



General Certificate of Education

English Language and Literature 5721 *Specification A*

NA2M Poetic Study (Modern Texts)

Mark Scheme

2006 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

NA2M – Poetic Study (Modern Texts)

DISTRIBUTION OF ASSESSMENT OBJECTIVES AND WEIGHTINGS

The table below is a reminder of which Assessment Objectives will be tested by the questions and the marks available for them.

Unit 2

Assessment Objective	AO1	AO2i	AO3i
	25 x 2	25 x 2	25 x 2

Marking Procedure

1. Use the marking grid to establish which band the candidate's work falls into for each of the assessment objectives. Written comments should be in line with marking grid boundary descriptors.
2. Assessment of each AO is equal. There will, however, be some overlapping of skills displayed across the different AOs.
3. Award 25 marks for each AO. Multiply each by 2 to arrive at a total mark out of 150. Ring mark out of 150 and transfer to front of script.

Note to examiners on question specific mark schemes

Please note that the ideas and points given in each of the question-specific mark schemes are not exhaustive and are only printed to give an idea of some of the points you might see when marking scripts. Do **not** treat them as a checklist. Use them as a referral point with the opportunity to add to them as you continue to mark.

Marking notations for English Language and Literature

Use the guidelines in the assistant examiner's handbook as a basis of your marking, but supplement with these notations used across all units of the new specification.

Points that are correct

✓ (tick)	to indicate a positive point (but not rhythmical ticks)
straight line/vertical line at side	to indicate a good passage
expl	candidate explains
pr	candidate makes personal response

Errors

BE	basic error
Mistakes	ringed or marked with an S
Squiggly underline	for poor/wrong idea
X (cross)	to indicate a point is wrong

Marginal annotation

voc	for a vocabulary point made
gr	for a grammatical point made
style	for a stylistic point made
coh	for a cohesive point made
aud	for a point made about audience
purp	for a point made about purpose
con	context understood, commented upon
pnm	point not made (if idea is not explained)

Unit specific notations for Unit 2

eg	for example given
eg?	for lack of example given
imag	for a point made about imagery
ph	for a point made about phonology
N	for narrative (usually instead of analysis)
struc	for a point made about structure
rhet	for a point made about rhetorical style
ch	for a point made about character

These points in no way supersede other marginal comments made by examiners. You should make economical comments in the margins and at the end of the answer to show how your marks have been arrived at.

MARKING GRID FOR AS ENGLISH LANGUAGE AND LITERATURE 5721

	Communication of knowledge, understanding and insights gained from combined literary and linguistic study; use of appropriate terminology and written accuracy. (Knowledge and Terminology) AO1 (25 marks x 2)	Distinction, description and interpretation of variation in meaning and form in literary and non-literary texts. (Interpretation) AO2i (25 marks x 2)	Responding to and analysing texts using literary and linguistic approaches and concepts; use of frameworks. (Frameworks) AO3i (25 x 2 marks)
Band 5 21 - 25	Confident linguistic/literary knowledge Wholly accurate use of appropriate terminology ----- Conceptualised understanding Technical terms enhance textual response	Sustained intelligent interpretation Sense of overview ----- Illuminating readings of text	Use of frameworks enhances and illuminates textual analysis ----- Overview shown through framework
Band 4 16 – 20 16 - 17	Coherent understanding of distinctive features and patterns Well-sustained argument ----- Range of literary/linguistic terms used Some explanatory commentary	Coherent reading with good textual evidence Textual grasp very evident ----- Close reading Careful illustration of points using quotation with understanding	Coherent analysis through framework Sustained focus ----- Frameworks highlight reading Describes significant features and patterns
Band 3 11 – 15 11 - 13	Clear and accurate Sense of patterns emerging Distinguishes between details ----- Comments on at least 2 correctly identified features of language required by the question	Responds with some confidence Some appreciation of style, structure and form Thoughtful response ----- Some recognition of implied meaning Illustrated points are made Engagement with task	Uses a suitable framework Significant features noted Thoughtful selection of material with relevant commentary ----- Framework used List-like but sound Sound focus
Band 2 6 – 10 6 - 7	Simple linguistic points made ----- Recognises surface features only	Basic and generalised Narrative approach Simplistic comments ----- Broad response to surface features	Simplistic but ordered Limited analysis Attempts to use frameworks ----- Frequent lack of focus
Band 1 0 – 5 1 - 3	No literary/linguistic insights ----- Misreadings	Very skimpy reading ----- No apparent understanding	No frameworks used ----- Complete lack of focus No organisation

Unit: **NA2M**

Series: **January 2006**

1. How does Thomas present his ideas in ‘The force that through the green fuse’?

Assessment Objectives tested on this question: 1, 2i, and 3i (25 x 2 marks for each)

Some possible content/stylistic points candidates may refer to:

- the creative/destructive balance of nature
- the forces of nature act similarly on human life
- the use of powerful verbs
- the use of a repeated refrain
- the use of alliteration
- the use of natural imagery
- the use of phonological effects.

Examiner notes

Unit: **NA2M**

Series: **January 2006**

- 2 Examine the ways in which Thomas presents his thoughts and feelings about family relationships in **two** or **three** poems.

