



General Certificate of Education

English Language and Literature 5721 *Specification A*

*NA3P The Study of the Language of Prose and Speech
(Pre-1900 Texts)*

Mark Scheme

2006 examination – January 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.

NA3P – The Study of the Language of Prose and Speech (Pre-1900)

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 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 to the question specific mark schemes at the standardisation meeting.
3. Award 25 marks for each AO, record at the end of the script and add together to arrive at a mark out of 100. Ring mark out of 100 and transfer to front of script.

Note to examiners re: question specific mark schemes

Please note that the ideas and points given in each of the question specific mark schemes are not exhaustive and are only printed to give an idea of some of the points you might see when marking scripts. Do **not** treat them as a checklist. Use them as a referral point with the opportunity to add to them as you continue to mark.

Marking notations for English Language and Literature

Use the 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.

Points that are correct

✓ (tick):	to indicate a positive point (but not rhythmical ticks)
straight underline/ 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 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
phono/ style:	for a phonological/stylistic 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
 pnm:	 point not made (if idea is not explained)

Unit-specific notations for Unit 3

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

These notations in no way supersede the marginal comments made by examiners, and you should seek to make meaningful but economic comments to show how your marks have been arrived at.

GENERIC MARKING GRID FOR AS ENGLISH LANGUAGE AND LITERATURE 5721:
UNIT 3 SECTION A

		Distinction, description and interpretation of variation in meaning and form in literary texts: <i>(Interpretation)</i> AO2i (25 marks)	Responding to and analysing texts using literary and linguistic approaches and concepts; use of frameworks: <i>(Frameworks)</i> AO3i (25 marks)
Band 5 21 – 25	21-25	Profound analysis of literary or linguistic texts; sense of overview; illuminating reading of text. Possibly conceptualised or individualistic in approach.	Use of frameworks enhances and illuminates textual interpretation. Has a possible overview of the text through the framework(s). Engages closely with the meaning of the text; patterns analysed.
Band 4 16 - 20	18-20	Secure and coherent reading underpinned by good textual evidence; textual grasp very evident. Close focus on printed passage with a range of examples discussed.	Coherent analysis through the framework(s); some analytical probing of features and, possibly, patterns. Secure and coherent analysis. Focuses on details in given passage.
	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 stylistic/linguistic features.
Band 3 11 - 15	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; at least two illustrated points are made. List-like in approach. Possibly lacks evidence in places; broad comments may feature.	Identification through framework(s) shows some of writer's choices within the text. List-like but sound ideas. Broad comments on effects and stylistic points.
Band 2 6 - 10	8-10	Basic and generalised; responds to surface features in a broad fashion. May take a narrative approach with odd simplistic comments. Lacks details or engagement.	Simplistic but ordered. Attempts to use frameworks but likely to be limited; identifies some points; limited analysis occurs.
	6-7	A little understanding; sometimes responds to surface features/odd textual references but main focus is on textual narrative.	Scattergun approach to analysis; little apparent planning. Little apparent planning with probably no use of framework(s).
Band 1 0 – 5	4-5	Skimpy reading; no analysis.	No apparent direction.
	1-3	Frequent misreading; no apparent understanding.	No frameworks used; complete lack of organisation.

GENERIC MARKING GRID FOR AS ENGLISH LANGUAGE & LITERATURE 5721: UNIT 3

		Understanding of the ways contextual variation and choices of form, style and vocabulary shape textual meaning: <i>(Text and Context)</i> AO4 (25 marks)	Identifying and considering the ways attitudes and values are conveyed in speech and writing: <i>(Attitudes and Values)</i> AO5 (25 marks)
Band 5 21 - 25	21-25	Illuminating reading of context (and meaning). Assimilates and contextualises references with originality. Total overview that may offer observations on wider contexts.	Responds confidently making explicit reference to attitudes and values and how/why occur. Skilfully handled interpretation with original and thoughtful insights developed.
Band 4 16 - 20	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.
Band 3 11 - 15	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.
Band 2 6 - 10	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; probably broad points made with occasional use of evidence.
	6-7	Superficial idea of context/simplistic ideas on context.	Weak ideas on attitudes and values. May attempt explanation but tendency to obliqueness.
Band 1 0 - 5	4-5	Very little awareness of context; very limited ideas.	Face value reading; no comments made on attitudes and/or values.
	1-3	Contextual features identified erroneously/ misreads.	Misreads writer's/speaker's attitude.

Unit: **NA3P**

Series: **January 2006**

1. Explore the presentation of Estella's behaviour towards Pip here and elsewhere in the novel.

Assessment Objectives tested on this question: **2i, 3i, 4 and 5 (25 marks for each).**

Some possible content/stylistic points candidates may refer to:

- the use of contrast
- the role of Miss Havisham in their relationship
- Estella's haughty attitude
- the references to time (and the importance that it plays in their relationship)
- the contrast of vibrant, living youngsters with deathlike Miss Havisham
- Miss Havisham's use of directives
- appropriate reference to elsewhere in the novel e.g. the ways in which their relationship is forever thwarted.

Examiner notes

Unit: **NA3P**

Series: **January 2006**

2. How does Henry James present Maisie's mood swings here and elsewhere in the novel?

Assessment Objectives tested on this question: **2i, 3i, 4 and 5 (25 marks for each)**.

Some possible content/stylistic points candidates may refer to:

- the use of adjectives to reflect Maisie's state
- the use of complex sentences
- the effect that a new country has upon her
- the use of repetition
- the effect of Sir Claude's words upon her
- the use of imagery by James
- appropriate reference to elsewhere in the novel e.g. Maisie's relationship with her mother.

