

GCE 2004
June Series



Mark Scheme

English Language and Literature A (NA3M)

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.

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Dr Michael Cresswell Director General

June 2004**NA3M****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 3

Assessment Objective	AO2i	AO3i	AO4	AO5
Questions 1 - 3	25	25	25	25
Question 4	25	25		25 (x2)

Questions 1 - 3**Marking Procedure**

1. Assess each AO equally; use the grid to ascertain the relevant band, sub-band and then mark.
2. Additional points and ideas will be added at the co-ordination meeting.
3. Award 25 marks for each AO, and add together to arrive at a mark out of 100.

Marking notations for English Language and Literature: Summer 2004**Points that are correct:**

✓ (tick):	to indicate a positive point
straight underline/ vertical line at side:	to indicate a good passage
expl:	candidate explains
pr:	candidate makes personal response
pnm:	point not made (if idea is not explained)

Errors:

BE:	basic error
Mistakes:	ringed or marked with S
Squiggly underline:	for poor/wrong idea

Marginal annotation:

voc:	for a vocabulary point made
gr:	for a grammatical point made
phono:	for a phonological point made
coh:	for a cohesive/structural point made
aud:	for a point made about audience
purp:	for a point made about purpose
con:	context understood, commented upon

Unit-specific notations for Unit 3:

att:	attitudes and values commented upon
fos:	feature of speech noted, commented upon

MARKING GRID FOR AS ENGLISH LANGUAGE AND LITERATURE 5721

		Distinction, description and interpretation of variation in meaning and form in literary texts: <i>(Interpretation)</i> AO2i (25 marks)	Responding to and analysing texts using literary and linguistic approaches and concepts; use of frameworks: <i>(Frameworks)</i> AO3i (25 marks)
Band 5 21 - 25	21-25	Profound analysis of literary or linguistic texts; sense of overview; illuminating readings of text. Possibly conceptualised.	Use of frameworks enhances and illuminates textual interpretation. Has a possible overview of the text through the framework(s). Engages closely with meaning.
Band 4 16 - 20	18-20	Secure and coherent reading underpinned by good textual evidence; textual grasp very evident. Close focus on text.	Coherent analysis through the framework(s); some analytical probing of features and, possibly, patterns. Secure and coherent analysis. Focuses on details.
	16-17	Close reading becomes obvious; some exploration. Growing confidence of interpretation. Careful use of illustrated points.	Uses framework(s) to highlight reading. Describes significant features/patterns. Awareness of the text as a whole.
Band 3 11 - 15	14-15	Responds with growing confidence; appreciation of style, structure and form becoming apparent. May concentrate on one area at expense of others.	Uses a suitable framework(s); significant features noted. Evidence of some range. Sense of patterns may emerge in places but likely to be underdeveloped.
	11-13	Some recognition of implied meaning; illustrated points are made. List-like. Possibly lacks evidence in places.	Framework shows writer's choices shaping outcome. List-like but sound. Broad comments on effects.
Band 2 6 - 10	8-10	Basic and generalised; responds to surface features in a broad fashion. May take a narrative approach. Lacks details.	Simplistic but ordered. Attempts to use frameworks but likely to be limited; identifies some points; limited analysis.
	6-7	A little understanding; sometimes responds to surface features/odd textual references.	Scattergun approach to analysis; little apparent planning. Little apparent planning with probably no use of framework(s).
Band 1 0 - 5	4-5	Skimpy reading; no analysis.	Some organisation but no apparent direction.
	1-3	Frequent misreading; no apparent understanding.	No frameworks used; complete lack of organisation.

MARKING GRID FOR AS ENGLISH LANGUAGE AND LITERATURE 5721

		Understanding of the ways contextual variation and choices of form, style and vocabulary shape textual meaning: <i>(Text and Context)</i> AO4 (25 marks)	Identifying and considering the ways values and attitudes are conveyed in speech and writing: <i>(Attitudes and Values)</i> AO5 (25 marks)
Band 5 21 - 25	21-25	Illuminating reading of context (and meaning). Assimilates and contextualises references with originality. Total overview that may include understanding of wider contexts.	Responds confidently making explicit reference to attitudes and values and how/why occur. Skilfully handled interpretation with original and thoughtful insights developed.
Band 4 16 - 20	18-20	Skilful and secure analysis and commentary, where a clear sense of context/variation/contextual influences underpins reading. Close focus on text.	Explicitly interprets/comments on how the writer's choice of form/structure/language relates to attitudes and values. Significant number of examples given.
	16-17	Clear interplay between text and context/sense of contextual variation; comments clearly on a variety of points/areas. Analysis may be imbalanced in its contextual comment.	Comments on how use of lexical patterns and structure link to values and/or attitude. Meaning grasped. Comments may be implicit or underdeveloped in places.
Band 3 11 - 15	14-15	Context commented on; points are made but implicit meanings are probably shown; analysis may show implicit meanings.	Some awareness of how lexis and structure help convey attitude; implicit meaning understood. May have to dig to find attitudes and values.
	11-13	Develops a line of argument underpinned by comment on overall context; probably list-like in construction.	A little awareness of why writer's lexical choices shape meaning; possible comments on why form and structure are relevant. Obvious points made.
Band 2 6 - 10	8-10	May see how context influences language use; general awareness of writer's techniques and impact on meaning. Broad comments.	Occasional points made but may lack evidence from texts; some unfounded assertions.
	6-7	Superficial idea of context/simplistic ideas on context.	Weak ideas on values and attitudes. May attempt explanation but tendency to obliqueness.
Band 1 0 - 5	4-5	Little awareness of context; very limited ideas.	Face value reading; no comments made on values and/or attitudes.
	1-3	Contextual features identified erroneously/misreads	Misreads writer's/speaker's attitude.

