

AS-LEVEL

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

ELLB1F: Introduction to Language and Literature Study
Mark scheme

2725
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Version 1.0: Final

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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.

Further copies of this Mark Scheme are available from aqa.org.uk

General Principles

Assessment Unit 1 asks candidates to answer two questions: the first based on an unseen pair of texts; the second based on a thematic Anthology of texts. Candidates will take a clean copy of the Anthology into the examination room. Both questions will require candidates 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. Candidates will be assessed on their success in attaining these Assessment Objectives in their answers.

Candidates 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 candidates 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.

RM Assessor annotations used in marking

Tick = good point

? = dubious point

AQ = Answers/address question

Upwards arrow = word or phrase missing

Seen = acknowledge blank page

X = wrong

T = click to enter live comments

IRRL = irrelevant

GEXP = General explanation

DEV = Developed point

CON = should be COM for compare – comparison/contrast

REP = repetition

DES = Descriptive

EG = Example given

NEXA = needs examples

F = Feature spotting

EVAL = Evaluative

ASS = Assertion

QWC+ = Poor expression

Question 1

0 1 **Text A** is from a novel, *The Great Fortune*, by Olivia Manning, published in 1960, but set in 1940. In the extract, Yakimov, a poor aristocrat, is in the food hall of a luxury store in Bucharest, Romania, at Christmas time.

Text B is an extract from *Family: An Austrian Christmas* by Nicholas Dawidoff published in 2002. Here, the writer remembers how his Grandmother prepared Wiener Schnitzel on Christmas Eve.

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 candidates **compare** the texts.

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

	Text A	Text B
Audience	Readers of the novel	Readers of the memoir
Purpose	Entertain	Entertain; evoke memories and a feeling of nostalgia
Structure and presentation	3rd person point of view focusing on Yakimov; follows his progress round the food hall – game, frogs' legs, cheese counter; sense of plenitude and throngs in which Yakimov cannot join; ends with Yakimov's frustration and disappointment	3rd person point of view focusing on Grandmother's preparation of Wiener Schnitzel; balanced between generic description of preparation of proper Wiener Schnitzel and specific memories of the preparation and serving of it at his family Christmas

<p>Language</p>	<p>lists of game and cheeses indicative of plenitude supported by occasional imagery (<i>vast pyramid</i>); mainly concrete lexis; a male experience; sense of busyness (<i>thrown unsorted; ecstasy of anticipation; hemmed in; darting about</i>); Yakimov not part of the general bustle (<i>fringe; as he might not; wandered; waited</i>); some sense of the exotic and luxurious (<i>caviare; snipe; pigs' bladders etc</i>)</p>	<p>specific terminology of ingredients and process (<i>dipped, fried, seared, flour, eggs, cutlets, lemon, anchovy, cumin-roasted etc</i>); evocation of sensory and sensuous memories (<i>golden brown, impossibly wide and thin, enormous, succulent</i>); frequently formal and elevated lexis, analytic in effect (<i>predilection, propriety, precision, translucence etc</i>); variety of sentence structures for effect</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 candidate'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 **(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 **(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 **(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 **(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 **(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 **(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)**.

Question 2

0 2 The preparation and/or eating of food is often seen as an enjoyable experience.

Compare **two** texts from the *Anthology* in which the preparation and/or eating 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 candidates **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 candidates, 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 be:

- ‘Grandpa’s Soup’, from *Darling: New and Selected Poems* (4)
- ‘Glory, Glory Be to Chocolate – Naughty but Nice’, from *From the Devil’s Pulpit* (6)
- ‘Receipt to make Soup’, from *The Poems of Alexander Pope* (7)
- ‘Beef Stroganoff’, Yvonne’s Tasty Tips (8)
- ‘How we did it – Olive undercover: Pizza Chains on Trial’, from *Olive Magazine* (12)
- Mexican Scrambled Eggs, from *Nigella Express*(16)
- Transcript of Nigella Lawson (17)
- Transcript, from *Longman Grammar of Spoken and Written English* (18)
- Transcript, from *Exploring Spoken English* (19)
- The Uses of Literacy* (26)
- The Warden* (29)
- Little Grey Rabbit’s Pancake Day* (30)
- ‘Dante’s Lobster’ from *More Pricks than Kicks* (32)
- Porterhouse Blue* (33)

Candidates may identify methods such as:

- atmospheric, connotative descriptions of meals, ingredients, menus and situations
- creation of a sense of occasion, friendship, companionship and conviviality, importance etc
- use of detail
- personal opinions strongly expressed
- interactions with an imagined audience
- 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 candidates 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 candidate'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 **(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 **(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 **(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 **(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 **(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)**
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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 **(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)**.