



General Certificate of Education

English Language and Literature 5721

Specification A

NA2M Poetic Study

Mark Scheme

2007 examination - June series

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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June 2007**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
	25 x 2	25 x 2	25 x 2

Marking Procedure

1. Use the marking grid to establish which band the candidate's work falls into for each of the Assessment Objectives. Written comments should be in line with the marking grid boundary descriptors
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 total mark out of 150. Ring mark out of 150 and transfer to front of script

Note to examiners on question-specific mark schemes

Please note that the ideas and points given in each of the question-specific mark schemes are not exhaustive and are only printed to give an idea of some of the points you might see when marking scripts. Do not treat them as a checklist. Use them as a referral point with the opportunity to add to them as you continue to mark.

Marking notations for English Language and Literature

Use the guidelines in the Assistant Examiner's Handbook as the basis of your marking, but supplement with these specific notations used across all units of the specification.

Points that are correct:

√ (tick):	to indicate a positive point (but not rhythmical ticks)
straight underline/ vertical line at side:	to indicate a good passage
expl:	candidate explains
pr:	candidate makes personal response

Errors:

BE:	basic error
mistakes:	ringed or marked with S
squiggly underline:	for poor/wrong idea
x (cross):	to indicate a point is wrong

Marginal annotation:

voc:	for a vocabulary point made
gr:	for a grammatical point made
style:	for a stylistic point made
coh:	for a cohesive point made
aud:	for a point made about audience
purp:	for a point made about purpose
con:	context understood, commented upon
pnm:	point not made (if idea is not explained)

Unit-specific notations for Unit 2:

eg:	for example given
eg?:	for lack of example given
imag:	for a point made about imagery
ph:	for a point made about phonology
n:	for narrative (usually instead of analysis)
struc:	for a point made about structure
rhet:	for a point made about rhetorical style
ch:	for a point made about character

These points in no way supersede other marginal comments made by examiners. You should seek to make meaningful but economic comments in the margins and, particularly, at the end of the essay to show how your marks have been arrived at.

MARKING GRID FOR AS ENGLISH LANGUAGE AND LITERATURE 5721: NA2M/P

		<p>Communication of knowledge, understanding and insights gained from combined literary and linguistic study; use of appropriate terminology and written accuracy</p> <p><i>(Knowledge and Terminology)</i></p> <p>AO1 (25 marks x 2)</p>	<p>Distinction, description and interpretation of variation in meaning and form in literary and non-literary texts</p> <p><i>(Interpretation)</i></p> <p>AO2i (25 marks x 2)</p>	<p>Responding to and analysing texts using literary and linguistic approaches and concepts; use of framework(s).</p> <p><i>(Frameworks)</i></p> <p>AO3i (25 x 2 marks)</p>
Band 5 (21 – 25)	21 – 25	<p>Confident linguistic/literary knowledge</p> <p>Wholly accurate use of appropriate terminology</p> <p>Conceptualised understanding</p> <p>Technical terms enhance textual response</p>	<p>Sustained intelligent interpretation</p> <p>Sense of overview</p> <p>Illuminating readings of text</p>	<p>Use of framework(s) enhances and illuminates textual analysis</p> <p>Overview shown through framework</p>
Band 4 (16 – 20)	18 – 20	<p>Coherent understanding of distinctive features and patterns</p> <p>Well-sustained argument</p>	<p>Coherent reading with good textual evidence</p> <p>Textual grasp very evident</p>	<p>Coherent analysis through framework(s)</p> <p>Sustained focus</p>
	16 – 17	<p>Range of lit./ling. terms used</p> <p>Some exploratory commentary</p>	<p>Close reading</p> <p>Careful illustration of points using quotation with understanding</p>	<p>Framework(s) highlight reading</p> <p>Describes significant features and patterns</p>

Band 3 (11 – 15)	14 – 15	Clear and accurate Sense of patterns emerging Distinguishes between details	Responds with some confidence Some appreciation of style, structure and form Thoughtful response	Uses a suitable framework(s) Significant features noted Thoughtful selection of material with relevant commentary
	11 – 13	Comments on at least two correctly identified features of language required by the question	Some recognition of implied meaning Illustrated points are made Engagement with task	Framework(s) used List-like but sound Sound focus
Band 2 (6 – 10)	8 – 10	Simple linguistic points made	Basic and generalised Narrative approach Simplistic comments	Simplistic but ordered Limited analysis Attempts to use framework(s)
	6 – 7	Recognises surface features only	Broad response to surface features	Frequent lack of focus
Band 1 (1 – 5)	4 – 5	No lit./ling. insights	Very skimpy reading	No framework(s) used
	1 – 3	Misreadings	No apparent understanding	Complete lack of focus No organisation

