



AS
ENGLISH LANGUAGE
AND LITERATURE
(7706/2)

Paper 2 People and Places

Mark scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

English Language and Literature Mark Scheme

How to Mark

Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark scheme (high, low, middle) for **each** Assessment Objective
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective
- put into a rank order the achievements of students (not to grade them – that is something that is done later using the rank order that your marking has produced)
- ensure comparability of assessment for all students, regardless of question or examiner.

Approach

It is important to be **open minded** and **positive** when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study language and literature in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about language. It is important to assess the quality of **what the student offers**.

The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

Assessment Objectives

This component requires students to:

AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression

AO2: Analyse ways in which meanings are shaped in texts

AO3: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received

AO4: Explore connections across texts, informed by linguistic and literary concepts and methods

AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.

The Marking Grids

The specification has generic marking grids for each Assessment Objective which are customised for individual tasks. These have been designed to allow assessment of the range of knowledge, understanding and skills that the specification demands.

Within each Assessment Objective there are five broad levels representing different levels of achievement.

Do not think of levels equalling grade boundaries. Depending on the part of the examination, the levels will have different mark ranges assigned to them. This will reflect the different weighting of Assessment Objectives in particular tasks and across the examination as a whole. You may be required to give different marks to bands for different Assessment Objectives.

Using the Grids

Level of response mark schemes are broken down into five levels, each of which have descriptors. The descriptors for the level show the typical performance for the level. There is the same number of marks in each level for an individual Assessment Objective. The number of marks per level will vary between different Assessment Objectives depending upon the number of marks allocated to the various Assessment Objectives covered by a particular question.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets all the descriptors for the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptors and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as in the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response fulfils most but not all of level 3 with a small amount of level 4 material, it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. It is often best to start in the middle of the level's mark range and then check and adjust. If the descriptors are all fully identifiable in the work you need to give the highest mark in the level. If only some are identifiable or they are only partially fulfilled then give a lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example

to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner’s mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

In addition to some generic descriptors (common across all the assessments and presented in bold text), paper-specific indicative descriptors (presented in plain text) are provided as a guide for examiners. Indicative content is also provided for each question to supplement the main mark grids. This is not intended to be exhaustive and you must credit other valid points.

An answer which contains nothing of relevance to the question must be awarded no marks.

Annotating scripts

It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment need to be made.

To this end you should:

- identify points of merit with ✓ or ✓✓ (ticks should engage with the detail of a student’s thinking and analysis)
- write notes in the margin commenting on the answer’s relationship to the AOs/grid/key words/focus
- indicate extended irrelevance with a vertical line
- identify errors of factual accuracy, or where clarity is in doubt, with a question mark
- write a summative comment at the end for each Assessment Objective
- indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence.

Please do not have negative comments about students’ work or their alleged aptitudes; this is unprofessional and it impedes a positive marking approach.

Distribution of Assessment Objectives and Weightings

The table below is a reminder of which Assessment Objectives will be tested by the questions and tasks completed by students and the marks available for them.

Assessment Objective	AO1	AO2	AO3	AO4	AO5	Total
Question 1	10		20	10		40
Question 2					15	15
Question 3		5	10		5	20
						75

Section A: Remembered Places (Question 1)

AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression		AO3: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received		AO4: Explore connections across texts, informed by linguistic and literary concepts and methods	
This rewards students' ability to apply concepts and methods from integrated linguistic and literary study to literary and non-literary material. AO1 also rewards the ability to maintain an academic style throughout the essay.		This relates to students' ability to explore the significance and the influence of contextual factors on the production and reception offered by different genre and text types, and examine why writers and speakers choose to communicate using various forms.		This relates to the students' ability to make connections between texts, exploring their similarities and differences in the light of how the writers and speakers represent place.	
Level/ Mark	Students are likely to:	Level/ Mark	Students are likely to:	Level/ Mark	Students are likely to:
Level 5 9-10	Express ideas with sophistication and sustained development. Apply a range of terminology accurately. Select language levels with sustained relevance and evaluation of patterns.	Level 5 17-20	Offer a perceptive account. Evaluate: <ul style="list-style-type: none"> the different factors associated with mode the use of particular generic conventions the influence of contextual factors on production and reception of texts. 	Level 5 9-10	Make sophisticated and perceptive connections. Show detailed knowledge. Evaluate: <ul style="list-style-type: none"> ideas about how individuals and societies are framed and represented in detail the ways in which texts are similar and different.
Level 4 7-8	Express ideas coherently and with development. Apply terminology relevantly and mainly accurately. Select language levels purposefully and explore some patterns.	Level 4 13-16	Offer a clear account Explore: <ul style="list-style-type: none"> different aspects of mode genre conventions of different texts how the production and reception of texts are motivated by contextual factors. 	Level 4 7-8	Make sound and occasionally perceptive connections. Show good knowledge. Explore: <ul style="list-style-type: none"> ideas about how writers and speakers present places, societies and people a number of ways in which texts are similar and different.

