



## **General Certificate of Education**

# **English Language and Literature 5726**

## *Specification B*

**NTB1      Introduction to Language and  
Literature Study**

## **Mark Scheme**

*2007 examination - January 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.

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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**January 2007****NTB1****GENERAL PRINCIPLES**

Assessment Unit 1 asks candidates to answer two questions based on a thematic anthology that they take into the examination room. The first focuses on the prescribed poems in Section One of the Anthology; the second on a selection of other texts from the Anthology. This second question will require candidates to answer on texts of their own choice from Section Two of the Anthology. Candidates will usually be asked to answer on:

- the language of the chosen texts
- the form, structure and genre of the chosen texts
- the ideas, attitudes and values conveyed by the 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 answers.

Candidates will be expected to demonstrate appropriate expertise in the following **Main Criteria**:

- the application of linguistic frameworks to texts
- the description of how texts vary in form and structure
- the understanding and identification of how language, form and structure create and shape the meaning of texts
- the understanding and identification of the importance of context in creating and shaping the meaning of texts.

The **Main Criteria** above and the **AS English Language and Literature Marking Template** pages that follow are the indicators that will guide examiners in judging how satisfactorily candidates have achieved these different objectives.

**Question 1** tests Assessment Objectives **AO1, AO2i, AO3i, AO5**

**Question 2** tests Assessment Objectives **AO1, AO2i, AO3i, AO4**

**AO1** communicate clearly the knowledge, understanding and insights gained from the combination of literary and linguistic study, using appropriate terminology and accurate written expression;

**AO2i** in responding to literary and non-literary texts, distinguish, describe and interpret variation in meaning and form;

**AO3i** respond to and analyse texts, using literary and linguistic concepts and approaches;

**AO4** show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts;

**AO5** identify and consider the ways attitudes and values are created and conveyed in speech and writing.

The focus for each question is shown by some indicative content. It is, of course, possible that some candidates may respond in ways different to 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. Show how Robert Frost writes about the natural world by careful reference to 'Nothing Gold Can Stay' and to **one** other poem from **Section One** of the *Anthology*.

You should write about:

- how Frost uses language to convey his ideas
- Frost's use of form and structure.

#### INDICATIVE CONTENT

**NB. The following list of ideas is not exhaustive. 'Nothing Gold Can Stay' is an allusive and epigrammatic poem that can support differing interpretations. Any valid points supported by textual reference should be accepted.**

#### Ideas

- transience, ephemerality
- beauty, richness
- mutability, metamorphosis
- natural processes linked to mythic world of Eden
- loss, decay, diminishment (or gain?).

#### Language

- use of metaphor of Eden and Fall
- paradoxical/ambiguous metaphors (*green is gold/leaf's a flower*)
- nature personified as female
- gnomic, epigrammatic style
- *subside/sank* parallel
- emphasis on *Nothing* in last line
- alliteration, sibilance and consonance
- masculine rhymes.

#### Form and structure

- heavily end-stopped lines
- phonology used as structural device
- many syntactic and semantic parallels (e.g. *gold* → *green*; *flower* → *leaf*; *Eden* → *grief*, *dawn* → *day*. Last line of each 'quatrain' syntactically differs from preceding three)
- short, epigrammatic form (linked to theme of change, decay?).

#### Other poems

Frost uses aspects of the natural world in each of his poems in the *Anthology* with the possible exceptions of 'Out, Out-'.

A candidate who answers on only ONE poem cannot be awarded a mark higher than 18.

2. Write about the methods writers and/or speakers use to tell a story in any **two** texts from **Section Two** of the *Anthology*.

Examiners should expect a variety of responses and approaches to this question. They should reward any *valid* attempt by the candidate to discuss the methods used to tell stories.

These may range from the traditional	beginning middle end
to more sophisticated approaches such as	setting the scene narrative voice construction of the narratee introducing characters starting the story in motion use of dialogue advancing the story introducing sub-plots bringing the story(s) to a climax indicating the successful conclusion
Other approaches that might be taken are the	situation problem solution evaluation model of Michael Hoey
or William Labov's model of narrative structure	abstract orientation complicating action evaluation resolution coda

Candidates may also refer to the handling of time and the order or presentation of events in the narrative and the stance taken by the narrator.

