

GCE 2004
June Series



Mark Scheme

English Language and Literature A *(NA2M)*

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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Dr Michael Cresswell Director General

June 2004**NA2M****DISTRIBUTION OF ASSESSMENT OBJECTIVES AND WEIGHTINGS**

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

Unit 2

Assessment Objective	AO1	AO2i	AO3i
Questions 1 - 6	25 (x2)	25 (x2)	25 (x2)

Marking Procedure

1. Use question-specific mark scheme first to get a sense of which band the candidate's work falls into – then use the marking grid.
2. Assessment of each AO is equal; there will, however, be some overlapping of skills displayed across the different AOs.
3. Award 25 marks for each AO, multiply each by 2 to arrive at a mark out of 150.

MARKING GRID FOR AS ENGLISH LANGUAGE AND LITERATURE 5721

	Communication of knowledge, understanding and insights gained from combined literary and linguistic study; use of appropriate terminology and written accuracy. (Knowledge and Terminology) AO1 (25 marks x 2)	Distinction, description and interpretation of variation in meaning and form in literary and non-literary texts. (Interpretation) AO2i (25 marks x 2)	Responding to and analysing texts using literary and linguistic approaches and concepts; use of frameworks. (Frameworks) AO3i (25 x 2marks)
Band 5 21 - 25	Searching and confident linguistic or literary analysis; conceptualised reading; technical terms enhance textual response.	Profound analysis of literary or linguistic texts; sense of overview; illuminating readings of text.	Use of frameworks enhances and illuminates textual interpretation. Has an overview of the text through the framework.
Band 4 16 - 20	Coherent analysis of distinctive language features and patterns. Analysis illuminates grasp. Describes significant language and/or literary features and patterns. Some exploratory analysis.	Secure and coherent reading underpinned by good textual evidence; textual grasp very evident. Close reading becomes obvious; some exploration. Careful illustration of points using quotation with understanding.	Coherent analysis through the framework; some analytical probing of features and patterns. Secure and subtle analysis. Uses frameworks to highlight reading. Describes significant features and patterns. Awareness of the text as a whole.
Band 3 11 - 15	Clear and accurate; distinguishes between details; sense of patterns emerging. Able to make comment on at least 2 features of language required by question. Some limited ability to deal with more complex ideas; some literary and linguistic features noted.	Responds with growing confidence; appreciation of style, structure and form becoming apparent. Some recognition of implied meaning; illustrated points are made.	Uses a suitable framework; significant features noted. Evidence of some range or depth. Sense of patterns emerging. Framework shows writer's choices shaping outcome. List-like but sound.
Band 2 6 - 10	Is aware of characteristics of specific genre; simple linguistic points made. Able to make comment on at least 1 feature of language required by question; may respond to surface features.	Basic and generalised; responds to surface features in a broad fashion. Some understanding; sometimes responds to surface features.	Simplistic but ordered. Attempts to use frameworks; identifies some points; attempts to analyse. Lack of focus. Scattergun approach to analysis; little apparent planning.
Band 1 0 - 5	Some misreadings; no analytical insight. No literary and/or linguistic insight shown; misreadings.	Skimpy reading; a narrative approach; no analysis. Frequent misreadings; no apparent understanding.	Some organisation but no apparent direction. No frameworks used; complete lack of organisation.

Dylan Thomas – ed. Walford Davies

Question 1 How does Thomas present his thoughts and feelings in *Fern Hill*?

In your answer you should consider:

- vocabulary and style
- imagery and description
- any other features you consider important.

Key Words: How – does – Thomas – present – his – thoughts – feelings – consider – vocabulary – style – imagery – description – other language features.

Focus: *Fern Hill*

Assessment Focuses: Knowledge, understanding and insights gained, combined literary and linguistic study, distinguishing, describing and interpreting variation in meaning and form, using literary and linguistic concepts and approaches.

Band 5: (21 – 25 marks)

21 – 25 Uses frameworks to enhance textual interpretation and response. Searching and confident analysis together with conceptualised reading of the poem. Fully answers all aspects of the task. Shows clearly and cogently how language, form and style contribute to and construct meaning. Sophisticated treatment of tone.

