates are likely to make more secure and developed comments on features of register and Standard / non-Standard English. Astute readers might detect Tim’s weakening resolve (in the face of Lucy’s and Joe’s agreement) in his fruitless appeal (“because hes (.) well (.) you shouldnt break a promise really should you”) which leads to his eventual acquiescence.(“okay then”).</p>	[30]
	Section A Total	[30]

Section B – Varieties and Social Groups		
Question Number	NOTES ON THE TASK	Max Mark
3	<p>This is a transcription of part of a conversation in which three women friends in their forties and fifties talk about the words they used when they were growing up for particular rooms in their homes.</p> <p>How do the women use language here to interact with each other and to express particular attitudes? Support your answer by referring to specific examples from the transcription.</p> <p>This task invites candidates to look at a mixture of reminiscence and discussion amongst friends who are comfortable in expressing personal opinion and experience. There is plenty of evidence of co-operative speech: the friends complete each other's utterances and share a humorous view – though there is no indication of paralinguistic features such as laughter.</p> <p>The lexical field of names-for-rooms is obvious, but this is not 'specialist' language. Candidates may want to see the dynamics as typical of 'female-speak': this is fine if it is supported correctly by reference to theory and to examples from the transcription. There is no requirement for candidates actually to know, for example, the exact process of semantic shift which produced the term "drawing room", but it should be easy enough for them to explore issues of morphology and/or semanticity. Candidates are expected to comment on the way in which language can create social groups and suggest attitudes and values.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: non-fluency features (hesitations, filled/voiced pauses, repairs, self-correction), vague language, register, use of Standard English and slang.</p> <p>AO2 (10) Stronger answers are likely to explore signs of 'sociolect' or dialect, and ways in which (shared) language can create social groups. Clearly, the use by the speakers here of terms for particular rooms works to include rather than exclude – though shrewd candidates may detect hints of social attitudes in the use (humorous?) of the colloquial noun "telly" and the (self-deprecating? ironic?) expressions "for POSH" and "OUR little houses".</p> <p>More limited answers are likely to make relatively unsupported assertions about the social class or level of education of the speakers. Although there are no indications of accent, candidates may attempt to reach conclusions on the basis of features of intonation; and this can be rewarded if it is clearly argued and supported.</p> <p>AO3 (15) Stronger answers may explore the fairly unstructured dynamics of speech here. Candidates may notice and be able to analyse the effect of the number of declarative utterances beginning with the first-person plural pronoun "we". They may also detect subtle differences in the conversational nuances of yes/no/yeah/but/so. There are considerable subtleties of attitude here: close analysis of almost any sequence of ten lines will throw up revealing details, for instance the implied contrast between "MY house in the country" and "LILS COTTage", even though neither has a drawing room!</p>	[30]

	<p>Weaker answers are likely to have some difficulty in making clearly <i>linguistic</i> points, and may be diverted into social/sociological speculation. Attempts to make distinctions between the speakers in terms of role or dominance may be rewarded if they are supported by references to the transcription. Similarly, there may be discussion of how the dynamics of speech here are informed by knowledge of gendered differences in language use, or comment on how the speakers' speech patterns are influenced by their age.</p>	
--	---	--

Question Number	NOTES ON THE TASK	Max Mark
4	<p>This is a transcription of part of an interview given by members of the rock band Franz Ferdinand to the BBC television programme <i>Top of the Pops (TOTP)</i>.</p> <p>How do the members of the band use language here to express their group identity? Support your answer by referring to specific examples from the transcription.</p> <p>It would not be unreasonable for candidates to see this in part as ‘occupational’ language, since there are references to how the band-members function on stage. However, a more productive line of approach would be to argue that this is less an <i>occupational</i> and more a <i>social</i> group. Equally, some candidates might want to see the co-operative speech as an aspect of the band’s presentation and conception of itself as an entity designed to provide public entertainment.</p> <p>There is much that could be explored in terms of language (and para-language) used to reinforce group identity. Astute candidates should have no difficulty in exploring the dynamics of interaction, as ‘in-jokes’ are shared during the collaborative re-telling of shared experience. A significant feature is the way they take turns to talk about each other. Although the speakers are clearly enjoying each other’s company, they do not forget their (immediate) audience, the interviewer – and, indeed, they are prompted a little.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: pronoun use, agenda-setting, turn-taking, length and type of utterance, co-operative overlaps, slang and Standard English, register, para-linguistic features.</p> <p>AO2 (10) Stronger responses may look at such concepts and issues in language use as turn-taking and politeness strategies, both of which are undermined and distorted here for deliberate (comic) effect by the group. Group identity is reinforced through individual exchanges and in the larger movements of discourse structure. For example, in terms of lexis, there is an initial contrast established between “close friends “ and “anyone else”. This is developed by both Alex and Andy: “impersonations that most other people wouldnt get (.) but WE do ... we'd all just (.) dressed up as (.) all sorts (.) and went out to perform (.) and the audience just didnt know what to make of us”. Less secure responses may contain an appreciation of group identity but without a clear focus on how this is constructed by language choices.</p> <p>AO3 (15) Contextual factors for exploration may include the role of the interviewer in prompting and clarifying, and the sense that the speakers are accustomed to being interviewed as a group and to collaborative story-telling (“what about when youre on STAGE “). Overlaps are nearly always co-operative/supportive, and there is evidence of the speakers completing each other’s utterances. Group <i>identity</i> has developed here to the point of (a concern for maintaining) group <i>image</i>. The band has its own language (“bob time ... four settings”) and it presents a coherent image as well as a united front. Even the gaps and failures (<i>looks at Andy expectantly ... Andy looks blank</i>) become part of the performance.</p>	[30]
	Section B Total	[30]
	Paper Total	[60]

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

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553