

GCE 2004  
*June Series*



## Mark Scheme

### English Language and Literature A *(NA3P)*

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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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*Dr Michael Cresswell Director General*

**June 2004****NA3P**

The table below is a reminder of which Assessment Objectives will be tested by the questions and the marks available for them.

**Unit 3**

Assessment Objective	AO2i	AO3i	AO4	AO5
Questions 1 - 3	25	25	25	25
Question 4	25	25		25 (x2)

**Questions 1 - 3****Marking Procedure**

1. Assess each AO equally; use the grid to ascertain the relevant band, sub-band and then mark.
2. Additional points and ideas will be added at the co-ordination meeting.
3. Award 25 marks for each AO, and add together to arrive at a mark out of 100.

**Marking notations for English Language and Literature: Summer 2004****Points that are correct:**

✓ (tick):	to indicate a positive point
straight underline/ vertical line at side:	to indicate a good passage
expl:	candidate explains
pr:	candidate makes personal response
pnm:	point not made (if idea is not explained)

**Errors:**

BE:	basic error
Mistakes:	ringed or marked with S
Squiggly underline:	for poor/wrong idea

**Marginal annotation:**

voc:	for a vocabulary point made
gr:	for a grammatical point made
phono:	for a phonological point
coh:	for a cohesive/structural point made
aud:	for a point made about audience
purp:	for a point made about purpose
con:	context understood, commented upon

**Unit-specific notations for Unit 3:**

att:	attitudes and values commented upon
fos:	feature of speech noted, commented upon

**MARKING GRID FOR AS ENGLISH LANGUAGE AND LITERATURE 5721**

		<b>Distinction, description and interpretation of variation in meaning and form in literary texts:</b> <i>(Interpretation)</i> <b>AO2i (25marks)</b>	<b>Responding to and analysing texts using literary and linguistic approaches and concepts; use of frameworks:</b> <i>(Frameworks)</i> <b>AO3i (25 marks)</b>
<b>Band 5</b> <b>21 - 25</b>	21-25	Profound analysis of literary or linguistic texts; sense of overview; illuminating readings of text. Possibly conceptualised.	Use of frameworks enhances and illuminates textual interpretation. Has a possible overview of the text through the framework(s). Engages closely with meaning.
<b>Band 4</b> <b>16 - 20</b>	18-20	Secure and coherent reading underpinned by good textual evidence; textual grasp very evident. Close focus on text.	Coherent analysis through the framework(s); some analytical probing of features and, possibly, patterns. Secure and coherent analysis. Focuses on details.
	16-17	Close reading becomes obvious; some exploration. Growing confidence of interpretation. Careful use of illustrated points.	Uses framework(s) to highlight reading. Describes significant features/patterns. Awareness of the text as a whole.
<b>Band 3</b> <b>11 - 15</b>	14-15	Responds with growing confidence; appreciation of style, structure and form becoming apparent. May concentrate on one area at expense of others.	Uses a suitable framework(s); significant features noted. Evidence of some range. Sense of patterns may emerge in places but likely to be underdeveloped.
	11-13	Some recognition of implied meaning; illustrated points are made. List-like. Possibly lacks evidence in places.	Framework shows writer's choices shaping outcome. List-like but sound. Broad comments on effects.
<b>Band 2</b> <b>6 - 10</b>	8-10	Basic and generalised; responds to surface features in a broad fashion. May take a narrative approach. Lacks details.	Simplistic but ordered. Attempts to use frameworks but likely to be limited; identifies some points; limited analysis.
	6-7	A little understanding; sometimes responds to surface features/odd textual references.	Scattergun approach to analysis; little apparent planning. Little apparent planning with probably no use of framework(s).
<b>Band 1</b> <b>0 - 5</b>	4-5	Skimpy reading; no analysis.	Some organisation but no apparent direction.
	1-3	Frequent misreading; no apparent understanding.	No frameworks used; complete lack of organisation.

