

Mark Scheme (Results)

Summer 2008

GCE

GCE English Language and Literature
(6384/02)

Marking Task (a) (i)

In the writing part of the exercise (a) (i), the points below could be considered strengths. However, this list must not be seen as in any way exhaustive:

- an appropriate, sensitive, imaginative use of lexis
- overall coherence, consistency and conviction
- sensible selection of details from the material
- sensible and appropriate original additions, if attempted
- an interesting narrative viewpoint
- use of precise detail and accurate observation
- conveying clearly some attitudes, feelings, emotions, values, as appropriate
- use of appropriate figures of speech
- possible focus on characters
- creation of atmosphere
- convincing dialogue or spoken language, if attempted, correctly punctuated
- some sense of 'literary' quality
- a style that is clearly aimed at adults, rather than the style for children of Text A
- use of own words as far as possible
- creation of genuine interest for the reader.

Marking Task (a) (ii)

These points could be considered as strengths (but are by no means exhaustive):

- a clear sense of purpose and audience
- a reasonably formal and consistent tenor, suitable for a report
- clarity in the writing and clear organisation of the report
- variety of experience in the three households as required by the task
- a range of matters to report on, as suggested in the task
- an appropriate and consistent use of lexis, using a reasonable proportion of educated or polysyllabic words
- varied sentence patterns, with a reasonable proportion of compound or complex structures
- intelligent interpretation and use of the material in Texts A and B
- sensible additions of the candidate's own, if attempted
- clear suggestions and recommendations
- use of own words as far as possible (though some may be taken from the texts)
- conveying clearly some reference to attitudes and values
- overall coherence, consistency and conviction.

Details that could be included in (a):

This is not an exclusive list, and must not be used as a checklist, so make sure you reward any valid points (including any invented or imagined by the candidate.) Some of the points may seem more appropriate for (i) or (ii) but do not take a prescriptive view of this: many details could be used in either task, if adapted to fit the purpose and audience. Details of the journey to the foster homes and anything preceding this are obviously more likely to be used in (i), and details about schooling and development beyond the first few days are more likely in (ii).

From Text A:

- huge numbers involved
- most children in school parties
- farewells to parents in the playground (but could also be at stations)
- travel to railway stations on foot or by bus or tram
- carried gas masks in boxes, lunch, suitcase or backpacks with clothes and toy(s)
- wore labels with name, school number and destination
- like a holiday for some: first visit to the countryside (some had never before seen countryside)
- miserable rail journeys for others: very lengthy journeys
- trains without corridors or toilet-access: many young children sick or soiling pants
- many arrived late at night – exhausted, dirty and hungry
- foster parents had mostly volunteered, but people could be ordered to take evacuees, or fined for refusal: this caused resentment
- evacuees either chosen in halls or taken round from house to house
- many evacuees came from poor families living on the dole and unable to provide adequate food or clothing: it was often a shock for better off families in rural areas to confront this
- many horrified at state of evacuees: often dirty and with no spare clothes
- some had no socks or knickers or toothbrushes
- many under-nourished, infested with lice and carrying infectious diseases
- Government rapidly provided free milk and cod liver oil for under fives
- many enjoyed themselves, had caring foster parents and loved the country life
- benefits included fresh air, contact with animals, good food, exercise, hunting and harvesting
- many grew up quickly and learned self-reliance
- many others had dismal time – homesick and bedwetting
- some hosts resented imposition of evacuees, or were unable to look after them
- no attempt to match like with like – many mismatches
- Teachers played a vital role – visiting, handling complaints, filling in forms
- initial problems with clash of local and evacuee children: fights and name-calling
- often split-shift teaching in same building
- buildings and equipment in short supply
- teachers used the good weather to organise open-air activities
- emphasis on practical activities – plays, concerts, debates.

