AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

English Language and Literature 5721
Specification A

NA2P Poetic Study (Pre-1900 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 for 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 the basis of your marking, but supplement with these specific notations used across all units of the specification.

<u>Points that are correct:</u>

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

<u>Errors:</u>

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

<u>Marginal annotation:</u>

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)

<u>Unit-specific notations for Unit 2:</u>

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 (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

	Communication of knowledge, understanding and insights gained from combined literary and linguistic study; use of appropriate terminology and written accuracy. (Knowledge & Terminology) AO1i (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 x 2marks)
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 quotation 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 two 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: **NA2P**

1   Remind yourself of the section from line 43 ('Lordinges,' quod he, 'in chirches whan I preche,') to line 63 ('Relikes been they, as wenen they echoon.'). Beginning with a close examination of this passage, explore how Chaucer presents the character of the Pardoner in *The Pardoner's Prologue and Tale*.

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

Some possible content/stylistic points candidates may refer to:

- The Pardoner exhibits his plan of deceit
- He is contemptuous of his 'flock' (those easily fooled)
- He is eager to ingratiate himself with the pilgrims
- He is a performer with appropriate 'magic' equipment
- His use of simile
- His rhetorical style
- His ability to tell a story
- His use of syndetic listing
- His use of alliteration

Examiner Notes

Unit: **NA2P**

2   Explore the ways in which Chaucer presents dishonesty in *The Pardoner's Prologue and Tale*.

   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 irony of a dishonest man telling a tale of dishonesty
- The revelation of the Pardoner's own dishonest techniques
- The false piety of dishonest 'rioters'
- The use of illustrative exempla to show vice (including dishonesty)
- The speed of the Tale's end in order for the Pardoner to get on with business
- The use of parallelism
- The use of antithesis
- The use of repetition and alliteration

Examiner Notes

Unit: **NA2P**

3	Examine how Marvell presents the character of the Mower in the poems in this selection.

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 dangers of interfering with nature
- The Mower's unrequited love of Juliana
- The use of contrasts – hot/cold – in imagery
- The simple peasant world of the Mower
- The uncomfortable mix of classical and natural imagery
- The humour of the Mower's very formal expression/verse form
- The detailed reference to plant names
- The use of alliteration

Examiner Notes

Unit: **NA2P**

4   Explore the ways in which Marvell presents two opposing points of view in the same poem. 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 the form of dialogues between ideas
- The attempt to persuade another to share the poem's view
- The lover's seduction of a reluctant 'other'
- The description of beauty in a hostile world
- The use of parallelism/antithesis
- The use of contrasting rhyme
- The use of the imagery of opposites
- The personification of abstract nouns

Examiner Notes

Unit: **NA2P**

5   Explore how Rossetti presents her thoughts and feelings in 'Love from the North'.

       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 contrast of the two wooers
- Her doubts over the coming wedding
- The desire for dominant masculinity
- The contrast of south/north imagery
- The build of narrative suspense
- The use of elements of ballad style
- The use of repetition
- The use of alliteration

Examiner Notes

Unit: **NA2P**

6   Examine the ways in which Rossetti creates a world of fantasy 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 use of myth/legend/allegory
- The use of fantastical characters
- The fable/parable style
- The use of soporific repetition
- The use of ghostly worlds
- The odd juxtapositions of imagery
- The use of fairy tale narrative
- The use of personification

Examiner Notes