

GCE

English Language

Unit **F651**: The Dynamics of Speech

Advanced Subsidiary GCE

Mark Scheme for June 2016

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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 involving two mothers, Becca and Caitlin, and their two young children. Chloe is 4 years old, and her mother is Caitlin; Antony is 3 years old, and his mother is Becca.</p> <p>How do the adults and children use language here to interact? Support your answer by referring to specific examples from the transcription.</p> <p>Candidates expecting mothers to be models of child-directed speech and parental patience may be critical of Becca and Caitlin here. They may comment on how the adults are inclined to talk <i>to</i> each other <i>about</i> the children at least as much as they interact directly with the children.</p> <p>Chloe is likely to be seen as significantly more advanced linguistically than Antony, and candidates may comment on ways in which she adopts a ‘caretaker’ stance towards him. They may also detect signs of mother-daughter conflict in the exchanges between Chloe and Caitlin.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts: child-directed speech and ‘motherese’ children’s stages of linguistic development turn-taking and adjacency pairs length and types of utterance role and dominance positive/negative reinforcement pragmatics</p> <p>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 interaction create meaning, understanding for example that Chloe asserts herself, but not necessarily analysing how she does this, e.g. her lexical, grammatical and/or syntactic choices. They may look for examples of praise and positive reinforcement from mother(s) to child(ren), but will struggle to find any.</p> <p>Stronger answers are likely to analyse specific features of lexis, grammar and syntax, for example non-standard omission of the auxiliary verbs in Becca’s <i>what you on about</i> and Caitlin’s <i>what you done now</i>. These may be seen as features of idiolect/dialect or – less helpfully – attributed to (presumed) social class or education. Similarly, features of speech sounds such as initial <i>h</i>-dropping and final <i>g</i>-dropping may be seen as accent or idiolect/dialect. (Interestingly, Chloe doesn’t drop initial or final consonants!)</p> <p>Answers which accurately identify aspects of child language and child-directed language and link these coherently to relevant theories, and which recognise that language-learning and socialisation are taking place – at some level – throughout the interaction, are likely to earn high marks. Answers which merely collect examples of “mistakes” (e.g. Antony’s utterance <i>i’m not getting any eat</i>) and apply a “deficit” model of analysis will not.</p> <p>AO3 (10) Less developed responses are likely to identify ways in which the interactions depend on aspects of the immediate environment – the drinks, the dog, the felt-tip pens – and the evident intention of the mothers to pursue their own agenda as well as to interact with the children.</p> <p>More developed answers are likely to show understanding of Chloe’s pragmatic meaning when she says <i>i shouldnt use felt pens should i</i>, and to see the tag question as quite a sophisticated instance of conversational implicature. They may also comment on how the adults move into referring to the children in the third person and to generalising from the individual case: <i>you cant stop them from using everything in time</i></p> <p>...</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 A – Speech and Children

Q. 2 Notes on Task

Passages and AO1	Assessment Objectives 2 and 3	Bands
<p>This is a transcription of part of a conversation between a father and his five-year-old son about super-heroes.</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>Candidates should be accustomed to dealing with transcriptions of (a) child(ren) interacting with (a) male adult(s), but will need to pay close attention to what's actually here rather than making assumptions about 'male' speech. The subject-matter (super-heroes, guns/bullets and robots) may be seen as stereotypically male.</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 turn-taking and co-operation length and types of utterance fluency/non-fluency; repairs and reformulations child-directed speech language functions (esp. Halliday): referential, interactional etc. Child Language Acquisition</p> <p>Candidates should use coherent and accurate written expression.</p>	<p>AO2 (15) Candidates may draw on their knowledge of interactions involving younger children, including their own siblings, or on research (their own or that of experts) into the language of young children.</p> <p>Basic answers are likely to demonstrate a grasp of how the dynamics of interaction here create meaning, noting that for the most part the father asks questions and the son provides answers. They may mention theories/theorists (such as Skinner or Piaget) of CLA without fully understanding these or linking them to specific details in the transcription.</p> <p>Stronger answers are likely to analyse the effect of specific features of lexis and syntax in individual utterances, noting for example how fluent the son's utterance is at line 10: a three-part compound-complex conditional clause followed by the main clause <i>the bullets would bounce off</i>. They may explore the father's use of features of CDS, such as his raised volume to express enthusiasm (<i>REALLY</i>) and to provide positive reinforcement. Astute readers might notice that after interrupting to ask a question at line 5 – <i>what happens to the bullets (1) do they</i> – he provides minimal responses (<i>AH</i>) at lines 7 and 9 in order to allow his son time to construct a developed answer.</p> <p>AO3 (10) Basic answers may make general assertions about how parent-child interactions might involve an intention on the part of the adult to encourage the child's language development, but may focus more on the subject-matter than on the linguistic content. More developed answers will note the referential aspects of the discourse but move on to analyse how the interactional function is maintained by the father. They may comment on how the father tries to introduce the conceptually more advanced idea of <i>a goodie or a baddie</i>, and how the son takes over as topic manager in order to shift the discussion to Frankenstein.</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 discussion between a researcher and a group of 15-year-old boys who all attend the same school. The researcher recently interviewed them, and is now asking them what they thought of the experience.</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>[N.B. Since the speech of teenagers up to the age of 14 is prescribed for study in Section A, some may be tempted to look for features of incomplete linguistic development in the boys' speech. This would not be a helpful angle.]</p> <p>Candidates should appreciate the essentially co-operative nature of the interaction and may link this to the pre-existing relationship between the boys and the researcher, built up over the interviewing process.</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 role / status / dominance symmetrical / a-symmetrical exchange utterance type and length non-fluency features (hesitations, filled/voiced pauses, repairs, self-correction) speaker support / back-channelling / monitoring features register: non-Standard and Standard English lexical choices and vague language</p> <p>Candidates should use coherent and accurate written expression.</p>	<p>AO2 (10) Basic answers are likely to comment on informal register and colloquial language, and may argue that this is typical of 15-year-old boys. They may pick up vague language such as <i>stuff like that</i>, and notice the Researcher's habit of using <i>sorry</i> as an indication of not having heard or understood properly.</p> <p>Stronger answers are likely to explore specific examples of idiolect and/or sociolect, and to discuss ways in which shared language can reflect (or help to create) shared attitudes and values. For example, Aidy introduces the notion of <i>weird questions</i>, and this is continued throughout as other boys contribute.</p> <p>There are some instances of phonemic representation, which may be seen as indications of accent or of a relaxed level of formality. Joos may be cited; and candidates may want to argue that there is convergence, perhaps referring to Giles's Accommodation Theory.</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 relationships, those between the boys and the researcher and those within the group of boys. However, they should still show an awareness of the general movements of the interaction. It would be reasonable to argue that the boys look to the Researcher for a measure of confirmation/affirmation/approval, but unhelpful to argue that the Researcher is dominant or to look for evidence of a 'power struggle'.</p> <p>Stronger answers will start from the transcript evidence rather than making assumptions about what one might 'expect' from a group of 15-year-old boys. Astute readers will notice that there is an opposition throughout between what the boys expected from the interviews (shown in the lexical choices of <i>hard ... weird ... serious</i>) and what they turned out to be like. Developed responses will explore ways in which the boys reveal a group identity/mentality, for example when Matty expands Chris's utterance to exaggerate the comedy: <i>do (.) you (.) actually (.) know (.) ANY (.) REAL (.) GIRLS</i>. The best answers will move confidently between reference to specific details (such as accurate identification of and comment on non-fluency features) and evaluation of wider aspects of discourse.</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. 4 Notes on Task

