



**General Certificate of Education**

**English Language and Literature  
6721**

*Specification A*

**NTA5      Texts and Audience**

**Mark Scheme**

*2008 examination - June 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.

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**Marking notations for English Language and Literature**

Use the guidelines in the Assistant Examiner's handbook as the basis of your marking, but supplement with these specific notations used across all units of the specification.

**Points that are correct:**

√ (tick):	to indicate a positive point (but not rhythmical ticks)
straight underline/	
vertical line at side:	to indicate a good passage
expl:	candidate explains
pr:	personal response

Question 13b  
Section A

**Errors:**

BE:	basic error
mistakes:	ringed or marked with S
punctuation error:	ringed or marked with a P
x (cross):	to indicate a point is wrong
squiggly	
underline:	for poor/wrong idea

Question 13a

**Marginal annotation:****For Section A**

lpt:	language point
att:	point made about attitudes/values
eg?:	lacks example
EWM:	engages with meaning
ft:	faulty term
pnm:	point not made (if idea is not explained)

**For Question 13a**

gr:	grammatical error
voc:	vocabulary error
exp:	flaw in expression
adap:	candidate adapts source text
invent:	candidate invents material

**For Question 13b**

aud:	point made about audience
purp:	point made about purpose
con:	point made about context
comp:	comparative point
form:	point made about form
voc:	vocabulary point made
gr:	grammatical point made
imag:	point made about imagery
phon:	point made about phonology

coh:	point made about cohesion
struc:	point made about structure
syn:	point made about syntax
cont:	point made about content
eg?:	lack of example given
ft:	faulty term
EWM:	engages with meaning
pnm:	point not made (if idea is not explained)

These notations in no way supersede the marginal comments made by examiners, and you should seek to make meaningful but economic comments to show how your marks have been arrived at.

**MARKING GRID - Section A**

		<b>AO4 (25 marks)</b> <b>Understanding the ways language shapes meaning in different contexts.</b>	<b>AO5 (25 marks)</b> <b>Identifying and considering the ways attitudes and values are conveyed.</b>
<b>Band 5</b> <b>21 – 25</b>	<b>24 – 25</b>	<ul style="list-style-type: none"> <li>sophisticated analysis of the language of the extract <u>and</u> text in order to explore the question</li> <li>insightful demonstration of how language shapes meaning</li> <li>thorough overview</li> <li>entirely relevant response</li> </ul>	<ul style="list-style-type: none"> <li>detailed analysis of the range of methods used to convey attitudes and values</li> <li>relevant understanding of dramatic techniques used</li> <li>skilful interpretation of how language is used</li> <li>analytical comments</li> </ul>
	<b>21 – 23</b>	<ul style="list-style-type: none"> <li>perceptive analysis of the language of the extract <u>and</u> text in order to explore the question</li> <li>skilful grasp of how language can shape meaning</li> <li>sound overview</li> <li>thoroughly relevant response</li> </ul>	<ul style="list-style-type: none"> <li>makes range of references to how and where attitudes and values are conveyed</li> <li>detailed reference to the text</li> <li>clear understanding of different ways attitudes/values are conveyed by the dramatist</li> <li>mostly analytical comments</li> </ul>
<b>Band 4</b> <b>16 – 20</b>	<b>18 – 20</b>	<ul style="list-style-type: none"> <li>secure engagement with the language of the extract and text in order to explore the question</li> <li>confident grasp of how language can shape meaning</li> <li>explores a range of contexts</li> <li>clear sense of overview</li> <li>relevant response.</li> </ul>	<ul style="list-style-type: none"> <li>relevant and accurate comment on how and where attitudes/values are conveyed</li> <li>some detailed exploration of the text</li> <li>mostly analytical as well as descriptive comments, but shows a good range of reference.</li> </ul>
	<b>16 – 17</b>	<ul style="list-style-type: none"> <li>grapples with the language of the extract <u>or</u> the text in order to explore the question</li> <li>some clear engagement with how language shapes meaning</li> <li>sustains a clear line of argument</li> <li>explores at least two contexts in detail</li> <li>relevant response</li> <li>overview provided</li> </ul>	<ul style="list-style-type: none"> <li>evident understanding of how attitudes/values conveyed in the text</li> <li>appropriate reference to some relevant parts of the text</li> <li>descriptive and analytical comments</li> <li>a range of relevant ideas</li> </ul>
<b>Band 3</b> <b>11 – 15</b>	<b>14 – 15</b>	<ul style="list-style-type: none"> <li>some exploration of the language of the extract <u>or</u> the text in order to explore the question</li> <li>some relevant awareness of how language shapes meaning but under-developed</li> <li>consideration of at least two contexts</li> <li>accurate and generally relevant response</li> <li>some overview</li> </ul>	<ul style="list-style-type: none"> <li>can identify a number of attitudes/values found in the text</li> <li>some awareness of how and where attitudes/values are conveyed</li> <li>mostly descriptive comments – analysis emerging</li> </ul>