**MARKING GRID FOR AS ENGLISH LANGUAGE AND LITERATURE 5721**

		<b>Understanding of the ways contextual variation and choices of form, style and vocabulary shape textual meaning</b> <i>(Text and Context)</i> <b>AO4 (25 marks)</b>	<b>Identifying and considering the ways values and attitudes are conveyed in speech and writing</b>  <i>(Attitudes and Values)</i> <b>AO5 (25 marks)</b>
<b>Band 5</b> <b>21 - 25</b>	21-25	Illuminating reading of context (and meaning). Assimilates and contextualises references with originality. Total overview that may include understanding of wider contexts.	Responds confidently making explicit reference to attitudes and values and how/why occur. Skilfully handled interpretation with original and thoughtful insights developed.
<b>Band 4</b> <b>16 - 20</b>	18-20	Skilful and secure analysis and commentary, where a clear sense of context/variation/contextual influences underpins reading. Close focus on text.	Explicitly interprets/comments on how the writer's choice of form/structure/language relates to attitudes and values. Significant number of examples given.
	16-17	Clear interplay between text and context/sense of contextual variation; comments clearly on a variety of points/areas. Analysis may be imbalanced in its contextual comment.	Comments on how use of lexical patterns and structure link to values and/or attitude. Meaning grasped. Comments may be implicit or underdeveloped in places.
<b>Band 3</b> <b>11 - 15</b>	14-15	Context commented on; points are made but implicit meanings are probably shown; analysis may show implicit meanings.	Some awareness of how lexis and structure help convey attitude; implicit meaning understood. May have to dig to find attitudes and values.
	11-13	Develops a line of argument underpinned by comment on overall context; probably list like in construction.	A little awareness of why writer's lexical choices shape meaning; possible comments on why form and structure are relevant. Obvious points made.
<b>Band 2</b> <b>6 - 10</b>	8-10	May see how context influences language use; general awareness of writer's techniques and impact on meaning. Broad comments.	Occasional points made but may lack evidence from texts; some unfounded assertions.
	6-7	Superficial idea of context/ simplistic ideas on context.	Weak ideas on values and attitudes. May attempt explanation but tendency to obliqueness.
<b>Band 1</b> <b>0 - 5</b>	4-5	Little awareness of context; very limited ideas.	Face value reading; no comments made on values and/or attitudes.
	1-3	Contextual features identified erroneously/ misreads	Misreads writer's/speaker's attitude.

**Section A***Hard Times* – Charles Dickens

**1** Explore the presentation of Bounderby here and elsewhere in the novel.

In your answer you should consider:

- choices of form, style and vocabulary
- the ways in which attitudes and values are conveyed to the reader.

**Key Words:** presentation – Bounderby – form – style – vocabulary – attitudes and values

**Band 5: (21 - 25 marks)**

**21 - 25** Profound analysis of the passage and links to the rest of the book  
Overview of the ways Dickens uses form, structure and style  
Use of frameworks enhances and illuminates textual interpretation  
Confident use of linguistic and literary concepts to support argument  
Full awareness of Dickens' aims in his presentation of Bounderby

**Band 4: (16 - 20 marks)**

**18 - 20** Secure and coherent reading underpinned by good textual evidence  
Grasp of text very evident in selection of detail from passage and whole text  
Ability to analyse the ways that Dickens' choices of form, structure and language express meanings

**16 - 17** Close reference to passage  
Frameworks used to highlight reading  
Comments on how linguistic and literary choices link to attitudes; able to offer clear evidence to support these  
Sensitivity to vocabulary and style in presentation of Bounderby

**Band 3: (11 - 15 marks)**

**14 - 15** Responds to task with some confidence  
Significant features of language noted  
Awareness of linguistic and literary choices and how they contribute to the presentation of the effects of Bounderby in the extract and elsewhere  
Appreciation of attitudes/values  
Ideas are not fully developed

**11 - 13** Some recognition of implied meaning  
List-like ideas about Bounderby  
Relevant but not developed  
Comments on some reasons for linguistic and literary choices  
Some commentary (2 or more points) on lexical/grammatical/semantic features  
Ability to refer to other parts of the text with use of supporting detail