From Text B:

- plans had been developed long before the war began and first evacuations began two days before war was declared
- priority was for evacuees from major cities to be moved to rural areas
- chaotic situations at railway stations, with many put on trains regardless of destination
- school and family groups often separated in transfer from trains to local transport
- 800,000 children, 500,000 mothers with young children and 100,000 teachers evacuated in first 3 days
- move undertaken in high spirits
- lack of organisation in many reception centres: some evacuees handed out at random, some entered into a virtual 'market' to be chosen
- many unsuitable pairings (eg the most socially deprived with the most wealthy)
- upper middle-class least affected, though the most able to take evacuees
- people shocked by urban poverty but problems often exaggerated and were the result not of deliberate neglect or 'dreadful' children, but of disruptions to routine
- 5% not toilet trained and 25% infested, usually with head lice
- for many younger children evacuated on their own, evacuation was traumatic
- homesickness: parents unable to visit
- Government financial support came later, but was frequently perceived as inadequate for full board and lodging
- food prices increased by an eighth in first 3 months of war.

Marking Task (b) – The Commentary

In answers to part (b), the commentary, look for analysis and explanation of, and comment on, the choices that candidates have made in their own writing. Look for explicit comment on how language choices are appropriate for audience and purpose.

Candidates were asked to comment briefly on how they have used language to convey attitudes and values.

In the commentary it is essential that candidates give specific examples to illustrate the points they make. Candidates should both identify and justify their choices.

Candidates are invited to comment briefly on any ways in which the language of Texts A or B has influenced them. There is no style model provided for either task (though some aspects of formality in Text B may prove useful to those choosing task (ii)), and so no stylistic features of Texts A or B are detailed in this mark scheme. Expect any references to the language of Texts A or B to be very brief: most comments are likely to be on lexis.

Notes on the Assessment Objectives:

- AO6** This is the most important for this unit. Lower band answers to (a) may not always maintain an appropriate style, may rely too much on the language of the source texts and may make some basic errors in their use of language. Higher band answers to task (a) should demonstrate an assured expertise and accuracy in writing appropriately for specific purposes, and audiences.
Lower band answers to (b) may lack clear explanations of their language choices, may fail to illustrate points, and may demonstrate limited linguistic and literary knowledge. Higher band answers to task (b) should offer clear explanatory comments on the language choices they have made, and will demonstrate a high level of knowledge of literary texts and features of language.
- AO1** Lower band answers to (a) may contain errors, and may display inconsistencies of style. Higher band answers should show a skilful use of lexis and express themselves fluently and clearly in task (a). Their writing should be highly accurate.
For task (b) lower band answers may show limited use of terminology and may show limited awareness of features of language appropriate to the genres of a novel extract or an official report. Higher band answers to (b) should demonstrate a clear understanding of appropriate features of the genres of a novel extract or an official report, and make discriminating and accurate use of terminology.
- AO3ii** Candidates will be showing their ability to evaluate literary and linguistic approaches in actually writing their response to (a). Lower band answers may demonstrate a limited number of linguistic and/or literary characteristics appropriate for a novel extract or an official report. Higher band answers should demonstrate a confident ability to adopt an appropriate approach.

In part (b) lower band answers may describe a limited number of linguistic and/or literary characteristics, and may offer only very limited reasons for adopting specific approaches and making specific choices. Higher band answers should be able to make explicit why specific language choices were made. They should be able to identify linguistic and/or literary techniques in their own writing, and to discuss the effects. They should be able to show a confident awareness of audience and purpose, a clear understanding of the prominent features of the texts, and a clear sense of genre, and to use linguistic frameworks with accuracy and discrimination.
- AO4** In task (a) lower band answers may show limited knowledge of stylistic features relevant to the construction of an appropriate text for the specified purpose and audience. Higher band answers should be able to demonstrate a sophisticated implicit understanding of how writers' choices of form, style and vocabulary shape meanings, and how these vary according to context (here in the novel extract or the official report).
In (b) lower band answers may not relate choices to context. Higher band answers should be able to discuss explicitly these same concepts with a high level of understanding. Choices should be explored with reference to purpose and effect.

AO5 In (a) lower band answers may show limited understanding of how to convey attitudes and values, while higher band answers should be able to demonstrate a perceptive understanding of how to do this. In both (i) and (ii) the attitudes and values may be explicit or implicit, or a mixture of the two.

In the commentary, (b), lower band answers may make limited attempts to focus explicitly on techniques and methods used to convey attitudes and values. Higher band answers should be able to make confident and explicit comments on the writer's viewpoint and attitude, the tenor and tone and the language choices and techniques used.