	<b>11 – 13</b>	<ul style="list-style-type: none"> <li>possibly patchy relevance/response to question</li> <li>generalised/isolated/unfocused comment on language of either text <u>or</u> extract</li> <li>beginnings of understanding of how language can shape meaning, but comments lack depth</li> <li>some comment on at least two relevant aspects of language</li> <li>may feature spot</li> <li>ideas mostly simple/ unsophisticated but accurate</li> <li>limited overview</li> </ul>	<ul style="list-style-type: none"> <li>general or broad awareness of where attitudes/values are conveyed</li> <li>adequate, if limited, comment</li> <li>mostly descriptive comments</li> <li>ideas mostly simple / unsophisticated but accurate</li> </ul>
<b>Band 2 6 – 10</b>	<b>8 – 10</b>	<ul style="list-style-type: none"> <li>possibly a largely narrative response</li> <li>general awareness of the writer's techniques but on the level of assertion and/or generalisation</li> <li>one relevant aspect of language referred to possibly in general terms</li> <li>possibly only occasional relevance</li> <li>some flaws in understanding may be evident</li> <li>no real sense of overview</li> </ul>	<ul style="list-style-type: none"> <li>simple/oblique comments on attitudes/values</li> <li>probably lacking textual evidence</li> <li>unsupported assertions</li> <li>possibly a number of irrelevant ideas about attitudes and values</li> </ul>
	<b>6 – 7</b>	<ul style="list-style-type: none"> <li>superficial understanding of language and context</li> <li>simplistic ideas</li> <li>flaws in understanding are likely to be evident</li> <li>possibly largely irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>very limited grasp of how attitudes/values conveyed</li> <li>some explanation may be attempted</li> <li>possibly mostly irrelevant ideas about attitudes and values</li> </ul>
<b>Band 1 0 – 5</b>	<b>4 – 5</b>	<ul style="list-style-type: none"> <li>very limited ideas about how language shapes meaning</li> <li>may identify a feature of language but unable to comment on effect of this</li> <li>likely to be irrelevant or very serious misinterpretation throughout</li> </ul>	<ul style="list-style-type: none"> <li>possibly no comment or only brief passing reference to attitudes/values</li> <li>possibly many erroneous comments on attitudes and values</li> </ul>
	<b>0 – 3</b>	<ul style="list-style-type: none"> <li>little or no understanding shown of the text, question or language</li> </ul>	<ul style="list-style-type: none"> <li>no comments/wholly erroneous comments on a/v</li> </ul>

Unit: **NTA5**

Series: **June 2008**

1. ***Hamlet***. How does Shakespeare convey a sense of guilt, here **and** elsewhere in the play?

Assessment Objectives tested on this question: **AO4 (25 marks), AO5 (25 marks).**  
**Question total 50 marks**

Candidates ***could*** include some of the ideas listed in their answers. These are provided as an indication of suitable content and it is not expected that candidates will include all of these ideas. Examiners should be alert to other, acceptable ideas.

- extract – Claudius’s attitude to his crime
- extract - language of disease and corruption
- extract – use of interrogatives
- extract – language of heaven and hell
- Claudius’s attempts to pray
- the play scene
- Hamlet’s sense of guilt
- Gertrude’s sense of guilt.

Examiner Notes

Unit: **NTA5**

Series: **June 2008**

2. ***Hamlet***. How does Shakespeare present Ophelia, here **and** elsewhere in the play?

