

Mark Scheme (Results)

Summer 2007

GCE

GCE English Language and Literature (6386/01)

This paper is intended to allow you to demonstrate the literary and linguistic skills and knowledge that you have acquired during the course.

This unit assesses AO1, AO2ii, AO3ii and AO5.

Answer EITHER Question 1 OR Question 2.

General Comments.

Unit 6 is the synoptic Unit which provides candidates with the opportunity to demonstrate the knowledge and skills that they have acquired throughout the AS and A2 course.

Candidates are required to choose one question from the two questions offered.

Each question is based on three unseen texts from different genres which have a thematic link.

There is a comparative element in the question.

There are many possible approaches to the question and examiners need to be open minded.

Examiners should look for a sound critical appraisal of the three texts which applies literary and linguistic knowledge.

Where examples of indicative content are offered in the mark scheme examiners should be aware that these are suggestions only and other valid interpretations should be looked for and rewarded.

EITHER:

Question 1

Read Texts A, B and C on pages 2, 3, 4 and 5 of the Insert.

The three texts all concern situations where people are isolated from others.

Text A is an extract from *100 Days on Holy Island, A Writer's Exile*, written by Peter Mortimer, a poet from the North East who chose to spend 100 days on the island of Lindisfarne in Northumberland in 2001 to stimulate his artistic and poetic work.

Text B is an edited extract with from *The Life of Sir Thomas More* who was imprisoned in the Tower of London for his refusal to recognise King Henry VIII as head of the Church in England. This biographical account was originally written by William Roper, More's son-in-law, in approximately 1555. The spellings have been modernised.

Text C is from *A Hard Day's Summer*, the journal of Alison Hargreaves, who climbed Six Alpine North Faces alone in 1993.

Read Texts A, B and C carefully and then write a critical analysis of them.

You should:

- compare and contrast their stylistic features
- comment briefly on the attitudes and values of the writers.

Your answer should make clear your knowledge of literary and linguistic approaches.

Examiners please note that this mark scheme gives general guidelines and suggestions. Other valid responses should be looked for and rewarded. There are many possible approaches and outcomes to this unit.

AO1 assesses the candidates demonstration of subject knowledge, the use of appropriate technical terminology and the ability to produce an organised, coherent, fluent and technically accurate response.

TEXT A is a record of events written in the first person. It is a personal record but was written with the intention of publishing and with a commercial motive.

It is highly self-referential, reflective and mildly humorous.

The extract is a chronological account of a specific event with some changes in pace and perspective. Dialogue is used to break up the first person account, adding authenticity and creating both humour and tension.

TEXT B is a biography written by a sympathetic observer of the situation. The purpose was to inform about a critical point in the life of an important and highly controversial figure in the Tudor court.

Historical context is relevant to both the purpose and stylistic features of the text. Prior knowledge is not needed as the text itself contextualises the event and there are substantial clues in both the commentary by Will Roper and in his recreation of the monologue delivered by More's wife and the dialogue between More and the other statesmen present.

TEXT C is autobiographical, written to record a significant event in the life of the author and also with the underlying motive of providing entertainment for the reader through the vicarious experience. There would be an immediate audience of people specifically interested in climbing but also possibly wider appeal as a type of travelogue.

There is some similarity with Text A in that both are retrospective first person accounts but the situation is somewhat different as the writer in Text A flirts with danger whereas the writer of Text C faces a real and highly dangerous physical challenge.

In lower band answers coverage may be limited. Answers at this level tend not to balance time efficiently: Discussion of Text C might be incomplete or they may choose to spend less time on Text B as this is the historical text.

Pre-twentieth century texts, however accessible, tend to be a problem for lower band candidates as they are perceived as being inherently difficult irrespective of their original context and purpose. Answers at this level usually experience difficulty in commenting on the intricacies of syntax.

Higher band answers should be organised, coherent and provide good coverage.

The study of each text does not need to be exhaustive, but answers at this level should show an appreciation of the 'flavour' or 'voice' of each text and should be able to discern the prominent stylistic features.

Look for discrimination and careful selection in answers at this level.