Band 4: (16 – 20 marks)

18 – 20 Secure and coherent textual reading underpinned by analysis which clearly shows understanding of Thomas's use of language. Able to evaluate the use of form and style and, in particular, vocabulary in designated poem. Detailed use of the text is made in a structured response with confident treatment of how Thomas presents his thoughts and feelings.

16 – 17 Close textual reading and response together with exploration of how language shapes form and meaning. Sustains relevant discussion and carefully illustrates points using chosen quotations with understanding. Clearly able to demonstrate understanding of how Thomas presents his thoughts and feelings.

Band 3: (11 – 15 marks)

14 – 15 Candidate is able to respond thoughtfully to the poem. Able to show some understanding of style, structure and form. Some analysis showing grasp of part played by Thomas' language use in presenting his thoughts and feelings. Can make some reference to language features required by the question with relevant illustration from the text.

11 – 13 Able to recognise some of the key features of the poem and to offer some commentary on ideas about language and some textual analysis. Is able to make some commentary on at least two features of language required by the question.

Band 2: (6 – 10 marks)

8 – 10 Some attempt at textual analysis but limited awareness of literary and linguistic concepts and approaches. Commentary not fully developed into a coherent response which uses appropriate language and which refers in detail to the designated poem. At least one feature of language will have been identified and commented upon.

6 – 7 Able to respond to surface features of the poem (for example, can identify Thomas' use of imagery) but can only comment on it in the most basic way. Simple points made about the poem. Resorts to narrative.

Band 1: (0 – 5 marks)

4 – 5 Superficial reading of the poem offering paraphrase and narrative rather than any kind of analysis. Some attempt to address the whole question but mainly unsuccessful. Response framed in very simple terms with little or no evidence of ability to apply appropriate literary and linguistic approaches to poem.

1 – 3 Bare minimum of understanding of the text. Unable to move beyond simple paraphrase and narration. No evidence of grasp of language features.

Dylan Thomas – ed. Walford Davies

Question 2 Examine the ways in which Thomas writes about death in any **two** of the poems from this selection.

In your answer you should consider:

- vocabulary and style
- imagery and description
- any other features you consider important.

Key Words: Examine – ways – Thomas – writes about – death – consider – vocabulary – style – imagery – description – other language features.

Focus: Two poems of the candidate's choice.

Assessment Focuses: Knowledge, understanding and insights gained, combined literary and linguistic study, distinguishing, describing and interpreting variation in meaning and form, using literary and linguistic concepts and approaches.

Band 5: (21 – 25 marks)

21 – 25 Uses frameworks to enhance textual interpretation and response. Searching and confident analysis together with conceptualised reading of the poems. Fully answers all aspects of the task. Shows clearly and cogently how language, form and style contribute to and construct meaning. Sophisticated treatment of tone.

Band 4: (16 – 20 marks)

18 – 20 Secure and coherent textual reading underpinned by analysis which clearly shows understanding of Thomas's use of language. Able to evaluate the use of form and style and, in particular, vocabulary in designated poems. Detailed use of the text is made in a structured response with confident treatment of how Thomas writes about death.

16 – 17 Close textual reading and response together with exploration of how language shapes form and meaning. Sustains relevant discussion and carefully illustrates points using chosen quotations with understanding. Clearly able to demonstrate understanding of how Thomas writes about death.

Band 3: (11 – 15 marks)

14 – 15 Candidate is able to respond thoughtfully to the poems. Able to show some understanding of style, structure and form. Some analysis showing grasp of part played by Thomas's language use in writing about death. Can make some reference to language features required by the question with relevant illustration from the text.

11 – 13 Able to recognise some of the key features of the poems and to offer some commentary on ideas about language and some textual analysis. Is able to make some commentary on at least two features of language required by the question.

Band 2: (6 – 10 marks)

8 – 10 Some attempt at textual analysis but limited awareness of literary and linguistic concepts and approaches. Commentary not fully developed into a coherent response which uses appropriate language and which refers in detail to the designated poems. At least one feature of language will have been identified and commented upon.