Assessment Objectives tested on this question: **AO4 (25 marks), AO5 (25 marks).**  
**Question total 50 marks**

Candidates ***could*** include some of the ideas listed in their answers. These are provided as an indication of suitable content and it is not expected that candidates will include all of these ideas. Examiners should be alert to other, acceptable ideas.

- extract – Ophelia’s limited speech while Hamlet talks
- extract – her description of Hamlet’s state
- extract – her description of her feelings
- extract – her use of exclamations
- Ophelia’s passivity
- her role as innocent victim
- her insanity.

Examiner Notes



Unit: **NTA5**

Series: **June 2008**

3. ***Twelfth Night***. How does Shakespeare present Viola, here **and** elsewhere in the play?

Assessment Objectives tested on this question: **AO4 (25 marks), AO5 (25 marks).**  
**Question total 50 marks**

Candidates **could** include some of the ideas listed in their answers. These are provided as an indication of suitable content and it is not expected that candidates will include all of these ideas. Examiners should be alert to other, acceptable ideas.

- extract – Viola's confidence/dominance
- extract – Viola's terms of address to Olivia
- extract and elsewhere – Viola's vitality
- Viola's resourcefulness
- Viola's disguise and its effects
- audience encouraged to feel sympathy for Viola.

Examiner Notes

Unit: **NTA5**

Series: **June 2008**

4. ***Twelfth Night***. Examine how Shakespeare creates humour, here **and** elsewhere in the play.

Assessment Objectives tested on this question: **AO4 (25 marks), AO5 (25 marks).**  
**Question total 50 marks**

Candidates **could** include some of the ideas listed in their answers. These are provided as an indication of suitable content and it is not expected that candidates will include all of these ideas. Examiners should be alert to other, acceptable ideas.

- extract and elsewhere – comedy of misunderstanding
- extract – ridicule of Malvolio
- extract – contrast between Malvolio's language and the outbursts of the others
- Malvolio's appearance before Olivia
- comic characterisation – eg Sir Andrew.

Examiner Notes

Unit: **NTA5**

Series: **June 2008**

5. **King Lear**. How does Shakespeare present the relationship between Lear and the Fool, here **and** elsewhere in the play?

Assessment Objectives tested on this question: **AO4 (25 marks), AO5 (25 marks).**  
**Question total 50 marks**

Candidates **could** include some of the ideas listed in their answers. These are provided as an indication of suitable content and it is not expected that candidates will include all of these ideas. Examiners should be alert to other, acceptable ideas.

- extract – familiar/affectionate relationship
- extract - Fool's honesty with Lear
- extract - Fool's riddles
- Master/Fool relationship
- Lear's reliance on the Fool and their fondness for each other
- the Fool's loyalty
- the Fool's criticism of Lear.

Examiner Notes

Unit: **NTA5**

Series: **June 2008**

6. **King Lear**. Examine Shakespeare's portrayal of suffering, here **and** elsewhere in the play.

Assessment Objectives tested on this question: **AO4 (25 marks), AO5 (25 marks).**  
**Question total 50 marks**

Candidates **could** include some of the ideas listed in their answers. These are provided as an indication of suitable content and it is not expected that candidates will include all of these ideas. Examiners should be alert to other, acceptable ideas.

- extract – Lear's exclamations
- extract – Lear's despair and extreme emotions
- extract – imagery
- extract and elsewhere – language of suffering
- the play is full of violent suffering
- Gloucester's blinding, Edgar's suffering, Cordelia's suffering
- the consequences of suffering.

Examiner Notes

Unit: **NTA5**

Series: **June 2008**

7. ***The Winter's Tale***. Examine Shakespeare's use of references to the gods and fate, here **and** elsewhere in the play.

Assessment Objectives tested on this question: **AO4 (25 marks), AO5 (25 marks).**  
**Question total 50 marks**

Candidates **could** include some of the ideas listed in their answers. These are provided as an indication of suitable content and it is not expected that candidates will include all of these ideas. Examiners should be alert to other, acceptable ideas.

- extract – Perdita's reference to 'goddess-like'
- extract – Perdita's references to Jove and the Fates
- extract – Florizel uses stories of the gods to compare with his ardour
- influence of ancient Greek romance/background
- importance of the Oracle
- creates sense of different world.

