

GCE

English Language and Literature

Unit **H074/01**: Exploring non-fiction and spoken texts

Advanced Subsidiary GCE

Mark Scheme for June 2018

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



This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Positive Recognition
	Assessment Objective 1
	Assessment Objective 2
	Assessment Objective 3
	Assessment Objective 4
	Assessment Objective 5
	Attempted or insecure
	Analysis
	Detailed
	Effect
	Expression
	Link
	Answering the question
	View
	Relevant but broad, general or implicit

These are the **Assessment Objectives** for the English Language and Literature specification as a whole.

AO1	Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.
AO2	Analyse ways in which meanings are shaped in texts.
AO3	Demonstrate understanding of the significance and influence of contexts in which texts are produced and received.
AO4	Explore connections across texts informed by linguistic and literary concepts and methods.
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.

WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following table:

Component	% of AS level					
	AO1	AO2	AO3	AO4	AO5	Total
Non-fiction written and spoken texts (01)	8%	7%	13%	7%	15%	50%
The language of literary texts (02)	14%	20%	8%	8%	0%	50%
Total	22%	27%	21%	15%	15%	100%

Component 1 Section A (Non-fiction anthology texts) 30 marks

The weightings for the assessment objectives are:

AO1 8.0%

AO4 8.0%

AO2 7.0%

AO3 7.0%

Total 30%

In Section A the dominant assessment objectives are AO1 Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression and AO4 Explore connections across texts, informed by linguistic and literary concepts and methods.

Answers will also be assessed for AO2 and AO3.

Candidates should apply concepts and methods as appropriate, using relevant linguistic terminology and fluent expression (AO1). They should explore connections across the two anthology texts, comparing and contrasting details, informed by linguistic and literary concepts and methods (AO4). They should analyse ways in which meanings are shaped in the texts (AO2) and develop their answer with reference to the significance and influence of the contexts in which texts are produced and received (AO3). The criteria below are organised to reflect the order of the dominant assessment objectives.

A response that does not address any one of the four assessment objectives targeted cannot achieve all of the marks in the given level.

Level 6: 30–26 marks	
AO1	Excellent application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Consistently coherent and fluent written expression and apt and consistent use of terminology relevant to the task and texts.
AO4	Excellent and detailed exploration of connections across texts informed by linguistic and literary concepts and methods.
AO2	Excellent, fully developed and detailed critical analysis of ways in which meanings are shaped in texts.
AO3	Perceptive understanding of the significance and influence of the contexts in which texts are produced and received

Level 5: 25–21 marks	
AO1	Secure application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Consistently clear written expression and appropriate use of terminology relevant to the task and texts.
AO4	Clearly developed exploration of connections across texts informed by linguistic and literary concepts and methods.
AO2	Clear and well developed critical analysis of ways in which meanings are shaped in texts.
AO3	Clear and relevant understanding of the significance and influence of the contexts in which texts are produced and received.

Level 4: 20–16 marks	
AO1	Competent application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Generally clear written expression and mainly appropriate use of terminology relevant to the task and texts.
AO4	Competent exploration of connections across texts informed by linguistic and literary concepts and methods.
AO2	Competent analysis of ways in which meanings are shaped in texts.
AO3	Some understanding of the significance and influence of the contexts in which texts are produced and received.

Level 3: 15–11 marks	
AO1	Some application of relevant concepts and methods selected appropriately from integrated linguistic and literary study. Generally clear written expression with occasional inconsistencies and some appropriate use of terminology relevant to the task and texts.
AO4	Some attempt to explore connections across texts informed by linguistic and literary concepts and methods.
AO2	Some analysis of ways in which meanings are shaped in texts.
AO3	Some awareness of the significance and influence of the contexts in which texts are produced and received.

Level 2: 10–6 marks	
AO1	Limited attempt to apply relevant concepts and methods from integrated linguistic and literary study appropriately. Some inconsistent written expression and limited use of terminology relevant to the task and texts.
AO4	Limited attempt to make connections across texts informed by linguistic and literary concepts and methods.
AO2	Limited analysis of ways in which meanings are shaped in texts.
AO3	Limited awareness of the significance and influence of the context in which texts are produced and received.

Level 1: 5-1 marks	
AO1	Very little attempt to apply relevant concepts and methods from integrated linguistic and literary study appropriately. Inconsistent written expression and little use of terminology relevant to the task and texts.
AO4	Very little attempt to make connections across texts informed by linguistic and literary concepts and methods.
AO2	Very little analysis of ways in which meanings are shaped in texts.
AO3	Very little awareness of the significance and influence of the contexts in which texts are produced and received.

0 marks: no response or response not worthy of credit.