AO2ii concerns the candidates ability to recognise genres and sub-genres, to make distinctions between texts and to interpret them within their historical, social and cultural contexts.

TEXT A is a type of memoir/journal. The opening implies a diary style.

Candidates might comment that the approach is reminiscent of Bill Bryson (expect many candidates to be familiar with the work of Bryson) and there is some similarity in the understated, mildly humorous, self-referential style.

This is a deliberately self-conscious type of writing with the purpose of entertaining the reader, carefully structured to allow variations in tone and pace.

The experience is shared with the reader, who is encouraged to empathise through the language used.

TEXT B is pre-twentieth century, a contemporary biography. The writer shows intimate knowledge of More's life due to his status as his son-in-law.

The inclusion of quoted speech and a lengthy section of dialogue gives immediacy and has the effect of making the writing dramatically vivid.

There are some shifts in tone ie, the more intimate approach of More's wife in contrast with the ethical debate later in the text.

TEXT C (like Text A) is a twentieth century text: a retrospective account written soon after the event, although unlike Text A the author is not a professional writer.

Some knowledge on the part of the audience is assumed with the inclusion of geographical references and climbing terminology but it is highly readable and accessible for a general audience.

Lower band answers may lack precision in making distinctions between genres.

There might be a tendency to refer to the language of pre-twentieth century texts indiscriminately as 'Old English' and they are likely to adopt a deficit model when comparing Text B with modern Standard English.

Lower band answers will be less aware of the possible intentions of the writers of Texts A and C (although there may be recognition that they were both written for a public audience).

Higher band answers should respond perceptively to the genres, tone and register of the texts, demonstrating awareness of mixed and sub-genres and of how texts operate on different levels.

Answers in these bands are more likely to demonstrate understanding of the historical and cultural context of Text B and there should be a more discriminating awareness of the differences between the historical language features of this text and contemporary Standard English ie, by referring to 'non-standard' or 'unfamiliar structures'.

AO3ii assesses the candidates' ability to identify and discuss the literary and linguistic approaches adopted by the writers and to explore how specific approaches contribute to meaning.

TEXT A

- very personal impressions (prominence of first person pronoun) emphasises the isolation of the writer
- confiding tone
- variation in sentence length and type: many short sentences to create impact at strategic moments
- understatement and an uncomplicated approach adds humour and increases the accessibility of the text
- detailed descriptive writing in the middle of the account draws on metaphor, simile, personification and makes use of some unusual semantic fields
- the prose is highly visual and emphasises the power of elemental forces
- apparent simplicity may disguise the deliberate crafting of the description
- the poetic origin of the author may be noted in his use of extensive pre-modifying descriptions of the sea.

TEXT B

There is some variety in register and level of formality ie, contrast the speech of More's wife with the later dialogue.

There are some historical syntactical structures and expressions but the lexis is Standard English.

More's wife employs a domestic semantic field, lists material possessions and makes references to the immediate family to make a contrast with the squalor of the prison. The writer uses her as his mouthpiece to present this situation to the reader and to give authenticity and a personal dimension to the account.

This contrasts with the formal, more elevated style employed in the debate between More and Rich which uses a legal semantic field and a syllogistic argument.

TEXT C is the most subject specific of the three texts, using context bound and specialist lexis related to the activity of climbing, and many geographical references. Detailed specialist knowledge is revealed but this is not presented in text-book style: many of the descriptions of rock formations are intrinsically poetic and thoughtful, creating sensory tactile impressions.

The syntax reflects the pressure that Hargreaves was under, with many short sentences for impact and pace. The style is direct and uncluttered, with exclamatory sentences to indicate her mood of tension and anticipation.

In lower band answers expect some paraphrase and noting of features without specific explanation of effect. Answers at this level are likely to observe the use of features such as short sentences and adjectives in the texts but may lack perception, for example, in noting the shifts of tone in Text A and may be unaware of the mildly humorous approach.

Higher band answers will be much more precise in their identification of and comments on stylistic features eg, the prominence of quoted speech and the dramatic element of Text B, the descriptive sections in A and C.

They may be aware that the language of Texts A and C is indicative of the fact that they are both retrospective personal accounts that the writers intended to publish.

