



**General Certificate of Education (A-level)
January 2012**

**English Language and Literature B ELLB1F
(Specification 2725)**

**Unit 1: Introduction to Language and Literature
Study**

Food Glorious Food Anthology

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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 students to answer two questions: the first based on an unseen pair of texts; the second based on a thematic Anthology of texts. Students will take a clean copy of the Anthology into the examination room. Both questions will require students 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. Students will be assessed on their success in attaining these Assessment Objectives in their answers.

Students 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 students 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.

01 **Text A** is from a U.S. website about American food.

Text B is from a novel by Giles Foden, published in 1998 and set in Uganda, East Africa. In this extract Idi Amin, the dictator of Uganda, is giving a banquet. The narrator of the extract, Dr Garrigan, a young Scotsman, has just been appointed Idi Amin’s personal doctor. The other guests include: Todd (the US ambassador), Stone (an official from the British Embassy) and Wasswa (the Ugandan Minister of Health).

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 students *compare* the texts.

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

	Text A	Text B
Audience	readers interested in American food and gumbo, in particular	novel readers
Purpose	to inform	to entertain, amuse
Structure and presentation	begins with African etymology of <i>gumbo</i> ; overview and definition of American gumbos; specific information about Creole gumbos	1 st person narrative (Garrigan); use of dialogue to contrast characters; descriptions of African food; Wasswa’s lecture about gumbo; contrast between different nationalities; ironic concluding remark about hamburgers
Language	has feel of encyclopaedia entry with <i>gumbo</i> at start; specialised African terms for <i>okra</i> ; American food terminology (<i>fil powder</i> , <i>sweet bell peppers</i>); mainly objective, declarative, informative; personal views included (<i>if it ain’t got okra...</i> ; <i>incomparably rich</i>); rare word <i>mucilaginous</i> ; much use of parenthesis to supply additional information	many food terms, African and European; Wasswa’s formal, yet non-standard grammar contrasts with the American ambassador’s at times more informal; Todd trying to ‘defend’ American cuisine; reactions to situation signalled (<i>lamely</i> , <i>horrified</i>);

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 student's work under the 'best-fit' principle.

Band 6 **28 – 32** *Very good answers: the best that can be expected of AS students under examination conditions*

- clear, detailed and undivided focus on the question with consistent, focused comparison throughout of significant aspects **(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 with focus on comparison of significant aspects **(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 usually, comparing the texts in some significant ways at times **(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 with a little comparison of significant aspects **(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)**.

Band 2 **6 – 10** *Answers that may contain a significant number of weaknesses; may contain irrelevance or misunderstanding*

- occasional focus on the question; comparison mainly of superficial aspects **(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; ignores requirement to compare **(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)**.

02 Food can be either appetising or disgusting according to individual taste.

Compare **two** texts from the *Anthology* which appear to you to demonstrate **either** the appetising **or** the disgusting aspects of food, or both.

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 students *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 students, even if they are not covered by this indicative content. Points should always be supported by relevant textual reference.

Many texts in the *Anthology* appear to be suitable in answering this question. The most suitable would appear to be:

'The Butcher's Shop'	'Grandpa's Soup'
'The Coming of Yams'	'Glory Glory Be to Chocolate'
'Receipt to make Soup'	'Beef Stroganoff'
'Why we all need to eat red meat'	'Tripe'
'How we did it'	Review of 'The Modern'
Mexican Scrambled Eggs, <i>Nigella Express</i>	The Modern Bar & Restaurant, Food Menu
Transcript of Nigella Lawson, <i>Nigella Express</i>	<i>Titus Andronicus</i>
<i>A Modest Proposal</i>	<i>The Uses of Literacy</i>
<i>The Warden</i>	<i>The Man of Property</i>
<i>More Pricks Than Kicks</i>	<i>Porterhouse Blues</i>

Students may identify methods such as:

- atmospheric, emotive descriptions of meals, ingredients, menus and situations
- creation of a sense of the tasty, unusual, mundane etc
- use of detail
- personal opinions strongly expressed
- reflections on eating experiences
- impact of visual and verbal illustrations
- implied opinions; opinions disguised as facts
- use of comparison and contrast
- use of anecdote
- use of figurative language and rhetorical structures.

Examiners must be prepared to credit other methods identified by students and which are convincingly exemplified as creating particular effects.

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 student's work under the 'best-fit' principle.

Band 6 **55 – 64** *Very good answers: the best that can be expected of AS students under examination conditions*

- clear, detailed and undivided focus on the question with consistent, focused comparison throughout of significant aspects **(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 with focus on comparison of significant aspects **(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 usually, comparing the texts in some significant ways at times **(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 with a little comparison of significant aspects **(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)**.

Band 2 **11 – 21** *Answers that may contain a significant number of weaknesses; may contain irrelevance or misunderstanding*

- occasional focus on the question; comparison mainly of superficial aspects **(AO1)**
- some inaccurate use of language and inappropriate terminology **(AO1)**
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