

Mark Scheme (Results)

Summer 2008

GCE

GCE English Language and Literature
(6382/01)

This unit assesses Assessment Objectives AO2i, AO3i, AO4 and AO6.

Task (a)

Your local secondary school has organised a meeting for students aged 14-17 and their parents to discuss the issues surrounding underage drinking and alcohol abuse. As a responsible post-16 student you have been invited to deliver a presentation to this meeting which should:

- **provide information on the causes and the effects of underage drinking**
- **give guidance on recognising the signs of alcohol abuse**
- **encourage those affected by the problem to take positive action to deal with it**
- **provide details of available help, support and advice.**

Your task is to provide the text you will deliver for this presentation.

Your text should be at least 400 words long.

Task (b)

Explain and comment on the language choices you have made in Task (a) in order to produce the text for a presentation for students aged 14-17 and their parents on the issue of underage drinking and alcohol abuse.

General Comments

The Desk Study assesses candidates' skills in comprehension, editing and summarising, their knowledge of audience and purpose, and their ability to shape the same material in different ways to achieve different outcomes through the selection of appropriate genre, format and register. An explicit demonstration of this knowledge is required by the commentary in which candidates have to explain the process of their own writing.

As this unit involves pre-release material some testing of the AOs is implicit in the quality of preparation of the source texts, which includes reading for meaning, responding to texts of different types and being aware of different audiences and purposes and contextual variation. This relates particularly to AO2i and AO3i and is shown in the selection of suitable material from the source texts.

AO2i assesses the candidates' selection and organisation of material for Task A, and their analysis of this selection and organisation in Task B.

Lower band responses may present problems with sequencing and structure and may lack awareness of the appropriate register and format required by the task. In Task B there is likely to be limited success in **explaining** the choices made.

Higher band responses will be coherent and well organised. They will demonstrate clear awareness of the presentation context and the informative and persuasive nature of the task. Task B will use appropriate terminology, relating language choices to the function of Task A and identifying the literary and linguistic techniques used.

AO3i assesses the candidates' use of a variety of literary and linguistic approaches in the **reshaping** of the given material to produce the text for presentation to 14-17 year olds and their parents on the issues surrounding underage drinking.

Lower band responses may use only a limited number of source texts. Expect a significant amount of lifting, some of which may not be well assimilated. In Task B weaker candidates are likely to give a descriptive account of choices made, with limited levels of analysis and an emphasis on content.

Higher band responses will demonstrate good assimilation and understanding of the source texts through the selection of suitable and interesting material, judicious editing and careful re-writing to produce a different slant on the material according to the given task. The content should be wide-ranging, drawing on a range of source texts in Task A. Task B should explore the language choices made and should explore the literary and linguistic strategies used in Task A, linking form to function and providing detailed exemplification.

A04 assesses the candidates' awareness of the demands of a presentation context for Task (a).

Some **lower band** responses may rely heavily on layout with minimum consideration of content. Others could be dense prose with limited concession to format. In Task (b) the discussion of the form of the text will probably be handled at a predominantly descriptive level.

Higher band responses will successfully produce format suitable for a presentation with clear shaping of the text in terms of form, style and vocabulary to suit the given context.

Expect a range of responses which fulfil the presentation brief. For example, the text produced in Task (a) might demonstrate:

- awareness of the features of a presentation including use of visual aids
- awareness of the structural devices required to sequence and communicate ideas and to fulfil the persuasive/informative purpose.

Task (b) is likely to explore the effects achieved through register, lexis and syntax as well as justifying any layout features employed in Task (a).

A06 assesses the ability to shape material to meet the requirements of a specific audience and purpose.

Lower band responses are likely to demonstrate insecure and/or inconsistent register. They will demonstrate only a limited awareness of audience and purpose. There is likely to be a tendency to make general observations in Task (b) rather than exploring stylistic choices in detail.

Higher band responses will demonstrate careful reading of the key elements in the question, making perceptive choices of material and format to address these elements. They will demonstrate sensitivity and scope in directing writing to a specified audience and purpose.

The text might be characterised by the following features:

- suitable variation in sentence structure and lexis to address the informative and persuasive purpose of the task
- a clear sense of audience and a clear attempt to engage them via address, register and tone
- a clear sense of the presentational context of the task
- appropriate and consistent register
- lexical choice designed to engage, persuade and inform the audience
- layout features suitable for a presentation.

