



General Certificate of Education

English Language and Literature 6721

Specification A

NTA6 Language in Context

Mark Scheme

2008 examination - June 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.

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June 2008**NTA6****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 6

| Assessment Objective | AO2ii | AO3ii | AO5 |
|-----------------------------|--------------|--------------|------------|
| Question 1 | 25 (x2) | 25 (x2) | 25 (x2) |
| Question 2 | | 25 (x2) | |

Question 1**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 to the question-specific mark schemes at the standardisation meeting.
3. Award 25 marks for each AO, multiply each by 2, record at the end of the script and add together to arrive at a mark out of 150. Ring mark out of 150 and transfer to front of script.

Question 2**Marking Procedure**

1. Assess AO3ii, using the grid to ascertain the relevant band, sub-band and then individual mark for AO3ii.
2. Award 25 marks for AO3ii, multiply it by 2 to arrive at a mark out of 50. Ring mark out of 50 and transfer to front of script.

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 new 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 |
| phono/ style: | for a phonological/stylistic point |
| 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 |
| pnm: | point not made (if idea is not explained) |

Unit-specific notations for Unit 6:**Question 1**

| | |
|-------|---|
| comp: | candidate compares |
| att: | attitudes and values commented upon |
| fos: | feature of speech noted, commented upon |

Question 2

| | |
|-------|---------------------|
| eval: | candidate evaluates |
|-------|---------------------|

These notations in no way supersede the marginal comments made by examiners, and you should seek to make meaningful but economic comments to show how your marks have been arrived at.

GENERIC MARKING GRID FOR A2 ENGLISH LANGUAGE AND LITERATURE 6721:
UNIT 6 QUESTION 1

| | | <u>Responding to different types of text; exploring and commenting on relationships and comparisons</u> AO 2ii (25 marks x 2) | <u>Use of literary and linguistic approaches to written and spoken texts; use of frameworks</u> AO 3ii (25 marks x 2) | <u>Identifying and considering the ways attitudes and values are conveyed in speech and writing</u> AO 5 (25 marks x 2) |
|---------------|----------------|---|--|---|
| Band 5 | 21 – 25 | Exploratory. Significant similarities and differences are analysed in an original/personal, possibly conceptual, manner. All texts effectively integrated | Conceptualised use of framework(s) to highlight literary/linguistic study. Possibly conceptual in use of 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 | 18 – 20 | Coherently compares and contrasts writers' choices of form/structure/mode/language. Close focus on texts; integrated and thoughtful | Detailed and thoughtful engagement with texts through framework(s). Interpretation evident through approach taken/framework(s) used. Close focus on details | Explicitly interprets/comments on how the writer's choice of form/structure/language relate to attitudes and values. Significant number of examples from all texts |
| | 16 – 17 | Expresses clearly comparisons and contrasts between two texts, but analyses all texts. Carefully illustrated points. May use anchor text; possibly some imbalance in coverage | Uses/explains/comments through use of framework(s)/ identification of features/parts of speech. Engages with texts through explanation of features, possibly of different modes. Possibly underdeveloped in places | Comments on how use of lexical patterns and structure link to attitudes and/or values. Meaning of each text grasped. Comments may be implicit and underdeveloped in places |