6 – 7 Able to respond to surface features of the poems (for example, can identify Thomas' use of imagery) but can only comment on it in the most basic way. Simple points made about the poems. Resorts to narrative.

Band 1: (0 – 5 marks)

4 – 5 Superficial reading of the poems offering paraphrase and narrative rather than any kind of analysis. Some attempt to address the whole question but mainly unsuccessful. Response framed in very simple terms with little or no evidence of ability to apply appropriate literary and linguistic approaches to poems.

1 – 3 Bare minimum of understanding of the text. Unable to move beyond simple paraphrase and narration. No evidence of grasp of language features.

The Fat Black Woman's Poems – Grace Nichols

Question 3 How does Nichols present her thoughts and feelings in *Island Man* and *Skanking Englishman Between Trains*?

In your answer you should consider:

- vocabulary and style
- imagery and description
- any other features you consider important.

Key Words: How – does – Nichols – present – her – thoughts – feelings – consider – vocabulary – style – imagery – description – other language features.

Focus: *Island Man* and *Skanking Englishman Between Trains*.

Assessment Focuses: Knowledge, understanding and insights gained, combined literary and linguistic study, distinguishing, describing and interpreting variation in meaning and form, using literary and linguistic concepts and approaches.

Band 5: (21 – 25 marks)

21 – 25 Uses frameworks to enhance textual interpretation and response. Searching and confident analysis, together with conceptualised reading of the poem. Fully answers all aspects of the task. Shows clearly and cogently how language, form and style contribute to and construct meaning. Sophisticated treatment of tone.

Band 4: (16 – 20 marks)

18 – 20 Secure and coherent textual reading underpinned by analysis which clearly shows understanding of Nichols' use of language. Able to evaluate the use of form and style and, in particular, vocabulary in designated poems. Detailed use of the text is made in a structured response with confident treatment of how Nichols presents her thoughts and feelings in the poems.

16 – 17 Close textual reading and response together with exploration of how language shapes form and meaning. Sustains relevant discussion and carefully illustrates points chosen quotations with understanding. Clearly able to demonstrate understanding of Nichols' use of language in presenting her thoughts and feelings in the poems.

Band 3: (11 – 15 marks)

14 – 15 Candidate is able to respond thoughtfully to the poems. Able to show some understanding of style, structure and form. Some analysis showing grasp of part played by Nichols' language use in presenting her thoughts and feelings in the poems. Can make some reference to language features required by the question with relevant illustration from the poems.

11 – 13 Able to recognise some of the key features of the poems and to offer some commentary on the presentation of thoughts and feelings and some textual analysis. Is able to make some commentary on at least two features of language required by the question.

Band 2: (6 – 10 marks)

8 – 10 Some attempt at textual analysis but limited awareness of literary and linguistic concepts and approaches. Commentary not fully developed into a coherent response which uses appropriate language and which refers in detail to the designated poems. At least one feature of language will have been identified and commented upon.

6 – 7 Able to respond to surface features of the poems (for example, can identify Nichols' use of imagery) but can only comment on it in the most basic way. Simple points made about the poems. Resorts to narrative.

Band 1: (0 – 5 marks)

4 – 5 Superficial reading of the poems, offering paraphrase and narrative rather than any kind of analysis. Some attempt to address the whole question, but mainly unsuccessful. Response framed in very simple terms, with little or no evidence of ability to apply appropriate literary and linguistic approaches to poem.

1 – 3 Bare minimum of understanding of the text. Unable to move beyond simple paraphrase and narration. No evidence of grasp of language features.

Question 4 How does Nichols present the attitudes of The Fat Black Woman in the section entitled *The Fat Black Woman's Poems*? You should refer to any **three** poems in your answer.

In your answer you should consider:

- vocabulary and style
- imagery and description
- any other features you consider important.

Key Words: How – does – Nichols – present – attitudes – consider – vocabulary – style – imagery – description – other language features.

Focus: **Three** poems of the candidate's choice from the section *The Fat Black Woman's Poems*.