Notes on overall performance:

Lower band answers may lack consistency. They may capture aspects of appropriate style but will be unable to maintain this. There is likely to be considerable awkwardness in the writing. There may be obvious errors, particularly of punctuation, grammar, and expression. There may be extensive lifting of material without transformation into their own words. Organisation is likely to be weak. A very common feature of answers in the lower bands is a commentary that has major faults. The main faults are likely to be a lack of precise and detailed points, a lack of illustration, so that points are mere assertions, and very limited display of literary or linguistic knowledge, with very little terminology. There is likely to be much vagueness and generalisation, together with minimal analysis of language used. Commentaries may well focus more on the content of the texts, rather than on how they are written.

Higher band answers will have a very clear sense of audience and purpose, with judicious choice of lexis, and a real sense of appropriate style, both of lexis and syntax. They will make judicious use of the texts given and will use their own words. There may be a very few technical slips, but in general their writing will be highly accurate. Those at the very top will demonstrate genuine flair. The commentary will usually be quite full and detailed, with some explanation of the tenor and a sharp awareness of purpose and audience. They will display a high level of literary and linguistic knowledge, and use a wide range of terminology accurately and with confidence. They will concentrate not just on feature spotting, but on explaining and exploring the effect of the language choices they have made. They will make sensible comparative points. Conciseness is often a marked feature of answers in the top bands, as is a wide range and a large number of points.

