



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

**English Language and Literature B ELLB1F
(Specification 2725)**

**Unit 1: Introduction to Language and Literature
Study**

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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

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GENERAL PRINCIPLES

Unit 1 asks students to answer two questions: the first based on an unseen pair of texts; the second based on a thematic Anthology of texts. Students will take a clean copy of the Anthology into the examination room. Both questions will require students to compare:

- how the writers structure and present their material
- how the purpose and context of each text influence language choices
- the attitudes and ideas of the writers and/or speakers

Examiners should first be aware of the relevant Assessment Objectives, as described in the specification and printed in this Mark Scheme. Students will be assessed on their success in attaining these Assessment Objectives in their answers.

Students will be expected to demonstrate appropriate expertise in the following areas:

- the application of linguistic and literary approaches to texts
- the understanding and identification of how language, form, structure and presentation create and shape the meaning of texts
- the understanding and evaluation of the importance of context in creating and shaping the meaning of texts both in their production and their reception
- the comparison of attitudes and ideas expressed in texts.

The question tests Assessment Objectives **AO1**, **AO2**, **AO3**

- AO1** select and apply relevant concepts and approaches from integrated linguistic and literary study using appropriate terminology and accurate, coherent written expression
- AO2** demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts
- AO3** use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception

The focus for each question is shown by some indicative content. It is, of course, possible that some students may respond in ways different than those listed, yet whose answers contain appropriate and valid insights. If examiners believe that such scripts satisfy criteria for high achievement, then those scripts should be rewarded accordingly. Examiners are encouraged to mark positively, rewarding strengths and achievements.

01 **Text A** is an advertisement for Abernethy biscuits. It was published on 19 June 1830 in the *Courier*, a Manchester newspaper.

Text B is an advertisement for Weston biscuits. It was published in *Good Housekeeping* magazine in 1943 during the Second World War.

Compare the ways in which the texts achieve their purposes.

You should compare:

- how the texts are structured and how they present their material
- how the purposes and contexts of the texts influence language choices.

(32 marks)

INDICATIVE CONTENT

Examiners should remember that it is essential that students **compare** the texts.

NB The following list of ideas is not exhaustive. Examiners should always be ready to reward any **valid** points made by students, even if they are not covered by this indicative content. Points should always be supported by relevant textual reference.

	Text A	Text B
Audience	Potential customers of J Hutchinson	Potential customers for Weston biscuits, mainly women on the Home Front
Purpose	Persuade by stressing the effects on health of Hutchinson's Abernethy Biscuits	Persuade by stressing the nourishing, energy-providing, convenient and cheap qualities of Weston biscuits; suggest Weston contribution to the war effort
Structure and presentation	No pictures/illustrations, only a title line; use of capitalization; addressor presumably J Hutchinson; 3-verse poem (v.1 invitation to everyone; v.2 stress on health effect of biscuits; v.3 general effects and quality of biscuit); relatively complex rhyme scheme with chorus; prose directions to shop and reminder of sale of teas	Black and white line drawing of cheerful young woman; rhyming pseudo conversation with pun on <i>biscuit</i> ; war context; 3 prose paragraphs containing informative declaratives; patriotic reminder of Empire connection at end; variety of fonts, pointage capitalization and 'word-art'

<p>Language</p>	<p>Some dated lexis (<i>aged frisk it, puff, Confectionary</i>); lexis reflecting social stratification (<i>poor or grand</i>); medical/health lexis (<i>warm the stomach, cleanse the blood</i>) redolent of 1830 context; rhyme and rhythm generally sustained but forced at times (?) (<i>brisket/biscuit; lines 5 and 10</i>); mainly end-stopping; choric line; very local context (<i>Ardwick Green</i>); very detailed address and location of shop</p>	<p>Doggerel emphasising contribution to war effort of women; class implications of name <i>Flo</i>; pun on <i>biscuit</i> linking Weston to war effort; simple declarative sentences (<i>para 1</i>) loosely structured sentences (<i>paras 2 & 3</i>) suggesting false familiarity; direct address to constructed addressee; lexis emphasising value (<i>penny for penny</i>), energy and nutritiousness (<i>sustaining</i>) and convenience (<i>needing no getting ready</i>)</p>
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MAIN CRITERIA FOR ANSWERS TO QUESTION 1

To be placed in a particular mark band, it is not necessary for a candidate to demonstrate achievement under every bullet point. Examiners should therefore assess a student's work under the 'best-fit' principle.

BAND 6 **28 – 32** *Very good answers: the best that can be expected of AS students under examination conditions*

- clear, detailed and undivided focus on the question with consistent, focused comparison throughout of significant aspects **(AO1)**
- consistently accurate use of language and appropriate terminology **(AO1)**
- shows good and detailed understanding of the content of and ideas in the texts **(AO2)**
- shows good, detailed and thorough understanding and analysis of how language, structure and form create and shape meaning **(AO2)**
- shows good and detailed understanding of the importance of contextual factors **(AO3)**
- shows good and detailed understanding of attitudes and ideas conveyed in the texts together with clear and sustained comparison **(AO3)**
- supports and develops points consistently with examples from or reference to the texts **(AO1, AO2, AO3)**.

