

**Advanced Subsidiary GCE
GCE English Language**

Unit F651: The Dynamics of Speech

Specimen Paper

Additional Materials: Answer Booklet (...pages)

F651 QP

Morning/Afternoon

Time: 2 hours



INSTRUCTIONS TO CANDIDATES

- Answer **one** question from Section A and **one** question from Section B.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part of question.
- The total number of marks for this paper is **60**.

ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **9** printed pages and **1** blank page.

Section A – Speech and Children

Answer **one** question.

EITHER

- 1 The following transcript is taken from a live national radio broadcast that is aimed at an under 14 audience. Leila and Phil are the adult presenters. Keira is 7 and a caller to the show. The studio has three children co-presenting the show.

Write about the way they have used various features of speech to engage younger listeners. [30]

Leila: okay now um we've launched our Thursday competition called Hide and Squeak and um the prize is a beautiful t-shirt and the thing is you have to listen out for some funky barnyard noises that have been going out throughout today's show (.) er Keira reckons that she knows erm the noise what she heard (.) hello Keira

Keira: hello

Leila: are you alright

Keira: yeah

Leila: good (.) did you have a good day at school today?

Keira: yeah

Leila: what did you do?

Keira: we sang some carols for the Christmas carol concert

Leila: OKAY some lovely carols singing going on getting into the festive spirit already

Phil: have you got a solo?

Keira: pardon?

Phil: have you got a solo (.) in there (.) or are you just singing in the choir

Keira: erm we're just singing really

Phil: okay sounds like yer (.) all sung out (.) your voice is a little tired there

Keira: laughs

Leila: Keira (.) what was the animal?

Keira: was it a chicken?

Leila: it WAS a chicken (.) everybody all go wild [*sounds of clapping and cheering*] and (.) you win your (.) okay

Phil: you got a chicken at your home as well?

Keira: [*laughs*]

Phil: or was that us?

Leila: no I think it was a chicken extra (.) there it goes (.) it's out the door now [*laughs*]

Phil: yeah okay chicken's been done

Leila: you win yourself a lovely t-shirt all nicely packaged up there for you so you enjoy that when it gets to you (.) okay?

Keira: yeah

Leila: alright take care

Keira: bye

Phil: all the best with the concert

Keira: thanks

Leila: bye (2) so (.) now (.) Emily Stephen and Josie do you have any favourite books?

Emily: ah (.) I quite like Molly Moon that I mentioned earlier

Leila: yes

Emily: it's sort of quite adventurous

Leila: and is that how you are?

Emily: erm not exactly (*all the studio laughs loudly*)

Leila: alright cool (*laughs*) Stephen what about you?

TRANSCRIPTION KEY

(.) micropause

(2) pause in seconds

UPPER CASE stress/increased volume

OR

- 2 In the following transcription, a nursery assistant, Laura is encouraging Ellie, aged three and a half to describe a picture.

Write about the ways that Ellie and Laura use language together to complete this task. [30]

Laura: look I've got a picture to show you (.) wow look at this (.) what is it?

Ellie: it's a house

Laura: what sort of house?

Ellie: a tree house

Laura: a tree house (.) it's not like your house is it?

Ellie: no

Laura: it's a tree house (.) what can you see in the picture

Ellie: a owl and a squirrel and a rabbit and a (.) everything

Laura: what's that

Ellie: um um (1) ummm ummm
//

Laura: do you know what animal that is

Ellie: no

Laura: it's a badger

Ellie: a badger and a squirrel and a hedgehog bird and a mouse and a bird and a squirrel and a squirrel and a

Laura: what's that next to the squirrel

Ellie: i don't know

Laura: i think it's a mole

Ellie: a mole

Laura: a mole (.) he lives under the ground a mole doesn't he (.) I don't know what he's doing up in the tree

Ellie: and a fox

Laura: and a fox

Ellie: and mice

Laura: do we say mouses or do we say mice

Ellie: mice

Laura: mice (.) how many mice

Ellie: two

Laura: two mice

Ellie: three mice

Laura: oh yes you found another one well done (.) I've never seen so many mice before have you?
what else can we find

Ellie: there's some birds and

//

Laura: what are the birds in

Ellie: a nest

Laura: a nest in the tree (.) that's right (.) what's the hedgehog doing

Ellie: lying down

Laura: what's he lying in do you know what it is that he's lying in

Ellie: a rock

Laura: yes it's tied to a rock but it's actually a hammock (.) it's a piece of material like a sheet that you can lie on

//

Ellie: and a mole

Laura: good you remembered the mole's name too well done

TRANSCRIPTION KEY

(.) micropause

(1) pause in seconds

// overlapping speech

Section A Total [30]

Section B – Speech Varieties and Social Groups

Answer **one** question.