AO5 deals with attitudes and values. Candidates are required to discern the attitudes and values of speakers and writers, both implicit and explicit. When texts are working on different levels (as Text B) the writer conveys the attitudinal orientation of others, while implying his own perspective on the situation.

TEXT A. The writer has deliberately sought isolation as a stimulus to pursue his craft as a poet: he is the pivotal point in his narrative and is seeking a type of spiritual enrichment. The humour is calculated: he wants to entertain the reader by communicating feelings and describing his experience.

TEXT B. Attitudes, values and beliefs are at the heart of this text, which presents the audience with a religious and ethical dilemma.

Roper presents us with the attitude of More's wife, whose language indicates that she is family-orientated and is concerned with more immediate gratification.

More's own beliefs and integrity are shown to us through Roper's reconstruction of the conversation with Rich, where More demonstrates the skill of a lawyer in presenting his argument with conviction.

In addition, the attitude of Roper himself is implied in his sympathetic portrayal of More.

TEXT C conveys the enthusiasm and commitment of the professional climber.

The warnings of Spike alert the reader to the danger that she is facing. The tone is calm but with many suggestions of underlying fear and concern, although this seems to be more focused on her chances of success rather than fears of physical danger eg, 'I reasoned with myself ... I had at least to give it a shot'.

She is modest about her own ability and previous achievement eg, 'My experience ... was nil', 'My rock climbing level these past few months not very high'.

The writer does reveal her attitude to the mountains, which is one of awe and appreciation of natural beauty, 'even more beautiful than I had imagined'.

Lower band answers may lack confidence in identifying overt and implicit attitudes and values. Expect some subjective commentary eg, they might describe the subjects of all three texts as 'brave'. Answers at this level are likely to be less conscious of the contrast in attitude displayed by More and his wife in Text B and will be less likely to consider how the writer of this text implicitly conveys his own attitude.

Higher band answers should be more able to distinguish between overt and implied attitudes and values. The response to Text B could act as a good discriminator here.

Answers at this level should note the foregrounding of attitudes and values in Texts A and C as the writers have very obvious and clearly defined intentions.

In answers at this level look for links between the attitudes and values identified and the specific language features which convey them.

There is a comparative element involved in the question and there are several possible approaches eg, using one text as a starting point and exploring the other two in the light of comments on the first text, integrating and threading the comparative element throughout the response, adding a separate comparative section at the end of the answer.

Below are some suggestions for noting similarities and comparisons between the three texts.

There are a number of similarities between Texts A and C. Both are twentieth century and both concern the writer describing a situation they have chosen to put themselves into as a type of test, but Hargreaves's situation is part of her professional career and is a real life-threatening physical challenge, whereas Mortimer's situation seems more contrived and he has a more passive role. These differences are reflected in the different pace and sense of urgency in the language of the texts.

Both writers have respect for the power of Nature: their language indicates this as both employ pre-modification and use carefully chosen adjectives. There may be recognition that Mortimer is a professional writer and poet, with examples of where this can be seen in his writing. Both texts are retrospective first person narratives and both writers have moments of introspection.

Text B is distinctly different in perspective and style. It is written by a third person and is therefore more objective. Again the subject has chosen isolation and is in a life-threatening situation but as a matter of religious belief and principle, which is reflected in the semantic field of the language. The inclusion of dialogue and the presence of a number of other people to comment on the situation give a dramatic quality to the passage. The language of Text B has some unfamiliar (to a modern audience) and non-standard features, mainly in word order and sentence complexity, but does not contain any archaic language. One of the main distinctions between Text B and the other two texts could be the formality of the tone.

OR:

Question 2

Read Texts D, E and F on pages 6, 7 and 8 of the Insert.

The three texts are linked by the theme of love and separation.

Text D is an edited letter from Lady Brilliana Harley to her husband Sir Robert Harley, a wealthy landlord, during one of his many absences from their home in Brampton, Herefordshire. This is one of a series of letters written to her husband between 1625 and 1633. The spellings have been modernised.