Examiner notes

Unit: **NA3P**

Series: **January 2006**

3. Explore the way in which Hindley is portrayed here and elsewhere in the novel.

Assessment Objectives tested on this question: **2i, 3i, 4 and 5 (25 marks for each).**

Some possible content/stylistic points candidates may refer to:

- the use of dynamic verbs to reflect his mood
- the reference to violent mood swings
- Hareton's terror and reactions
- Hindley's use of language in his speeches
- his constant reference to the devil
- his reactions to Heathcliff
- appropriate reference to elsewhere in the novel e.g. his treatment of his household.

Examiner notes

Unit: **NA3P**

Series: **January 2006**

4. How does Jane Austen convey Anne's common sense approach to life here and elsewhere in the novel?

Assessment Objectives tested on this question: **2i, 3i, 4 and 5 (25 marks for each).**

Some possible content/stylistic points candidates may refer to:

- the description of Louisa's foolish and childish behaviour on the steps of the Cobb and how they contrast with Anne's sensible, pragmatic approach to life
- the overreaction of everyone except Anne
- her use of directives
- Anne's common sense about the surgeon and who could find one
- Charles' reaction and the way he unconsciously puts Anne in charge
- the use of adjectives and adverbs for particular effect at the end of the passage
- appropriate reference to elsewhere in the novel e.g. Anne's relationship with other characters.

Examiner notes

Unit: **NA3P**

Series: **January 2006**

Re-sit question (RQ) Examine the presentation of Sissy here and elsewhere in the novel.

Assessment Objectives tested on this question: **2i, 3i, 4 and 5 (25 marks for each).**

Some possible content/stylistic points candidates may refer to:

- Sissy's position within the family/social situation
- the use of extended metaphor to describe her actions
- the use of lists to describe her
- the use of detail to enhance the reader's picture of her
- her self contrast with Louisa
- her lack of self-esteem
- appropriate reference to elsewhere in the novel e.g. the way that she matures during the novel.

Examiner notes

Section B

Question 5
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 to the question specific mark schemes at the standardisation meeting.
3. Award 25 marks for AO2i and AO3i, 25 marks for AO5 and multiply by 2, record at the end of the script and add together to arrive at a mark out of 100. Ring mark out of 100 and transfer to front of script.

GENERIC MARKING GRID FOR AS ENGLISH LANGUAGE AND LITERATURE 5721:
UNIT 3 SECTION B

		Distinction, description and interpretation of variation in meaning and form in non-literary texts: <i>(Interpretation)</i> AO2i (25 marks)	Responding to and analysing texts using linguistic approaches and concepts; use of frameworks: <i>(Frameworks)</i> AO3i (25 marks)	Identifying and considering the ways attitudes and values are conveyed in speech: <i>(Attitudes and Values)</i> AO5 (25 marks x 2)
Band 5 21-25	21-25	Profound analysis of speech text(s); sense of overview; illuminating readings of text. Possibly conceptualised or individualistic in approach.	Use of frameworks enhances and illuminates textual interpretation. Has a possible overview of the text through the framework(s). Engages closely with meaning; patterns analysed.	Responds confidently making explicit reference to attitudes and values and how/why occur. Skilfully handled interpretation with original and thoughtful insights developed.
Band 4 16-20	18-20	Secure and coherent reading underpinned by good textual evidence; textual grasp very evident. Close focus on text(s) with a range of examples discussed.	Coherent analysis through the framework(s); some analytical probing of features and, possibly, patterns. Secure and coherent analysis. Focuses on details using terminology correctly.	Explicitly interprets/comments on how the speaker'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 speech text as a complete unit of communication.	Comments on how use of lexical patterns and structure link to attitudes and/or values. Meaning grasped. Comments may be implicit or underdeveloped in places.
Band 3 11-15	14-15	Responds with growing confidence; general appreciation of style, structure and form becoming apparent. May concentrate on one area at expense of others.	Uses a suitable framework(s); significant features of speech 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; broad comments may feature.	Framework shows speaker's choices shaping outcome. List-like but sound. Broad comments on speech features; possibly refers to effects.	A little awareness of why speaker's lexical choices shape meaning; possible comments on why form and structure are relevant. Obvious points made.
Band 2 6-10	8-10	Basic and generalised; responds to surface features in a broad fashion. May feature spot. Lacks details or engagement.	Simplistic but ordered. Attempts to use frameworks but likely to be limited; identifies some points; limited analysis occurs.	Occasional points made but may lack evidence from texts; some unfounded assertions; probably broad points made with occasional use of evidence.
	6-7	A little understanding; sometimes responds to surface features/odd textual references but main focus is narrative.	Scattergun approach to analysis; little apparent planning. Little apparent planning with probably no use of framework(s).	Weak ideas on attitudes and values. May attempt explanation but tendency to obliqueness.

Band 1 1-5	4-5	Skimpy reading; no analysis.	Some organisation but no apparent direction.	Face value reading; no comments made on attitudes and/or values.
	1-3	Frequent misreading; no apparent understanding.	No frameworks used; complete lack of organisation.	Misreads speaker's attitudes.

Unit: **NA3P**

Series: **January 2006**

5. Explore the ways in which the two speakers convey their thoughts and feelings in this extract.

Assessment Objectives tested on this question: **2i, 3i, (25 marks each) and 5 (25 x 2 marks).**

Some possible content/stylistic points candidates may refer to:

- use of questions and answers to elicit feelings
- the hesitant nature of Y in delineating her feelings
- the use of emphasis to convey certain points
- the sensitivity and sympathetic nature of X (as a former athlete)
- the fact that Y cannot accurately explain why she failed
- the use of backchannelling
- the use of value laden adjectives
- X's extended questions which become opinions
- the use of shortened forms indicate the friendly nature of the two
- fillers used as very evident thinking time to answer difficult questions.

Examiner notes