EITHER

- 3 In the following extract Anne Marie describes a visit to a newborn baby with her father, Jimmy, who is a Buddhist. They are accompanied by three Buddhist monks who believe the baby is a new 'lama' or spiritual leader. The book is set in Scotland.

Write about the ways that language is important in creating a group identity. In your answer pay close attention to the passage below and also draw on your own knowledge and research. [30]

She opened the door of the livin room and we trooped in. In the middle of the flair wis a Moses basket, draped in pink frilly covers.

'Whit did they call the wean?' says ma da.

'Olivia,' says the wifie.

'Olivia. At's nice.'

'Aye, it's a nice enough name but ah don't know how they couldna have cried her efter sumbdy in the family. Still, young yins nooadays, dae things their ain way.'

'How auld?'

'Wan week the day.'

We all stared at the baby, well no at her exactly since you could only see a glimpse of skin between the frilly stuff and a wee white hat. Ah wandered when ma da was gonnæ start his speil about the wean being the new lama. He shuffled fae one foot tae the other, lookin at the lamas, who stood smiling at the wean in the cradle.

Then she opened her eyes and looked at us. Ah've never seen a newborn baby afore and ah thought they couldnae focus, yet this wee yin looked straight at us as if she knew everythin, could see right through you.

'Bright as a wee button, in't she?' says the granny.

'That wean has been here afore,' ma da says solemnly.

At this the wee lama pipes up. 'Yes, he is the reincarnation of the twenty-ninth lama of the lineage of the Gyatso Luckche dynasty.'

The wifie nods at him. 'Whit's he on?'

'It's a bit complicated. You see, they're lamas, fae Tibet. And wee Olivia, has been picked by them tae... well, she's very special.' Da says.

'You can say that again,' says the granny. 'She's a beautiful wean, right enough, good as gold. Never cries.'

'His nature is like the bright suns. One of the signs,' says Ally.

'But whit is it she's been picked for? Sharon wis gonnae enter her for that *Evenin Times* Beautiful Baby competition, but ah don't think the closing date's tae next week.'

'Well, no, it's no exactly a beauty competition. It's mair... spiritual beauty.'

'Spiritual beauty?' The wifie looked at the lamas, her eyes narrowin a bit.

'His spirit is clear like running water,' says Hammy, and the others nodded.

'Haud on a minute. Whit's gaun on here? Who are these guys?'

'They're lamas. Holy men.'

'Are youse anything tae dae wi the Mormons?'

'Perhaps, Jimmy, you could explain the lineage of this beautiful boy whose eyes are like stars which will light the world.'

Ah wis beginning to get fed up wi this stuff.

'Perhaps, Da, you could explain to the lamas that a wean in a cot with pink frilly covers isnae a boy.'

Ally shook his heid. 'I'm very sorry, Jimmy, but the baby we are looking for is a boy.' He turned tae the wifie and bowed. 'We are very sorry but this baby is not the one. Please accept our blessing.'

From *Buddha Da* by Anne Donovan (Canongate Books 2004) ISBN 1-84195-451-9, pp 11-13

OR

- 4 Read the following transcript of two professional sport fishers fishing together off the coast near New York.

Different occupational groups often produce their own varieties of English. Write about some of the features of the language that the speakers in the transcript use as they talk about their work and explain why occupational groups have their own varieties of English.

[30]

Ken: it's nice and peaceful out here (.) bit of a chop on the water (.) quite lumpy coming through wasn't it?

Chris: a bit lum a bit lumpy and a lot more breeze than we anticipated so we're (.) we're rigged with fly rods for spin and trolling*

Ken: so how we going to start?