Text E is an edited extract from *Galileo's Daughter* by Dava Sobel, written in 1999, which explores the close relationship between the seventeenth century scientist Galileo and his illegitimate daughter, Maria Celeste, who had entered a convent.

Text F is an extract from *Some Other Rainbow* by Jill Morrell, the girlfriend of the journalist John McCarthy. The extract recounts details of their separation when McCarthy was taken hostage in Beirut in 1986.

Read the texts carefully and then write a critical analysis of them.

You should:

- compare and contrast their stylistic features
- comment briefly on the attitudes and values of the writers.

Your answer should make clear your knowledge of literary and linguistic approaches.

AO1 assesses the candidates' demonstration of subject knowledge, the use of appropriate technical terminology and the ability to produce an organised, coherent, technically accurate response.

TEXT D is a letter from the Early Modern English period written from a wife to her husband.

It is one of a series, as can be noted by the Roman numerals at the beginning.

This is a personal letter with the original audience being only the recipient but there is now a secondary audience as it is read by twenty first century readers as a document of historical interest.

TEXT E is a twentieth century biography of a significant seventeenth century figure.

Written with publication as the intention and with the purposes of informing and entertaining the audience by engaging their interest with the material.

TEXT F, also a twentieth century text, is a type of autobiography with some unusual features as it is co-written by two people who lived through a traumatic period of separation.

Answers in lower bands may lack effective organisation and may exhibit problems with time management. Frequently the last text is dealt with in a more superficial manner or less time may be allocated to the pre-twentieth century text. Answers at this level may lack clarity in making distinctions between the audiences and purposes of the texts.

Higher band answers should be organised, coherent and should provide substantial coverage of all three texts, although this is not expected to be exhaustive. Look for more lucid and succinct opening observations on the texts, possibly with some reference to the thematic link in answers at this level. Higher band answers should be able to demonstrate an appreciation of the particular 'flavour' or 'voice' of each text and should be able to discern the prominent stylistic features.

AO2ii concerns the candidates' ability to recognise genres and sub-genres, to make distinctions between texts and to interpret them within their historical, social and cultural contexts.

TEXT D is the most private of the three texts as it was written with a specific audience in mind. Details of the social and historical context of the time is provided through implication. Much can be learned about relationships, attitudes to family life and responsibilities and duties through the language used, in particular the lexical choices (see AO5).

There are many variations from present day letter-writing. The tone suggests formality (terms of address are significant in their length and formality), yet there is also much evidence of closeness and intimacy conveyed through the language. Despite the historical and personal context the text is highly accessible as most potentially deictic references are explained or can be deduced from the context.

TEXT E is a mixed-genre text which cannot be precisely categorised. It is part of the genre of 'popular science' writing yet is also biographical. The extract takes the form of a traditional chronological narrative with the inclusion of quoted speech.

The third person narrative voice and the lengthy quoted speech offer different perspectives on the situation of Galileo and his daughter.

TEXT F, a first person past tense narrative, has a great deal of immediacy and urgency in the language and is the most direct of the three texts.

The tone has some similarities with that of Text D but the pace of D is much slower and more reflective, whereas this retrospective account tries to re-live the traumatic moments to encourage empathy in the reader.

Quoted speech is used to add authenticity and to establish a chain of events rather than for the reasons of enriching the narrative by offering different perspectives, as in Text B.

Lower band answers may lack precision in making distinctions between genres and are likely to lack awareness of the possible mixed genres in Text E, for example. Answers at this level are likely to demonstrate some difficulty with their interpretation of Text D. Be aware of the tendency in lower band answers to refer indiscriminately to all pre-twentieth century texts as 'Old English'.

Higher band answers should respond perceptively to the genres, tone and register of the texts, demonstrating awareness of mixed genres and sub genres and of how texts operate on different levels eg, look for clearer understanding of the variety of approaches in Text E and distinctions between the very personal, private nature of Text D compared with E and F which were written for a wider audience.

AO3ii assesses the candidates' ability to identify and discuss the literary and linguistic approaches adopted by the writers and to explore how specific approaches contribute to meaning.

