



**General Certificate of Education (A-level)  
January 2012**

**English Language and Literature B ELLB1T  
(Specification 2725)**

**Unit 1: Introduction to Language and Literature  
Study**

***Travel, Transport & Locomotion* Anthology**

***Mark Scheme***

---

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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 from: [aqa.org.uk](http://aqa.org.uk)

Copyright © 2012 AQA and its licensors. All rights reserved.

**Copyright**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the school/college.

Set and published by the Assessment and Qualifications Alliance.

## GENERAL PRINCIPLES

Assessment Unit 1 asks students to answer two questions: the first based on an unseen pair of texts; the second based on a thematic Anthology of texts. Students will take a clean copy of the Anthology into the examination room. Both questions will require students to compare:

- how the writers structure and present their material
- how the purpose and context of each text influence language choices
- the attitudes and ideas of the writers and/or speakers

Examiners should first be aware of the relevant Assessment Objectives, as described in the specification and printed in this Mark Scheme. Students will be assessed on their success in attaining these Assessment Objectives in their answers.

Students will be expected to demonstrate appropriate expertise in the following areas:

- the application of linguistic and literary approaches to texts
- the understanding and identification of how language, form, structure and presentation create and shape the meaning of texts
- the understanding and evaluation of the importance of context in creating and shaping the meaning of texts both in their production and their reception
- the comparison of attitudes and ideas expressed in texts.

The question tests Assessment Objectives **AO1**, **AO2**, **AO3**

- AO1** select and apply relevant concepts and approaches from integrated linguistic and literary study using appropriate terminology and accurate, coherent written expression
- AO2** demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts
- AO3** use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception

The focus for each question is shown by some indicative content. It is, of course, possible that some students may respond in ways different than 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 to mark positively, rewarding strengths and achievements.

**For re-sit students only**

**Re-sit Question 1**

**01** **Text A** is an extract from *Three Men on the Bummel*, a comic novel by Jerome K Jerome, published in 1900. It tells the story of three men travelling in a leisurely manner around Germany. ‘Bummel’ is the German word for ‘leisurely journey’ or ‘stroll’.

**Text B** is an extract from the *National Rail Conditions of Travel* (2009). This is a legal document setting out the passenger’s rights and responsibilities when travelling on the national rail network in Britain.

Compare the ways in which the texts achieve their purposes.

You should compare:

- how the texts are structured and how they present their material
- how the purposes and contexts of the texts influence language choices.

**INDICATIVE CONTENT**

**Examiners should remember that it is essential that students *compare* the texts.**

**NB The following list of ideas is not exhaustive. Examiners should always be ready to reward any *valid* points made by students, even if they are not covered by this indicative content. Points should always be supported by relevant textual reference.**

	<b>Text A</b>	<b>Text B</b>
<b>Audience</b>	readers of the novel, both contemporary (1900) and modern	rail passengers, possibly with a complaint or grievance against the rail company; lawyers
<b>Purpose(s)</b>	to entertain and amuse	to inform, to state legal requirements of passengers
<b>Structure and presentation</b>	begins with general statement; comic description of encounter and exchanges with train guard; comic reflections on the (ludicrous) consequences of German ticket regulations	use of emboldening, clear demarcation of sections, boxing of information – all for clarity and ease of reference; step-by-step explanation of need to possess a ticket and consequences of travelling without one
<b>Language</b>	generic <i>you</i> , implying voice of the sensible British approach compared to hide-bound German way; use of present tense to suggest events taking place routinely; implied dialogic exchanges; use list of comically ironic questions; use of German terms <i>schnellzug</i> and <i>platz</i> tickets	repeated nouns ( <i>ticket, ticket office, fares, journey</i> etc); repeated grammatical structures; no pronominal substitution for sake of explicitness; use of modal verbs ( <i>must, will be, will not be, need</i> ); use of complex sentences; direct address to passenger ( <i>you</i> )

## MAIN CRITERIA FOR ANSWERS TO QUESTION 1

To be placed in a particular mark band, it is not necessary for a candidate to demonstrate achievement under every bullet point. Examiners should therefore assess a student's work under the 'best-fit' principle.

**Band 6**      **28 – 32**      *Very good answers: the best that can be expected of AS students under examination conditions*

- clear, detailed and undivided focus on the question with consistent, focused comparison throughout of significant aspects **(AO1)**
- consistently accurate use of language and appropriate terminology **(AO1)**
- shows good and detailed understanding of the content of and ideas in the texts **(AO2)**
- shows good, detailed and thorough understanding and analysis of how language, structure and form create and shape meaning **(AO2)**
- shows good and detailed understanding of the importance of contextual factors **(AO3)**
- shows good and detailed understanding of attitudes and ideas conveyed in the texts together with clear and sustained comparison **(AO3)**
- supports and develops points consistently with examples from or reference to the texts **(AO1, AO2, AO3)**.