**Band 2: (6 - 10 marks)**

- 8 - 10** Basic and generalised approach; simplistic structure. Relevant.  
Picks occasional appropriate linguistic examples but no analysis  
Simple points about Bounderby  
Unsupported assertions  
One feature of language commented upon
- 6 - 7** Superficial response; basic narrative account  
Some superficial attempt at discussing Bounderby  
Weak attempt to recognise linguistic features but not able to say why used

**Band 1: (0 - 5 marks)**

- 4 - 5** Skimpy reading; no direction in response  
Narrative points about story  
No sense of Dickens' aims in the presentation of Bounderby  
No sense of how the language is employed
- 1 - 3** Minimal response to the passage and/or textual misreadings  
Misreads attitudes and values  
Little direct response to question  
No features of language



*Tess of the D'Urbervilles* – Thomas Hardy

- 2** Examine the presentation of the relationship between Tess and Alec D'Urberville here and elsewhere in the novel.

In your answer you should consider:

- choices of form, style and vocabulary
- the ways in which attitudes and values are conveyed to the reader.

**Key Words:** presentation – relationship between Tess and Alec – form – style – vocabulary – attitudes and values.

**Band 5: (21 - 25 marks)**

- 21 - 25** Profound analysis of the passage and links to the rest of the book  
 Overview of the ways Hardy uses form, structure and style  
 Use of frameworks enhances and illuminates textual interpretation  
 Confident use of linguistic and literary concepts to support argument  
 Full awareness of Hardy's aims in presentation of the relationship between Tess and Alec

**Band 4: (16 - 20 marks)**

- 18 - 20** Secure and coherent reading underpinned by good textual evidence  
 Grasp of text very evident in selection of detail from passage and whole text  
 Ability to analyse the ways that Hardy's choices of form, structure and language express meanings
- 16 - 17** Close reference to passage  
 Frameworks used to highlight reading  
 Comments on how linguistic and literary choices link to Hardy's ideas and attitudes and able to offer clear evidence to support these  
 Sensitivity to vocabulary and style in writing about the relationship

**Band 3: (11 - 15 marks)**

- 14 - 15** Responds to task with some confidence  
 Significant features of language noted  
 Awareness of linguistic and literary choices and how they contribute to the presentation of the relationship between Tess and Alec  
 Appreciation of attitudes/values  
 Ideas are not fully developed
- 11 - 13** Some recognition of implied meaning  
 List-like ideas about presentation of the relationship between Tess and Alec  
 Relevant but not developed  
 Comments on some reasons for linguistic and literary choices  
 Some commentary (2 or more points) on lexical/grammatical/semantic features  
 Ability to refer to other parts of the text with use of supporting detail

**Band 2: (6 - 10 marks)**

- 8 - 10**      Basic and generalised approach; simplistic structure. Relevant.  
Picks occasional appropriate linguistic examples but no analysis  
Simple points about presentation of the relationship between Tess and Alec  
Unsupported assertions  
One feature of language commented upon
- 6 - 7**      Superficial response; basic narrative account  
Some superficial comments on the themes but no analysis  
Weak attempt to recognise linguistic features but not able to say why used

**Band 1: (0 - 5 marks)**

- 4 - 5**      Skimpy reading; no direction in response  
Narrative points about story  
No sense of Hardy's presentation of the relationship between Tess and Alec  
No sense of how the language is employed
- 1 - 3**      Minimal response to the passage and/or textual misreadings  
Misreads Hardy's attitudes and values  
Little direct response to question  
No features of language

*Wuthering Heights* – Emily Brontë

- 3 Explore the presentation of the relationship between Nelly and Cathy here and elsewhere in the novel.

In your answer you should consider:

- choices of form, style and vocabulary
- the ways in which attitudes and values are conveyed to the reader.