Section A*Eden Close – Anita Shreve*

- 1** Examine the ways Shreve presents the relationship between Eden and Andy here and elsewhere in the novel.

In your answer you should consider:

- choices of form, style, vocabulary and narrative viewpoint
- the ways in which attitudes and values are conveyed to the reader.

Key Words: ways – Shreve – presents – relationship between Eden and Andy – form – style – vocabulary – narrative – viewpoint – attitudes and values.

Band 5: (21 - 25 marks)

- 21 - 25** Profound analysis of the passage and links to the rest of the book
Overview of the ways Shreve uses form, structure and style
Use of frameworks enhances and illuminates textual interpretation
Confident use of linguistic and literary concepts to support argument
Full awareness of how relationship is presented

Band 4: (16 - 20 marks)

- 18 - 20** Secure and coherent reading underpinned by good textual evidence
Grasp of text very evident in selection of detail from passage and whole text
Ability to analyse the ways in which Shreve's choices of form, structure and language express meanings
- 16 - 17** Close reference to passage
Frameworks used to highlight reading
Comments on how linguistic and literary choices link to Shreve's ideas and attitudes and able to offer clear evidence to support these
Sensitivity to vocabulary and style in the way the relationship is presented

Band 3: (11 - 15 marks)

- 14 - 15** Responds to task with some confidence
Significant features of language noted
Awareness of linguistic and literary choices and how they relate to the way the relationship is presented
Appreciation of character's attitudes/values
Ideas are not fully developed
- 11 - 13** Some recognition of implied meaning
List-like ideas about relationship/how it is presented
Relevant but not developed
Comments on some reasons for linguistic and literary choices
Some commentary (2 or more points) on lexical/grammatical/semantic features
Ability to refer to other parts of the text with use of supporting detail

Band 2: (6 - 10 marks)

- 8 - 10** Basic and generalised approach; simplistic structure. Relevant.
Picks occasional appropriate linguistic examples but no analysis
Simple points about relationship
Unsupported assertions
One feature of language commented upon
- 6 - 7** Superficial response; basic narrative account
Some superficial attempt at commenting on relationship but no analysis
Weak attempt to recognise linguistic features but not able to say why used

Band 1: (0 - 5 marks)

- 4 - 5** Skimpy reading; no direction in response
Narrative points about story
No sense of how relationship is presented
No sense of how the language is employed
- 1 - 3** Minimal response to the passage and/or textual misreadings
Misreads Shreve's ideas and attitudes
Little direct response to question
No features of language

The Railway Man – Eric Lomax

- 2 How does Lomax convey his thoughts about the behaviour of the Japanese soldiers here and elsewhere in the book?

In your answer you should consider:

- choices of form, style, vocabulary and narrative viewpoint
- the ways in which Lomax's attitudes and values are conveyed to the reader.

Key Words: Lomax – convey thoughts – behaviour of Japanese soldiers – form – style – vocabulary – narrative – viewpoint – attitudes and values.

Band 5: (21 - 25 marks)

- 21 - 25** Profound analysis of the passage and links to the rest of the book
Overview of the ways Lomax uses form, structure and style
Use of frameworks enhances and illuminates textual interpretation
Confident use of linguistic and literary concepts to support argument
Full awareness of what is revealed about Lomax from the way he writes about thoughts about the behaviour of the Japanese soldiers

Band 4: (16 - 20 marks)

- 18 - 20** Secure and coherent reading underpinned by good textual evidence
Grasp of text very evident in selection of detail from passage and whole text
Ability to analyse the ways that Lomax's choices of form, structure and language express meanings
- 16 - 17** Close reference to passage
Frameworks used to highlight reading
Comments on how linguistic and literary choices link to Lomax's ideas and attitudes, and able to offer clear evidence to support these
Sensitivity to vocabulary and style in the way Lomax writes about his thoughts about the behaviour of the Japanese soldiers