**Band 5**      **22 – 27**      *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*

- maintains consistent focus on the question with focus on comparison of significant aspects **(AO1)**
- accurate use of language and appropriate terminology **(AO1)**
- shows sound and clear understanding of the content of and ideas in the texts **(AO2)**
- shows sound and clear understanding of how language, structure and form create and shape meaning **(AO2)**
- shows sound and clear understanding of the importance of contextual factors **(AO3)**
- shows sound and clear understanding of attitudes and ideas conveyed in the texts together with clear comparison **(AO3)**
- develops most important points through examples from or reference to the texts **(AO1, AO2, AO3)**.

**Band 4**      **17 – 21**      *Answers in which there is a balance of strengths and weaknesses*

- maintains focus on the question to a large extent usually, comparing the texts in some significant ways at times **(AO1)**
- generally accurate use of language and appropriate terminology **(AO1)**
- understands the content of and ideas in the texts **(AO2)**
- shows understanding of how language, structure and form create and shape meaning **(AO2)**
- shows understanding of the importance of contextual factors **(AO3)**
- understanding of attitudes and ideas conveyed in the texts together with comparison of some points **(AO3)**
- develops some important points through examples from or reference to the texts **(AO1, AO2, AO3)**.

**Band 3**      **11 – 16**      *Answers that address the question, but with a number of weaknesses*

- some focus on the question with a little comparison of significant aspects **(AO1)**
- some accurate use of language and appropriate terminology **(AO1)**
- shows some general understanding of the content of and ideas in the texts **(AO2)**
- includes some general discussion and understanding of how language, structure and form create and shape meaning **(AO2)**
- shows some general understanding of the importance of contextual factors **(AO3)**
- some understanding of attitudes and ideas conveyed in the texts together with some comparison attempted **(AO3)**
- develops a number of points through examples from or reference to the texts; some feature spotting; more description than analysis **(AO1, AO2, AO3)**.

**Band 2**      **6 – 10**      *Answers that may contain a significant number of weaknesses; may contain irrelevance or misunderstanding*

- occasional focus on the question; comparison mainly of superficial aspects **(AO1)**
- some inaccurate use of language and inappropriate terminology **(AO1)**
- includes some thin or sketchy discussion of the content of and ideas in the texts **(AO2)**
- includes some thin or sketchy discussion of how language, structure and form create and shape meaning **(AO2)**
- demonstrates some thin or sketchy understanding of the importance of contextual factors **(AO3)**
- some limited comment on and understanding of attitudes and ideas conveyed in the texts together with limited comparison of a few points **(AO3)**
- includes little support from examples in or reference to the texts; reliant on feature spotting and/or description of content **(AO1, AO2, AO3)**.

**Band 1**      **1 – 5**      *Answers that are little more than rudimentary and fail to address the question in any relevant manner. Fragmentary*

- little or no focus on the question; ignores requirement to compare **(AO1)**
- very inaccurate use of language and terminology **(AO1)**
- shows very little or a rudimentary understanding of the content of and ideas in the texts **(AO2)**
- includes very little or a rudimentary discussion of how language, structure and form create and shape meaning **(AO2)**
- shows very little or a rudimentary understanding of the importance of contextual factors **(AO3)**
- very rudimentary comment on and understanding of attitudes and ideas conveyed in the texts; little or no comparison **(AO3)**
- includes no or very little support from examples in or reference to the texts **(AO1, AO2, AO3)**.

## Re-sit Question 2

**02** Travel can be educational and enriching.

Compare **two** texts from the *Anthology* in which the writers show what they have learnt and/or gained from their travels.

In your answer, write about some of the following **where appropriate**:

- contexts of production and reception
- form and structure
- figurative language
- sound patterning
- word choice
- grammar
- layout and presentation

## INDICATIVE CONTENT

**Examiners should remember that it is essential that students *compare* their chosen texts.**

**NB The following list of ideas is not exhaustive. Examiners should always be ready to reward any *valid* points made by students, even if they are not covered by this indicative content. Points should always be supported by relevant textual reference.**

Not every text in the *Anthology* is suitable for answering this question. The most suitable would appear to be:

'Always Our Likely Finale'	'Walpole and Otranto'	<i>Carnet de Voyage</i>
<i>Great British Bus Journeys</i>	Michael Palin	Travelblog
'Glenelg'	'Kensington to Uphusband'	'Zaire'
<i>A Lady's Life in the Rocky Mountains</i>		

However, it is possible that some students may choose:

'Ascent from Grasmere'	<i>Heart of Darkness</i>	<i>The Innocents Abroad</i>
------------------------	--------------------------	-----------------------------

Students may identify methods such as:

- atmospheric descriptions of people, situations, encounters and places
- creation of a sense of the (un)familiar, novelty, the unusual, unexpected etc
- reportage
- reflections on their experiences
- impact of visual and verbal illustrations
- emotive language
- use of comparison and contrast
- use of anecdote
- use of figurative language and rhetorical structures.