<p>Level 3 5-6</p> <p>Present ideas with some clear topics and organisation.</p> <p>Apply terminology with some accuracy.</p> <p>Select language levels and explain some features.</p>	<p>Level 3 9-12</p> <p>Offer some consideration.</p> <p>Explain:</p> <ul style="list-style-type: none"> • aspects of mode • more obvious genre conventions • the contexts in which texts were produced and received. 	<p>Level 3 5-6</p> <p>Make some connections.</p> <p>Show some knowledge.</p> <p>Explain:</p> <ul style="list-style-type: none"> • more obvious points about presentation • some ways in which texts are similar and different.
<p>Level 2 3-4</p> <p>Communicate ideas with some organisation.</p> <p>Apply terminology with more general labels.</p> <p>Select language levels with incomplete development and identify some features.</p>	<p>Level 2 5-8</p> <p>Offer generalised awareness.</p> <p>Describe:</p> <ul style="list-style-type: none"> • some features of speech and writing • genre conventions with some limited awareness • with limited awareness the contexts in which texts were produced and received. 	<p>Level 2 3-4</p> <p>Make limited connections.</p> <p>Show some limited knowledge.</p> <p>Describe:</p> <ul style="list-style-type: none"> • some points about the texts • how texts might be similar and different.
<p>Level 1 1-2</p> <p>Present material with little organisation.</p> <p>Describe language features without linguistic description.</p> <p>Show limited awareness of language levels but may describe some features.</p>	<p>Level 1 1-4</p> <p>Offer little discussion.</p> <p>Identify:</p> <ul style="list-style-type: none"> • basic points on speech and writing • basic ideas about, and conventions of, genre • some basic ideas about production and reception. 	<p>Level 1 1-2</p> <p>Make very few (if any) connections.</p> <p>Show elementary knowledge</p> <p>Identify:</p> <ul style="list-style-type: none"> • some isolated points about the texts • basic comparisons made.
<p>0</p> <p>Nothing written.</p>	<p>0</p> <p>Nothing written about the texts.</p>	<p>0</p> <p>Nothing written about the texts.</p>

Indicative Content

Q1: Compare and contrast how the writers and speakers in these extracts present Paris. You should refer to both extracts in your answer and consider:

- the language choices made and their likely effects
- the different audiences and purposes of the texts
- aspects of mode.

AO1:

Text A

- use of first person narrator and past tense to recount experience
- use of third person pronouns 'they', 'them' to present the walkers as 'others'
- use of simple/orthographic sentences for effect 'The walkers'
- negatively-oriented lexis to describe the walkers, 'uncertain', 'huddled'
- representation of tourists as out of place in Paris.

Text B

- use of third person narrator
- shifts from present to past tense to explain history
- use of second person pronoun to directly address the viewer
- instructional/invitational verb phrases – 'take', 'stroll'
- lexical choices made to influence viewer and present Paris as attractive – 'epitome of romance', 'each with its own personality', 'grand boulevards'
- use of well-known proper nouns related to Paris and France to give authority to video – 'Louvre', 'Arc de Triomphe', 'Napoleon'.

AO3:

- context of tourism (Text A)
- knowledge of Paris streets and culture (boulevard Saint-Germain) (Text A)
- conventions of the memoir (Extract A)
- likely situation of viewing and opportunity to view on a number of devices – tablet, smartphone, laptop (Extract B)
- reasons why readers and viewers might want to read the extracts (Extracts A and B).

AO4:

- similarities and differences in likely readerships and situations of reading
- similarities and differences in purpose and genres of texts (Text A: a memoir, Text B: to inform but also to persuade - both to visit France and to buy more of the video company's products)
- ways in which Paris is made to appear attractive
- distinction between own culture/society and Paris
- Paris as intriguing and worthy of narrative attention
- any other connections that are linked by narrative presentation and conventions.