Not every text in Section Two of the *Anthology* is suitable to answer this question. The most suitable would appear to be:

- Family Matters*
- Our Town*
- Request Stop*
- Diary of Samuel Pepys*
- Transcripts*

A candidate who answers on only ONE text cannot be awarded a mark higher than 18.

## MAIN CRITERIA FOR ANSWERS

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

30 – 35      *Very good answer: the best that can be expected of AS candidates under examination conditions*

- clear, detailed and undivided focus on the question
- shows good and detailed understanding of the content of the texts
- shows good and detailed understanding of the context of the texts
- shows good and detailed understanding and analysis of how language in the texts works
- supports and develops points consistently with examples from or reference to the texts
- shows good and detailed understanding of attitudes and ideas conveyed in the texts
- consistently accurate use of language and terminology.

24 – 29      *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
- shows sound and clear understanding of the content of the texts
- shows sound and clear understanding of the context of the texts
- shows sound and clear understanding of how language in the texts works, including detailed discussion and analysis of some points
- develops most important points through examples from or reference to the texts
- shows sound and clear understanding of attitudes and ideas conveyed in the texts
- accurate use of language and terminology.

18 – 23      *Answers in which there is a balance of strengths and weaknesses*

- maintains focus on the question to a large extent
- understands the content of the texts
- understands the context of the texts
- shows understanding of how language in the texts works, including some detailed discussion and analysis of some points
- develops some important points through examples from or reference to the texts
- understanding of attitudes and ideas conveyed in the texts
- generally accurate use of language and terminology.

12 – 17      *Answers that address the question, but with a number of weaknesses*

- some focus on the question
- shows some general understanding of the content of the texts
- shows some general understanding of the context of the texts
- includes some general discussion and understanding of language use in the texts
- some feature spotting
- may contain rather more description rather than analysis
- develops a number of points through examples from or reference to the texts
- some understanding of attitudes and ideas conveyed in the texts
- some accurate use of language and terminology.

6 – 11      *Answers that contain a significant number of weaknesses; may contain irrelevance or misunderstanding*

- occasional focus on the question
- includes some thin or sketchy discussion of the content of the texts
- includes some thin or sketchy discussion of the context of the texts
- includes some thin or sketchy discussion of language use in the texts
- reliant on feature spotting
- much more description than analysis
- includes little support from examples in or reference to the texts
- some limited comment on attitudes and ideas conveyed in the texts
- some inaccurate use of language and terminology.

0 – 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
- shows no or rudimentary understanding of the content of the texts
- shows no or rudimentary understanding of the context of the texts
- includes no or rudimentary discussion of language use in the texts
- includes no or very little support from examples in or reference to the texts
- very rudimentary comment on attitudes and ideas conveyed in the texts
- very inaccurate use of language and terminology.

	<b>0 – 5 marks</b>	<b>6 – 11 marks</b>
<p>AO1 Candidates should be able to communicate clearly the knowledge, understanding and insights gained from the combined study of literary and linguistic study, using appropriate terminology and accurate written expression.</p>	<ul style="list-style-type: none"> <li>• Frequent lapses in spelling, punctuation, grammar, and other features of technically effective and written English.</li> <li>• Limited and rudimentary vocabulary.</li> <li>• An unclear line of argument and/or poor deployment of knowledge/evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Lapses in effective written English and technical errors do not seriously impede communication of meaning.</li> <li>• Limited general vocabulary.</li> <li>• Some presentation of ideas, sometimes simplistic, makes some reference to data.</li> </ul>
<p>A02i Candidates, in responding to literary and non-literary texts, distinguish, describe and interpret variation in meaning and form.</p>	<ul style="list-style-type: none"> <li>• Rudimentary response to context of texts.</li> <li>• Rudimentary response to task.</li> <li>• Little attempt to describe meaning.</li> <li>• Rudimentary attempt to comment on form.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to texts with some knowledge.</li> <li>• Some focus on task.</li> <li>• Some attempt to describe meaning.</li> <li>• Appropriate, if general, evidence to support claims.</li> <li>• Some awareness of form.</li> </ul>
<p>AO3i Candidates should be able to respond to and analyse texts, using literary and linguistic concepts and approaches.</p>	<ul style="list-style-type: none"> <li>• Rudimentary awareness of the need to use some methodology.</li> <li>• Rudimentary knowledge of literacy and linguistic methods or terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Some use of an appropriate methodology.</li> <li>• Some limited awareness of literary and linguistic features of texts.</li> </ul>
<p>AO4 Candidates should be able to show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts.</p>	<ul style="list-style-type: none"> <li>• Rudimentary awareness of context.</li> <li>• Rudimentary awareness of how form, style and/or vocabulary shape meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Some awareness of influence of context.</li> <li>• Some awareness of how form, style and/or vocabulary shape meaning.</li> </ul>
<p>AO5 Candidates should be able to identify and consider the ways attitudes and values are created and conveyed in speech and writing.</p>	<ul style="list-style-type: none"> <li>• Rudimentary comment on attitudes and/or values.</li> <li>• Little or no awareness of how they are conveyed.</li> </ul>	<ul style="list-style-type: none"> <li>• Little comment on attitudes and values.</li> <li>• Some awareness of how attitudes and values are created and conveyed.</li> </ul>