BAND 5 **22 – 27** *Good answers that display many of the qualities of the top band, but with some lack of consistency or thoroughness. Many more strengths than weaknesses*

- maintains consistent focus on the question with focus on comparison of significant aspects **(AO1)**
- accurate use of language and appropriate terminology **(AO1)**
- shows sound and clear understanding of the content of and ideas in the texts **(AO2)**
- shows sound and clear understanding of how language, structure and form create and shape meaning **(AO2)**
- shows sound and clear understanding of the importance of contextual factors **(AO3)**
- shows sound and clear understanding of attitudes and ideas conveyed in the texts together with clear comparison **(AO3)**
- develops most important points through examples from or reference to the texts **(AO1, AO2, AO3)**.

BAND 4 **17 – 21** *Answers in which there is a balance of strengths and weaknesses*

- maintains focus on the question to a large extent usually, comparing the texts in some significant ways at times **(AO1)**
- generally accurate use of language and appropriate terminology **(AO1)**
- understands the content of and ideas in the texts **(AO2)**
- shows understanding of how language, structure and form create and shape meaning **(AO2)**
- shows understanding of the importance of contextual factors **(AO3)**
- understanding of attitudes and ideas conveyed in the texts together with comparison of some points **(AO3)**
- develops some important points through examples from or reference to the texts **(AO1, AO2, AO3)**.

BAND 3 **11 – 16** *Answers that address the question, but with a number of weaknesses*

- some focus on the question with a little comparison of significant aspects **(AO1)**
- some accurate use of language and appropriate terminology **(AO1)**
- shows some general understanding of the content of and ideas in the texts **(AO2)**
- includes some general discussion and understanding of how language, structure and form create and shape meaning **(AO2)**
- shows some general understanding of the importance of contextual factors **(AO3)**
- some understanding of attitudes and ideas conveyed in the texts together with some comparison attempted **(AO3)**
- develops a number of points through examples from or reference to the texts; some feature spotting; more description than analysis **(AO1, AO2, AO3)**.

BAND 2 **6 – 10** *Answers that may contain a significant number of weaknesses; may contain irrelevance or misunderstanding*

- occasional focus on the question; comparison mainly of superficial aspects **(AO1)**
- some inaccurate use of language and inappropriate terminology **(AO1)**
- includes some thin or sketchy discussion of the content of and ideas in the texts **(AO2)**
- includes some thin or sketchy discussion of how language, structure and form create and shape meaning **(AO2)**
- demonstrates some thin or sketchy understanding of the importance of contextual factors **(AO3)**
- some limited comment on and understanding of attitudes and ideas conveyed in the texts together with limited comparison of a few points **(AO3)**
- includes little support from examples in or reference to the texts; reliant on feature spotting and/or description of content **(AO1, AO2, AO3)**.

BAND 1 **1 – 5** *Answers that are little more than rudimentary and fail to address the question in any relevant manner. Fragmentary*

- little or no focus on the question; ignores requirement to compare **(AO1)**
- very inaccurate use of language and terminology **(AO1)**
- shows very little or a rudimentary understanding of the content of and ideas in the texts **(AO2)**
- includes very little or a rudimentary discussion of how language, structure and form create and shape meaning **(AO2)**
- shows very little or a rudimentary understanding of the importance of contextual factors **(AO3)**
- very rudimentary comment on and understanding of attitudes and ideas conveyed in the texts; little or no comparison **(AO3)**
- includes no or very little support from examples in or reference to the texts **(AO1, AO2, AO3)**.

02 The eating and/or preparation of food is often seen as being part of a social occasion.

Compare **two** texts from the *Anthology* in which the eating and/or preparation of food is shown in this way.

In your answer, write about some of the following **where appropriate**:

- contexts of production and reception
- form and structure
- figurative language
- sound patterning
- word choice
- grammar
- layout and presentation

(64 marks)

INDICATIVE CONTENT

Examiners should remember that it is essential that students *compare* their chosen texts.

NB The following list of ideas is not exhaustive. Examiners should always be ready to reward any *valid* points made by students, even if they are not covered by this indicative content. Points should always be supported by relevant textual reference.