Examiner Notes

Unit: **NTA5**

Series: **June 2008**

8. ***The Winter's Tale***. How does Shakespeare present Hermione, here **and** elsewhere in the play?

Assessment Objectives tested on this question: **AO4 (25 marks), AO5 (25 marks)**.  
**Question total 50 marks**

Candidates **could** include some of the ideas listed in their answers. These are provided as an indication of suitable content and it is not expected that candidates will include all of these ideas. Examiners should be alert to other, acceptable ideas.

- extract – Hermione's honesty
- extract – Hermione's awareness of her situation
- extract – emotive language
- extract – Leontes's cruelty to Hermione
- earlier – Hermione's light-hearted, witty exchanges with Polixenes
- Hermione's portrayal as loving mother
- her calm dignity and endurance
- her final appearance.

Examiner Notes

Unit: **NTA5**

Series: **June 2008**

9. ***Doctor Faustus***. How does Marlowe convey the idea of delusion, here **and** elsewhere in the play?

Assessment Objectives tested on this question: **AO4 (25 marks), AO5 (25 marks).**  
**Question total 50 marks**

Candidates **could** include some of the ideas listed in their answers. These are provided as an indication of suitable content and it is not expected that candidates will include all of these ideas. Examiners should be alert to other, acceptable ideas.

- extract – Faustus’s desire for Helen
- extract – Faustus’s address to Helen
- extract – sensual language
- Faustus has difficulty recognising the difference between reality and the imagination
- Faustus’s disbelief in God and Hell
- Faustus’s delusion that magic will provide him with riches and pleasures
- other apparitions.

Examiner Notes

Unit: **NTA5**

Series: **June 2008**

10. ***Doctor Faustus***. How does Marlowe create sympathy for Doctor Faustus, here **and** elsewhere in the play?

Assessment Objectives tested on this question: **AO4 (25 marks), AO5 (25 marks).**  
**Question total 50 marks**

Candidates ***could*** include some of the ideas listed in their answers. These are provided as an indication of suitable content and it is not expected that candidates will include all of these ideas. Examiners should be alert to other, acceptable ideas.

- extract – Faustus’s fear and despair
- extract – use of exclamations
- extract – sense of time passing
- extract – language of ‘Hell’
- extract – Faustus’s use of third person to address himself
- Faustus’s earlier confidence
- his playing of tricks
- his ignoring of advice.

Examiner Notes



Unit: **NTA5**

Series: **June 2008**

11. ***The Rover***. How does Behn present the relationship between Hellena and Florinda, here **and** elsewhere in the play?

Assessment Objectives tested on this question: **AO4 (25 marks), AO5 (25 marks).**  
**Question total 50 marks**

Candidates **could** include some of the ideas listed in their answers. These are provided as an indication of suitable content and it is not expected that candidates will include all of these ideas. Examiners should be alert to other, acceptable ideas.

- extract – their familiarity
- extract – Florinda’s criticism of Hellena
- extract – Hellena’s forthright answer to Florinda
- sisters – marked out for different futures
- both engage in tricking men through disguise
- play opens with their conversation
- Florinda sees Hellena as ‘wild’
- Hellena thinks Florinda doesn’t sympathise enough with her situation.

Examiner Notes

Unit: **NTA5**

Series: **June 2008**

12. ***The Rover***. Examine Behn's attitudes to infidelity, here **and** elsewhere in the play.

Assessment Objectives tested on this question: **AO4 (25 marks), AO5 (25 marks)**.

**Question total 50 marks**

Candidates **could** include some of the ideas listed in their answers. These are provided as an indication of suitable content and it is not expected that candidates will include all of these ideas. Examiners should be alert to other, acceptable ideas.

- extract – Willmore not concerned about infidelity
- extract – Angellica critical of men's attitudes
- extract – use of exclamations and interrogatives
- extract – language of 'abandonment'
- the cavaliers' attitudes to infidelity
- Hellena's attitude
- Florinda's attitude.

Examiner Notes

**13a: Practical writing**

In the Indicative Content section for Band 5 and top Band 4 are specific key elements of the original texts, some of which should be included in order to meet the requirements of the task. This 'key content' will be finalised at the pre-standardisation meeting.

