



General Certificate of Education

English Language and Literature 1726

Specification B

**ELLB1 Introduction to Language and
Literature Study**

Mark Scheme

2009 examination - January 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.

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GENERAL PRINCIPLES

Assessment Unit 1 asks candidates to answer two questions: the first based on an unseen pair of texts; the second based on a thematic Anthology of texts. Candidates will take a clean copy of the Anthology into the examination room. Both questions will require candidates to compare

- how the writers structure and present their material
- how the purpose and context of each text influence language choices
- the attitudes and ideas of the writers and/or speakers

Examiners should first be aware of the relevant Assessment Objectives, as described in the specification and printed in this Mark Scheme. Candidates will be assessed on their success in attaining these Assessment Objectives in their answers.

Candidates will be expected to demonstrate appropriate expertise in the following areas:

- the application of linguistic and literary approaches to texts
- the understanding and identification of how language, form, structure and presentation create and shape the meaning of texts
- the understanding and evaluation of the importance of context in creating and shaping the meaning of texts both in their production and their reception
- the comparison of attitudes and ideas expressed in texts.

The question tests Assessment Objectives **AO1**, **AO2**, **AO3**

- AO1** select and apply relevant concepts and approaches from integrated linguistic and literary study using appropriate terminology and accurate, coherent written expression
- AO2** demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts
- AO3** use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception

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. **Text A** is an extract from Baedeker's *London and its Environs 1900*, a guidebook to London, published in 1900.

Text B is an extract from *Time Out London*, a guidebook to London, published in 2007.

Compare the ways in which the texts achieve their purposes.

You should compare:

- how the texts are structured and present their material
- how the purposes and contexts of the texts influence language choices.

INDICATIVE CONTENT

Examiners should remember that it is essential that candidates *compare* the texts.

NB The following list of ideas is not exhaustive. Examiners should always be ready to reward any *valid* points made by candidates, even if they are not covered by this indicative content. Points should always be supported by relevant textual reference.

	Text A	Text B
Audience	Visitors to/residents of London in 1900	Visitors to/residents of London in 2007
Purpose	to inform and guide them about the fares, routes and etiquette for omnibus travel	to inform, guide and warn about fares and bus travel
Structure and presentation	information and advice on fares, routes, hailing – history – major junctions – fares and payment – densely presented text – varying print size – some uses of italics and emboldening –	clearly signalled text structure: buses – fares – night services – use of emboldening and varying print size
Language	formality of lexis, mainly complex sentences, (implications of assumed readership?), use of <i>he</i> generically, many proper nouns, semantic field of travel etc, dated terms reflecting social change	informal lexis and structures, non gender specific pronouns, more inclusive audience (wheelchairs and buggies), elision, ellipsis

MAIN CRITERIA FOR ANSWERS TO QUESTION 1

To be placed in a particular mark band, it is not necessary for a candidate to demonstrate achievement under every bullet point. Examiners should therefore assess a candidate's work under the 'best-fit' principle.

28 – 32 *Very good answers: the best that can be expected of AS candidates under examination conditions*

- clear, detailed and undivided focus on the question **(AO1)**
- consistently accurate use of language and appropriate terminology **(AO1)**
- shows good and detailed understanding of the content of and ideas in the texts **(AO2)**
- shows good, detailed and thorough understanding and analysis of how language, structure and form create and shape meaning **(AO2)**
- shows good and detailed understanding of the importance of contextual factors **(AO3)**
- shows good and detailed understanding of attitudes and ideas conveyed in the texts together with clear and sustained comparison **(AO3)**
- supports and develops points consistently with examples from or reference to the texts **(AO1, AO2, AO3)**.

22 – 27 *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 **(AO1)**
- accurate use of language and appropriate terminology **(AO1)**
- shows sound and clear understanding of the content of and ideas in the texts **(AO2)**
- shows sound and clear understanding of how language, structure and form create and shape meaning **(AO2)**
- shows sound and clear understanding of the importance of contextual factors **(AO3)**
- shows sound and clear understanding of attitudes and ideas conveyed in the texts together with clear comparison **(AO3)**
- develops most important points through examples from or reference to the texts **(AO1, AO2, AO3)**.

17 – 21 *Answers in which there is a balance of strengths and weaknesses*

- maintains focus on the question to a large extent **(AO1)**
- generally accurate use of language and appropriate terminology **(AO1)**
- understands the content of and ideas in the texts **(AO2)**
- shows understanding of how language, structure and form create and shape meaning **(AO2)**
- shows understanding of the importance of contextual factors **(AO3)**
- understanding of attitudes and ideas conveyed in the texts together with comparison of some points **(AO3)**
- develops some important points through examples from or reference to the texts **(AO1, AO2, AO3)**.

11 – 16 *Answers that address the question, but with a number of weaknesses*

- some focus on the question **(AO1)**
- some accurate use of language and appropriate terminology **(AO1)**
- shows some general understanding of the content of and ideas in the texts **(AO2)**
- includes some general discussion and understanding of how language, structure and form create and shape meaning **(AO2)**
- shows some general understanding of the importance of contextual factors **(AO3)**
- some understanding of attitudes and ideas conveyed in the texts together with some comparison attempted **(AO3)**
- develops a number of points through examples from or reference to the texts; some feature spotting; more description than analysis **(AO1, AO2, AO3)**.