Many texts in the *Anthology* appear to be suitable in answering this question. The most suitable would appear to be:

'Eating Out' (2) 'The Sweet Menu' (3)
'Grandpa's Soup' (4)
Transcript, from *Longman Grammar of Spoken and Written English* (18)
Exploring Spoken English (19)
The Importance of Being Earnest (20)
Titus Andronicus (21)
Oliver Twist (28)
The Man of Property (31)
Porterhouse Blue (33)

Other texts could include:

'Receipt to make Soup' (7)
'How we did it – Olive undercover' (12)
Review of 'The Modern' (13)
The Warden (29)
Little Grey Rabbit's Pancake Day (30)

Students may identify methods such as:

- atmospheric, connotative descriptions of meals, ingredients, menus and situations
- creation of a sense of ritual, sense of occasion, ceremony, importance, formality etc
- use of detail
- personal opinions strongly expressed
- reflections on eating experiences

- use of dialogue
- use of narrative point of view
- impact of visual and verbal illustrations,
- effect of context
- implied opinions; opinions disguised as facts
- use of comparison and contrast
- use of anecdote
- use of figurative language and rhetorical structures.

Examiners must be prepared to credit other methods identified by students and which are convincingly exemplified as creating particular effects.

MAIN CRITERIA FOR ANSWERS TO QUESTION 2

To be placed in a particular mark band, it is not necessary for a candidate to demonstrate achievement under every bullet point. Examiners should therefore assess a student's work under the 'best-fit' principle.

BAND 6 **55 – 64** *Very good answers: the best that can be expected of AS students under examination conditions*

- clear, detailed and undivided focus on the question with consistent, focused comparison throughout of significant aspects **(AO1)**
- consistently accurate use of language and appropriate terminology **(AO1)**
- shows good and detailed understanding of the content of and ideas in the texts **(AO2)**
- shows good, detailed and thorough understanding and analysis of how language, structure and form create and shape meaning **(AO2)**
- shows good and detailed understanding of the importance of contextual factors **(AO3)**
- shows good and detailed understanding of attitudes and ideas conveyed in the texts together with clear and sustained comparison **(AO3)**
- supports and develops points consistently with examples from or reference to the texts **(AO1, AO2, AO3)**.

BAND 5 **44 – 54** *Good answers that display many of the qualities of the top band, but with some lack of consistency or thoroughness. Many more strengths than weaknesses*

- maintains consistent focus on the question with focus on comparison of significant aspects **(AO1)**
- accurate use of language and appropriate terminology **(AO1)**
- shows sound and clear understanding of the content of and ideas in the texts **(AO2)**
- shows sound and clear understanding of how language, structure and form create and shape meaning **(AO2)**
- shows sound and clear understanding of the importance of contextual factors **(AO3)**
- shows sound and clear understanding of attitudes and ideas conveyed in the texts together with clear comparison **(AO3)**
- develops most important points through examples from or reference to the texts **(AO1, AO2, AO3)**.

BAND 4 **33 – 43** *Answers in which there is a balance of strengths and weaknesses*

- maintains focus on the question to a large extent usually, comparing the texts in some significant ways at times **(AO1)**
- generally accurate use of language and appropriate terminology **(AO1)**
- understands the content of and ideas in the texts **(AO2)**
- shows understanding of how language, structure and form create and shape meaning **(AO2)**
- shows understanding of the importance of contextual factors **(AO3)**
- understanding of attitudes and ideas conveyed in the texts together with comparison of some points **(AO3)**
- develops some important points through examples from or reference to the texts **(AO1, AO2, AO3)**.

BAND 3 **22 – 32** *Answers that address the question, but with a number of weaknesses*

- some focus on the question with a little comparison of significant aspects **(AO1)**
- some accurate use of language and appropriate terminology **(AO1)**
- shows some general understanding of the content of and ideas in the texts **(AO2)**
- includes some general discussion and understanding of how language, structure and form create and shape meaning **(AO2)**
- shows some general understanding of the importance of contextual factors **(AO3)**
- some understanding of attitudes and ideas conveyed in the texts together with some comparison attempted **(AO3)**
- develops a number of points through examples from or reference to the texts; some feature spotting; more description than analysis **(AO1, AO2, AO3)**.

BAND 2 **11 – 21** *Answers that may contain a significant number of weaknesses; may contain irrelevance or misunderstanding*

- occasional focus on the question; comparison mainly of superficial aspects **(AO1)**
- some inaccurate use of language and inappropriate terminology **(AO1)**
- includes some thin or sketchy discussion of the content of and ideas in the texts **(AO2)**
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BAND 1 **1 – 10** *Answers that are little more than rudimentary and fail to address the question in any relevant manner. Fragmentary*

- little or no focus on the question; ignores requirement to compare **(AO1)**
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- shows very little or a rudimentary understanding of the content of and ideas in the texts **(AO2)**
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- shows very little or a rudimentary understanding of the importance of contextual factors **(AO3)**
- very rudimentary comment on and understanding of attitudes and ideas conveyed in the texts; little or no comparison **(AO3)**
- includes no or very little support from examples in or reference to the texts **(AO1, AO2, AO3)**.