| | | | | |
|---------------|----------------|---|---|--|
| Band 3 | 14 – 15 | Makes links/comparisons between two texts at a time. Some comment on language use in texts. Imbalance in coverage. May compare 2 contexts | Can use different approaches for literary/linguistic study; is able to distinguish between different features/parts of speech fairly accurately but may be unable to comment on effect of features/impact on audience | Some awareness of how lexis and structure help convey attitude; implicit meaning understood. May have to dig to find attitudes and values, especially with regard to textual form. Imbalance in coverage |
| | 11 – 13 | Comparative framework(s) used but may be partial/simplistic. Imbalance in coverage of texts; possible lacks supporting evidence in places | Guiding principles present; can identify features mostly accurately. Aware different modes need approaching in different ways but may do so in simplistic fashion. Broad comments on effects | A little awareness of why writer's lexical choices shape meaning; possible comment on why form and structure are relevant. Probably relates attitudes and values to 2 texts only |
| Band 2 | 8 – 10 | Responds to obvious/broad links/comparisons. Sometimes comments on less important links. May lack detail | General, perhaps vague, explanation; some awareness of the focus of a text; common sense approach but does not discuss how language works. Few examples | Occasional points made but may lack evidence from texts; some unfounded assertions |
| | 6 – 7 | Occasional insight but not sustained; one area of study noted | Implicit views of language use; superficial ideas, probably no use of framework(s) | Weak ideas on attitudes and values. May attempt explanation but tendency to obliqueness |
| Band 1 | 4 – 5 | Superficial points without relevance to both/all texts | Little awareness of study of the task. Possible misconceptions regarding framework(s) | Face value reading; no comments made on attitudes and/or values |
| | 1 – 3 | Few if any connections noted or seen. Weak ideas | No study of literary and linguistic interrelations. Persistent misuse of terms | Misreads writer's/speaker's attitude |

Unit: **NTA6**

Series: **June 2008**

1. Compare all three texts, exploring how the writers and speaker reveal their feelings about the subject matter.

Assessment Objectives tested on this question: **AO2ii, AO3ii, AO5 (50 marks each)**

Some possible content/stylistic points candidates may refer to:

- linguistic comparison may include differences to do with formality (or not) based on period when text produced
- mode differences may focus on the prepared nature of A and B, the spontaneity of C, with its non-fluency features and other features of speech
- cohesive issues may focus on
 - the carefully written account by Wheeldon with many adjectives and complex sentence structure built around a specific incident after a carefully delineated introduction
 - the poetic structure used by Bishop with very visual language underpinning the experience
 - the narrative (may use Labov's oral narrative theory) at the heart of the conversation extract, which focuses on two key points about the experience
- the contrast of the characters: boy and uncle, boy and vicar, the "I" narration of Bishop
- the way the fish is presented
- the contrast of the experience itself: differences in the way the central characters feel.

Examiner notes

**GENERIC MARKING GRID FOR A2 ENGLISH LANGUAGE AND LITERATURE 6721:
UNIT 6 QUESTION 2**

| | | AO 3ii (25 marks x 2) |
|---------------|----------------|--|
| Band 5 | 21 – 25 | Conceptualised and effective evaluation; clearly comments on different approaches to literary and linguistic study/makes use of theoretical framework(s). Challenges assumptions |
| Band 4 | 18 – 20 | Detailed and coherent commentary; makes reference to varying approaches. Detailed and thoughtful interpretation evident through approach adopted |
| | 16 – 17 | Explains and comments upon approach through reference to literary/linguistic framework(s) in a clear manner. Engages with meaning of texts through a particular approach. May be underdeveloped in places |
| Band 3 | 14 – 15 | Uses and makes some comments upon approach taken to literary/linguistic study; is able to distinguish between different approaches, probably to do with mode differences |
| | 11 – 13 | Guiding principles present; aware of the need for a particular approach to textual study but may be limited in evaluation and explanation. Broad comments probable when explaining nature of comparison |
| Band 2 | 8 – 10 | General explanation; some awareness of the focus of a text; descriptive rather than explanatory approach. Ideas are generally accurate but do not necessarily help the reading and analysis |
| | 6 – 7 | Implicit views of language use; superficial ideas; partial answer with some comment. Sees some rudimentary relationships between language and literature and approaches to its integrated study |
| Band 1 | 4 – 5 | Little awareness of study of the task. Little appreciation of literary and linguistic interplay. Short and undeveloped answer |
| | 1 – 3 | No study of literary and linguistic interrelations; very brief account. No relation seen between literary and linguistic study |