Band 3: (11 - 15 marks)

- 14 - 15** Responds to task with some confidence
Significant features of language noted
Awareness of linguistic and literary choices and how they contribute to an understanding of Lomax in the extract and elsewhere
Appreciation of Lomax's thoughts about the behaviour of the Japanese soldiers
Ideas are not fully developed

- 11 -13** Some recognition of implied meaning
List-like ideas about his thoughts about behaviour of the Japanese soldiers
Relevant but not developed
Comments on some reasons for linguistic and literary choices
Some commentary (2 or more points) on lexical/grammatical/semantic features
Ability to refer to other parts of the text with use of supporting detail

Band 2: (6 - 10 marks)

- 8 - 10** Basic and generalised approach; simplistic structure. Relevant.
Picks occasional appropriate linguistic examples but no analysis
Simple points about his thoughts about behaviour of the Japanese soldiers
Unsupported assertions
One feature of language commented upon
- 6 - 7** Superficial response; basic narrative account
Some superficial attempt at describing his thoughts about Japanese soldiers
Weak attempt to recognise linguistic features but not able to say why used

Band 1: (0 - 5 marks)

- 4 - 5** Skimpy reading; no direction in response
Narrative points about story
No sense of what he thinks about Japanese soldiers
No sense of how the language is employed
- 1 - 3** Minimal response to the passage and/or textual misreadings
Misreads Lomax's ideas and attitudes
Little direct response to question
No features of language

The Wasp Factory – Iain Banks

- 3 Discuss Banks' presentation of Frank here and elsewhere in the novel.

In your answer you should consider:

- choices of form, style and vocabulary
- the ways in which Frank's attitudes and values are conveyed to the reader.

Key Words: Banks – presentation – Frank – form – style – vocabulary – Frank's attitudes and values.

Band 5: (21 - 25 marks)

- 21 - 25** Profound analysis of the passage and links to the rest of the book
Overview of the ways Banks presents Frank
Use of frameworks enhances and illuminates textual interpretation
Confident use of linguistic and literary concepts to support argument
Full awareness of how Frank's attitudes and values are conveyed

Band 4: (16 - 20 marks)

- 18 - 20** Secure and coherent reading underpinned by good textual evidence
Grasp of text very evident in selection of detail from passage and whole text
Ability to analyse the ways that Banks presents Frank
- 16 - 17** Close reference to passage
Frameworks used to highlight reading
Comments on how linguistic and literary choices link to the presentation of Frank
Sensitivity to vocabulary and style

Band 3: (11 - 15 marks)

- 14 - 15** Responds to task with some confidence
Significant features of language noted
Awareness of linguistic and literary choices and how they contribute to the importance of the incident here and elsewhere
Appreciation of Banks' presentation of Frank
Ideas are not fully developed
- 11 - 13** Some recognition of implied meaning
List-like ideas about presentation of Frank
Relevant but not developed
Comments on some reasons for linguistic and literary choices
Some commentary (2 or more points) on lexical/grammatical/semantic features
Ability to refer to other parts of the text with use of supporting detail

Band 2: (6 - 10 marks)

- 8 - 10** Basic and generalised approach; simplistic structure. Relevant.
Picks occasional appropriate linguistic examples but no analysis
Simple points about presentation of Frank
Unsupported assertions
One feature of language commented upon
- 6 - 7** Superficial response; basic narrative account
Some superficial attempt at describing Frank but no analysis
Weak attempt to recognise linguistic features but not able to say why used

Band 1: (0 - 5 marks)

- 4 - 5** Skimpy reading; no direction in response
Narrative points about story
No sense of presentation of Frank
No sense of how the language is employed
- 1 - 3** Minimal response to the passage and/or textual misreadings
Misreads ideas and attitudes
Little direct response to question
No features of language

Section B**Question 4****Marking Procedure**

1. Assess each AO equally; use the grid to ascertain the relevant band, sub-band and then mark.
2. Additional points and ideas will be added at co-ordination meetings.
3. Award 25 marks for AO2i and AO3i, 25 marks for AO5 and multiply by 2, add together to arrive at a mark out of 100.

