



**General Certificate of Education**

**English Language and Literature**

*Specification B*

**ELLB1 Introduction to Language and  
Literature Study**

**Mark Scheme**

*Specimen series*

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## GENERAL PRINCIPLES

Assessment Unit 1 asks candidates to answer a question based on a thematic Anthology. Candidates will take a clean copy of the Anthology into the examination room. They will usually be asked to answer on:

- the language, structure and form of their chosen texts
- a comparison of the attitudes and ideas of the writers or speakers of these texts.

Examiners should first be aware of the relevant Assessment Objectives, as described in the specification and printed in this Mark Scheme. Candidates will be required to demonstrate achievement in these Assessment Objectives in their answer.

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 and structure 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 part of the 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.

- 1 Text A** is an advertisement for household detergents  
**Text B** is an extract from a GCSE textbook about the manufacture of soap.

Compare the ways in which the texts achieve their purposes.

You should compare:

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

(32 marks)

### **INDICATIVE CONTENT**

**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.

[ indicative content]

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## MAIN CRITERIA FOR ANSWERS

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 candidates' work under the 'best-fit' principle.

28 - 32 *Very good answers: the best that can be expected of AS candidates 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 text (AO2)
- shows good, detailed and thorough understanding and analysis of how language, form and structure create and shape meaning (AO2)
- shows good and detailed understanding of the importance of contextual factors (AO3)
- shows good and detailed understanding of audiences and purposes 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, 2, 3).

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 audiences and purposes conveyed in the texts together with clear comparison (AO3)
- develops most important points through examples from or reference to the texts (AO1, AO2, AO3).

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 text (AO2)
- shows understanding of how language, form and structure create and shape meaning (AO2)
- shows understanding of the importance of contextual factors (AO3)
- understanding of audiences and purposes 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).

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, form and structure create and shape meaning (AO2)
  - shows some general understanding of the importance of contextual factors (AO3)
  - some understanding of audiences and purposes 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).
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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, form and structure 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 audiences and purposes 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**).

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 audiences and purposes 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**).

**2** Cleanliness is important in a healthy society.

Compare **two** texts from the *Anthology* which present the importance of cleanliness.

In your answer you should write about some of the following where appropriate:

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

(64 marks)

**INDICATIVE CONTENT**

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[indicative content]

## MAIN CRITERIA FOR ANSWERS

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 candidates' work under the 'best-fit' principle.

55 - 64 *Very good answers: the best that can be expected of AS candidates under examination conditions*

- clear, detailed and undivided focus on the question (AO1)
- consistently accurate use of language and appropriate terminology (AO1)
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- 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, 2, 3).

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*

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- 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)
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33 – 43 *Answers in which there is a balance of strengths and weaknesses*

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- 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)
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- includes some general discussion and understanding of how language, form and structure 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**).

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

- occasional focus on the question (**AO1**)
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- demonstrates some thin or sketchy understanding of the importance of contextual factors (**AO3**)
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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**).