TEXT D employs a very formal term of address in 'To my deare husband' plus his title and 'Deare Sir'. The lengthy, pre-modified subscription also emphasises their relationship and status. Other features include:

- spelling variations which distinguish the style from Standard English eg 'spake', 'god', 'leven'
- the redundant inflectional ending indicated by the 'e' ending on many words
- unfamiliar, archaic word ie 'runlet'
- semantic fields of domestic and familial concerns predominate
- repetitive sentence structure lists domestic items that she has despatched
- constant use of personal pronouns 'I' 'you' emphasise her feelings and closeness of the relationship
- proper nouns provide the family context.

The letter was written at a time when much of the standardising process of the English Language had taken place so non-standard variations are superficial and should not present a problem with meaning.

TEXT E.

The relatively formal, distant tone of the third person narrative is alleviated by the inclusion of two lengthy speeches from religious figures who both speak in elegaic terms of the qualities of Galileo's daughter. Many abstract nouns are employed and lexical choices relating to religion, physical illness and emotional suffering. Niccolo Agguinti uses syntactic parallelism to create a rhythmic speech of praise.

The metaphor 'felled' in the simple sentence 'Galileo's grief felled him' has the impact of simplicity in showing the extent of his grief.

The extract closes with Galileo's own response, using the lexical field of sadness and despair to demonstrate his unhappiness and depth of feeling.

TEXT F is the most informal in tone and approach, conveying personal emotions and subjective reactions eg,

- opens with a repetitive exclamation
- features of the genre of reportage can be detected
- events are recalled within the original context using quoted and reported speech with occasional diversions into a type of interior monologue
- active present tense verbs are used and much of the lexis relates to negativity and fear.
- pace is important in communicating the tension and there is some omission of grammatical items to encourage this eg, 'The phone rang and Geraldine answered it; Roby again'. A similar effect is gained with disjunctive quoted speech eg, 'We were going to get married----', 'they haven't found anything----'
- context is established with the prominence of proper nouns and references to contemporary media and political figures. Some knowledge on the part of the audience is assumed eg, the abbreviation 'WTN'

In some ways this is very context bound (although as this is an extract there might be speculation that some of this information would have been provided earlier in the book). Questions (some rhetorical) and exclamations are used to indicate tension. Occasionally, figurative language is used to add descriptive detail eg, 'emotional whiplash', 'sabre-rattling', 'a wave of helplessness'.

Much of the lexis is associated with feelings of anger and frustration eg, 'Helplessness', 'angry', 'shaking with trepidation'. Double negatives reinforce the sense of hopelessness ie, 'nothing---no hope'. Some implied humour in 'Call the Pope'. The final anticipatory sentence would encourage the reader to continue.

In lower band answers expect some paraphrase and noting of features without explanation of effect. Answers at this level are likely to note or list the more obvious stylistic features and may lack awareness of shifts in tone and register eg, they may not observe the blending of different approaches and creation of different voices within the narrative of Text E.

Expect higher band answers to be much more precise in their identification of, and comments on, stylistic features. Look for understanding of the spelling and syntactical variations in Text D, with some discussion of reasons.

A05 deals with attitudes and values. Candidates are required to discern the attitudes and values of writers and speakers, both implicit and explicit.

TEXT D. Attitudes and values are embedded in this very personal, private of texts where the writer refers to her wifely and domestic duties.

The language reveals real concern for the health and welfare of her husband and she is somewhat self-effacing in that her own concerns are all related to his safe return. This could be contrasted with Text F, where the text is more self-referential and explores the writer's own emotions and state of mind to a greater degree. Religious beliefs are also indicated in the references to God in Text D.

There are indications in the terms of address used and in the possessive pronoun employed in the subscription, that the writer may consider her husband to be of superior status.

TEXT E. Attitudes and values can be discerned on different levels as the writer reveals those of Galileo and his daughter and also implicitly reveals her own in the sympathetic portrayal that she gives to them.

The integrity and principles of both Galileo and Maria Celeste are clearly shown through the narrative which informs the reader about the choices they have made, through the quoted speech of Galileo himself and also through the inclusion of the two lengthy quoted speeches which act as character testimonials.