MARKING GRID FOR AS ENGLISH LANGUAGE AND LITERATURE 5721

		Distinction, description and interpretation of variation in meaning and form in non-literary texts: <i>(Interpretation)</i> AO2i (25 marks)	Responding to and analysing texts using linguistic approaches and concepts; use of frameworks: <i>(Frameworks)</i> AO3i (25 marks)	Identifying and considering the ways values and attitudes are conveyed in speech: <i>(Attitudes and Values)</i> AO5 (25 marks x 2)
Band 5 21-25	21-25	Profound analysis of speech text(s); sense of overview; illuminating readings of text. Possibly conceptualised.	Use of frameworks enhances and illuminates textual interpretation. Has a possible overview of the text through the framework(s). Engages closely with meaning.	Responds confidently making explicit reference to attitudes and values and how/why occur. Skilfully handled interpretation with original and thoughtful insights developed.
Band 4 16 - 20	18-20	Secure and coherent reading underpinned by good textual evidence; textual grasp very evident. Close focus on text(s).	Coherent analysis through the framework(s); some analytical probing of features and, possibly, patterns. Secure and coherent analysis. Focuses on details.	Explicitly interprets/comments on how the writer's choice of form/structure/language relates to attitudes and values. Significant number of examples given.
	16-17	Close reading becomes obvious; some exploration. Growing confidence of interpretation. Careful use of illustrated points.	Uses framework(s) to highlight reading. Describes significant features/patterns. Awareness of the text as a whole.	Comments on how use of lexical patterns and structure link to values and/or attitude. Meaning grasped. Comments may be implicit or underdeveloped in places.
Band 3 11 -15	14-15	Responds with growing confidence; appreciation of style, structure and form becoming apparent. May concentrate on one area at expense of others.	Uses a suitable framework(s); significant features noted. Evidence of some range. Sense of patterns may emerge in places but likely to be underdeveloped.	Some awareness of how lexis and structure help convey attitude; implicit meaning understood. May have to dig to find attitudes and values.
	11-13	Some recognition of implied meaning; illustrated points are made. List-like. Possibly lacks evidence in places.	Framework shows writer's choices shaping outcome. List-like but sound. Broad comments on effects.	A little awareness of why writer's lexical choices shape meaning; possible comments on why form and structure are relevant. Obvious points made.
Band 2 6 -10	8-10	Basic and generalised; responds to surface features in a broad fashion. May feature spot. Lacks details.	Simplistic but ordered. Attempts to use frameworks but likely to be limited; identifies some points; limited analysis.	Occasional points made but may lack evidence from texts; some unfounded assertions.
	6-7	A little understanding; sometimes responds to surface features/odd textual references.	Scattergun approach to analysis; little apparent planning. Little apparent planning with probably no use of framework(s).	Weak ideas on values and attitudes. May attempt explanation but tendency to obliqueness.
Band 1 1 - 5	4-5	Skimpy reading; no analysis.	Some organisation but no apparent direction.	Face value reading; no comments made on values and/or attitudes.
	1-3	Frequent misreading; no apparent understanding.	No frameworks used; complete lack of organisation.	Misreads writer's/speaker's attitude.

Section B

4 How do the two presenters convey their feelings and opinions in this exchange?

In your answer you should comment on:

- the choice of vocabulary and the use of grammatical and stylistic features
- the attitudes and values conveyed by the speakers.

Key Words: how – two – presenters – convey – feelings and opinions – vocabulary – grammatical and stylistic features – attitudes and values conveyed by the speakers.

Band 5: (21 - 25 marks)

21 - 25 Profound analysis of the transcript offering an overview together with the ability to move effortlessly between the utterances and context. Skilful application of linguistic frameworks. Fully conversant with the features of speech. Responds confidently to the challenge of analysing the transcript to make deductions about the speakers' feelings and views. Skilfully handled analysis with perceptive insights developed.

Band 4: (16 - 20 marks)

18 - 20 Secure and coherent reading underpinned by analysis and textual detail. Ability to clearly comment on a wide range of features of speech. Skilful and coherent analysis of speakers' feelings and views. A sense of the context may be evident.

16 - 17 Close reading together with the ability to use linguistic frameworks to highlight the reading. Evidence of carefully illustrated points regarding transcript and speakers. Comments offered on how feelings and views are revealed. Some awareness of context may be offered.

Band 3: (11 - 15 marks)

14 - 15 Responds with some confidence, showing awareness of features of natural speech. Has ability to use frameworks and comment on more obvious features of language. Some attempt to offer ideas about feelings/views.

11 - 13 Some ability to respond to the transcript and able to offer at least two features of language with examples and some limited commentary. Awareness of the way lexical choices can shape meaning. Limited attempt to make deductions about the feelings/views of the speakers.

Band 2: (6 - 10 marks)

8 - 10 Some points made but lack of textual evidence offered to support them. Some awareness of the features of natural speech but very simple, undeveloped ideas. Little attempt to comment on how feelings are revealed. Possibly some flaws in understanding.

- 6 - 7** Weak analysis of the transcript offering only very superficial/simplistic comments on features of speech. Some flaws in understanding. Little or no attempt to comment on how feelings are revealed.

Band 1: (0 - 5 marks)

- 4 - 5** Many flaws in analysis. No successful attempt to comment on how the participants' feelings are revealed.
- 1 - 3** Unable to respond to the transcript in any meaningful way. Possibly some simple paraphrase. Unable to use linguistic frameworks. Not aware of how feelings are revealed.