Section B – Re-creative Writing (Question 2)

Writing Task

AO5	
<i>Demonstrate expertise and creativity in the use of English to communicate in different ways</i>	
<p>In these questions, students are assessed on their creativity in carrying out a writing task. Creativity is assessed via the following dimensions:</p> <ul style="list-style-type: none"> • creation of a new and original piece of writing • control of any chosen style/s. 	
Level/Mark	Students are likely to:
<p>Level 5</p> <p>13-15</p>	<p>Write imaginatively, showing a high degree of flair and originality.</p> <p>Sustain a chosen style or styles of writing throughout.</p>
<p>Level 4</p> <p>10-12</p>	<p>Write imaginatively, with some flair and originality.</p> <p>Sustain a chosen style or styles of writing strongly.</p>
<p>Level 3</p> <p>7-9</p>	<p>Produce writing that is imaginative in parts, but where some aspects are also derivative or unoriginal.</p> <p>Sustain a chosen style or styles of writing in most of the text.</p>
<p>Level 2</p> <p>4-6</p>	<p>Produce writing which has one or two imaginative elements, but where more of the writing is derivative or unoriginal.</p> <p>Sustain a chosen style or styles of writing with only partial success.</p>
<p>Level 1</p> <p>1-3</p>	<p>Produce some writing but with limited new perspectives introduced.</p> <p>Attempt to sustain a style but with limited success.</p>
0	Nothing written.

Indicative content:

Q2: Writing Task

Refer to Text A from *The Most Beautiful Walk in the World: A Pedestrian in Paris* by John Baxter.

Recast this as the section of the Café Danton's website where the cafe's location in Paris is described.

You might consider:

- **what will appeal to visitors about the location**
- **how the local area might best be described.**

You should write about 200 words.

Students may:

- use genre conventions associated with websites
- use sub-headings
- recognise that the purpose is to persuade visitors
- present the location positively and gloss over negative ideas
- recast the negatives into positives e.g. the ways in which the base text describes the walkers
- make selections to include / exclude information from the base text in their new text.

Commentary (Question 3)

AO2 <i>Analyse ways in which meanings are shaped in texts</i>		AO3 <i>Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received</i>		AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways	
This relates to the students' ability to explain the decisions they made in reshaping the material, their own language choices and how they intended these to both create and contribute to meaning.		This relates to students' ability to explore the significance of contextual factors surrounding production and reception in relation to their writing task.		Students are assessed on their writing expertise in producing a commentary on the recasting they did in Questions 2.	
Level/ Mark	Students are likely to:	Level/ Mark	Students are likely to:	Level / Mark	Students are likely to:
Level 5 5	Provide perceptive accounts of how meanings are shaped by: <ul style="list-style-type: none"> judiciously selecting and identifying four significant language features evaluating the choices they made. 	Level 5 9-10	Evaluate the effects of: <ul style="list-style-type: none"> purpose audience mode genre. 	Level 5 5	Produce a commentary which is well organised and accurately written.
Level 4 4	Provide competent accounts of how meanings are shaped, by: <ul style="list-style-type: none"> carefully selecting and identifying four significant language features exploring the choices they made. 	Level 4 7-8	Explore the effects of: <ul style="list-style-type: none"> purpose audience mode genre. 	Level 4 4	Produce a commentary which is organised competently, and which is mostly accurate.
Level 3 3	Provide clear accounts of how meanings are shaped, by: <ul style="list-style-type: none"> identifying at least three language features making some observations about the choices they made. 	Level 3 5-6	Explain the links to: <ul style="list-style-type: none"> purpose audience mode genre. 	Level 3 3	Produce a commentary which is uneven both in its organisation and in its level of accuracy.

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Level 2 2	Provide broad accounts of how meanings are shaped by: <ul style="list-style-type: none"> identifying one or two language features generalised comments about the choices they made. 	Level 2 3-4	Describe: <ul style="list-style-type: none"> purpose audience mode genre. 	Level 2 2	Produce a commentary which attempts to organise ideas, but with limited success and with basic errors.
Level 1 1	Provide minimal accounts of how meanings are shaped by: <ul style="list-style-type: none"> offering scant reference to language features little or no comment about the choices they made. 	Level 1 1-2	Identify: <ul style="list-style-type: none"> purpose audience mode genre. 	Level 1 1	Produce one or two ideas but with limited cohesion and frequent errors.
0	Nothing written about the text.	0	Nothing written about the text.	0	Nothing written about the text..

Indicative content

Q3: Commentary

Identify four specific examples of language in your writing and explain your reasons for using them.

You should write about 200 words.

Students have been asked to identify four specific examples of language and explain their decisions for using them.

They should be placed into bands for the quality of their responses, which may be structured in varying ways.

Students may:

- focus on language levels and identify a range of features to explore meaning
- link their discussion of feature to contextual factors
- select different features depending on their own choices in creating their text.