TEXT F. Like Text D, the writer's attitudes and values are foregrounded throughout but have a wider frame of reference as the language demonstrates distress at the possible loss of her loved one, but also suggests criticism of the media in their handling and exploitation of the situation.

Extremes of feeling are suggested through highly emotive lexis. The writer is honest and open. There is no attempt to disguise emotion and a clear intention to re-create the events with as much immediacy as possible to encourage an empathetic response.

Lower band answers may demonstrate limited success in identifying overt and implicit attitudes and values. Answers at this level may adopt a subjective approach to Texts D and E in particular eg, the attitudes conveyed in Text D may be discussed without considering the implications of the historical context.

In higher band answers look for greater skill in establishing links between the attitudes and values identified and the structural, grammatical and semantic features which reveal them.

Answers at this level should demonstrate closer reading of the texts, will be more objective in discussing the attitudes and values displayed by the writers and will be more sensitive to implications.

The question requires a comparative element which can be approached in different ways eg, using one text as a starting point and commenting on the other two in the light of the first one, integrating and threading the comparative element throughout, adding a separate section at the end of the answer.

Below are some suggestions for noting similarities and differences between the three texts:

- the texts have a very strong thematic link: all explore issues of love and strong attachment
- texts D and E also feature attitudes and values relating to duties and responsibilities.
- although there are strong similarities in content and theme, where they differ is in language and structure
- D is a very private text, not originally intended for public reading, whereas E and F were both written for a wider audience and with the intention of publishing.
- Text E is more detached, as a third person account distanced from the subject by several centuries, whereas D and F share the immediacy and subjectivity of the first person narrative
- however, Text D is the more immediate of the texts, written in the first person and directly addressing the sole recipient (personal pronouns are an obvious grammatical feature of the style)
- cohesion is achieved through time markers, references to family members and shared concerns. Semantic fields of food, clothing, health and welfare predominate. The writer expresses concern and depth of affection for others

Text F is the most conversational and informal in tone of the three, using accessible lexis, much quoted and reported speech and exclamatory and interrogative structures. Text E also makes extensive use of quoted speech but creates a different effect, as here lengthy, measured speeches are used to provide perspectives on the characters of Galileo and his daughter. Text F is distinctly different in pace, using many short sentences, some disjunctive syntax and interrogatives to communicate urgency and tension.

Text F makes the most use of metaphorical language. E is actually the most formal in terms of register, employing many abstract nouns, adverbial clauses and phrases, pre and post-modification and rhetorical features.

Text D is firmly rooted in immediate and practical concerns and uses mainly concrete lexis. Religious beliefs are prominent in D and there is a religious context established in Text E.

Two of the three texts are retrospective (E and F) but whereas E suggests careful planning and structure, F gives the impression (deliberately?) of spontaneity, and shares many features with reportage.