Assessment Focuses: Knowledge, understanding and insights gained, combined literary and linguistic study, distinguishing, describing and interpreting variation in meaning and form, using literary and linguistic concepts and approaches.

Band 5: (21 – 25 marks)

21 – 25 Uses frameworks to enhance textual interpretation and response. Searching and confident analysis, together with conceptualised reading of the poems. Fully answers all aspects of the task. Shows clearly and cogently how language, form and style contribute to and construct meaning. Sophisticated treatment of tone.

Band 4: (16 – 20 marks)

18 – 20 Secure and coherent textual reading underpinned by analysis which clearly shows understanding of Nichols' use of language. Able to evaluate the use of form and style and, in particular, vocabulary in chosen poems. Detailed use of the text is made in a structured response with confident treatment of how Nichols presents the attitudes of The Fat Black Woman.

16 – 17 Close textual reading and response together with exploration of how language shapes form and meaning. Sustains relevant discussion and carefully illustrates points using chosen quotations with understanding. Clearly able to demonstrate understanding of Nichols' use of language in presenting attitudes of The Fat Black Woman.

Band 3: (11 – 15 marks)

14 – 15 Candidate is able to respond thoughtfully to the poems. Able to show some understanding of style, structure and form. Some analysis showing grasp of part played by Nichols' language use in presenting attitudes of The Fat Black Woman in the poems. Can make some reference to language features required by the question with relevant illustration from the text.

11 – 13 Able to recognise some of the key features of the poems and to offer some commentary on how Nichols presents attitudes of *The Fat Black Woman* and some textual analysis. Is able to make some commentary on at least two features of language required by the question.

Band 2: (6 – 10 marks)

8 – 10 Some attempt at textual analysis, but limited awareness of literary and linguistic concepts and approaches. Commentary not fully developed into a coherent response which uses appropriate language and which refers in detail to the chosen poems. At least one feature of language will have been identified and commented upon.

6 – 7 Able to respond to surface features of the poems (for example, can identify Nichols' use of imagery), but can only comment on it in the most basic way. Simple points made about the poems. Resorts to narrative.

Band 1: (0 – 5 marks)

4 – 5 Superficial reading of the poems, offering paraphrase and narrative rather than any kind of analysis. Some attempt to address the whole question, but mainly unsuccessful. Response framed in very simple terms, with little or no evidence of ability to apply appropriate literary and linguistic approaches to poems.

1 – 3 Bare minimum of understanding of the text. Unable to move beyond simple paraphrase and narration. No evidence of grasp of language features.

The Dead Sea Poems - Simon Armitage

Question 5 Explore how Armitage presents his characters in *The Anaesthetist* and *Man with a Golf Ball Heart*.

In your answer you should consider:

- vocabulary and style
- imagery and description
- any other features you consider important.

Key Words: Explore – how – Armitage – presents – characters – consider – vocabulary – style – imagery – description – any other features.

Focus: *The Dead Sea Poems* and two other poems of the candidate's choice.

Assessment Focuses: Knowledge, understanding and insights gained, combined literary and linguistic study, distinguishing, describing and interpreting variation in meaning and form, using literary and linguistic concepts and approaches.

Band 5: (21 – 25 marks)

21 – 25 Uses frameworks to enhance textual interpretation and response. Searching and confident analysis, together with conceptualised reading of the poem. Fully answers all aspects of the task. Shows clearly and cogently how language, form and style contribute to and construct meaning. Sophisticated treatment of tone.

Band 4: (16 – 20 marks)

18 – 20 Secure and coherent textual reading underpinned by analysis which clearly shows understanding of Armitage's use of language. Able to evaluate the use of form and style and, in particular, vocabulary in designated poems. Detailed use of the text is made in a structured response with confident treatment of how Armitage presents his characters.

16 – 17 Close textual reading and response together with exploration of how language shapes form and meaning. Sustains relevant discussion and carefully illustrates points using chosen quotations with understanding. Clearly able to demonstrate understanding of how Armitage presents his characters.