Examiners must be prepared to credit other methods identified by students and which are convincingly exemplified as creating particular effects.

## MAIN CRITERIA FOR ANSWERS TO QUESTION 2

To be placed in a particular mark band, it is not necessary for a candidate to demonstrate achievement under every bullet point. Examiners should therefore assess a student's work under the 'best-fit' principle.

**Band 6**      **55 – 64**      *Very good answers: the best that can be expected of AS students under examination conditions*

- clear, detailed and undivided focus on the question with consistent, focused comparison throughout of significant aspects **(AO1)**
- consistently accurate use of language and appropriate terminology **(AO1)**
- shows good and detailed understanding of the content of and ideas in the texts **(AO2)**
- shows good, detailed and thorough understanding and analysis of how language, structure and form create and shape meaning **(AO2)**
- shows good and detailed understanding of the importance of contextual factors **(AO3)**
- shows good and detailed understanding of attitudes and ideas conveyed in the texts together with clear and sustained comparison **(AO3)**
- supports and develops points consistently with examples from or reference to the texts **(AO1, AO2, AO3)**.

**Band 5**      **44 – 54**      *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*

- maintains consistent focus on the question with focus on comparison of significant aspects **(AO1)**
- accurate use of language and appropriate terminology **(AO1)**
- shows sound and clear understanding of the content of and ideas in the texts **(AO2)**
- shows sound and clear understanding of how language, structure and form create and shape meaning **(AO2)**
- shows sound and clear understanding of the importance of contextual factors **(AO3)**
- shows sound and clear understanding of attitudes and ideas conveyed in the texts together with clear comparison **(AO3)**
- develops most important points through examples from or reference to the texts **(AO1, AO2, AO3)**.

**Band 4**      **33 – 43**      *Answers in which there is a balance of strengths and weaknesses*

- maintains focus on the question to a large extent usually, comparing the texts in some significant ways at times **(AO1)**
- generally accurate use of language and appropriate terminology **(AO1)**
- understands the content of and ideas in the texts **(AO2)**
- shows understanding of how language, structure and form create and shape meaning **(AO2)**
- shows understanding of the importance of contextual factors **(AO3)**
- understanding of attitudes and ideas conveyed in the texts together with comparison of some points **(AO3)**
- develops some important points through examples from or reference to the texts **(AO1, AO2, AO3)**.



**Band 3**      **22 – 32**      *Answers that address the question, but with a number of weaknesses*

- some focus on the question with a little comparison of significant aspects **(AO1)**
- some accurate use of language and appropriate terminology **(AO1)**
- shows some general understanding of the content of and ideas in the texts **(AO2)**
- includes some general discussion and understanding of how language, structure and form create and shape meaning **(AO2)**
- shows some general understanding of the importance of contextual factors **(AO3)**
- some understanding of attitudes and ideas conveyed in the texts together with some comparison attempted **(AO3)**
- develops a number of points through examples from or reference to the texts; some feature spotting; more description than analysis **(AO1, AO2, AO3)**.

**Band 2**      **11 – 21**      *Answers that may contain a significant number of weaknesses; may contain irrelevance or misunderstanding*

- occasional focus on the question; comparison mainly of superficial aspects **(AO1)**
- some inaccurate use of language and inappropriate terminology **(AO1)**
- includes some thin or sketchy discussion of the content of and ideas in the texts **(AO2)**
- includes some thin or sketchy discussion of how language, structure and form create and shape meaning **(AO2)**
- demonstrates some thin or sketchy understanding of the importance of contextual factors **(AO3)**
- some limited comment on and understanding of attitudes and ideas conveyed in the texts together with limited comparison of a few points **(AO3)**
- includes little support from examples in or reference to the texts; reliant on feature spotting and/or description of content **(AO1, AO2, AO3)**.

**Band 1**      **1 – 10**      *Answers that are little more than rudimentary and fail to address the question in any relevant manner. Fragmentary*

- little or no focus on the question; ignores requirement to compare **(AO1)**
- very inaccurate use of language and terminology **(AO1)**
- shows very little or a rudimentary understanding of the content of and ideas in the texts **(AO2)**
- includes very little or a rudimentary discussion of how language, structure and form create and shape meaning **(AO2)**
- shows very little or a rudimentary understanding of the importance of contextual factors **(AO3)**
- very rudimentary comment on and understanding of attitudes and ideas conveyed in the texts; little or no comparison **(AO3)**
- includes no or very little support from examples in or reference to the texts **(AO1, AO2, AO3)**.