Unit: **NA2M**

Series: **June 2007**

1. How does Thomas present his thoughts and feelings in 'Poem in October'?

Assessment Objectives tested on this question: **AO1, AO2i, AO3i (25 x 2 marks for each)**

Some possible content/stylistic points candidates may refer to:

- the eccentric use of grammar
- the unusual line breaks
- the sense of detachment in looking back
- the use of nostalgia
- the use of personification
- the phonetic contrasts
- the use of compound nouns and adjectives
- the rush of close detail.

Examiner notes

Unit: **NA2M**

Series: **June 2007**

2. Explore the ways in which Thomas presents his ideas about old age. You should write about **two** or **three** poems.

Assessment Objectives tested on this question: **AO1, AO2i, AO3i (25 x 2 marks for each)**

Some possible content/stylistic points candidates may refer to:

- the contrast of fiery spirit and physical decay
- the ways in which people are remembered
- the use of powerful verbs
- the idea of renewal
- the use of alliteration and repetition
- the use of religious imagery
- the intensity of feeling
- the use of personification.

Examiner notes

Unit: **NA2M**

Series: **June 2007**

3. How does Eavan Boland present her thoughts and feelings in 'Distances'?

Assessment Objectives tested on this question: **AO1, AO2i, AO3i (25 x 2 marks for each)**

Some possible content/stylistic points candidates may refer to:

- the importance of memory and its associations
- the blurring of senses
- the imagery of markets
- the use of first person narrative
- the contrast between internal and external observation
- the use of alliteration
- the pattern of pronouns
- the focus on personal experience.

Examiner notes

Unit: **NA2M**

Series: **June 2007**

4. How is the theme of disappointment presented in any **two** or **three** poems in this selection?

Assessment Objectives tested on this question: **AO1, AO2i, AO3i (25 x 2 marks for each)**

Some possible content/stylistic points candidates may refer to:

- the contrast between the described event and its memory/anticipation
- the sense of 'falling short'
- the detail of past events
- the intensity of mood
- the description of relationships
- the unusual and unpredictable line breaks
- the use of alliteration
- the use of repetition.

Examiner notes

Unit: **NA2M**

Series: **June 2007**

5. How does Collins present his ideas in 'Workshop'?

Assessment Objectives tested on this question: **AO1, AO2i, AO3i (25 x 2 marks for each)**

Some possible content/stylistic points candidates may refer to:

- the over-elaborate metaphors
- the awkward clash of critical and poetic language
- the dominance of the single voice
- the contrast of strident and apologetic language
- the humour of exaggerated imagery
- the long stanzas representing the rambling delivery
- the grudgingly conceded praise
- the use of repetition.

Examiner notes

Unit: **NA2M**

Series: **June 2007**

6. Explore the ways in which Collins conveys feelings about contentment. You should write about **two** or **three** poems.

Assessment Objectives tested on this question: **AO1, AO2i, AO3i (25 x 2 marks for each)**

Some possible content/stylistic points candidates may refer to:

- the description of simple everyday pleasures
- the sense of habitual experience
- the nostalgia for past times
- the gentle humour of human foible
- the conversational style of engagement with the reader
- the use of repetition
- the casual tone of the language
- the use of irony.

Examiner notes

Unit: **NA2M**

Series: **June 2007**

7. How does Larkin present his thoughts and feelings in 'MCMXIV'?

Assessment Objectives tested on this question: **AO1, AO2i, AO3i (25 x 2 marks for each)**

Some possible content/stylistic points candidates may refer to:

- the nostalgia for a lost innocence
- the close detail
- the sense of foreboding
- the unusually slight rhyming pattern
- the use of phonological effects
- the use of repetition
- the use of compounds
- the single, long sentence.

Examiner notes

Unit: **NA2M**

Series: **June 2007**

8. Examine the ways in which Larkin presents his ideas about marriage in any **two** or **three** poems.

Assessment Objectives tested on this question: **AO1, AO2i, AO3i (25 x 2 marks for each)**

Some possible content/stylistic points candidates may refer to:

- the detached view of events
- the contrast between expectation and reality
- the idea of 'selfishness'
- the importance of ritual
- the use of listing
- the contrast of colloquial and formal description
- the use of alliteration
- the regularity of the rhyme.

Examiner notes