Assessment Objectives for Unit 6

| Bands/ Marks | AO1 communicate clearly the knowledge, understanding and insights gained from a combined study of literary and linguistic study, using appropriate terminology and accurate written expression | AO2ii respond with knowledge and understanding to texts of different types and from different periods, exploring and commenting on relationships and comparisons between them | AO3ii use and evaluate different literary and linguistic approaches to the analytic study of written and spoken language, showing how these approaches inform their readings | AO5 Identify and consider the ways attitudes and values are created and conveyed in speech and writing |
|-------------------------|---|---|---|---|
| Band 1 1-10 | <ul style="list-style-type: none"> indicate some knowledge of combined literary and linguistic study make some appropriate use of terminology show some awareness of literary and linguistic concepts have some accuracy and coherence of expression | <ul style="list-style-type: none"> identify specific texts as broadly literary and/or non-literary, written or spoken show some knowledge of individual texts display some awareness of historical context | <ul style="list-style-type: none"> make use of undifferentiated frameworks when reading spoken and/or written texts identify a restricted range of linguistic and literary characteristics in spoken and/or written texts indicate only a rudimentary awareness of why and how literary and linguistic perspectives on texts are relevant | <ul style="list-style-type: none"> show limitation in identifying spoken and written texts as representations of different intentions, purposes, beliefs and value perspectives engage only minimally with techniques and methods for expressing attitudes and values |
| Band 2 11-20 | <ul style="list-style-type: none"> show competent knowledge and understanding of combined literary and linguistic study make appropriate use of terminology show awareness of literary and linguistic concepts have consistent accuracy and coherence of expression | <ul style="list-style-type: none"> demonstrate how specific texts are broadly literary and/or non-literary, written or spoken show competent knowledge of specific texts recognise the relevance of historical context to an understanding of texts | <ul style="list-style-type: none"> show some evidence of selection and appropriacy in adopting linguistic and literary frameworks when commenting on spoken and/or written texts describe a limited number of linguistic and literary characteristics in spoken and/or written texts show some critical recognition and give some reasons for adopting specific literary and linguistic approaches to texts | <ul style="list-style-type: none"> show in general terms how intentions, purposes, beliefs and value perspectives are represented in spoken and written texts make some attempt to describe techniques and methods for expressing attitudes and values |
| Band 3 21-30 | <ul style="list-style-type: none"> demonstrate proficient knowledge and understanding of combined literary and linguistic study make appropriate and effective use of terminology show understanding of literary and linguistic concepts have accuracy, coherence and clarity of expression | <ul style="list-style-type: none"> examine how specific texts draw on particular literary and/or non-literary, written or spoken, frameworks make some comparisons and contrasts between individual texts show knowledge and understanding of individual texts indicate how a knowledge of historical context contributes to an understanding of texts | <ul style="list-style-type: none"> draw on a balanced and reasonably full variety of linguistic and literary frameworks when discussing spoken and written texts demonstrate and apply a critical knowledge of a range of linguistic and literary characteristics found in spoken and written texts exhibit consistency, scope and relevance when justifying different linguistic and literary approaches to texts | <ul style="list-style-type: none"> discuss in some detail how intentions, purposes, beliefs and value perspectives are represented in spoken and written texts demonstrate the appropriacy and relevance of techniques and methods for expressing attitudes and values |
| Band 4 31-40 | <ul style="list-style-type: none"> demonstrate sustained knowledge and understanding of combined and integrated literary and linguistic study make discriminating use of terminology show detailed understanding of literary and linguistic concepts have accuracy and fluency of expression | <ul style="list-style-type: none"> examine how specific texts draw on a variety of literary and/or non-literary, written or spoken, frameworks make a range of comparisons and contrasts between individual texts show sustained knowledge and understanding of individual texts demonstrate how a knowledge of historical context contributes to an understanding of texts | <ul style="list-style-type: none"> deploy a detailed range of linguistic and literary frameworks and models when responding to spoken and written texts make relevant and critical use of a variety of linguistic and literary features and concepts in the analysis of spoken and written texts adopt a variety of appropriately self-reflective and reasoned approaches to texts | <ul style="list-style-type: none"> explore, in scope and detail, how spoken and written texts embody attitudinal orientation and a variety of values show a critical and analytical understanding of various techniques and methods used for expressing attitudes and values |
| Band 5 41-50 | <ul style="list-style-type: none"> demonstrate perceptive knowledge, understanding and insight into combined and integrated literary and linguistic study make sustained and discriminating use of terminology show extensive understanding of literary and linguistic concepts have accuracy and distinctiveness of expression | <ul style="list-style-type: none"> explore in some detail how specific texts draw on literary and/or non-literary, written or spoken, frameworks make extensive comparisons and contrasts between individual texts show sustained, perceptive knowledge and understanding of individual texts evaluate how a knowledge of historical context contributes to an understanding of texts | <ul style="list-style-type: none"> make confident and extensive use of linguistic and literary frameworks and models when analysing spoken and written texts employ a discriminating and critically accurate range of linguistic and literary features and concepts when analysing spoken and written texts demonstrate a comprehensive set of evaluative approaches to spoken and written texts | <ul style="list-style-type: none"> demonstrate a perceptive and cogent understanding of how spoken and written texts embody diverse and differentiated attitudinal orientations and values show a confident and critical knowledge and understanding of techniques and methods used for expressing attitudes and values |

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