

GCE 2005
January Series



Mark Scheme

English Language and Literature B

NTB1

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.

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Dr Michael Cresswell Director General

January 2005**NTB1****GENERAL PRINCIPLES**

Assessment Unit 1 asks candidates to answer two questions based on a thematic Anthology that they take into the examination room. The first focuses on the prescribed poems in Section One of the Anthology; the second on the texts in Section Two of the Anthology. The first question requires candidates to answer on one named poem and one other of their choice from Section One. The second question will require candidates to answer on two texts of their own choice from Section Two of the Anthology. Candidates will usually be asked to answer on

- the language of the chosen texts
- the form, structure and genre of the chosen texts
- the ideas, attitudes and values conveyed by the texts

Examiners should first be aware of the relevant Assessment Objectives, as described in the specification and printed in the Mark Scheme. Candidates will be required to demonstrate achievement in these Assessment Objectives in their answers.

Candidates will be expected to demonstrate appropriate expertise in the following **Main Criteria**

- the application of linguistic frameworks to texts
- the description of how texts vary in form and structure
- the understanding and identification of how language, form and structure create and shape the meaning of texts
- the understanding and identification of the importance of context in creating and shaping the meaning of texts

The **Main Criteria** above and the **AS English Language and Literature Marking Template** pages that follow are the indicators that will guide examiners in judging how satisfactorily candidates have achieved these different Objectives.

Question 1 tests Assessment Objectives **AO1, AO2i, AO3i, AO5**

Question 2 tests Assessment Objectives **AO1, AO2i, AO3i, AO4**

AO1 communicate clearly the knowledge, understanding and insights gained from the combination of literary and linguistic study, using appropriate terminology and accurate written expression

AO2i in responding to literary and non-literary texts, distinguish, describe and interpret variation in meaning and form

AO3i respond to and analyse texts, using literary and linguistic concepts and approaches

AO4 show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meaning of texts

AO5 identify and consider the ways attitudes and values are created and conveyed in speech and writing

The focus for each question is shown by some indicative content. It is, of course, possible that some candidates may respond in ways different to those listed, yet whose answers contain appropriate and valid insights. If examiners believe that such scripts satisfy criteria for high achievement, then those scripts should be rewarded accordingly. Examiners are encouraged at all times to mark positively, rewarding strengths and achievements.

Question 1 How do poets present the experience of being a pupil? Write about Carol Ann Duffy's *Comprehensive* and **one** other poem from **Section One** of the *Anthology*.

You should write about:

- how the language used conveys these experiences
- the poets' use of structure.

INDICATIVE CONTENT

NB. The following list of ideas is not exhaustive. Any *valid* suggestion supported by textual reference should be accepted.

Comprehensive

Experience:

- series of portraits of adolescent members of a multi-ethnic society
- barriers due to language, culture and religion
- institutionalised racism
- irony that the education portrayed here is not 'comprehensive'
- contrast between negativity of portrait of English children and the more positive depiction of the ethnic minority groups
- overall, a rather bleak view of 1980's England

Language used:

- attempts to create illusion of natural, colloquial speech through
- minor/simple sentences
- staccato delivery
- use of names, places, cultural and topical references to suggest authenticity
- use of slang, swearing, racist terminology
- pronouns (*them, us, we, they*) without clear referents to suggest division

Structure and form:

- seven separate stanzas for seven different speakers
- each speaker gives brief personal history and reveals personal and cultural values
- each speaker has different idiolect

Other poems

Not every poem in Section One of the Anthology is suitable to answer this question. Examiners should consider the appropriateness of candidates choices when assessing their work.

The most fruitful ones are likely to be:

The Play Way *Them & [uz]*
The Lesson
In which the Ancient History I learn...
Head of English

Question 2 Choose any **two** texts from **Section Two** of the *Anthology* which give an impression of what education was like in the past.

Look closely at the writers'/speakers' use of language and form. Show how these help to create impressions of education before 2005.

Almost every text in Section Two could be suitable to answer this question (with the possible exceptions of the transcripts of the lessons and the *St Bede's Prospectus*) and examiners should expect a variety of responses and approaches.

It is important, however, that candidates recognise that there are two parts to this question and that they should not concentrate on one to the exclusion of the other.

learning about education in the past:

We might expect to see answers that focus on

- content of lessons
- discipline and classroom management
- teachers' and educationalists' philosophies
- examinations
- types of school

language and form:

We might expect to see answers that focus on

- narrative, dialogue, description etc
- different genres and variations within these
- structure and organisation of content
- different purposes

MAIN CRITERIA FOR ANSWERS

Examiners should **not** require candidates to fulfil **all** the descriptors before they place a candidate in a particular mark band. They should use a ‘best fit’ model.

Examiners should also remember that they are marking the work of AS, not A, level candidates.

