



**General Certificate of Education (A-level)
June 2013**

**English Language and Literature A ELLA3
(Specification 2720)**

**Unit 3: Comparative Analysis and Text
Adaptation**

Final

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.

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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 to them.

Unit 3

Question	Weight	Raw Marks	AO	Approx. Timing
Section A Unseen Analysis	27	45	AO2	90 mins.
	9	15	AO3	
Section B Production Task	15	25	AO4	60 mins.
	9	15	AO1	

SECTION A

Question 1

Marking Procedure

1. Refer to question-specific mark scheme initially to ascertain overall band.
2. Assess each AO separately, using grid to ascertain the relevant sub band and then individual mark for each AO.
3. Additional points and ideas will be added during standardisation.

MARKING GRID FOR A2 ENGLISH LANGUAGE AND LITERATURE: QUESTION 1

		Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts AO2 (Marks out of 45)		Use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception AO3 (Marks out of 15)
Band 4	39 – 45	Profound analysis of literary or linguistic texts; sense of overview; illuminating reading of text. Possibly conceptualised or individualistic in approach. Conceptual comment on cohesion and textual structure. Cogent comments on features of speech and how speech works.	13 – 15	Assimilates and contextualises references with originality. Total overview that may offer observations on wider contexts. Exploratory. Significant similarities and differences are analysed in an original/personal, possibly conceptual, manner. All texts effortlessly integrated in to cogent comparison.
	34 – 38	Secure and coherent reading underpinned by good textual evidence; textual grasp very evident. Close focus on details with a range of examples discussed. Coherent comment on form and structure; thoughtful points made on speech and how it works.	11 – 12	Skilful and secure analysis and commentary; clear sense of context/variation/contextual influences underpins reading. Close focus on texts. Coherently/systematically compares and contrasts writer's choice of form, structure, mode, language. Confident comparison.
Band 3	29 – 33	Close reading becomes obvious; some exploration. Growing confidence of interpretation. Careful use of illustrated points. Explains form and structure accurately with significant points about speech features; some comment on how speech works.	9 – 10	Expresses clearly comparisons and contrasts between two texts, clear interplay between text and context/sense of contextual variation; comments clearly on a variety of points/areas. Analysis may be imbalanced; may use anchor text; possibly imbalance in text coverage.
	24 – 28	Responds with growing confidence; appreciation of style, structure and form becoming apparent. May concentrate on one area at expense of others. Some distinguishing features commented upon; speech features are commented upon but may lack contextual understanding.	7 – 8	Context commented on; points are made but implicit meanings are probably shown; analysis may show implicit meanings; some comment on language use in texts. Imbalance in coverage or only 2 contexts compared.

Band 2	20 – 23	Some recognition of implied meaning; at least two illustrated points are made. Possibly lacks evidence in places; broader, list-like comments may feature. Speech comments will feature but will be made simply and may concentrate on straightforward mode differences. Very little contextual comment made.	5 – 6	Comparative framework used but may be partial/simplistic; develops a line of argument underpinned by comment on overall context; probably list-like in construction. Imbalance in coverage of texts; lacks evidence in places.
	16 – 19	Basic and generalised; responds to surface features in a broad fashion. May take a narrative approach with occasional simplistic comments. Lacks details or engagement and very few speech features, not related to the context at all.	4	May see how context influences language use; general awareness of writer's techniques and impact on meaning. Responds to obvious or broad links or comparisons. Sometimes comments on less important links. May lack details and evidence.
Band 1	11 – 15	A little understanding; sometimes responds to surface features/odd textual references but main focus is on textual narrative or general points. Speech points are totally general.	3	Superficial idea of context. Occasional insight but not sustained; one area of study noted, others are ignored. Lacks details and probably little evidence used.
	1 – 10	A little awareness of text but form and structure are ignored. Erroneous use of speech terms. Skimpy reading; no analysis; no engagement with meaning of text.	1 – 2	Very little awareness of context; very limited ideas. Very superficial Contextual features identified erroneously/misreads. Weak ideas.

SECTION A

Question 1

- 01** Read the three texts printed on the following pages. These texts are linked by the fact that they are all about particular medical conditions.

Text A is a part of a private conversation.

Text B is an extract from a website.

Text C is an extract from a novel by Simon Mawer.

Compare Texts A, B and C, showing how the writers or speakers convey their ideas and feelings about the subject matter.

Your analysis should include consideration of the following:

- the writers' or speakers' choices of vocabulary, grammar and style
- the relationships between texts and the significance of context on language use.

(60 marks)

Assessment Objectives tested on this question: AO2 (45 marks), AO3 (15 marks).

