

English Language

Advanced Subsidiary GCE

Unit **F651**: The Dynamics of Speech

Mark Scheme for June 2011

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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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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 | 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 6 to 10**, 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 6-10.

BAND DESCRIPTORS FOR BOTH SECTIONS FOLLOW ON PAGES 11-12.

| Section A – Speech and Children | | |
|---------------------------------|---|----------|
| Question Number | NOTES ON THE TASK | Max Mark |
| 1 | <p>This is a transcription of part of a conversation between Harry (age four years and two months) and his mother. Will is Harry's older brother.</p> <p>How do mother and child use language here to communicate with each other? Support your answer by referring to specific examples from the transcription.</p> <p>This transcription presents a young speaker exploring some ideas which would require linguistic and conceptual development far beyond his years if they were to be grasped fully. Candidates may be entertained and engaged by Harry's attempts to interrogate his mother about where babies come from, and by the interaction between parent and child. Most will detect signs of linguistic immaturity, but simply to identify (or try to 'correct') what they see as 'mistakes' would not be a very profitable approach.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: role, dominance, turn-taking, adjacency pairs, length of utterance, tag questions and other monitoring and/or clarifying questions, deixis, CLA, CDS, euphemism, relevance/coherence and topic-setting. Candidates should use coherent and accurate written expression.</p> <p>AO2 (15) Stronger answers are likely to explore some of the developmental features of Harry's language, and how far the ways in which his mother encourages him match his levels of competence. They may make helpful reference to and use of theories of language development, such as those of Chomsky, Piaget, Skinner, Bruner and Vygotsky.</p> <p>More limited answers are likely to refer to theories/issues without necessarily applying them to specific instances of language use in the transcription. They may identify features of Harry's language (and his mother's CDS) as 'mistakes', and offer 'corrections'.</p> <p>Candidates are likely to notice the Mother's use of simple lexis and repetition – <i>tiny tiny tiny (.) and then you got bigger and bigger and bigger and come out</i> – and concrete examples – <i>my little finger nail ... this dolly</i> – to help Harry understand. They may also notice <i>convergence</i> in terms of non-standard forms: the Mother says <i>you <u>was</u> in my tummy yeah (.) not no more now</i> perhaps to mirror Harry's accustomed utterance. At other times she part-echoes and part-reformulates what he has said.</p> <p>AO3 (10) Candidates may draw on their own knowledge of the language of younger children, including perhaps their own younger siblings, or research findings (their own or that of experts). They may comment on how the interaction here has drifted into consideration of BIG issues! and they may notice how the exchange closes on explicit realisation of this:</p> <p>Mother: <i>how did we get on to this conversation</i> Harry: <i>dont know</i> Mother: <i>nor do i</i></p> <p><i>Mother-ese</i> or <i>care-taker speech</i> may be mentioned, and examples cited. Some candidates may be able to unravel the references to Will, nanny and the dogs.</p> | [30] |

| Question Number | NOTES ON THE TASK | Max Mark |
|-----------------|---|-------------|
| 2 | <p>This is a transcription of an interaction involving three children aged six to seven. They are watching the snails in their school 'snailery'.</p> <p>How do the children here use language to engage with each other and to describe what they see? Support your answer by referring to specific examples from the transcription.</p> <p>This transcription presents young speakers beginning to show some independence in using language to describe and explore the situation they are in. Their enthusiasm is evident in the number of times they invite each other to LOOK, and in the combination of disgust and fascination. In the absence of their teacher or any other adult, Susan has taken over some of the 'directive' role.</p> <p>Candidates may detect signs of linguistic immaturity, but simply to identify (or try to 'correct') what they see as 'mistakes' would not be a very profitable approach.</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, word-coinage. 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 Emma's word-coinage <i>SMOOTHing</i>, where she extends her knowledge of how verbs can be formed from nouns or adjectives. They may be able to explain how the hesitations and hedges in Emma's next utterance lead to her applying another 'animal' term: <i>it's sort of (.) like (.) got four ANTIers</i>.</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 Susan's <i>couldnt hardly see</i> construction may be seen in terms of errors rather than developmental stages or, in this case, possible idiolect/dialect. .</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 younger children.</p> <p>Stronger answers are likely to make helpful use of theories of language development, or explore the co-operative nature of the speech dynamics here, for example where Jason takes Emma's lexical cue – <i>i think it's OIL from the skin</i> – to try out his own more specialised vocabulary: <i>mmm (1) it's probably MOISture</i>.</p> <p>There are two instances where Susan indulges in collocations similar to 'mother-ese' or 'teacher-speak': <i>it's come ever so far (1) THIS one's stopped for a little rest</i> <i>yes Jason (.) this one's doing the same (2) that's why they say (.) SLOW AS A SNAIL</i> Candidates able to explain what's going on here in linguistic terms will be doing very well.</p> | [30] |
| | Section A Total | [30] |

