

Version 1.0



**General Certificate of Education
June 2010**

**English Language and Literature B
1726**

**ELLB1 Introduction to Language and
Literature Study**

Mark Scheme

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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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.

Question 1

01 Text A is an advertisement for a holiday company that specialises in tours to India.

Text B is an extract from a website for people who intend to travel to India.

Compare the ways in which the texts achieve their purposes.

You should compare:

- how the texts are structured and how they 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	potential travellers to India on a luxury holiday	potential travellers to India on a tight budget
Purpose	to inspire, persuade, promote, sell	to inform, warn, instruct, advise
Structure and presentation	picture of glamorous couple in romantic surroundings; Taj Mahal link to text; suggestions of places to visit (para 1); personal choice of and advice on itinerary (para 2); two columns	sets scene, beauty of India; series of warnings – travel, lodgings, documentation; sub-headings
Language	imperatives/invitations; minor sentences; semantic fields of luxury, exotic locations and cossetting; much pre-modification	2 nd person; imperatives; short paragraphs; concrete nouns

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)**.

Question 2**02** People who travel require information.Compare **two** texts from the *Anthology* which provide information.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:

Lonely Planet 'Walpole and Otranto' 'Lancashire' 'Booking Conditions'
Wainwright 'Metrolink Tram Guide'

However, examiners can expect to find candidates answering on many other, if not all, of the texts in the Anthology and, of course, they should treat each answer on its merits.

Significant features of language, structure, form and presentation

Lonely Planet	use of various graphological devices for clarity and ease of navigation through the text; combination of opinion and information; semantic fields of art/architecture/cuisine/history/lodging etc
'Walpole and Otranto'	nothing relevant to be said on presentation; 1 st person perspective; structure follows writer's itinerary; description combined with anecdotes, local colour and history etc
'Lancashire'	linking of text, photographs and map; emboldening and use of colour; blend of instruction, information and persuasion; captions and sub-headings
'Booking Conditions'	the "small print"; combination of legal lexis and some softening of the language; semantic fields of law, injury, accidents; complex sentences; avoidance of ambiguity; numbering of sections
<i>Wainwright</i>	hand-written and drawn; interweaving of 'maps' and text; blend of personal opinion and guidance;
Metrolink	layout and presentation to enhance clarity and ease of access to information; combination of stylised map, tables and written information.

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)**.