Some possible content/stylistic points students may refer to:

- difference in attitudes of speakers/characters, eg information sharing in Texts A and B, interrogative nature of Text A, use of humour and sarcasm in Text C
- use of language to highlight differences, eg some metaphor in Text A, questioning and listing in Text B, humour and use of questions in Text C
- focus on specific differences of bodily conditions: rare illness, common ailment, genetic defect; semantic fields of body and field specific lexis in each text
- lexical issues: high frequency words and their place within the texts to reflect context and purpose in Texts A and B; lower frequency words in Text C to reflect learned attitude of narrator (to evoke sympathy or distance?)
- focus on male/female encounter in Text A; focus on lack of gender in Text B; focus on male/male interaction in Text C
- use of speech in Texts A and C; direct address of Text B.

Examiner notes

SECTION B

Questions 2, 3, 4 and 5

Marking Procedure

1. Refer to question-specific mark scheme initially to ascertain overall band.
2. Assess each AO separately, using grid to ascertain the relevant sub band and then individual mark for each AO.
3. Additional points and ideas will be added during standardisation.

MARKING GRID FOR A2 ENGLISH LANGUAGE AND LITERATURE: QUESTIONS 2 and 4

		<p>Demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies</p> <p>AO4 (Marks out of 25)</p>
Band 4	22 – 25	Responds confidently and at top of band with originality and flair. Skilfully handled writing which is completely fit for purpose. Sophisticated use of language at top end. Cohesive writing that works at bottom end. Engaging style with very clear and convincing ideas of audience and purpose. Firm control of technical aspects. Range of appropriate material from source which works entirely within new text.
	19 – 21	Confident adaptation. Sustained use of appropriate style. Approaching fulfilment of aim. Content and style confidently selected for audience. Convincing use of form with sustained evidence of audience and purpose being addressed. Technically accurate. Confident choice of source material which is convincingly used.
Band 3	16 – 18	Clear grasp of task with clear stylistic shaping evident. Successful language use for audience and purpose approaching a sense of style. Competent writing with few technical flaws. Effective register with clear choice of language to address audience and purpose. Occasional stylistic lapses. Source material is carefully selected but may be off-beam.
	13 – 15	Expression generally clear and controlled. Definite if inconsistent use of register. Suitable style adopted for task/genre. Some minor technical flaws. Awareness of audience and purpose but may not be totally consistent. Some stylistic lapses occur. Source material utilised competently but may miss some material in adaptation.
Band 2	10 – 12	Expression communicates ideas but lacks sophistication and flexibility. Some uncertainty about style; conscious if obvious shaping with a tendency to the simplistic at times. Some technical flaws but few basic errors. Audience and purpose not always wholly evident; reflected in choice of source material which may be partial or lacking in discrimination.
	7 – 9	Style and approach not entirely convincing but there may be broad shaping for audience. Flaws in expression occur and there are likely to be frequent technical errors. May opt for over general approach which is not necessarily appropriate. Source material may be indiscriminately used.
Band 1	4 – 6	Superficial grasp of task; not secure, and weak focus on audience and purpose. Details are not thought through. Intrusive errors with naïve expression likely to be evident; vocabulary may well be limited. Source material poorly used.
	1 – 3	Occasional glimpses of appropriate style. Intrusive basic errors. Short and unsuitable answer with occasional use of source material. Frequent weaknesses of expression; major technical flaws. Brief writing with puzzling use of material or no use of source material.

MARKING GRID FOR A2 ENGLISH LANGUAGE AND LITERATURE: QUESTIONS 3 and 5

		<p>Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression</p> <p>AO1 (Marks out of 15)</p>
Band 4	13 – 15	Use of framework(s) enhances and illuminates textual interpretation. Has a possible overview of the text through the framework(s). Engages closely with the purpose/ audience/meaning of the text; patterns fully appreciated. Possibly conceptual in use of framework(s). Fluent, cohesive writing.
	11 – 12	Coherent analysis through the framework(s); some thoughtful probing of features and patterns. Thoughtful engagement with text through framework(s) and details. Clear awareness of crafting evident through approach taken/framework(s) used. Fluent writing.
Band 3	9 – 10	Uses framework(s) to highlight reading. Describes significant features/patterns. Awareness of stylistic and linguistic features. Engages with text through explanation of features; possibly under-developed in places. Clear and appropriate writing.
	7 – 8	Uses a suitable framework(s). Evidence of some range. Sense of patterns may emerge in places; likely to be under-developed. May use different approaches for literary/linguistic study; able to distinguish between different features fairly accurately but may be unable to comment on effect of features. Sound writing.
Band 2	5 – 6	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. Shows awareness of shaping of material but may do so in simplistic fashion. Broad comments.
	4	Simplistic. Attempts to use framework(s) but likely to be limited; identifies some points; limited appreciation of features and/or patterns; some awareness of the focus of the text, descriptive approach that does not discuss how language works. Limited writing.
Band 1	3	Lack of coherence in selection of ideas; little apparent planning with probably no use of framework(s). Implicit views of language use; Very few relevant ideas. Writing contains many flaws. Ideas and expression likely to be naive and vocabulary limited.
	1 – 2	<p>Little awareness. Possible framework misconceptions. Weak writing.</p> <p>No apparent direction. Very basic. Persistent misuse of terms. Frequent technical weaknesses.</p>

SECTION B

EITHER

Cupcakes and Kalashnikovs – Eleanor Mills (Ed)

Read the Source material which follows and answer **both** questions.

