AQA

A S S E S S M E N T and
Q U A L I F I C A T I O N S
A L L I A N C E

General Certificate of Education

English Language and Literature 5721

Specification A

NA2P   Poetic Study (Pre-1900 Texts)

Mark Scheme

2007 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

January 2007   **NA2P**

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	AO1	AO2i	AO3i
	25 x 2	25 x 2	25 x 2

Marking Procedure

1.   Use the 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 the 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.

Note to examiners on 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
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 (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

These points in no way supersede other marginal comments made by examiners. You should seek to make meaningful but economic comments in the margins and, particularly, at the end of the essay to show how your marks have been arrived at.

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 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
Band 4 **16 – 20** 18 – 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
Band 3 **11 – 15** 14 – 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**	Simple linguistic points made --------------------------------	Basic and generalised Narrative approach Simplistic comments --------------------------------	Simplistic but ordered Limited analysis Attempts to use frameworks --------------------------------
6 - 7	Recognises surface features only	Broad response to surface features	Frequent lack of focus
4 - 5 **Band 1** **0 – 5** 1 - 3	No literary/linguistic insights -------------------------------- Misreadings	Very skimpy reading -------------------------------- No apparent understanding	No frameworks used -------------------------------- Complete lack of focus No organisation

Unit: **NA2P**   Series: **January 2007**

1. How does Chaucer present the *riotoures* in 'The Pardoner's Tale'?
    Begin your answer with a close examination of the section from line 406 (' "Ye, Goddes
    armes!" quod this riotour') to line 424 ('Deeth shal be deed, if that they may him hente')
    and then go on to consider other parts of 'The Pardoner's Tale'.

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

Some possible content/stylistic points candidates may refer to:

- the irony of their brotherly pledges
- the blasphemy of their language
- the comic stupidity of their pursuit
- the use of oral repetition devices
- the rhetorical use of parallel phrasing
- the contrast of their language with the Old Man's
- the narrative effect of speech
- the individual characterisation.

Examiner notes

Unit: **NA2P**   Series: **January 2007**

2.   How does Chaucer present religion in *The Pardoner's Prologue and Tale*?

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

Some possible content/stylistic points candidates may refer to:

* the Pardoner is not a religious man but a parasite on the church
* the Pardoner misuses religious solemnity
* the Pardoner parodies religious sermonising style
* the Pardoner perverts the genuine morality of religion
* the use of parallelism/antithesis
* the use of oral narrative strategies
* the use of direct address to his audience
* the use of rhetorical devices.

Examiner notes

Unit: **NA2P**   Series: **January 2007**

3.   How does Marvell present his thoughts and feelings in 'A Dialogue between the Soul and Body'?

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

Some possible content/stylistic points candidates may refer to:

- the uncomfortable co-existence of body and soul
- the relationship between conscience and human frailty
- the imagery of imprisonment and pain
- the parallel verse structures
- the interrogative appeal
- the use of alliteration
- the sustained conceit of destruction
- the use of personification.

Examiner notes

Unit: **NA2P**   Series: **January 2007**

4. Explore the ways in which Marvell presents his ideas about women. You should write
    about **two** or **three** poems.

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

Some possible content/stylistic points candidates may refer to:

- the twin themes of innocence and temptation
- the male/female parallels in nature
- the use of conceits
- the unattainability of the love-object
- the pastoral style
- the amused flirtatious tone
- the use of alliteration/repetition
- the use of allusive imagery.

Examiner notes

Unit: **NA2P**   Series: **January 2007**

5. Examine how Dickinson presents her thoughts and feelings in 'After great pain, a formal feeling comes' (341).

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

Some possible content/stylistic points candidates may refer to:

- the accurate description of death
- the use of long vowel sounds to slow the movement
- the use of alliteration
- the funeral atmosphere
- the imagery of weighty immoveability
- the use of personification
- the use of religious allusion
- the slowing of pace at the end of the poem.

Examiner notes

Unit: **NA2P**   Series: **January 2007**

6. How does Dickinson present her ideas about nature? You should write about **two** or
    three poems.

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

Some possible content/stylistic points candidates may refer to:

- the close familiarity with and affection for nature
- the matching of the rhythms to animal/bird movement
- the minute observation of nature
- the playfully imaginative flights of fancy
- the sense of awe
- the use of personification
- the use of dynamic verbs
- the use of alliteration.

Examiner notes

Unit: **NA2P**   Series: **January 2007**

7.   Explore the ways in which Coleridge presents the Mariner's story in 'The Rime of the Ancient Mariner'.

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

Some possible content/stylistic points candidates may refer to:

- the insistence of the Mariner's story
- the underlying Christian message
- the use of repetition and parallelism
- the use of a dream-like narrative
- the use of apostrophe/exclamation
- the mixture of dramatic voices
- the 'oral' quality of the language
- the use of dynamic verbs.

Examiner notes

Unit: **NA2P**   Series: **January 2007**

8. How does Coleridge present his ideas about the world of the imagination? You should
    write about **two** or **three** poems.

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

Some possible content/stylistic points candidates may refer to:

*   the detachment established between events and his memory of them
*   the sense of solitude
*   the ability to revive emotion when writing
*   the use of apostrophe
*   the use of repetition/alliteration
*   the use of magical/supernatural worlds
*   the trance-like recollection
*   the use of a variety of points of view.

Examiner notes