6 – 10 *Answers that may contain a significant number of weaknesses; may contain irrelevance or misunderstanding*

- occasional focus on the question **(AO1)**
- some inaccurate use of language and inappropriate terminology **(AO1)**
- includes some thin or sketchy discussion of the content of and ideas in the texts **(AO2)**
- includes some thin or sketchy discussion of how language, structure and form create and shape meaning **(AO2)**
- demonstrates some thin or sketchy understanding of the importance of contextual factors **(AO3)**
- some limited comment on and understanding of attitudes and ideas conveyed in the texts together with limited comparison of a few points **(AO3)**
- includes little support from examples in or reference to the texts; reliant on feature spotting and/or description of content **(AO1, AO2, AO3)**.

1 – 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 **(AO1)**
- very inaccurate use of language and terminology **(AO1)**
- shows very little or a rudimentary understanding of the content of and ideas in the texts **(AO2)**
- includes very little or a rudimentary discussion of how language, structure and form create and shape meaning **(AO2)**
- shows very little or a rudimentary understanding of the importance of contextual factors **(AO3)**
- very rudimentary comment on and understanding of attitudes and ideas conveyed in the texts; little or no comparison **(AO3)**
- includes no or very little support from examples in or reference to the texts **(AO1, AO2, AO3)**.

2. Travel can be exciting and adventurous.

Compare **two** texts from the *Anthology* which present the excitement and adventure of travel.

In your answer, write about some of the following **where appropriate**:

- word choice
- figurative language
- grammar
- sound patterning
- form and structure
- layout and presentation
- contexts of production and reception.

INDICATIVE CONTENT

Examiners should remember that it is essential that candidates *compare* their chosen texts.

NB The following list of ideas is not exhaustive. Examiners should always be ready to reward any *valid* points made by candidates, even if they are not covered by this indicative content. Points should always be supported by relevant textual reference.

Not every text in the Anthology is suitable for answering this question. The most suitable would appear to be:

Carnet de Voyage 'Blog' *A Lady's Life in the Rocky Mountains* *National Geographic*

Candidates may well choose to write about the following texts:

'Postcard' (from Mallorca) 'Lancashire' 'Michael Palin' *Dr Johnson*
Dombey and Son *Heart of Darkness* *Walpole and Otranto*

Attitudes conveyed concerning excitement and adventure

<i>Carnet de Voyage</i>	danger, exotic setting
'Blog'	meeting locals, gap year enthusiasm, off the beaten track
<i>Rocky Mountains</i>	impressive views, fears about Jim proving unfounded
<i>National Geographic</i>	encounter with exotic everyday life on the boat.

Significant features of language, structure, form and presentation

<i>Carnet de Voyage</i>	interrelation of text and pictures, mix of genres (comic, travel diary, travel narrative)
'Blog'	chatty blend of speech and written language, addressees? relatively new genre empowered by technology, uncorrected errors
<i>Rocky Mountains</i>	adjectives and adverbs communicate sense of wonder and the unusual, detailed descriptions of landscape and Jim, reported speech
<i>National Geographic</i>	conversations, relationship between text and photographs, travelogue, descriptive.

MAIN CRITERIA FOR ANSWERS TO QUESTION 2

To be placed in a particular mark band, it is not necessary for a candidate to demonstrate achievement under every bullet point. Examiners should therefore assess a candidate's work under the 'best-fit' principle.

55 – 64 *Very good answers: the best that can be expected of AS candidates under examination conditions*

- clear, detailed and undivided focus on the question (AO1)
- consistently accurate use of language and appropriate terminology (AO1)
- shows good and detailed understanding of the content of and ideas in the texts (AO2)
- shows good, detailed and thorough understanding and analysis of how language, structure and form create and shape meaning (AO2)
- shows good and detailed understanding of the importance of contextual factors (AO3)
- shows good and detailed understanding of attitudes and ideas conveyed in the texts together with clear and sustained comparison (AO3)
- supports and develops points consistently with examples from or reference to the texts (AO1, AO2, AO3).

44 – 54 *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 (AO1)
- accurate use of language and appropriate terminology (AO1)
- shows sound and clear understanding of the content of and ideas in the texts (AO2)
- shows sound and clear understanding of how language, structure and form create and shape meaning (AO2)
- shows sound and clear understanding of the importance of contextual factors (AO3)
- shows sound and clear understanding of attitudes and ideas conveyed in the texts together with clear comparison (AO3)
- develops most important points through examples from or reference to the texts (AO1, AO2, AO3).

33 – 43 *Answers in which there is a balance of strengths and weaknesses*

- maintains focus on the question to a large extent (AO1)
- generally accurate use of language and appropriate terminology (AO1)
- understands the content of and ideas in the texts (AO2)
- shows understanding of how language, structure and form create and shape meaning (AO2)
- shows understanding of the importance of contextual factors (AO3)
- understanding of attitudes and ideas conveyed in the texts together with comparison of some points (AO3)
- develops some important points through examples from or reference to the texts (AO1, AO2, AO3).

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- includes some general discussion and understanding of how language, structure and form create and shape meaning **(AO2)**
- shows some general understanding of the importance of contextual factors **(AO3)**
- some understanding of attitudes and ideas conveyed in the texts together with some comparison attempted **(AO3)**
- develops a number of points through examples from or reference to the texts; some feature spotting; more description than analysis **(AO1, AO2, AO3)**.

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- demonstrates some thin or sketchy understanding of the importance of contextual factors **(AO3)**
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- includes very little or a rudimentary discussion of how language, structure and form create and shape meaning **(AO2)**
- shows very little or a rudimentary understanding of the importance of contextual factors **(AO3)**
- very rudimentary comment on and understanding of attitudes and ideas conveyed in the texts; little or no comparison **(AO3)**
- includes no or very little support from examples in or reference to the texts **(AO1, AO2, AO3)**.