30 – 35 *The best answers that can be expected of AS candidates under examination conditions.*

- shows good and detailed understanding of the content of the texts
- shows good and detailed understanding of the context of the texts
- shows good and detailed understanding and analysis of how language in the texts works
- supports and develops points consistently with examples from or reference to the texts
- shows good and detailed understanding of attitudes conveyed in the texts
- consistently accurate use of language and terminology

24 –29 *Very good answers that display many of the qualities of the top band, but with some lack of consistency or thoroughness. Many more strengths than weaknesses.*

- shows sound and clear understanding of the content of the texts
- shows sound and clear understanding of the context of the texts
- shows sound and clear understanding of how language in the texts works, including detailed discussion and analysis of some points
- develops most important points through examples from or reference to the texts
- shows sound and clear understanding of attitudes conveyed in the texts
- accurate use of language and terminology

18 – 23 *Answers in which there is a balance of strengths and weaknesses*

- understands the content of the texts
- understands the context of the texts
- shows understanding of how language in the texts works, including some detailed discussion and analysis of some points
- develops some important points through examples from or reference to the texts
- understanding of attitudes conveyed in the texts
- generally accurate use of language and terminology

12 – 17 *Answers that address the question, but with a number of weaknesses*

- shows some general understanding of the content of the texts
- shows some general understanding of the context of the texts
- includes some general discussion and understanding of language use in the texts
- some feature spotting
- may contain some description
- develops a number of points through examples from or reference to the texts
- some understanding of attitudes conveyed in the texts
- some accurate use of language and terminology

6 – 11 *Answers that contain a significant number of weaknesses; may contain irrelevance or misunderstanding.*

- includes some thin or sketchy discussion of the content of the texts
- includes some thin or sketchy discussion of the context of the texts
- includes some thin or sketchy discussion of language use in the texts
- reliant on feature spotting
- much more description than analysis
- includes little support from examples in or reference to the texts
- some limited comment on attitudes conveyed in the texts
- some inaccurate use of language and terminology

0 – 5 *Answers that are little more than rudimentary and fail to address the question in any relevant manner. Fragmentary.*

- shows no or rudimentary understanding of the content of the texts
- shows no or rudimentary understanding of the context of the texts
- includes no or rudimentary discussion of language use in the texts
- includes no or very little support from examples in or reference to the texts
- very rudimentary comment on attitudes conveyed in the texts
- very inaccurate use of language and terminology

| | 0 – 5 marks | 6 – 11 marks |
|---|---|---|
| <p>AO1 Candidates should be able to communicate clearly the knowledge, understanding and insights gained from the combined study of literary and linguistic study, using appropriate terminology and accurate written expression.</p> | <ul style="list-style-type: none"> • Frequent lapses in spelling, punctuation, grammar, and other features of technically effective and written English. • Limited and rudimentary vocabulary. • An unclear line of argument and/or poor deployment of knowledge/evidence. | <ul style="list-style-type: none"> • Lapses in effective written English and technical errors do not seriously impede. Communication of meaning. • Limited general vocabulary. • Some presentation of ideas, sometimes simplistic, makes some reference to data. |
| <p>A02i Candidates, in responding to literary and non-literary texts, distinguish, describe and interpret variation in meaning and form.</p> | <ul style="list-style-type: none"> • Rudimentary response to context of texts. • Rudimentary response to task. • Little attempt to describe meaning. • Rudimentary attempt to comment on form. | <ul style="list-style-type: none"> • Responds to texts with some knowledge. • Some focus on task. • Some attempt to describe meaning. • Appropriate, if general, evidence to support claims. • Some awareness of form. |
| <p>AO3i Candidates should be able to respond to and analyse texts, using literary and linguistic concepts and approaches.</p> | <ul style="list-style-type: none"> • Rudimentary awareness of the need to use some methodology. • Rudimentary knowledge of literacy and linguistic methods or terms. | <ul style="list-style-type: none"> • Some use of an appropriate methodology. • Some limited awareness of literary and linguistic features of texts. |
| <p>AO4 Candidates should be able to show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts.</p> | <ul style="list-style-type: none"> • Rudimentary awareness of context. • Rudimentary awareness of how form, style and/or vocabulary shape meaning. | <ul style="list-style-type: none"> • Some awareness of influence of context. • Some awareness of how form, style and/or vocabulary shape meaning. |
| <p>AO5 Candidates should be able to identify and consider the ways attitudes and values are created and conveyed in speech and writing.</p> | <ul style="list-style-type: none"> • Rudimentary comment on attitudes and/or values. • Little or no awareness of how they are conveyed. | <ul style="list-style-type: none"> • Little comment on attitudes and values. • Some awareness of how attitudes and values are created and conveyed. |
| <p>AO6 Candidates should be able to demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on choices made.</p> | <ul style="list-style-type: none"> • Shows rudimentary knowledge of genre requirements. • Rudimentary attempt to suit content, structure and style to specific audiences. • Rudimentary comments on own language use and choices. | <ul style="list-style-type: none"> • Shows some knowledge of genre requirements. • Shows some awareness, in content, structure or style of how to write for a variety of specific audiences. • Some relevant comments on own language use and choices. |