Chris: I think our best option is to troll (.) armmm until we get a visual on some diving birds (.) there will be fish under there

Ken: yes

Chris: most likely blue fish

Ken: so you're going to start trolling with lures like this?

Chris: yes hydrosquirt*

Ken: clean on top nice erratic action under the water

Chris: exactly (.) sometimes trolling out here you can even get a fluke*

Ken: ALRIGHT

Chris: if we get to the bottom (.) chances of stripers* but low (.) low percentage the water is warmer

Ken: but mainly looking for?

Chris: blue fish

Ken: right (.) so we're going to start fishing off the Coney Island flats* (.) err three miles an hour you say?

Chris: about three knots

Ken: three knots

Chris: three three and a half knots

Ken: alright let's get those lines out

(later)

Ken: see the birds falling down on that bait (.) on the lure (2) they're right in among them (.) COME ON (.) err breaking the surface OH YEAH WOOHOO (.) FISH ON (.) WOO (.) this is a good fish

Chris: it's got shoulders

Ken: AYYY (.) RIGHT into the bait ball there (.) WHAM (1) that was a lovely take (.) it was a good take Chris

Chris: looks like it's got shoulders?

Ken: ahh it's a good fish

Chris: good

Ken: I mean it FEELS good (2) well that was GREAT that was absolutely great (.) the fish just bursting (.) the lure went smack in the middle of them (.) about four turns of the reel (.) wow (.) LOOK at the bend in that rod (.) that's all good stuff (.) wooo hoo

trolling – fishing from a moving boat

lures – brightly coloured objects that attach to the fishing line that can be seen on the surface of the water

hydrosquirt – a type of lure

fluke – a type of fish

stripers – striped bass – a kind of fish

flats – shallow area of sea

TRANSCRIPTION KEY

(.) micropause

(2) pause in seconds

UPPER CASE stress/increased volume

Section B Total [30]

Paper Total [60]

SPECIMEN

Copyright Acknowledgements:

Q.3 Extract from *Buddha Da* by Anne Donovan (Canongate Books 2004) ISBN 1-84195-451-9, pp 11-13

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The maximum mark for this paper is 60.

SPECIMEN

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.

Section A – Speech and Children		
Question Number	Answer	Max Mark
1(a)	<p>The following transcript is taken from a live national radio broadcast that is aimed at an under 14 audience. Leila and Phil are the adult presenters. Keira is 7 and a caller to the show. The studio has three children co-presenting the show.</p> <p>Write about the way they have used various features of speech to engage younger listeners.</p> <p>Markers should be open-minded to expect and accept a variety of responses and award students who root their answer in language comments and textual evidence. Media broadcasts for children are not new but have increased in sophistication and are increasingly tailored to give a strong sense of identity for the younger listeners.</p> <p>AO1 comments should be looking at the terminology connected with features of everyday speech, verb tenses, use of pronouns, question formation, vocabulary choices, conversational structures etc.</p> <p>AO2 comments may focus on topic management, politeness strategies and use of humour relevant to the context.</p> <p>AO3 comments may draw on candidates' wider knowledge of language, children and the media to make such as the topic choices made, appropriateness of language and register, use of Standard English, creation of humour.</p>	[30]
2	<p>In the following transcription, a nursery assistant, Laura is encouraging Ellie, aged three and a half to describe a picture.</p> <p>Write about the ways that Ellie and Laura use language together to complete this task.</p> <p>This question is designed to allow candidates to draw on their knowledge of the stages and features of early child language acquisition. At three and a half Ellie is proficient at turn taking and co-operative speech and has progressed past the telegraphic stage of speech.</p> <p>AO1 comments should focus on terminology for children developing imaginative and descriptive skills of speech.</p> <p>AO2 comments should be a detailed discussion on the construction and analysis of meanings in speech using relevant linguistic approaches. Expect a focus on turn taking, question construction grammar, lexis, syntactic structure.</p>	