Passages and AO1	Assessment Objectives 2 and 3	Bands
<p>This is a transcription of an interaction between two young people who share a flat.</p> <p><i>Discuss how the speakers use language to talk about mutual friends.</i></p> <p><i>Support your answer by referring to specific examples from the transcription.</i></p> <p>The question-focus is <i>language to talk about mutual friends</i>, which should signal the likelihood of a largely co-operative interaction. Even so, some candidates may try to argue that the overlaps are competitive interruptions. A more productive approach would be to concentrate on how aspects of shared experience and knowledge emerge from the linguistic and interactional features.</p> <p>AO1 (5) Appropriate methods may involve the use of some or all of the following terminology and concepts:</p> <ul style="list-style-type: none"> turn-taking and adjacency pairs agenda-setting and topic management utterance type and length non-fluency features (hesitations, filled/voiced pauses, repairs, self-correction) speaker support / back-channelling / monitoring features register: formality/informality non-Standard and Standard English <p>Candidates should use coherent and accurate written expression.</p>	<p>AO2 (10) Basic answers are likely to make the reasonable assumption from the names of the speakers that this is a male/female interaction, and to be encouraged to comment on aspects which might be male-speak or female-speak. They may cite gender theories/theorists in support of their comments, but may not link these closely to specific details from the transcript. They may also attempt to apply Grice or Giles, or other conversational theorists, though perhaps in a relatively inflexible way.</p> <p>Stronger answers are likely to explore specific examples of idiolect and/or sociolect, and to discuss ways in which shared language can reflect shared attitudes and experiences. For example, Jacob’s convoluted syntax and grammar when he tries to explain Phil and his tai chi class – <i>although /i:/misses classes (.) like /i:/ doesnt NOT miss classes (.) but</i> – is still comprehensible to Millie. Earlier, she had amplified Jacob’s lexical choices of <i>adventure</i> and <i>EPIC</i> – which she understood as comic exaggeration – with an utterance which combined vague language and reference with an evidently shared experience: <i>/ən/ something happens and you have to like LIE your way out of something.</i></p> <p>There are some instances of phonemic representation, which candidates may see as indications of accent or simply informality. Discussion which draws useful distinction between ‘standard’ pronunciation and what seem to be features of accent can be rewarded appropriately.</p> <p>AO3 (15) Less developed answers are likely to reveal some difficulty in making clearly linguistic points: they may be diverted into speculation and generalisation about the age/status/education of the speakers, or they may assert that particular features of interaction are explicable in terms of gender differences. They may argue that there are signs of accent and/or dialect, and account for these in terms of accommodation/convergence.</p> <p>Stronger answers are likely to identify features of supportive back-channel behaviour and ‘sympathetic circularity’ (<i>uh huh ... oh well</i>) and may also notice how the paralinguistic feature of laughter reveals agreement and mutual understanding. Astute readers might comment on how Jacob’s utterance <i>/jɜ:nəʊ/wɔraɪ/ mean</i> sums up the entire interaction.</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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