Assessment Objectives tested on this question: 1, 2i, and 3i (25 x 2 marks for each)

Some possible content/stylistic points candidates may refer to:

- the reverential attitude to his father
- the inadequate response to death
- the traditions of family behaviour
- the need to ‘move away’ and the pull of his roots
- the reflections about childhood
- the relationship to God
- the intensity of verbs
- the use of phonological effects.

Examiner notes

Unit: **NA2M**

Series: **January 2006**

3 How does Selima Hill present ideas about love in ‘The Significance of Significance’?

Assessment Objectives tested on this question: 1, 2i, and 3i (25 x 2 marks for each)

Some possible content/stylistic points candidates may refer to:

- the devotion to ‘duty’
- the sense of inferiority
- the use of euphemism to hide disappointment
- the syntax of abbreviated lists
- the ‘remains’ afterwards
- the italicised ‘commentary’ on events
- the desolation expressed in truncated sentences
- the random events expressed in free verse.

Examiner notes

Unit: **NA2M**

Series: **January 2006**

4 How does Liz Lochhead use everyday language to present her ideas in **two** or **three** poems?

Assessment Objectives tested on this question: 1, 2i, and 3i (25 x 2 marks for each)

Some possible content/stylistic points candidates may refer to:

- the use of local references
- the use of dialect/colloquialism
- the use of parallelism
- the use of a mixture of voices/random thoughts
- the varied use of sense description
- the use of repetition/listing
- the use of irony
- the inventive use of adjectives
- the varied use of the senses to describe images.

Examiner notes

Unit: **NA2M**

Series: **January 2006**

5 How does Collins present his ideas in ‘American Sonnet’?

Assessment Objectives tested on this question: 1, 2i, and 3i (25 x 2 marks for each)

Some possible content/stylistic points candidates may refer to:

- the image of poem as ‘postcard’
- the contrast of ‘sonnet’ expectations with actual form
- the use of imagery to contrast Europe with America
- the contrast of sentence length
- the use of we/you to locate writer and audience
- the effect of three-lined verse
- the description of conventional behaviour
- the use of parallelism.

Examiner notes

Unit: **NA2M**

Series: **January 2006**

- 6 Examine the ways in which Collins writes about everyday experiences from an unusual point of view. You should write about **two** or **three** poems.

Assessment Objectives tested on this question: 1, 2i, and 3i (25 x 2 marks for each)

Some possible content/stylistic points candidates may refer to:

- the reversal of point of view so that the ‘watched’ becomes ‘watcher’
- the bringing to life of one dimensional images
- the deliberate choice of mundane items as subject
- the use of metaphors from daily life to express abstractions
- the use of questions to suggest innocent enquiry
- the use of first person to place poet in the action
- the use of straight-forward titles for unusual subjects
- the use of narrative style.

Examiner notes

Unit: **NA2M**

Series: **January 2006**

7 How does Larkin present his thoughts and feelings in 'Toads Revisited'?

Assessment Objectives tested on this question: 1, 2i and 3i (25 x 2 marks for each)

Some possible content/stylistic points candidates may refer to:

- the characterisation of 'failures'
- the playful half-rhymes
- the contrasting imagery of office and park
- the shift from loose rhythms to stricter formality in the poem
- the lively verb choice
- the use of parallelism
- the use of alliteration
- the use of onomatopoeia.

Examiner notes

Unit: **NA2M**

Series: **January 2006**

8 Explore the ways in which Larkin writes about the past in **two** or **three** poems.

Assessment Objectives tested on this question: 1, 2i, and 3i (25 x 2 marks for each)

Some possible content/stylistic points candidates may refer to:

- the contrast of a more orderly past with modern chaos
- the reflective commentary on his youth
- the choice of informal lexis to express youthful distance
- the optimism attached to traditions
- the use of compound nouns
- the detached view of events
- the varied rhyme schemes
- the use of alliteration.

Examiner notes

Unit: **NA2M**

Series: **January 2006**

Re-sit a) How does Armitage present his thoughts and feelings in 'I Say I Say I Say'?

Assessment Objectives tested on this question: 1, 2i, and 3i (25 x 2 marks for each).

Some possible content/stylistic points candidates may refer to:

- the use of casual off-hand tone
- the use of parallelism/antithesis
- the use of alliteration/rhyme echoes
- the use of rhetorical questions
- the comedian/audience style
- the use of harsh verbs/adjectives
- the contrast of light comedy with dark seriousness
- the use of imperatives.

Examiner notes

Unit: **NA2M**

Series: **January 2006**

Re-sit b) Examine how Armitage presents his ideas about jobs in **two** or **three** poems.

Assessment Objectives tested on this question: 1, 2i, and 3i (25 x 2 marks for each)

Some possible content/stylistic points candidates may refer to:

- the symbolism of failed jobs as a failure of life
- the desire for solitude in the workplace
- the drudgery of work
- the eccentric behaviour of those in some jobs
- the patterns of repetition
- the imagery of work
- the contrast of success and failure in social terms
- the abbreviated syntax of job listing.

Examiner notes