



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

2008 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.

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

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June 2008

NA3P

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 - 4	25	25	25	25
Question 5	25	25		25 (x2)

Questions 1 - 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 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 new 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 framework(s) 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 framework(s) 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 with probably no use of framework(s)
Band 1 (1 – 5)	4 – 5	Skimpy reading; no analysis.	No apparent direction.
	1 – 3	Frequent misreading; no apparent understanding	No framework(s) used; complete lack of organisation

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

		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 attitude and/or values. 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 (1 – 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: **June 2008**

1. How does Dickens present Pip's developing maturity here **and** elsewhere in the novel?

Assessment Objectives tested on this question: **AO2i, AO3i, AO4, AO5 (25 marks for each)**

Some possible content/stylistic points candidates may refer to:

- how he addresses Miss Havisham and Estella and what he says to them
- his growing recognition of the true worth of people
- the realisation that he cannot hide that he wants a favour from Miss Havisham
- his use of positive adverbs, eg "dearly" to reflect his feelings for Estella and how they contrast with negative adjectives appropriated to Miss Havisham, eg "cruel"
- their disagreement over Drummle's character
- use of reporting clauses to highlight differences
- appropriate reference to elsewhere in the novel, eg Pip at the beginning of the novel vs. Pip at the end.

Examiner notes

Unit: **NA3P**

Series: **June 2008**

2. Explore James's presentation of the ways Maisie is treated by others here **and** elsewhere in the novel.

Assessment Objectives tested on this question: **AO2i, AO3i, AO4, AO5 (25 marks for each)**

Some possible content/stylistic points candidates may refer to:

- use of the metaphor of the shuttlecock and its meanings, eg play thing, weightless
- Maisie's innocence in contrast to their "evil"
- the implied criticism through James's use of lexis
- the way that "danger" creeps into Maisie's life
- her change in behaviour and the way it is described
- appropriate reference to elsewhere in the novel, eg how Mrs Wix treats her.

Examiner notes

Unit: **NA3P**

Series: **June 2008**

3. How does Brontë present the relationship between Heathcliff and Catherine here **and** elsewhere in the novel?

Assessment Objectives tested on this question: **AO2i, AO3i, AO4, AO5 (25 marks for each)**

Some possible content/stylistic points candidates may refer to:

- use of direct speech and their agendas behind what they say
- Heathcliff's persistence at staying with Catherine
- Catherine's use of loaded adjectives towards Heathcliff, eg "foolish"
- her scolding of him for being "dumb" in her presence
- contrast between Heathcliff's exit and Linton's entrance
- Nelly's summary dismissal so Catherine can be alone: manipulative
- appropriate reference to elsewhere in the novel, eg their relationship as adults and its tragic ending.

Examiner notes

Unit: **NA3P**

Series: **June 2008**

4. Explore the presentation of Captain Wentworth's relationship with Anne here **and** elsewhere in the novel.

Assessment Objectives tested on this question: **AO2i, AO3i, AO4, AO5 (25 marks for each)**

Some possible content/stylistic points candidates may refer to:

- Anne's own feelings towards her family; use of adjectives, eg "unpersuadable": central theme
- use of rhetorical questions
- her reflection on the fact that Wentworth does not want to see her
- her acceptance of it
- her embarrassment of Wentworth's visit
- list-like description of what happens: without emotion
- appropriate reference to elsewhere in the novel, eg the ending of 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:	Responding to and analysing texts using linguistic approaches and concepts; use of frameworks:	Identifying and considering the ways attitudes and values are conveyed in speech:
		<i>(Interpretation)</i> AO2i (25 marks)	<i>(Frameworks)</i> AO3i (25 marks)	<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 framework(s) 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 attitude and/or value. 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/one extract 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 framework(s) 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 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 framework(s) used; complete lack of organisation	Misreads speaker's attitudes

Unit: **NA3P**

Series: **June 2008**

5. Examine how the speakers interact in this exchange, showing how they convey their experiences and thoughts.

Assessment Objectives tested on this question: **AO2i, AO3i (25 marks each) and AO5 (50 marks)**

Some possible content/stylistic points candidates may refer to:

- use of statements to reflect feelings
- the difference in the understanding
- the use of emphasis to convey certain points and topics
- the use of value-laden adjectives
- use of informality and in-jokes
- the casual construction of the story of the Olympic athlete
- use of interruptions and side sequences
- use of humour
- adjacency pairs and chaining of ideas.

Examiner notes