		<b>AO6 (25 marks x 2) (Style/Accuracy)</b>	<b>Indicative Content/Skills</b>
<b>Band 5 (21 – 25)</b>	<b>24 – 25</b>	<ul style="list-style-type: none"> <li>• expression precise and wholly appropriate</li> <li>• subtlety of effect</li> <li>• cohesive writing that works</li> <li>• audience completely engaged</li> <li>• stylish</li> <li>• rare errors</li> </ul>	<ul style="list-style-type: none"> <li>• all aspects of task addressed</li> <li>• skilful adaptation of material from <u>both</u> texts</li> <li>• style is wholly appropriate and convincing for audience and purpose</li> <li>• skilfully contextualised</li> <li>• Key content: *(see p.21)</li> </ul>
	<b>21 – 23</b>	<ul style="list-style-type: none"> <li>• sustained use of appropriate style for audience and purpose</li> <li>• confidently meets requirements of task</li> <li>• firm control of accuracy</li> <li>• confident style</li> <li>• rare errors</li> </ul>	<ul style="list-style-type: none"> <li>• effective writing</li> <li>• effective use of information from both texts</li> <li>• successfully contextualised</li> <li>• Key content: *(see p.21)</li> </ul>
<b>Band 4 (16 – 20)</b>	<b>18 – 20</b>	<ul style="list-style-type: none"> <li>• effective use of appropriate style for audience and purpose</li> <li>• fulfils requirements of task</li> <li>• mostly technically accurate</li> <li>• secure style</li> </ul>	<ul style="list-style-type: none"> <li>• convincing</li> <li>• ability to produce and handle an appropriate form</li> <li>• appropriate use of information from both texts</li> <li>• material clearly adapted for new context</li> <li>• Key content: *(see p.21)</li> </ul>
	<b>16 – 17</b>	<ul style="list-style-type: none"> <li>• successful use of appropriate style for audience and purpose</li> <li>• sound approach to task</li> <li>• underlying technical control</li> <li>• logical organisation of ideas</li> <li>• some slips</li> </ul>	<ul style="list-style-type: none"> <li>• clear awareness of audience and purpose</li> <li>• sound style, but may be slightly inconsistent</li> <li>• information mostly appropriate – any lapses very minor</li> <li>• sound focus on task</li> <li>• sound adaptation</li> </ul>

<b>Band 3</b> <b>(11 – 15)</b>	<b>14 – 15</b>	<ul style="list-style-type: none"> <li>• clear attempt to use appropriate style for audience <u>or</u> purpose although some lapses</li> <li>• expression clear and generally controlled</li> <li>• some technical flaws</li> </ul>	<ul style="list-style-type: none"> <li>• awareness of audience and form</li> <li>• generally sound focus on task</li> <li>• appropriate content with some gaps</li> <li>• may be some relatively minor invention of information</li> <li>• reader will have some engagement</li> <li>• mostly appropriate for audience/purpose</li> </ul>
	<b>11 – 13</b>	<ul style="list-style-type: none"> <li>• shaping evident and some awareness of appropriate style for audience <u>or</u> purpose but patchy</li> <li>• expression may lack flexibility or accuracy</li> <li>• a number of technical flaws but limited basic error</li> </ul>	<ul style="list-style-type: none"> <li>• approach may not be entirely appropriate for audience/purpose/task</li> <li>• information from texts may not be well adapted or totally accurate</li> <li>• may invent some information rather than re-cast</li> <li>• patchy sense of context</li> <li>• possibly limited info from texts/brief response</li> </ul>
<b>Band 2</b> <b>(6 – 10)</b>	<b>8 – 10</b>	<ul style="list-style-type: none"> <li>• style/approach not especially convincing, although some attempt to shape for audience or purpose</li> <li>• likely to be a range of flaws in expression</li> <li>• likely to be frequent technical errors</li> <li>• limited sense of context</li> </ul>	<ul style="list-style-type: none"> <li>• likely to be some noticeable misjudgements about audience/purpose/task</li> <li>• likely to reveal some misreading/misunderstanding of original text(s)</li> <li>• may invent a good deal of material</li> <li>• possibly some unadapted lifting</li> <li>• not well contextualised</li> </ul>
	<b>6 – 7</b>	<ul style="list-style-type: none"> <li>• style not secure for audience/purpose</li> <li>• likely to be simplistic in language or approach</li> <li>• likely to have intrusive errors</li> </ul>	<ul style="list-style-type: none"> <li>• comments limited and general</li> <li>• probably unadapted lifting</li> <li>• likely to reveal major misreading/misunderstanding</li> </ul>
<b>Band 1</b> <b>(1 – 5)</b>	<b>4 – 5</b>	<ul style="list-style-type: none"> <li>• occasional awareness of audience/purpose glimpsed</li> <li>• intrusive basic errors</li> <li>• highly simplistic</li> </ul>	<ul style="list-style-type: none"> <li>• very limited awareness of audience or purpose</li> <li>• basic misjudgements of form</li> <li>• very limited use of information from texts</li> </ul>
	<b>1 – 3</b>	<ul style="list-style-type: none"> <li>• frequent weaknesses in expression</li> <li>• major technical flaws</li> <li>• entirely inappropriate style</li> </ul>	<ul style="list-style-type: none"> <li>• no sense of form or shaping of material for audience/purpose</li> <li>• totally unfocused</li> </ul>