Band 3: (11 – 15 marks)

14 – 15 Candidate is able to respond thoughtfully to the poems. Able to show some understanding of style, structure and form. Some analysis showing grasp of part played by Armitage's language use in presenting his characters. Can make some reference to language features required by the question with relevant illustration from the text.

11 – 13 Able to recognise some of the key features of the poem and to offer some commentary on how Armitage presents his characters in the poem and some textual analysis. Is able to make some commentary on at least two features of language required by the question.

Band 2: (6 – 10 marks)

8 – 10 Some attempt at textual analysis, but limited awareness of literary and linguistic concepts and approaches. Commentary not fully developed into a coherent response which uses appropriate language and which refers in detail to the designated poems. At least one feature of language will have been identified and commented upon.

6 – 7 Able to respond to surface features of the poems (for example, can identify Armitage’s use of imagery), but can only comment on it in the most basic way. Simple points made about the poems. Resorts to narrative.

Band 1: (0 – 5 marks)

4 – 5 Superficial reading of the poems, offering paraphrase and narrative rather than any kind of analysis. Some attempt to address the whole question, but mainly unsuccessful. Response framed in very simple terms, with little or no evidence of ability to apply appropriate literary and linguistic approaches to the poems.

1 – 3 Bare minimum of understanding of the text. Unable to move beyond simple paraphrase and narration. No evidence of grasp of language features.

Question 6 How does Armitage present a sense of loneliness or isolation in his poetry? You may explore **two** poems in details **or** range more widely across the collection.

In your answer you should consider:

- vocabulary and style
- imagery and description
- any other features you consider important.

Key Words: How – Armitage – present – sense – loneliness – isolation – poetry – consider – vocabulary – style – imagery – description – any other features.

Focus: Two poems or more chosen by candidate.

Assessment Focuses: Knowledge, understanding and insights gained, combined literary and linguistic study, distinguishing, describing and interpreting variation in meaning and form, using literary and linguistic concepts and approaches.

Band 5: (21 – 25 marks)

21 – 25 Uses frameworks to enhance textual interpretation and response. Searching and confident analysis, together with conceptualised reading of the poems. Fully answers all aspects of the task. Shows clearly and cogently how language, form and style contribute to and construct meaning. Sophisticated treatment of tone.

Band 4: (16 – 20 marks)

18 – 20 Secure and coherent textual reading underpinned by analysis which clearly shows understanding of Armitage's use of language. Able to evaluate the use of form and style and, in particular, vocabulary in chosen poems. Detailed use of the text is made in a structured response with confident treatment of how Armitage presents a sense of loneliness or isolation.

16 – 17 Close textual reading and response together with exploration of how language shapes form and meaning. Sustains relevant discussion and carefully illustrates points using chosen quotations with understanding. Clearly able to demonstrate understanding of how Armitage presents a sense of loneliness or isolation.

Band 3: (11 – 15 marks)

14 – 15 Candidate is able to respond thoughtfully to the poems. Able to show some understanding of style, structure and form. Some analysis showing grasp of how Armitage presents a sense of loneliness or isolation. Can make some reference to language features required by the question with relevant illustration from the text.

11 – 13 Able to recognise some of the key features of the poems and to offer some commentary on the use of language in the poems and some textual analysis. Is able to make some commentary on at least two features of language required by the question.

Band 2: (6 – 10 marks)

- 8 - 10** Some attempt at textual analysis, but limited awareness of literary and linguistic concepts and approaches. Commentary not fully developed into a coherent response which uses appropriate language, and which refers in detail to the chosen poems. At least one feature of language will have been identified and commented upon.
- 6 – 7** Able to respond to surface features of the poems (for example, can identify Armitage’s use of imagery), but can only comment on it in the most basic way. Simple points made about the poems. Resorts to narrative.

Band 1: (0 – 5 marks)

- 4 – 5** Superficial reading of the poems, offering paraphrase and narrative rather than any kind of analysis. Some attempt to address the whole question, but mainly unsuccessful. Response framed in very simple terms, with little or no evidence of ability to apply appropriate literary and linguistic approaches to poems.
- 1 – 3** Bare minimum of understanding of the text. Unable to move beyond simple paraphrase and narration. No evidence of language features.