Task (b) is likely to demonstrate assured knowledge of terminology and literary/linguistic concepts. At a higher level there should be clear explanations of stylistic choices made and the effects that the candidate hoped to achieve.

Guidelines for assessing the commentary

The commentary should give specific comments on the language choices made in order to address the requirements of Task (a). Effective exemplification and explanation of choice should be rewarded highly.

If the commentary has not been attempted the script is unlikely to achieve a mark higher than Band 3.

If the commentary is wholly observational, vague or fragmentary, the script is unlikely to reach the higher bands.

Assessment Objectives for Unit 2

Bands/ Marks	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	AO6 demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features to explain and comment on the choices made
Band 1 1-10	<ul style="list-style-type: none"> identify a limited number of literary and linguistic features describe some examples of difference in meaning and form 	<ul style="list-style-type: none"> show evidence of reading mainly for surface meanings demonstrate only a bare knowledge of literary and/or linguistic frameworks and perspectives be characterised by descriptive treatment of texts, spoken and/or written 	<ul style="list-style-type: none"> show restricted awareness of how context affects the meanings of literary and non-literary texts, spoken and/or written identify limited examples of significant structural and stylistic features 	<ul style="list-style-type: none"> show minimal awareness of purpose and audience employ inappropriate slanting, tone, format and content attempt to comment on choices made, drawing on a very basic knowledge of linguistic and literary features
Band 2 11-20	<ul style="list-style-type: none"> identify some literary and linguistic features describe a variety of differences in meaning and form 	<ul style="list-style-type: none"> show some awareness that different levels of meaning inhere in texts make limited use of both literary and/or linguistic frameworks write about texts from a predominantly descriptive viewpoint 	<ul style="list-style-type: none"> make some connections between context and texts in the production of meaning, in literary and non-literary and spoken and/or written, texts describe some examples of significant structural and stylistic features 	<ul style="list-style-type: none"> demonstrate some ability to recognise purpose and audience use writing of limited appropriateness make some relevant comments on choices made, drawing on some knowledge of linguistic and literary features
Band 3 21-30	<ul style="list-style-type: none"> distinguish between some literary and linguistic features explain some of the effects produced by variations in meaning and form 	<ul style="list-style-type: none"> respond to texts as multidimensional in meaning deploy both literary and linguistic frameworks in their responses to all texts discuss most texts from a critical viewpoint 	<ul style="list-style-type: none"> show some knowledge of how selected social and cultural contexts are relevant to the meanings of literary and non-literary, spoken and/or written, texts demonstrate some critical and relevant knowledge of how specific structural and stylistic features inform the meanings of texts 	<ul style="list-style-type: none"> show clear understanding and recognition of specific purposes and audiences demonstrate ability to vary written style appropriately show sound understanding of any source material used demonstrate awareness of reasons for choices made of particular linguistic and literary feature
Band 4 31-40	<ul style="list-style-type: none"> analyse a variety of literary and linguistic features discuss in detail some of the effects produced by variations in meaning and form 	<ul style="list-style-type: none"> differentiate clearly between spoken and written texts in the production of meaning distinguish between literary and linguistic frameworks when responding to texts adopt a consistently critical and detailed stance towards texts 	<ul style="list-style-type: none"> discuss in some detail the relevance and significance of social and cultural contexts to the meanings of literary and non-literary, spoken and written, texts show in detail how specific structural and stylistic features inform the meanings of texts 	<ul style="list-style-type: none"> show a detailed appreciation of the reading needs of different audiences and appropriateness of different styles for different purposes create significant amounts of new text demonstrate a thorough understanding of any source material used explain choices thoughtfully, drawing on an assured knowledge of linguistic and literary features
Band 5 41-50	<ul style="list-style-type: none"> examine an extensive range of literary and linguistic features explain the impact of variations in meaning and form on the interpretation of literary and non-literary texts 	<ul style="list-style-type: none"> show discrimination and sensitivity in the range of their critical responses to different types of text apply literary and linguistic frameworks in detail when responding to an analysing texts exhibit incisiveness and insight as well as critical ability 	<ul style="list-style-type: none"> deploy detailed critical knowledge of a variety of social and cultural contexts when exploring the meanings of literary and non-literary, spoken and written, texts comment extensively and in detail on how a range of structural and stylistic features inform the meanings of texts 	<ul style="list-style-type: none"> demonstrate sensitivity and scope in directing writing for different purposes and a variety of audiences make perceptive choices of material and formats show assured and detailed understanding of any source material used make full explanatory comments on choices made

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