**Key Words:** relationship – Nelly and Cathy – form – style – vocabulary – attitudes and values.

**Band 5: (21 - 25 marks)**

- 21 - 25** Profound analysis of the passage and links to the rest of the book  
Overview of the ways Bronte uses form, structure and style  
Use of frameworks enhances and illuminates textual interpretation  
Confident use of linguistic and literary concepts to support argument  
Full awareness of Bronte's exploration of the relationship between Nelly and Cathy

**Band 4: (16 - 20 marks)**

- 18 - 20** Secure and coherent reading underpinned by good textual evidence  
Grasp of text very evident in selection of detail from passage and whole text  
Ability to analyse the ways that Bronte's choices of form, structure and language express meanings
- 16 - 17** Close reference to passage  
Frameworks used to highlight reading  
Comments on how linguistic and literary choices link to ideas and attitudes – able to offer clear evidence to support these  
Sensitivity to vocabulary and style in exploration of the relationship between Nelly and Cathy

**Band 3: (11 - 15 marks)**

- 14 - 15** Responds with growing confidence to passage  
Significant features of language noted  
Awareness of linguistic and literary choices when using different viewpoints in extract and elsewhere  
Appreciation of Bronte's presentation of the relationship between Nelly and Cathy  
Ideas are not fully developed

**11 -13** Some recognition of implied meaning  
List-like ideas about the relationship between Nelly and Cathy Relevant but not developed  
Comments on some reasons for linguistic and literary choices  
Some commentary (2 or more points) on lexical/grammatical/ semantic features  
Ability to refer to other parts of the text with use of detail to support comments

**Band 2: (6 - 10 marks)**

**8 - 10** Basic and generalised approach; simplistic structure. Relevant.  
Picks occasional appropriate linguistic examples but no analysis  
Simple points about the relationship between Nelly and Cathy Unsupported assertions  
One feature of language commented upon

**6 - 7** Superficial response; basic narrative account  
Some superficial attempt at discussing relevance of the relationship between Nelly and Cathy  
Weak attempt to recognise linguistic features but not able to say why used

**Band 1: (0 - 5 marks)**

**4 - 5** Skimpy reading; no direction in response  
Narrative points about story; able to make one or two general points about the relationship between Nelly and Cathy  
No sense of Bronte's aims  
No sense of how the language is employed

**1 - 3** Minimal response to the passage and/or textual misreadings  
Little direct response to question  
No features of language

**Section B****Question 4****Marking Procedure**

1. Assess each AO equally; use the grid to ascertain the relevant band, sub-band and then mark.
2. Additional points and ideas will be added at co-ordination meetings.
3. Award 25 marks for AO2i and AO3i, 25 marks for AO5 and multiply by 2, add together to arrive at a mark out of 100.

**MARKING GRID FOR AS ENGLISH LANGUAGE AND LITERATURE 5721**

		<b>Distinction, description and interpretation of variation in meaning and form in non-literary texts:</b>  <i>(Interpretation)</i> <b>AO2i (25 marks)</b>	<b>Responding to and analysing texts using linguistic approaches and concepts; use of frameworks:</b>  <i>(Frameworks)</i> <b>AO3i (25 marks)</b>	<b>Identifying and considering the ways values and attitudes are conveyed in speech:</b>  <i>(Attitudes and Values)</i> <b>AO5 (25 marks x 2)</b>
<b>Band 5</b> <b>21-25</b>	21-25	Profound analysis of speech text(s); sense of overview; illuminating readings of text. Possibly conceptualised.	Use of frameworks enhances and illuminates textual interpretation. Has a possible overview of the text through the framework(s). Engages closely with meaning.	Responds confidently making explicit reference to attitudes and values and how/why occur. Skilfully handled interpretation with original and thoughtful insights developed.
<b>Band 4</b> <b>16 - 20</b>	18-20	Secure and coherent reading underpinned by good textual evidence; textual grasp very evident. Close focus on text(s).	Coherent analysis through the framework(s); some analytical probing of features and, possibly, patterns. Secure and coherent analysis. Focuses on details.	Explicitly interprets/comments on how the writer's choice of form/structure/language relates to attitudes and values. Significant number of examples given.
	16-17	Close reading becomes obvious; some exploration. Growing confidence of interpretation. Careful use of illustrated points.	Uses framework(s) to highlight reading. Describes significant features/patterns. Awareness of the text as a whole.	Comments on how use of lexical patterns and structure link to values and/or attitude. Meaning grasped. Comments may be implicit or underdeveloped in places.
<b>Band 3</b> <b>11 -15</b>	14-15	Responds with growing confidence; appreciation of style, structure and form becoming apparent. May concentrate on one area at expense of others.	Uses a suitable framework(s); significant features noted. Evidence of some range. Sense of patterns may emerge in places but likely to be underdeveloped.	Some awareness of how lexis and structure help convey attitude; implicit meaning understood. May have to dig to find attitudes and values.
	11-13	Some recognition of implied meaning; illustrated points are made. List-like. Possibly lacks evidence in places.	Framework shows writer's choices shaping outcome. List-like but sound. Broad comments on effects.	A little awareness of why writer's lexical choices shape meaning; possible comments on why form and structure are relevant. Obvious points made.