<b>12 – 17 marks</b>	<b>18 – 23 marks</b>	<b>24 – 29 marks</b>	<b>30 – 35 marks</b>
<ul style="list-style-type: none"> <li>• Generally accurate and clear written expression.</li> <li>• Some critical vocabulary but limited in use.</li> <li>• Argument clear but not always sustained.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate and clear written expression.</li> <li>• Uses some critical vocabulary effectively.</li> <li>• Clear line of argument, reasonably well sustained.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate, clear and controlled written expression.</li> <li>• Shows command of a range of critical vocabulary.</li> <li>• Well sustained argument, with some signs of sophistication.</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplary written expression.</li> <li>• Accurate use of an appropriate critical vocabulary and concepts.</li> <li>• Sophisticated, sustained and cogent argument.</li> </ul>
<ul style="list-style-type: none"> <li>• Uses knowledge of texts with some understanding.</li> <li>• Awareness of task in most of response.</li> <li>• Some consideration of variation in form.</li> </ul>	<ul style="list-style-type: none"> <li>• Informed knowledge and understanding of texts.</li> <li>• Some understanding and control of task.</li> <li>• Some detailed description of variation in meaning.</li> <li>• Recognition and some description of variation in form.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound and detailed knowledge and understanding of texts.</li> <li>• Planned response to task.</li> <li>• Detailed description and some interpretation of variations in meaning.</li> <li>• Detailed interpretation of variations in form.</li> </ul>	<ul style="list-style-type: none"> <li>• Very full knowledge and understanding of texts.</li> <li>• Full accomplishment of task.</li> <li>• Perceptive and thoughtful assessment of variation in form.</li> </ul>
<ul style="list-style-type: none"> <li>• Shows some knowledge in the use of an appropriate methodology.</li> <li>• Some awareness and some understanding of how form, style and vocabulary shape meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some competence in the use of an appropriate methodology.</li> <li>• Show some knowledge and understanding of literary and linguistic features of texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Competent use of an appropriate methodology.</li> <li>• Knowledgeable understanding of literary and linguistic features of texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplary use of an appropriate methodology.</li> <li>• Sophisticated understanding of literary and linguistic features of texts.</li> </ul>
<ul style="list-style-type: none"> <li>• Awareness and some understanding of contextual factors.</li> <li>• Awareness and some understanding of how form, style and vocabulary shape meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an informed understanding of contextual factors.</li> <li>• Shows an informed understanding of how form, style and vocabulary shape meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows how form, style and vocabulary shape meaning.</li> <li>• Shows an informed and detailed understanding of contextual factors.</li> </ul>	<ul style="list-style-type: none"> <li>• Sophisticated understanding of contextual factors.</li> <li>• Sophisticated understanding of how form, style and vocabulary shape meaning.</li> </ul>
<ul style="list-style-type: none"> <li>• Identification of attitudes and values.</li> <li>• Consideration of how these are created and conveyed.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of attitudes and values.</li> <li>• Understanding of some methods used to create and convey attitudes and values.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed comment on attitudes and values.</li> <li>• Detailed consideration of how attitudes and values are created and conveyed.</li> </ul>	<ul style="list-style-type: none"> <li>• Sophisticated understanding of how attitudes and values are created.</li> <li>• Sustained consideration of how attitudes and values are conveyed.</li> </ul>