Question	Response	Mark	Guidance
1	<p>Text A is an extract from Samuel Pepys' diary for 2 September 1666 describing the Great Fire of London.</p> <p>Text B is an extract from Captain Scott's diary describing the final days of his return journey from the South Pole.</p> <p>Compare the ways in which the writers use language to present and respond to their experiences.</p> <p>In your answer you should consider:</p> <ul style="list-style-type: none"> • context • mode and genre • purpose and audience. <p>A higher level response (levels 4 –6) will:</p> <p>AO1 Use vocabulary and terminology appropriately, referring to a range of language levels, including grammar and discourse, e.g. conjunctions, declarative sentences, lexical choices, noun phrases. Express ideas fluently and coherently, with a wide vocabulary.</p> <p>AO4 Make comparisons between texts, aware of both similarities (both present a vivid picture of their experiences; use small details to convey momentous events) and differences (private vs. implicitly public audience; journalistic vs poetic style).</p>	30	<p>The indicative content shows an integrated approach to the four assessment objectives. AO1, AO4, AO2 and AO3.</p> <p>Context/audience/purpose e.g.</p> <ul style="list-style-type: none"> • Though both extracts are diaries and are therefore ostensibly written for the writer, Pepys' was not intended for a public audience (eg. contextual knowledge of places and people is assumed), while Scott's was written with the knowledge that it would be likely to be read by others (<i>Should this be found I want these facts recorded.</i>) • The extracts share a broadly similar purpose to describe the circumstances and experiences of the writers. However, details differ: Pepys sets out to record specific events and his reaction to them; Scott is more focused on conveying his impressions of his environment and ensuring that the sacrifice of Oates is recognised (<i>We can testify to his bravery</i>) • Due to their different circumstances, Pepys is able to be precise about details of time and place (<i>2nd (Lord's Day;...in an hour's time...)</i>) Scott less so (<i>Lost track of dates...; At Lunch...</i>) <p>Mode e.g</p> <ul style="list-style-type: none"> • Though written rather than spoken, Pepys' extended sentences - containing many clauses linked by 'and' and separated by semi-colons – give the impression of spontaneous reporting and immediacy reflecting thought processes 'in the moment'. In contrast the second part of Scott's diary is clearly written in retrospect, calmly weighing up and evaluating the significance of events.

Question	Response	Mark	Guidance
	<p>AO2 Explore the ways the writers use language to achieve their purposes for their respective audiences, e.g. shifts in tenses, dispassionate lexis, range of literary techniques such as personification.</p> <p>AO3 Understand the significance of a range of contextual factors, e.g. focus on own experience vs the experience of others; descriptive purpose; intended/implicit audiences.</p> <p>A lower level response (levels 1 –3) will:</p> <p>AO1 Use some appropriate terminology, mainly at level of word choice, e.g. simile, adjective, simple sentences. Expression is clear but may lack precision.</p> <p>AO4 Make general comparisons between language use, e.g. ‘old fashioned’ vs ‘modern’; ‘factual’ vs. poetic.</p> <p>AO2 Examine some ways this affects the language use in each text, e.g. limited use of emotive language; greater use of literary devices/techniques in Scott’s diary.</p> <p>AO3 Recognise and make some use of an understanding of the differences between, for example, seventeenth and twentieth century, or public vs private contexts, and how that affects the language used to describe their experiences</p>		<p>Pragmatics e.g:</p> <ul style="list-style-type: none"> Both accounts are predominantly factual though at times do give an indication of personal feelings (Pepys: <i>with my heart full of trouble, lamentable fire</i>; Scott: <i>Tragedy all along the line</i>) Scott gives a measured, unemotional and factual account of events (<i>He went out into the blizzard and we have not seen him since</i>) presenting Oates and the expedition as stoic, resigned, but unafraid in an affecting way Pepys’ account ranges widely from his immediate domestic circumstances to matters of state, whereas Scott’s account is limited in scope to his men and their immediate surroundings Contrast between the relentless, connected events running into each other and overflowing with people of Pepys’ account and the sense of stillness and isolation Scott creates <p>Lexis e.g:</p> <ul style="list-style-type: none"> The period of Pepys’ writing shown through use of, to the modern reader, archaic lexis (<i>hath, above, whereof, loth</i>). Some use of verbs to convey a particular atmosphere or effect (<i>flinging, clambering</i>), but lexical choices predominantly plain in order to convey facts (<i>taken fire in the very top, and there it burned till it fell down</i>) <p>Semantics</p> <ul style="list-style-type: none"> Pepys’ account, though rich and detailed, is more direct. There is little ‘literary’ language (simile: <i>cried like a fainting woman</i>, metaphor ‘<i>creatures</i>’); limited use of