Section A – Speech and Children		
Question Number	Answer	Max Mark
2 cont'd	<p>AO3 comments may look at stages of development as key factors in the child's language production as well as the effect of the input and guidance of Laura on Ellie's language. Candidates may also explore the nature of imaginative tasks and texts produced for children in a nursery setting and the various linguistic demands made upon them. Candidates may explore some theoretical areas such as Jean Aitcheson's research into vocabulary and lexical 'networks'. The use of the word 'mouses' may bring Chomsky' theories about grammatical development to some candidates' minds. All comments of these types should be used judiciously and not just regurgitated verbatim, but examiners should bear in mind this is an AS paper and so should not expect in depth use of named theorists even at the very highest level. All genuine attempts to use theory to elucidate the text should be awarded appropriately.</p>	[30]
Section A Total		[30]

Section B – Speech Varieties and Social Groups		
Question Number	Answer	Max Mark
3	<p>In the following extract Anne Marie describes a visit to a newborn baby with her father, Jimmy, who is a Buddhist. They are accompanied by three Buddhist monks who believe the baby is a new ‘lama’ or spiritual leader. The book is set in Scotland.</p> <p>Write about the ways that language is important in creating a group identity. In your answer pay close attention to the passage below and also draw on your own knowledge and research.</p> <p>This question presents candidates with a fictional text rather than a transcription because of its interesting use of accent and dialect. Candidates are likely to be familiar with fiction texts that represent language in this way and should not feel threatened by the lack of a transcript. Candidates can draw on their own studies and research to write about the way that accent and dialect are a rich source of language variety and can be a strong indicator of regional and social background.</p> <p>AO1 comments may include appropriate terminology on lexis and grammar and features of everyday speech both used for thought and dialogue.</p> <p>AO2 comments may focus on overt and covert prestige, attitudes towards standard and non-standard English and concepts of correctness.</p> <p>AO3 comments may focus on the intentions of the author in presenting the regional accent and dialect in the passage (yin, wee, gonnæ etc) where we see the group identity of the Buddhist monks created very clearly through their language in opposition to the language of Anne Marie, Jimmy and the baby’s grandmother. Candidates may also comments on how attitudes and values are indicated through the language for example through the use of ‘wifie’ and ‘speil’ and ‘guys’.</p>	[30]
4	<p>Read the following transcript of two professional sport fishers fishing together off the coast near New York.</p> <p>Different occupational groups often produce their own varieties of English. Write about some of the features of the language that the speakers in the transcript use as they talk about their work and explain why occupational groups have their own varieties of English.</p> <p>This question is designed to test candidates’ awareness of features of spoken English as used in everyday conversation. Candidates are being invited to explore the ways that different varieties of English are produced and used by occupational groups. They may use the term occupational dialect or variety.</p> <p>AO1 and 2 comments may focus on features of informal conversation, co-operative conversation, levels of formality and convergence.</p> <p>AO2 comments may focus on lexical variation – <i>hydrosquirt</i>, <i>stripers</i>, <i>bait ball</i> etc. and variation in word meanings for <i>lure</i> and <i>flats</i> etc. as well as the idiomatic use of <i>shoulders</i> and <i>lumpy</i>.</p>	

Section B – Speech Varieties and Social Groups		
Question Number	Answer	Max Mark
4 cont'd	AO3 comments may explore issues to do with the use of occupational variety to ensure technical detail but also the need to create a sense of group identity through shared language. Candidates may look at the co-operative nature of Ken and Chris's interaction. Candidates should discuss other occupational groups and provide textual evidence that they have learnt of some of the key features of these varieties of speech in their responses.	[30]
Section B Total		[30]
Paper Total		[60]

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>

Band descriptors: Questions 1, 2, 3 and 4

Band 6 26-30 marks	AO 1	<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
	AO 2	<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
	AO 3	<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 • shows thoroughly detailed and accurate knowledge of the key constituents of language

Band 5 21-25 marks	AO 1	<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
	AO 2	<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
	AO 3	<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 • shows good knowledge of the key constituents of language

<p>Band 4</p> <p>16-20 marks</p>	AO 1	<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
	AO 2	<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
	AO 3	<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 • shows some competent knowledge of the key constituents of language

<p>Band 3</p> <p>11-15 marks</p>	AO 1	<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
	AO 2	<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
	AO 3	<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 • shows some basic knowledge of the key constituents of language

<p>Band 2</p> <p>6-10 marks</p>	AO 1	<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
	AO 2	<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
	AO 3	<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	AO 1	<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
	AO 2	<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
	AO 3	<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