



General Certificate of Education

**English Language and Literature
5721**

Specification A

NA2M Poetic Study (Modern Texts)

Mark Scheme

2007 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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January 2007**NA2M****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 the 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 the basis of your marking, but supplement with these specific notations used across all units of the specification.

Points that are correct:

✓ (tick):	to indicate a positive point (but not rhythmical ticks)
straight underline/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 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 seek to make meaningful but economic comments in the margins and, particularly, at the end of the essay 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 2marks)
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
18 - 20 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
14 – 15 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

<p>8 - 10</p> <p>Band 2 6 – 10</p>	<p>Simple linguistic points made</p> <p>-----</p>	<p>Basic and generalised</p> <p>Narrative approach</p> <p>Simplistic comments</p> <p>-----</p>	<p>Simplistic but ordered</p> <p>Limited analysis</p> <p>Attempts to use frameworks</p> <p>-----</p>
<p>6 - 7</p>	<p>Recognises surface features only</p>	<p>Broad response to surface features</p>	<p>Frequent lack of focus</p>
<p>4 - 5</p> <p>Band 1 0 – 5 1 - 3</p>	<p>No literary/linguistic insights</p> <p>-----</p> <p>Misreadings</p>	<p>Very skimpy reading</p> <p>-----</p> <p>No apparent understanding</p>	<p>No frameworks used</p> <p>-----</p> <p>Complete lack of focus</p> <p>No organisation</p>

Unit: **NA2M**

Series: **January 2007**

1. How does Thomas present his thoughts and feelings in 'Especially when the October wind'?

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

Some possible content/stylistic points candidates may refer to:

- the transfer from object to word
- the thought processes of language
- the imagery by association
- the detailed natural world
- the use of pun
- the contrast of heat and cold
- the use of inverted syntax
- the creation of verbs from nouns.

Examiner notes

Unit: **NA2M**

Series: **January 2007**

2. Examine the ways in which Thomas writes about the past. 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 memories of childhood
- the sense of passage of the seasons
- the use of powerful verbs
- the idea of renewal
- the use of alliteration and repetition
- the use of vivid description
- the intensity of feeling
- the use of wordplay.

Examiner notes

Unit: **NA2M**

Series: **January 2007**

3. How does Eavan Boland present her thoughts and feelings in 'That the Science of Cartography is Limited'?

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 inadequacy of maps
- the range of senses invoked
- the live history behind places
- the use of first person narrative
- the beginning in the middle syntactically
- the inconsistency of the punctuation
- the fractured verse patterns
- the focus on personal experience.

Examiner notes

Unit: **NA2M**

Series: **January 2007**

4. Examine the ways in which specific locations are brought to life in any **two** or **three** poems in this selection.

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 exotic-sounding names
- the atmosphere of the weather/seasons
- the detail of past events
- the intensity of mood
- the development of close local detail
- the awareness of individual thought processes
- the use of alliteration
- the use of repetition.

Examiner notes

Unit: **NA2M**

Series: **January 2007**

5. How does Collins present his thoughts and feelings in 'Another Reason Why I Don't Keep a Gun in the House'?

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 sense of irritation
- the comic twist at the end
- the unusual combination of two events
- the use of repetition
- the language of music
- the use of parallelism
- the intensity of the present tense descriptions
- the movement of the dog from the periphery to centre stage.

Examiner notes

Unit: **NA2M**

Series: **January 2007**

6. Examine the ways in which Collins uses humour to present his ideas. 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 unexpectedness of the metaphors
- the language of understatement
- the unusual juxtaposition of ideas
- the development of simple ideas to elaborate conclusions
- the use of surreal imagery
- the use of repetition
- the casual tone of the language
- the use of irony.

Examiner notes

Unit: **NA2M**

Series: **January 2007**

7. How does Larkin present his thoughts and feelings in 'Ambulances'?

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 faceless quality of the ambulances
- the contrast with human life
- the different levels of awareness
- the fixed rhyme scheme
- the use of alliteration
- the deliberately vague pronouns
- the impersonality of description
- the description/commentary pattern.

Examiner notes

Unit: **NA2M**

Series: **January 2007**

8. Explore how Larkin writes about the world of advertising in any **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 sense of empty promise
- the contrast with dull reality
- the idea of untested promise vs. experience
- the perversion of love in advertising
- the use of listing
- the wide-ranging detail
- the use of alliteration
- the regularity of the rhyme.

Examiner notes