Text D is from 'Mountainsides of Hell' by Julie Flint.

Question 2

- 02** Imagine that you are a Kurdish survivor of Saddam Hussein's regime who is living in England today. You have been asked to write an account of your experiences in a Turkish refugee camp. Your account will be used as part of a book charting the effects of the injustices of Saddam's dictatorship.

Write your account of your time in the refugee camp.

You should adapt the source material, using your own words as far as possible, without using direct quotations from the original text. Your account should be approximately 300-400 words in length.

In your adaptation you should:

- use language appropriately to address purpose and audience
- write accurately and coherently, applying relevant ideas and concepts.

(25 marks)

Assessment Objective tested on this question: AO4 (25 marks)

Why has the passage been selected for use in this question?

- Relevant contemporary issue with a human interest angle.
- Focus on "effects of injustices" and "own experiences".
- To help assess students' technical accuracy.

What you might expect to see in students' answers:

- selection of material directly relating to the subject matter and to the attitudes of the survivor(s)
- some creative use of the written form to convey facts and injustices: be open to interesting and original approaches here
- sense of context – emotive language will most likely be used, personal account with personal feelings
- use of first person address is likely; conversion of third person narrative
- convincing sense of written mode; use of English should be standard in the prose sections but may be representative of "foreign" accent and style in direct speech.

Some possible stylistic points students may use:

- appropriate use of tone for informative, possibly hard-hitting, account with a range of source material to help to convey attitudes and facts selected from source material
- use of metaphor and/or other stylistic effects
- clearly structured account with thoughtful organisation, possibly not using the order seen in the original text.

Examiner notes

AND

Question 3

03 Write a commentary which explains the choices you made when writing your account, commenting on the following:

- how language and form have been used to suit audience and purpose
- how vocabulary and other stylistic features have been used to shape meaning and to achieve particular effects.

You should aim to write about 150 – 250 words in this commentary.

(15 marks)

Assessment Objective tested on this question: AO1 (15 marks)

Some possible analytical points students may refer to:

- comment on register and tone of address
- three or four features from document commented on, eg use of metaphor, use emotive language, use of strong verbs
- use of first person address
- comment on structure expected for top band.

Examiner notes:

OR *A House Somewhere: Tales of Life Abroad* – Don George and Anthony Sattin (Eds)

Read the source material which follows and answer **both** questions.

Text E is from 'Waiting for Juan' by Chris Stewart

Question 4

- 04** Imagine that you are Petra and you decide to tell your family about Juan. Write the letter home where you explain the details of your life and relationship with Juan.

Write your letter, deciding to which member of your family it is addressed.

You should adapt the source material, using your own words as far as possible, without using direct quotations from the original text. Your letter should be approximately 300 – 400 words in length.

In your adaptation you should:

- use language appropriately to address purpose and audience
- write accurately and coherently, applying relevant ideas and concepts.

(25 marks)

Assessment Objective tested on this question: AO4 (25 marks).

Why has the passage been selected for use in this question?

- Interesting characters and human interest story.
- Focus on “your family” and “Juan”.
- To help assess students’ technical accuracy.

What you might expect to see in students’ answers:

- selection of material directly relating to the subject matter and to Petra’s attitudes; possible acknowledgement of family’s own (differing) attitudes
- some creative use of the letter form to convey Petra’s account of the facts: be open to interesting and original approaches here to the way Petra does this
- sense of context by using letter form/account appropriately
- use of first person narrative; conscious authorial intrusion
- convincing sense of written mode, but may have elements of spoken mode creeping in.

Some possible stylistic points students may use:

- appropriate use of register for letter with a range of source material to help to convey attitudes and facts selected from source material; allow for differing approaches in tone: serious/witty/selective/honest/playful/understating etc
- clearly structured letter, possibly with some thoughtful organisation, not following the order of the original source text
- interesting use of adjectives and verbs.

Examiner notes

AND

Question 5

05 Write a commentary which explains the choices you made when writing your letter, commenting on the following:

- how language and form have been used to suit audience and purpose
- how vocabulary and other stylistic features have been used to shape meaning and to achieve particular effects.

You should aim to write about 150 – 250 words in this commentary.

(15 marks)

Assessment Objective tested on this question: AO1 (15 marks)

Some possible analytical points students may refer to:

- comment on register
- three or four features from the letter commented on, eg use of facts, use of active verbs, possibly emotional language use
- use of first person address
- comment on structure expected for top band.

Examiner notes