| Section B – Varieties and Social Groups | | |
|---|---|----------|
| Question Number | NOTES ON THE TASK | Max Mark |
| 3 | <p>This is the script for a scene from a popular television drama series set in a hospital. Here the surgical team are trying to deliver a baby, using the emergency procedure of a caesarean section.</p> <p>Write about ways in which scripted speech may differ from spontaneous speech. Support your answer by referring to specific examples from the script below.</p> <p>This task invites candidates to look at a television drama script involving quite a high level of detailed expert knowledge. Viewers of the series, and other series like it, will also know that the emotional and sexual tensions between doctors and nurses are if anything more important than the business of saving lives! No such knowledge is required; but an appreciation of these dynamics should emerge from careful reading.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: role, dominance, agenda-setting, turn-taking, adjacency pairs, length and type of utterance, co-operative speech, field-specific and technical lexis, register.</p> <p>AO2 (10) Stronger responses will start from the realisation that non-fluency features of spontaneous speech are unlikely to be present in this scripted extract. They may look at such concepts and issues in language use as turn-taking and politeness strategies, and will show some ability to analyse specific instances of lexis and sentence construction.</p> <p>More limited answers may be hampered by a lack of awareness that the exchanges here are fluent-because-planned, and may try unhelpfully to locate non-fluent aspects. There are, of course, examples of elliptical utterance, especially in Meyer's 'requests' (=demands!) for items of equipment: <i>Chest spreader. Scissors ... Purse string. Give me some heparin</i></p> <p>Despite the absence of overlaps, there is plenty of evidence of co-operative speech, although turn-taking is achieved according to a hierarchy of authority in which the senior doctor has no need to make any overt effort to seize and hold the floor.</p> <p>The lexical fields of medical conditions and surgical instruments are fairly obvious instances of 'specialist' language. Astute readers may also pick up the niceties of address terms – <i>Mister Adams ... Doctor Kennedy</i> – used as markers of rank/expertise and also as a display of authority.</p> <p>Candidates should notice and comment on some features of interaction between the speakers, for example adjacency pairs and responses to direct questions:</p> <p>Owen: [to Meyer] Is she going to make it? Meyer: Her heart's not coping.</p> <p>Overall, candidates need to bear in mind the focus in the question on ways in which scripted speech may differ from spontaneous speech. They may discuss such differences in general terms, and may also refer to examples outside the transcribed material.</p> | [30] |

AO3 (15) Stronger answers are likely to show sustained awareness of the dual contexts: the medical-surgical-expert and the televisual-dramatic. The most developed answers will be characterised by an ability to explore how the latter is constructed by the language of the former as well as by its own conventions.

Candidates should be able to draw on their knowledge of the categories listed in the Unit Content for F651: how language can include as well as exclude; group identities; use of slang and jargon; power; occupation; how speech can demonstrate attitudes and values.

| Question Number | NOTES ON THE TASK | Max Mark |
|-----------------|---|-------------|
| 4 | <p>This is a transcription of part of a radio programme about dangerously high levels of lead being found in the water supplied to newly-built houses. Here Cameron and Meg are describing how their son Brandon was affected.</p> <p>How do the two speakers use language here to describe the problems the family has faced? Support your answer by referring to specific examples from the transcription.</p> <p>It is particularly noticeable that Meg and Cameron share a strong sense of identity as a couple and, with their son, as a family. Candidates should be able to see how this is constructed through the dynamics of their joint account of the difficulties they have faced.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: proper noun and pronoun use, agenda-setting, turn-taking, length and type of utterance, co-operative overlaps, emphatic repetition, regional variation and Standard English, register.</p> <p>AO2 (10) Stronger responses may look at such concepts and issues in language use as turn-taking and co-operative speech. Family identity is reinforced through individual utterances and in the larger movements of discourse structure. For example, in terms of lexis and grammar, there is an initial contrast established between <i>dream home</i> and past tense verbs used to describe Brandon before the problems – / i ː z / <i>always been an active wee boy</i> (.) <i>he was always into something</i> – and the long list of worsening symptoms which forms the middle section of the transcription.</p> <p>Less secure responses may contain assertions about family identity but without a clear focus on how this is constructed by language choices.</p> <p>AO3 (15) Contextual factors for exploration may include an awareness that Meg and Cameron are speaking ultimately to a radio audience, and perhaps a sense that they are accustomed to collaborative telling of this particular story. Overlaps are nearly always co-operative/supportive, and there is evidence of the speakers developing and/or completing each other's utterances. The couple need only one explicit request for support: <i>we changed his toothpaste</i> (.) <i>didnt we</i> (.)</p> <p>Candidates may identify hints of non-standard syntax and lexis – <i>but eh into that time he started ... and if it had that severe an effect</i> (.) <i>on /mə/ wee boy and /mə/self</i> – and may also argue that some speech sounds are indicative of (Scottish) accent. This can be rewarded if it is sensibly argued with accurate reference to key constituents of language and to the transcription evidence.</p> | [30] |
| | Section B Total | [30] |
| | Paper Total | [60] |

Band descriptors: Questions 1, 2, 3 and 4

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| 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 |

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| 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 |

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| 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 |

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| 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 |

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| 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 |

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| 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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