| 12 – 17 marks | 18 – 23 marks | 24 – 29 marks | 30 – 35 marks |
|--|---|---|--|
| <ul style="list-style-type: none"> • Generally accurate and clear written expression. • Some critical vocabulary but limited in use. • Argument clear but not always sustained. | <ul style="list-style-type: none"> • Accurate and clear written expression. • Uses some critical vocabulary effectively. • Clear line of argument, reasonably well sustained. | <ul style="list-style-type: none"> • Accurate, clear and controlled written expression. • Shows command of a range of critical vocabulary. • Well sustained argument, with some signs of sophistication. | <ul style="list-style-type: none"> • Exemplary written expression. • Accurate use of an appropriate critical vocabulary and concepts. • Sophisticated, sustained and cogent argument. |
| <ul style="list-style-type: none"> • Uses knowledge of texts with some understanding. • Awareness of task in most of response. • Some consideration of variation in form. | <ul style="list-style-type: none"> • Informed knowledge and understanding of texts. • Some understanding and control of task. • Some detailed description of variation in meaning. • Recognition and some description of variation in form. | <ul style="list-style-type: none"> • Sound and detailed knowledge and understanding of texts. • Planned response to task. • Detailed description and some interpretation of variations in meaning. • Detailed interpretation of variations in form. | <ul style="list-style-type: none"> • Very full knowledge and understanding of texts. • Full accomplishment of task. • Perceptive and thoughtful assessment of variation in form. |
| <ul style="list-style-type: none"> • Shows some knowledge in the use of an appropriate methodology. • Some awareness and some understanding of how form, style and vocabulary shape meaning. | <ul style="list-style-type: none"> • Shows some competence in the use of an appropriate methodology. • Shows some knowledge and understanding of literary and linguistic features of texts. | <ul style="list-style-type: none"> • Competent use of an appropriate methodology. • Knowledgeable understanding of literary and linguistic features of texts. | <ul style="list-style-type: none"> • Exemplary use of an appropriate methodology. • Sophisticated understanding of literary and linguistic features of texts. |
| <ul style="list-style-type: none"> • Awareness and some understanding of contextual factors. • Awareness and some understanding of how form, style and vocabulary shape meaning. | <ul style="list-style-type: none"> • Shows an informed understanding of contextual factors. • Shows an informed understanding of how form, style and vocabulary shape meaning. | <ul style="list-style-type: none"> • Shows how form, style and vocabulary shape meaning. • Shows an informed and detailed understanding of contextual factors. | <ul style="list-style-type: none"> • Sophisticated understanding of contextual factors. • Sophisticated understanding of how form, style and vocabulary shape meaning. |
| <ul style="list-style-type: none"> • Identification of attitudes and values. • Consideration of how these are created and conveyed. | <ul style="list-style-type: none"> • Understanding of attitudes and values. • Understanding of some methods used to create and convey attitudes and values. | <ul style="list-style-type: none"> • Detailed comment on attitudes and values. • Detailed consideration of how attitudes and values are created and conveyed. | <ul style="list-style-type: none"> • Sophisticated understanding of how attitudes and values are created. • Sustained consideration of how attitudes and values are conveyed. |

| 12 – 17 marks | 18 – 23 marks | 24 – 29 marks | 30 – 35 marks |
|---|---|--|--|
| <ul style="list-style-type: none"> • Shows some knowledge and some control of genre requirements. • Shows awareness in content, structure or style, or how to write with some success for a variety of specific audiences. • Comments appropriately on features of own language use and makes connections between linguistic knowledge and features of own language use. | <ul style="list-style-type: none"> • Shows knowledge and some control of genre requirements for achieving specific purposes. • Achieves some success in content, structure and style of how to write for a variety of specific audiences. • Apt comments on own language use and some valid connections between linguistic knowledge and features of own language use. | <ul style="list-style-type: none"> • Shows knowledge and control of genre requirements for a range of purposes. • Controlled use of content, style and register. • Detailed comments on own language use and makes valid connections between linguistic knowledge and features of own language use. | <ul style="list-style-type: none"> • Shows knowledge and exemplary control of genre requirements for achieving a variety of specific purposes. • Shows sophisticated judgement of content, structure and style, in how to write with success for a variety of specific audiences. • Exemplary comment on features of own language use and makes cogent connections between linguistic knowledge and features of language use. |