Question	Response	Mark	Guidance
			<p>noun phrases, predominantly 'poor' (<i>poor people, poor pigeons poor steeple</i>) with slightly more variety to describe the fire (<i>infinite great...; lamentable</i>)</p> <p>Grammar/syntax</p> <ul style="list-style-type: none"> • The 'eye-witness' nature of Pepys' account means singular first person pronouns and possessive determiners (<i>I, my</i>) predominate. In contrast, Scott's extract is much more focused on others - specifically Oates - so first person plural pronouns (<i>we</i>) and third person pronouns and possessive determiners (<i>he, him, his</i>) are most common • Both texts shift between tenses: Pepys' account moves between past tense (<i>saw the fire; it hath burned down</i>) and present/present continuous (<i>she hears; everybody endeavouring, Jane comes and tells me,</i>) giving a sense of confusion and immediacy. • Pepys presents events as a chronological account leading to extensive use of conjunction 'so'. Some use of reporting clauses to qualify viewpoint and acknowledge the description as his interpretation (<i>I perceive; to my sight</i>). • Pepys account also often omits verbs from sentences (<i>So I down to the water-side</i>) which could be seen as appropriate for the note-like reportage of the form or indicative of archaic grammatical constructions. • Both texts have a limited range of sentence functions, predominantly declarative, linked to their shared purpose.

Component 1 Section B (Non-fiction writing) 20 marks

The weightings for the assessment objectives are:

AO5 15.0%

AO3 5.0%

Total 20%

In Section B the dominant assessment objective is AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways.

Answers will also be assessed for AO3.

Candidates should demonstrate expertise and creativity in their own original non-fiction writing (AO5) showing understanding of the significance and influence of the contexts in which texts are produced and received (AO3). The criteria below are organised to reflect the order of the dominant assessment objectives.

A response that does not address any one of the two assessment objectives targeted cannot achieve all of the marks in the given level.

Level 6: 20–17 marks	
AO5	<ul style="list-style-type: none"> • Flair, originality and a high degree of control demonstrated in the use of English to communicate in different ways.
AO3	<ul style="list-style-type: none"> • Perceptive understanding of the significance and influence of the contexts in which texts are produced and received.

Level 5: 16–14 marks	
AO5	<ul style="list-style-type: none"> • Control and creativity demonstrated in the use of English to communicate in different ways.
AO3	<ul style="list-style-type: none"> • Clear and relevant understanding of the significance and influence of the contexts in which texts are produced and received.

Level 4: 13–11 marks	
AO5	<ul style="list-style-type: none"> Competence and engaging effects demonstrated in the use of English to communicate in different ways.
AO3	<ul style="list-style-type: none"> Some understanding of the significance and influence of the contexts in which texts are produced and received.

Level 3: 10–8 marks	
AO5	<ul style="list-style-type: none"> Some accuracy and an attempt to create effects demonstrated in the use of English to communicate in different ways.
AO3	<ul style="list-style-type: none"> Some awareness of the significance and influence of the contexts in which texts are produced and received.

Level 2: 7–5 marks	
AO5	<ul style="list-style-type: none"> Limited accuracy and some attempt to create effects demonstrated in the use of English to communicate in different ways.
AO3	<ul style="list-style-type: none"> Limited awareness of the significance and influence of the context in which texts are produced and received.

Level 1: 1-4 marks	
AO5	<ul style="list-style-type: none"> Little accuracy and little attempt to create effects demonstrated in the use of English to communicate in different ways.
AO3	<ul style="list-style-type: none"> Very little awareness of the significance and influence of the contexts in which texts are produced and received.

0 marks: no response or response not worthy of credit.

Question	Response	Mark	Guidance
<p>2</p> <p>3</p> <p>4</p>	<p>2 Write a diary entry describing an experience of isolation.</p> <p>Or</p> <p>3 Write the introduction to a book of Antarctic photography. Your aim is to explain the continuing appeal of the region.</p> <p>Or</p> <p>4 Write the opening section for a documentary that revisits the events of a disaster such as a fire or accident.</p> <p>A higher level response (levels 4 –6) will:</p> <p>AO5 Demonstrate expertise in their use of English to create an effective diary entry/ book introduction/ news report, with a high degree of control over the techniques that have been chosen.</p> <p>AO3 Demonstrate understanding of the influence of context on how texts are produced and received.</p> <p>A lower level response (levels 1–3) will</p> <p>AO5 Show some ability to shape an effective diary entry/ book introduction/ news report, drawing on a range of different techniques.</p> <p>AO3 Show some awareness of the influence of context on how texts are produced and received.</p>	<p>20</p>	<p>Candidates will show awareness of the ways language varies according to contextual factors by demonstrating understanding of generic conventions in their own text.</p> <p>For example:</p> <ul style="list-style-type: none"> • Use techniques effective for providing information and commenting in an engaging way; • show awareness of the style and approach of a diary entry, book introduction or script • adapt language as appropriate for a spoken report, formal or informal piece of writing. <p>Candidates will establish some interaction with their audience as appropriate, e.g. to their present or future selves or a broader audience that may or may not be familiar with the subject.</p>

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