

AS

**English Language and
Literature B**

ELLB1F

Mark scheme

2725

June 2016

Version 1.0: Final Mark Scheme

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.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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	On page comments
IRRL	Irrelevant
GEXP	General explanation
DEV	Developed point
REP	Repetition
DES	Descriptive
EG	Example given
NEXA	Needs examples
EVAL	Evaluative
ASS	Assertion
QWC+	Poor expression
+	Good
BOD	Benefit of doubt
CONT	Content
CON	Compares or Contrasts
DET	Detailed explanation
LM	LM
REL	Relevant point
V WAVY	Dubious
+Str	Good Structure
DES	Descriptive
DNF	Does not follow
Enhanced off page comment	Enhanced off page comment
GEXA	General example
NEX	NEX
OK	OK

Question 1

0 1 **Text A** is a page taken from the National Health Service (NHS) *Livewell* website.

Text B is part of the introduction to a recipe book *Mediterranean Food* written by Elizabeth David and published in 1950.

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 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 references.

	Text A	Text B
Audience	General public interested in health and well-being	Amateur cooks; people with a general interest in food and ‘exotic’ places; at time of publication those seeking relief from the austerity of wartime food
Purpose	To inform; seek to persuade; promote a healthy lifestyle	To inform; persuade; enthuse
Structure and presentation	Enticing, brightly coloured picture of tomatoes, olives, basil and cheese; catchy slogan; Question/title (in green) which main body of text proceeds to answer; more detailed advice provided through use of bullet points; compares Mediterranean diet with the Eatwell plate; concludes with friendly reassurance; links to other sites	General statement about the essence of Mediterranean cooking and comparison with more sophisticated cuisine; geographical ‘tour’ of the Mediterranean from west to east; what constitutes Mediterranean food; concludes with (rhetorical) question
Language	Creation of friendly authoritative voice through use of synthetic personalisation and elision; statements using simple sentences particularly at the start; use of bullet points with repetition of structure	Emotive language throughout <i>endowed, natural, colour, honest</i> ; personal and heartfelt <i>none of the sham, peace and happiness</i> ; grammatically simple sentences lengthened by adverbial phrases

	<p><i>eating more, plenty of;</i> limited use of pre-modification; straightforward lexical fields of food and health</p>	<p>giving sense of travel through the area <i>from, through, across</i> <i>embracing, to;</i> many proper nouns of areas and countries; sense of abundance created by listing of available produce with evocative adjectives <i>pungent, aromatic (smell);</i> <i>shiny, vermilion (colour); ever-</i> <i>recurring, endless, great heaps</i> <i>(abundance);</i> sense of the exotic <i>unfamiliar, every imaginable,</i> <i>brilliance</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 student 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)**.

Question 2

0 2 Writers sometimes try to persuade their readers.

Choose **two** texts from the Anthology in which the writers try to persuade. **Compare** the ways in which these writers seek to achieve their persuasive aims. In your answer, write about some of the following where appropriate:

- contexts of production and reception
- form and structure
- figurative language
- 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 references.

The most suitable texts to choose in answering this question would appear to be:

Beef Stroganoff (10); Mail Online (9); Vegetarian Society (11); How we did it (12); Brave Little Trouper (13); Menu (14); Mexican Scrambled Eggs (16); A Modest Proposal (22); Crisp Packets (23 and 24); That Surprising Craig Girl (25)

Other texts may be made to apply to this question, but examiners must use their judgement to decide if a candidate has made a convincing case. 'All-purpose' comparisons with little or no reference to persuasion will not be convincing.

Candidates may identify methods such as:

- use of details
- personal opinions strongly expressed
- use of persuasive and rhetorical features and structures
- reflections on eating experiences
- use of dialogue
- implied relationship with assumed readership
- creation of a persona
- impact of visual and verbal illustrations
- effect of context
- implied opinions; opinions disguised as facts
- use of comparison and contrast
- use of anecdote

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 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)**
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- shows good and detailed understanding of the importance of contextual factors **(AO3)**
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- understanding of attitudes and ideas conveyed in the texts together with comparison of some points **(AO3)**
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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)**
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- 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)**
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- occasional focus on the question; comparison mainly of superficial aspects **(AO1)**
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- 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)**.