

GCE 2005
January Series



Mark Scheme

English Language and Literature B

NTB6

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.

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January 2005**NTB6****General comments****Task 1**

50% of the mark is awarded for:

AO2ii respond with **knowledge and understanding** of texts of different types and from different periods, exploring **relationships and comparisons** between them.

Begin by assessing the quality of response to the main task: ‘Compare the ways....’

The first two bullet points in the task emphasise these aspects:

- focus on the representation of (topic)
- make explicit comparisons between your chosen texts

Assess the level of understanding shown of the representation of (topic) and the precision of comparison.

50% of the mark is awarded for:

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

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

AO1 communicate **clearly** the knowledge, understanding and insights gained from the combination of literary and linguistic study, using **appropriate terminology**

The remaining bullet points in the task indicate these aspects:

- identify the attitudes and values expressed and implied
- support your claims by reference to aspects of context, genre and a range of textual features.

Assess the ability to identify attitudes – from obvious to more subtle – (range and precision of own expression will be important)

and the ability to explain how these are conveyed by reference to aspects of genre and context

and features of texts – from more obvious to more complex – (ability to select relevant features and use appropriate terminology)

Each mark band begins with an overall description of performance.

This is clarified by additional descriptors and examples of student responses.

Look for a ‘best-fit’. It is not necessary for students to hit all the band descriptors.

Task 1**Band 1: 0 – 5 marks****Lacks comparison and understanding**

- Does not focus on topic
The script has capital letters to show who is speaking
- Brief/general comments on each text in turn
It's about a lady swimming
- Misunderstanding of attitudes expressed
- Little evidence of concepts regarding genre, or text analysis
Both texts are for reading
- Muddled expression

Band 2: 6 – 13 marks**Simple comparisons and understanding – attempts to summarise and states the obvious**

- Identifies obvious content regarding topic
It's about/the writer states/then it explains
- Makes simple binary comparisons
Positive versus negative/enjoyable versus frightening
- Identifies overt, general attitudes only
She says she 'felt at one with the sea'
- Describes genre/context in simple terms
A poem/to entertain/an educated audience
- Quotes often used as summary
The sea is 'seductive'/he 'got a kick out of it'
Or identifies irrelevant features
The poem uses archaic lexis/a caesura on line 5

Band 3: 14 – 23 marks**Potentially interesting comparisons and understanding, but rather vague expression and explanation of how created**

- Responds to representation of the topic
This is lighthearted/will appeal to children
- Makes some interesting general comparisons
The sea as an adventure/leisure/a job
- Comments briefly on implied attitudes lack development
It suggests fear and attraction
- Identifies a few significant aspects of genre and context
In C19 nakedness was shocking
- Quotes relevant vocabulary without precise comment
'coiled like white serpents' suggests this effect

Band 4: 24 – 32 marks**Some valid comparisons and understanding, providing some precise support**

- Responds to representation of topic
- Expresses clearly some interesting comparisons
Entertainment versus warning
- Makes some precise comments on implied attitudes
'x' implies fascination/fear
- Explains significance of some aspects of genre and context
Humorous cartoon for children versus C19 concern about scientific advances
- Supports claims mainly by precise reference to semantic effects of vocabulary
Metaphor/personification/connotation/semantic field/adjective/pre-modifier

Band 5: 32 – 41 marks**Explores valid comparisons with understanding in most areas**

- Focuses on representation of topic
- Establishes an interesting focus for comparisons
Appeal of topic of monsters over time
- Explores ways underlying attitudes implied in *most* texts
Weaker/brief treatment of e.g. transcript
- Stronger analysis of *either* genre and context
In myths monsters are often used to explain natural phenomena
- Or close textual analysis going beyond semantics/vocabulary
A non-rhyming monosyllabic word 'die' which brings finality to the poem

Band 6: 42 – 50 marks**Thorough understanding and development of comparisons, integrating analysis of text and context**

- Focuses on representation of topic
- Develops interesting/thoughtful comparisons
Sense of sympathy for monsters is apparent as an underlying theme in many texts
- Explores ways underlying attitudes implied in texts
The use of antithesis (hopes/fears) is generally used as a persuasive technique
- Integrates discussion of significant aspects of genre and context
The use of taboo actions...is a typical convention when writing about monsters with analysis of range of textual features aspects of discourse and syntax, (as well as lexis, semantics, graphology) 'use of figurative language at moments of high drama in narrative'

Task 2

The bands of the mark scheme distinguish these types of achievement:

1. Outlines basic procedure: reading, underlining, choosing texts
2. Mentions: a list, lacking distinction between aspects, features, approaches etc
3. Describes: assigning aspects and features to particular texts
4. Detailed account: more precise re: technical terms and some comment on usefulness
5. Explains: reasons why this was useful first/in this case etc
6. Discusses: thoughtful rationale provided for own choice of approach and methods

Band 1: 0 – 3 marks

Does not explain methods used in analysis of texts
May outline procedures of reading and preparing tables and diagrams
Or so brief that very little is said

Band 2: 4 – 6 marks

Mentions a recommended checklist (literary and linguistic approaches, aspects and features) in general terms, without clear understanding or evidence that these were all used

Band 3: 7 – 9 marks

Describes own method – application of familiar aspects: context, genre, purpose, audience and use of limited range of features such as alliteration, imagery, semantic field etc

Band 4: 10 – 13 marks

Provides a more detailed account of *range* of methods used in own analysis, showing some reasons for choice with reference to different types of text

Band 5: 14 – 17 marks

Explains own choice of methods, indicating some purposeful reasons for own approach which formed a starting point, were the most useful for particular texts etc

Band 6: 18 – 20 marks

Discusses own approach and methods, showing understanding of the ways that various approaches introduced over the course may be more or less useful in analysis of texts.