**\* Twelve areas for key content**

The Adopt-a-School Programme

- a) (The Fitness Industry Association is) linking leisure centres with schools
- b) Programme is for 10 & 11 year-olds when they form their ideas about exercise
- c) Has worked well elsewhere / 60% still active after 6 months / popular / 300 schools involved
- d) Activities & music / gym & dancing
- e) 6 week / half-term programme (can be extended)
- f) Enthusiastic instructors

The Benefits

- g) Problems of childhood obesity and sedentary lives / never fatter / children may have lower life-expectancy than parent(s)
- h) Physical benefits – flexibility, joints, etc
- i) Positive effects on mental health / improves self-esteem / confidence
- j) Improves classroom discipline / concentration / controls stress
- k) Provides antidote to boredom / reduces social/environmental problems
- l) Possibly leads to reduction in risk-taking behaviour

12 possible content points

Marks:

24-25      11 points

21-23      10 points

18-20      9 points

**13b – Commentary through analysis**

		<b>AO1(25 marks) (knowledge/ terminology/ analysis of language)</b>	<b>AO4(25 marks) (context/comparison/ language choices)</b>	<b>Indicative skills/content</b>
<b>Band 5 (21 – 25)</b>	<b>24 – 25</b>	<ul style="list-style-type: none"> <li>searching and confident literary/linguistic analysis</li> <li>wholly accurate use of appropriate terminology/concepts</li> </ul>	<ul style="list-style-type: none"> <li>skilful comparison showing thorough understanding of context(s)</li> </ul>	<ul style="list-style-type: none"> <li>explores languages and engages closely with meaning</li> <li>insight shown into a range of features</li> </ul>
	<b>21 – 23</b>	<ul style="list-style-type: none"> <li>largely accurate use of appropriate terminology/concepts</li> <li>sustained and cogent argument</li> <li>clear and detailed</li> </ul>	<ul style="list-style-type: none"> <li>detailed and confident comparison showing understanding of how form, style and vocabulary shape meaning</li> <li>uses examples from both texts</li> </ul>	<ul style="list-style-type: none"> <li>framework for analysis skilfully employed</li> <li>grapples with meaning</li> <li>confidently and accurately expressed</li> <li>uses a range of examples from both texts, clearly analysed</li> </ul>
<b>Band 4 (16 – 20)</b>	<b>18 – 20</b>	<ul style="list-style-type: none"> <li>coherent/illuminating analysis of distinctive language features</li> <li>well sustained argument using a range of literary/linguistic terms/concepts</li> <li>accurate use of framework terms</li> </ul>	<ul style="list-style-type: none"> <li>close focus on both texts</li> <li>confident analysis and comparison</li> <li>clear awareness of contextual variation</li> <li>clear comments on key areas</li> </ul>	<ul style="list-style-type: none"> <li>engages with meaning and draws thoughtful conclusions</li> <li>identifies p.o.s and ss accurately</li> <li>points will be well made</li> <li>close focus on some details</li> </ul>
	<b>16 – 17</b>	<ul style="list-style-type: none"> <li>describes significant language features</li> <li>some exploratory analysis</li> <li>framework terms used mostly accurately</li> </ul>	<ul style="list-style-type: none"> <li>clear and competent comparison</li> <li>sound awareness of contextual variation</li> </ul>	<ul style="list-style-type: none"> <li>shows engagement with the texts</li> <li>points mostly well made</li> <li>p.o.s and ss mostly accurately identified</li> </ul>

