

GCE 2004
June Series



Mark Scheme

English Language and Literature B *(NTB1)*

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**NTB1****GENERAL PRINCIPLES**

Assessment Unit 1 asks candidates to answer two questions based on a thematic anthology that they take into the examination room. The first focuses on the prescribed poems in Section One of the Anthology; the second on a selection of other texts from the anthology. This second question will require candidates to answer on texts of their own choice from Section Two of the Anthology. Candidates will usually be asked to answer on:

- the language of the chosen texts
- the form, structure and genre of the chosen texts
- the ideas, attitudes and values conveyed by the texts.

Examiners should first be aware of the relevant Assessment Objectives, as described in the specification and printed in this Mark Scheme. Candidates will be required to demonstrate achievement in these Assessment Objectives in their answers.

Candidates will be expected to demonstrate appropriate expertise in the following **Main Criteria**:

- the application of linguistic frameworks to texts
- the description of how texts vary in form and structure
- the understanding and identification of how language, form and structure create and shape the meaning of texts
- the understanding and identification of the importance of context in creating and shaping the meaning of texts.

The **Main Criteria** above and the **AS English Language and Literature Marking Template** pages that follow are the indicators that will guide examiners in judging how satisfactorily candidates have achieved these different Objectives.

Question 1 tests Assessment Objectives **AO1, AO2i, AO3i, AO5**

Question 2 tests Assessment Objectives **AO1, AO2i, AO3i, AO4**

AO1 communicate clearly the knowledge, understanding and insights gained from the combination of literary and linguistic study, using appropriate terminology and accurate written expression.

AO2i in responding to literary and non literary texts, distinguish, describe and interpret variation in meaning and form.

AO3i respond to and analyse texts, using literary and linguistic concepts and approaches.

AO4 show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts.

AO5 identify and consider the ways attitudes and values are created and conveyed in speech and writing.

The focus for each question is shown by some indicative content. It is, of course, possible that some candidates may respond in ways different than those listed, yet whose answers contain appropriate and valid insights. If examiners believe that such scripts satisfy criteria for high achievement, then those scripts should be rewarded accordingly. Examiners are encouraged to mark positively, rewarding strengths and achievements.

1. How do poets convey the memories of being at school? Write about Eavan Boland's *In which the Ancient History I learn is not my own* and **one** other poem from **Section One** of the *Anthology*.

Write about:

- how the language used conveys the poets' views
- the poets' use of structure and form.

Indicative content

NB. The following list of ideas is not exhaustive. Any *valid* suggestion supported by textual reference should be accepted.

In which the Ancient History I learn is not my own

Attitudes and values

- sense of exile from home
- rootlessness, alienation, loss of identity, uncertainty
- contrast between what is taught and the speaker's sense of identity
- anti-imperialism
- impermanence of empires
- Britishness and Irishness.

Language, structure and form

- knowingness of title
- many declaratives
- plain style and stanza form
- use of colours (*red, green, coral, blue-green*)
- use of place names (*Kashmir, Kent, London, Ireland, Wicklow etc*)
- structural repetition in stanzas
- use of narrator's voice and teacher's voice
- memory/description/reflection/rejection
- contrast between British and Roman empires
- ambiguity of Delphic Oracle's answers to questions linked to question in penultimate stanza.

Other poems

Not every poem in Section One of the *Anthology* is suitable to answer this question. Examiners should consider the appropriateness of the candidate's choice when assessing the script.

The most fruitful ones appear to be:

<i>The Play Way</i>	teacher's memories of a successful lesson
<i>Them and [uz] I</i>	memories of being mocked by snobbish teacher

Other suitable poems: *A Snowy Day in School*; *Schoolroom on a Wet Afternoon*; *Seminar*; *Reports*; *Head of English*

Candidates who answer on only one poem cannot gain a mark higher than 23.

2. Write about the methods writers and/or speakers use to persuade or influence their audience in any **two** texts from **Section 2** of the *Anthology*.

Not every text in Section Two of the *Anthology* is suitable to answer this question. Examiners should consider the appropriateness of the candidate's choice when assessing the script.

Examiners should expect a variety of responses and approaches to this question.

The most likely texts to yield fruitful answers are:

Essay: Of Studies
Getting that Post
Christian Brothers Prospectus
St Bede's Prospectus
Hard Times
Children Talking (Texts 32 & 33)

Candidates who answer on only one text cannot gain a mark higher than 23.

Examiners should interpret "influence/persuade" as:

- changing the readers'/listeners' attitudes or views
- creating the readers'/listeners' attitudes or views
- presenting a particular point of view.

Examiners should remember that there may be significant weaknesses in answers that:

- interpret "influence/persuade" as meaning 'I was affected by this text'
- have "influence/persuade" claims as unconvincing additions to general accounts of texts.

Remember that the question is focused on methods.

MAIN CRITERIA FOR ANSWERS

30 – 35 *The best answers that can be expected of AS candidates under examination conditions*

- clear, detailed and undivided focus on the question
- shows good and detailed understanding of the content of the texts
- shows good and detailed understanding of the context of the texts
- shows good and detailed understanding and analysis of how language in the texts works
- supports and develops points consistently with examples from or reference to the texts
- shows good and detailed understanding of attitudes conveyed in the texts
- consistently accurate use of language and terminology.

24 – 29 *Very good answers that display many of the qualities of the top band, but with some lack of consistency or thoroughness. Many more strengths than weaknesses.*

- maintains consistent focus on the question
- shows sound and clear understanding of the content of the texts
- shows sound and clear understanding of the context of the texts
- shows sound and clear understanding of how language in the texts works, including detailed discussion and analysis of some points
- develops most important points through examples from or reference to the texts
- shows sound and clear understanding of attitudes conveyed in the texts
- accurate use of language and terminology.

18 – 23 *Answers in which there is a balance of strengths and weaknesses*

- maintains focus on the question to a large extent
- understands the content of the texts
- understands the context of the texts
- shows understanding of how language in the texts works, including some detailed discussion and analysis of some points
- develops some important points through examples from or reference to the texts
- understanding of attitudes conveyed in the texts
- generally accurate use of language and terminology.

12 – 17 *Answers that address the question, but with a number of weaknesses*

- some focus on the question
- shows some general understanding of the content of the texts
- shows some general understanding of the context of the texts
- includes some general discussion and understanding of language use in the texts
- some feature spotting
- may contain rather more description than analysis
- develops a number of points through examples from or reference to the texts
- some understanding of attitudes conveyed in the texts
- some accurate use of language and terminology.

6 – 11 *Answers that contain a significant number of weaknesses; may contain irrelevance or misunderstanding*

- occasional focus on the question
- includes some thin or sketchy discussion of the content of the texts
- includes some thin or sketchy discussion of the context of the texts
- includes some thin or sketchy discussion of language use in the texts
- reliant on feature spotting
- much more description than analysis
- includes little support from examples in or reference to the texts
- some limited comment on attitudes conveyed in the texts
- some inaccurate use of language and terminology.

0 – 5 *Answers that are little more than rudimentary and fail to address the question in any relevant manner. Fragmentary*

- little or no focus on the question
- shows no or rudimentary understanding of the content of the texts
- shows no or rudimentary understanding of the context of the texts
- includes no or rudimentary discussion of language use in the texts
- includes no or very little support from examples in or reference to the texts
- very rudimentary comment on attitudes conveyed in the texts
- very inaccurate use of language and terminology.