



**General Certificate of Education**

**English Language and Literature  
1726**

*Specification B*

**ELLB1      Introduction to Language and  
Literature Study**

**Mark Scheme**

*2010 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 the script of a British Airways in-flight safety announcement, spoken by a member of the in-flight cabin crew.

**Text B** is part of a transcript of conversations between an air traffic controller (ATC) and the pilot of Air Canada Flight 452 (AC452), in which the pilot requests clearance to take off.

Compare the ways in which the two 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.

	<b>Text A</b>	<b>Text B</b>
<b>Audience</b>	passengers on a plane that is about to take off	the pilots of AC452 and air traffic controllers
<b>Purpose</b>	to inform, instruct clearly, demonstrate, reassure, warn	to instruct clearly, inform, confirm
<b>Structure and presentation</b>	request for attention from (blasé?) passengers; safety card information summary; order of safety information and instruction generally follows order already mentioned on card (escape routes/escape slide/oxygen masks/life jackets); reminders and further information (mobile phones etc); thanks	pilot requests permission from ATC to make manoeuvre; ATC give permission and instructions to pilot; pilot repeats instructions to confirm and prevent misunderstanding and possible accidents
<b>Language</b>	Direct, quite formal address <i>ladies and gentlemen</i> ; technical language, semantic field of safety equipment <i>oxygen masks, life jacket, escape slide, air supply</i> ; use of reassuring modulation <i>in the unlikely event, should the cabin air supply fail</i> ; (modulated) instructions <i>please take a moment, please now ensure, do make sure</i> ; nouns repeated with infrequent pronominal substitution; short sentences for clarity	Specialised work-related language <i>apron, taxi, readback, push, pushback, abeam, hold short, roger</i> ; high degree of (almost) word for word repetition; all language transactional; no pronominal substitutions to obviate misunderstandings; very formal

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## 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.

**Band 6**      **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)**.

**Band 5**      **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)**.

**Band 4**      **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)**.

**Band 3**      **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)**.
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**Band 2**      **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)**.

**Band 1**      **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. People sometimes need encouragement to travel.

Compare **two** texts from the *Anthology* which may encourage or influence the reader to travel.

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

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

### 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:

Text 25      *Young Persons' Railcard*  
Text 26      *Airmiles Letter*

Other texts that may well persuade a reader to travel are:

Texts 4 and 5    *The Otranto texts*  
Text 8            *Country Walking*  
Text 9            *Great British Bus Journeys*  
Text 10          Michael Palin  
Text 12          *'Nam blog'*  
Text 20          *A Lady's Life in the Rocky Mountains*  
Text 21          Wainwright  
Text 23          *National Geographic: Zaire*  
Text 32          *Adelstrop*

However, examiners must be prepared to accept the candidate's choice of persuasive text on its merits, if the candidate has attempted to justify the choice.

Methods used may include:

- atmospheric descriptions of people and places
- creation of a sense of awe/wonder/the unfamiliar etc
- impact of illustrations and their link to the text
- use of layout and presentation
- emotive language
- inclusion of 'exotic' and/or local names/language
- use of adjectives
- intertextuality
- use of contrast
- use of anecdote
- direct address to the reader

- use of first person plural to create sense of inclusiveness
- informal language and contractions
- use of rhetorical questions
- use of phonological devices such as alliteration
- grammatical parallelism
- repeated structures
- short, direct simple sentences
- minor sentences



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## 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.

**Band 6**      **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).

**Band 5**      **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).

**Band 4**      **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).

**Band 3**      **22 – 32**      *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).
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**Band 2**      **11 – 21**      *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)**.

**Band 1**      **1 – 10**      *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)**.