<b>Band 2 6 -10</b>	8-10	Basic and generalised; responds to surface features in a broad fashion. May feature spot. Lacks details.	Simplistic but ordered. Attempts to use frameworks but likely to be limited; identifies some points; limited analysis.	Occasional points made but may lack evidence from texts; some unfounded assertions.
	6-7	A little understanding; sometimes responds to surface features/odd textual references.	Scattergun approach to analysis; little apparent planning. Little apparent planning with probably no use of framework(s).	Weak ideas on values and attitudes. May attempt explanation but tendency to obliqueness.
<b>Band 1 1 - 5</b>	4-5	Skimpy reading; no analysis.	Some organisation but no apparent direction.	Face value reading; no comments made on values and/or attitudes.
	1-3	Frequent misreading; no apparent understanding.	No frameworks used; complete lack of organisation.	Misreads writer's/speaker's attitude.

**Section B**

4 How do the two presenters convey their feelings and opinions in this exchange?

In your answer you should comment on:

- the choice of vocabulary and the use of grammatical and stylistic features
- the attitudes and values conveyed by the speakers.

**Key Words:** how – two presenters – convey – feelings and opinions – vocabulary – grammatical and stylistic features – attitudes and values conveyed by the speakers.

**Band 5: (21 - 25 marks)**

**21 - 25** Profound analysis of the transcript offering an overview together with the ability to move effortlessly between the utterances and context. Skilful application of linguistic frameworks. Fully conversant with the features of speech. Responds confidently to the challenge of analysing the transcript to make deductions about the speakers' feelings and views. Skilfully handled analysis with perceptive insights developed.

**Band 4: (16 - 20 marks)**

**18 - 20** Secure and coherent reading underpinned by analysis and textual detail. Ability to clearly comment on a wide range of features of speech. Skilful and coherent analysis of speakers' feelings and views. A sense of the context may be evident.

**16 - 17** Close reading together with the ability to use linguistic frameworks to highlight the reading. Evidence of carefully illustrated points regarding transcript and speakers. Comments offered on how feelings and views are revealed. Some awareness of context may be offered

**Band 3: (11 - 15 marks)**

**14 - 15** Responds with some confidence, showing awareness of features of natural speech. Has ability to use frameworks and comment on more obvious features of language. Some attempt to offer ideas about feelings/views

**11 - 13** Some ability to respond to the transcript and able to offer at least two features of language with examples and some limited commentary. Awareness of the way lexical choices can shape meaning. Limited attempt to make deductions about the feelings/views of the speakers.



**Band 2: (6 - 10 marks)**

- 8 - 10** Some points made but lack of textual evidence offered to support them. Some awareness of the features of natural speech but very simple, undeveloped ideas. Little attempt to comment on how feelings are revealed. Possibly some flaws in understanding
- 6 - 7** Weak analysis of the transcript offering only very superficial/simplistic comments on features of speech. Some flaws in understanding. Little or no attempt to comment on how feelings are revealed.

**Band 1: (0 - 5 marks)**

- 4 - 5** Many flaws in analysis. No successful attempt to comment on how the participants' feelings are revealed.
- 1 - 3** Unable to respond to the transcript in any meaningful way. Possibly some simple paraphrase. Unable to use linguistic frameworks. Not aware of how feelings are revealed.