AQA
ASSESSMENT and QUALIFICATIONS ALLIANCE

General Certificate of Education

English Language and Literature 5721
Specification A

NA2M Poetic Study (Modern Texts)

Mark Scheme
2005 examination – June 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.

DISTRIBUTION OF ASSESSMENT OBJECTIVES AND WEIGHTINGS

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

Unit 2

Assessment Objective	AO1i	AO2i	AO3i
	25 x 2	25 x 2	25 x 2

Marking Procedure

1.   Use marking grid to establish which band the candidate's work falls into for each of the Assessment Objectives. Written comments should be in line with marking grid boundary descriptors.

2.   Assessment of each AO is equal. There will, however, be some overlapping of skills displayed across the different AOs.

3.   Award 25 marks for each AO. Multiply each by 2 to arrive at a total mark out of 150. Ring mark out of 150 and transfer to front of script.

Marking notations for English Language and Literature

Use guidelines in the assistant examiner's handbook as a basis of your marking, but supplement with these notations used across all units of the specification.

Points that are correct:

✓ (tick)	to indicate a positive point (but not rhythmical ticks)
straight line/vertical line at side	to indicate a good passage
expl	candidate explains
pr	candidate makes personal response

Errors:

BE	basic error
Mistakes	ringed or marked with an S
Squiggly underline	for poor/wrong idea
X (cross)	to indicate a point is wrong

Marginal annotation:

voc	for a vocabulary point made
gr	for a grammatical point made
style	for a stylistic point made
coh	for a cohesive point made
aud	for a point made about audience
purp	for a point made about purpose
con	context understood, commented upon
pnm	point not made (if idea is not explained)

Unit specific notations for Unit 2:

eg	for example given
eg?	for lack of example given
imag	for a point made about imagery
ph	for a point made about phonology
N	for narrative (usually instead of analysis)
struc	for a point made about structure
rhet	for a point made about rhetorical style
ch	for a point made about character

MARKING GRID FOR AS ENGLISH LANGUAGE AND LITERATURE 5721 – UNIT 2

	Communication of knowledge, understanding and insights gained from combined literary and linguistic study; use of appropriate terminology and written accuracy. **(Knowledge and Terminology)** **AO1 (25 marks x 2)**	**Distinction, description and interpretation of variation in meaning and form in literary and non-literary texts.** **(Interpretation)** **AO2i (25 marks x 2)**	**Responding to and analysing texts using literary and linguistic approaches and concepts; use of frameworks.** **(Frameworks)** **AO3i (25 marks x 2)**
Band 5 **21 - 25**	Confident linguistic/literary knowledge Wholly accurate use of appropriate terminology -- Conceptualised understanding Technical terms enhance textual response	Sustained intelligent interpretation Sense of overview -- Illuminating readings of text	Use of frameworks enhances and illuminates textual analysis -- Overview shown through framework
18 - 20 **Band 4** **16 – 20** 16 - 17	Coherent understanding of distinctive features and patterns Well sustained argument -- Range of literary/linguistic terms used Some explanatory commentary	Coherent reading with good textual evidence Textual grasp very evident -- Close reading Careful illustration of points using quotations with understanding	Coherent analysis through framework Sustained focus -- Frameworks highlight reading Describes significant features and patterns
14 - 15 **Band 3** **11 – 15** 11 - 13	Clear and accurate Sense of patterns emerging Distinguishes between details -- Comments on at least 2 correctly-identified features of language required by the question	Responds with some confidence Some appreciation of style, structure and form Thoughtful response -- Some recognition of implied meaning Illustrated points are made Engagement with task	Uses a suitable framework Significant features noted Thoughtful selection of material with relevant commentary -- Framework used List-like but sound Sound focus
8 - 10 **Band 2** **6 – 10** 6 - 7	Simple linguistic points made -- Recognises surface features only	Basic and generalised Narrative approach Simplistic comments -- Broad response to surface features	Simplistic but ordered Limited analysis Attempts to use frameworks -- Frequent lack of focus
4 - 5 **Band 1** **0 – 5** 0 - 3	No literary/linguistic insights -- Misreadings	Very skimpy reading -- No apparent understanding	No frameworks used -- Complete lack of focus No organisation

Unit: **NA2M**

1. How does Thomas present his ideas in 'Do not go gentle into that good night'?

    Assessment Objectives tested on this question: 1i, 2i and 3i (25 x 2 marks for each)

Some possible content/stylistic points candidates may refer to:

- The concern with appropriate responses to impending death
- The impassioned demand for reaction
- The prayer-like repetition of the villanelle form
- The high incidence of monosyllabic words
- The bell-like rhyming pattern
- The use of imagery of light and dark
- The use of alliteration and repetition
- The use of active verbs

Examiner Notes

Unit: **NA2M**

2   Examine the ways in which Thomas writes about nature in **two** or **three** poems.

       Assessment Objectives tested on this question: 1i, 2i and 3i (25 x 2 marks for each)

Some possible content/stylistic points candidates may refer to:

- The pantheistic ideas of God as evident in nature
- The range of writing about youth and old age
- The wide use of natural imagery
- The phonological effect of mimicking natural sounds
- The imagery of the passage of the seasons to indicate human life
- The abundance of nature reflected in the crowded metaphors
- The use of parallels between human and natural power
- The use of unexpected imagery to illustrate paradoxes of nature

Examiner Notes

Unit: **NA2M**

3   How does Liz Lochhead present ideas about the past in 'After the War'?

       Assessment Objectives tested on this question: 1i, 2i and 3i (25 x 2 marks for each)

Some possible content/stylistic points candidates may refer to:

- The atmosphere of deprivation
- The accumulation of real detail
- The possibility of escape for relatives
- The ironic outcome of the poem
- The randomness of the poem's structure to reflect the subject
- The seeming randomness of the remembered details
- The wide variation of sentence structure
- The sense of claustrophobia

Examiner Notes

Unit: **NA2M**

4   How do the poets that you have studied make use of humour to present their ideas? You should write about **two** or **three** poems.

Assessment Objectives tested on this question: 1i, 2i and 3i (25 x 2 marks for each)

Some possible content/stylistic points candidates may refer to:

- The use of unexpected juxtaposition of ideas
- The use of humorous rhyme
- The use of dialect
- The use of features of dialogue
- The parody of familiar styles of speech and writing
- The ironic presentation of male/female relationships
- The use of alliteration
- The use of repetition

Examiner Notes

Unit: **NA2M**

5   How does Armitage present his thoughts and feelings in 'A Meteorite'?

       Assessment Objectives tested on this question: 1i, 2i and 3i (25 x 2 marks for each)

Some possible content/stylistic points candidates may refer to:

- The power of the imagination
- The creation of wonder about science
- The ambiguity of the ending
- The playfulness with language
- The use of similes
- The use of alliteration and repetition
- The use of rhyme and metre as echoes
- The contrasting imagery of size

Examiner Notes

Unit: **NA2M**

6   Explore the ways in which Armitage presents ideas about failure. You should write about **two** or **three** poems.

     Assessment Objectives tested on this question: 1i, 2i and 3i (25 x 2 marks for each)

Some possible content/stylistic points candidates may refer to:

- The sense of missed opportunity
- The use of contrast between the successful and unsuccessful
- The sense of being born into servitude
- The imagery of violence and pain
- The failure of relationships
- The use of listing
- The resentfully casual tone of the language
- The deliberate blurring of literal and metaphorical meaning

Examiner Notes