<b>Band 3 (11 – 15)</b>	<b>14 – 15</b>	<ul style="list-style-type: none"> <li>analysis emerging but not sustained</li> <li>literary/linguistic framework used fairly accurately</li> <li>analysis lacks depth</li> <li>distinguishes between some details</li> </ul>	<ul style="list-style-type: none"> <li>makes some valid comparisons</li> <li>some understanding of contextual variation but not fully explored</li> </ul>	<ul style="list-style-type: none"> <li>explanation evident</li> <li>own text analysed and compared to other text</li> <li>a number of features commented on but gaps</li> <li>some apt examples but also some imprecise/general comments</li> <li>possibly list-like</li> </ul>
	<b>11 – 13</b>	<ul style="list-style-type: none"> <li>lacks precise linguistic/literary terminology</li> <li>makes mostly general points about language and style</li> <li>limited ability to deal with complex ideas</li> <li>analysis under-developed</li> </ul>	<ul style="list-style-type: none"> <li>comparisons made but mostly on a general level</li> <li>some limited comment on context</li> <li>likely to focus more on content than on language</li> </ul>	<ul style="list-style-type: none"> <li>tends to refer vaguely to language levels and appeal to/impact on audience rather than analysing specific details</li> <li>identifies features mostly accurately but makes some errors and leaves points half made</li> <li>lack of precision and limited number of examples</li> <li>may feature spot</li> <li>possibly focuses more on content than style</li> </ul>
<b>Band 2 (6 – 10)</b>	<b>8 – 10</b>	<ul style="list-style-type: none"> <li>awareness of basic characteristics of specific genre</li> <li>simple points made about language</li> <li>partial use of framework(s)</li> <li>some misunderstanding evident</li> </ul>	<ul style="list-style-type: none"> <li>limited comparisons made</li> <li>partially sees how context influences language use</li> <li>some general comment on techniques</li> </ul>	<ul style="list-style-type: none"> <li>tends to make very vague comments</li> <li>comments are broad and general with few examples</li> <li>ideas fairly accurate but some misunderstanding/error may be evident</li> <li>possibly focus on design/layout/graph/content</li> </ul>
	<b>6 – 7</b>	<ul style="list-style-type: none"> <li>rare language choices commented on</li> <li>response to surface features</li> <li>minimal use of framework(s)/terminology</li> </ul>	<ul style="list-style-type: none"> <li>very limited comparisons made</li> <li>superficial/simplistic ideas on language use in relation to context</li> <li>vague awareness of audience/aim</li> </ul>	<ul style="list-style-type: none"> <li>simplistic understanding and exploration of one area</li> <li>very few, if any, examples</li> <li>some errors of explanation</li> </ul>

<b>Band 1 (1 – 5)</b>	<b>4 – 5</b>	<ul style="list-style-type: none"> <li>• no analytical insight</li> <li>• misreadings/ misunderstandings evident</li> </ul>	<ul style="list-style-type: none"> <li>• probably no comparisons made</li> <li>• very limited or no awareness of context</li> </ul>	<ul style="list-style-type: none"> <li>• partial purely descriptive comments</li> <li>• intrusive errors</li> </ul>
	<b>1 – 3</b>	<ul style="list-style-type: none"> <li>• no literary/linguistic insight shown</li> <li>• many errors/</li> <li>• misreadings/</li> <li>• misunderstandings</li> </ul>	<ul style="list-style-type: none"> <li>• very limited/no ideas on how language shapes meaning</li> <li>• no comparisons made</li> <li>• no awareness shown of how context and language shape meaning</li> </ul>	<ul style="list-style-type: none"> <li>• major misunderstandings of text and task</li> <li>• commentary is not explanatory</li> <li>• frequent major weaknesses in expression</li> </ul>

p.o.s = parts of speech  
ss = sentence structures