Assessment Objectives for Unit 4b

Bands/ Marks	AO6` demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made	AO1 communicate clearly the knowledge, understanding and insights gained from a combined study of literary and linguistic study, using appropriate terminology and accurate written expression	AO3ii use and evaluate different literary and linguistic approaches to the analytic study of written and spoken language, showing how these approaches inform their readings.	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
Band 1 1-10	<ul style="list-style-type: none"> demonstrate some awareness in directing writing for less familiar purposes and audiences be less secure in style, understanding of any source material used and accuracy of language use attempt to explain choices made by drawing on some linguistic and literary knowledge 	<ul style="list-style-type: none"> indicate some knowledge of combined literary and linguistic study make some appropriate use of terminology show some awareness of literary and linguistic concepts have some accuracy and coherence of expression 	<ul style="list-style-type: none"> make use of undifferentiated frameworks when reading spoken and/or written texts identify a restricted range of linguistic and literary characteristics in spoken and/or written texts indicate only a rudimentary awareness of why and how literary and linguistic perspectives on texts are relevant 	<ul style="list-style-type: none"> show limited awareness of how historical, social and cultural contexts affect the explicit and implicit meanings of literary and non-literary, spoken and written texts select a very restricted range of structural and stylistic features significant in the construction and reading of texts pay scant regard to spoken/written linguistic and literary choice 	<ul style="list-style-type: none"> show limitation in identifying spoken and written texts as representations of different intentions, purposes, beliefs and value perspectives engage only minimally with techniques and methods for expressing attitudes and values
Band 2 11-20	<ul style="list-style-type: none"> select some sound approaches in writing for less familiar purposes and audiences show some insecurity in use of any source material and some inaccuracy in language use explain to a limited degree why certain choices of linguistic and literary feature have been made 	<ul style="list-style-type: none"> show competent knowledge and understanding of combined literary and linguistic study, make appropriate use of terminology show awareness of literary and linguistic concepts have consistent accuracy and coherence of expression 	<ul style="list-style-type: none"> show some evidence of selection and appropriacy in adopting linguistic and literary frameworks when commenting on spoken and/or written texts describe a limited number of linguistic and literary characteristics in spoken and/or written texts show some critical recognition and give some reasons for adopting specific literary and linguistic approaches to texts 	<ul style="list-style-type: none"> explicate some of the historical, social and cultural context-dependency factors which create the explicit and implicit meanings of literary and non-literary, spoken and written texts show limited knowledge of structural and stylistic features relevant to the construction and reading of texts identify some examples of spoken/written linguistic and literary choice 	<ul style="list-style-type: none"> show in general terms how intentions, purposes, beliefs and value perspectives are represented in spoken and written texts make some attempt to describe techniques and methods for expressing attitudes and values
Band 3 21-30	<ul style="list-style-type: none"> make use of a variety of appropriate approaches in writing for less familiar purposes and audiences show some confidence in the use of any source material and accuracy in language use provide clear explanations of choices made, drawing on literary and linguistic knowledge 	<ul style="list-style-type: none"> demonstrate proficient knowledge and understanding of combined literary and linguistic study make appropriate and effective use of terminology show understanding of literary and linguistic concepts have accuracy, coherence and clarity of expression 	<ul style="list-style-type: none"> draw on a balanced and reasonably full variety of linguistic and literary frameworks when discussing spoken and written texts demonstrate and apply a critical knowledge of a range of linguistic and literary characteristics found in spoken and written texts exhibit consistency, scope and relevance when justifying different linguistic and literary approaches to texts 	<ul style="list-style-type: none"> comment with detail and understanding on a range of historical, social and cultural contexts which create the explicit and implicit meanings of literary and non-literary, spoken and written texts demonstrate some knowledge and understanding of some structural and stylistic features appropriate to the construction and reading of texts make some assessment of how spoken/written, linguistic and literary choices, contribute to textual meaning 	<ul style="list-style-type: none"> discuss in some detail how intentions, purposes, beliefs and value perspectives are represented in spoken and written texts demonstrate the appropriacy and relevance of techniques and methods for expressing attitudes and values
Band 4 31-40	<ul style="list-style-type: none"> demonstrate proficiency in adapting different writing approaches to a variety of less familiar purposes and audiences use any source material effectively and write accurate English comment sensitively on choices made, making discriminating use of literary and linguistic knowledge 	<ul style="list-style-type: none"> demonstrate sustained knowledge and understanding of combined and integrated literary and linguistic study make discriminating use of terminology show detailed understanding of literary and linguistic concepts have accuracy and fluency of expression 	<ul style="list-style-type: none"> deploy a detailed range of linguistic and literary frameworks and models when responding to spoken and written texts make relevant and critical use of a variety of linguistic and literary features and concepts in the analysis of spoken and written texts adopt a variety of appropriately self-reflective and reasoned approaches to texts 	<ul style="list-style-type: none"> discuss in detail a variety of historical, social and cultural contexts which create the explicit and implicit meanings of literary and non-literary, spoken and written texts show an understanding of scope and differentiation in the structural and stylistic features appropriate to the construction and reading of texts comment fully on how spoken/written, linguistic and literary choices, contribute to textual meaning 	<ul style="list-style-type: none"> explore, in scope and detail, how spoken and written texts embody attitudinal orientation and a variety of values show a critical and analytical understanding of various techniques and methods used for expressing attitudes and values
Band 5 41-50	<ul style="list-style-type: none"> show expertise and assurance in using different approaches when writing for less familiar purposes and audiences use any source material creatively and with written fluency and accuracy make incisive and cogent comments on choices made, making full use of literary and linguistic knowledge 	<ul style="list-style-type: none"> demonstrate perceptive knowledge, understanding and insight into combined and integrated literary and linguistic study make sustained and discriminating use of terminology show extensive understanding of literary and linguistic concepts have accuracy and distinctiveness of expression 	<ul style="list-style-type: none"> make confident and extensive use of linguistic and literary frameworks and models when analysing spoken and written texts employ a discriminating and critically accurate range of linguistic and literary features and concepts when analysing spoken and written texts demonstrate a comprehensive set of evaluative approaches to spoken and written texts 	<ul style="list-style-type: none"> deploy an extensive and detailed range of historical, social and cultural contexts which create explicit and implicit meanings for literary and non-literary, spoken and written texts show sophisticated and detailed understanding of structural and stylistic features appropriate to the construction and reading of texts assess fully how spoken/written, linguistic and literary choices contribute to the meaning and interpretation of texts 	<ul style="list-style-type: none"> demonstrate a perceptive and cogent understanding of how spoken and written texts embody diverse and differentiated attitudinal orientations and values show a confident and critical knowledge and understanding of techniques and methods used for expressing attitudes and values

For more information on Edexcel and BTEC qualifications please contact
Customer Services on 0870 240 9800
or <http://enquiries.edexcel.org.uk>
or visit our website: www.edexcel.org.uk

Edexcel Limited, trading as Edexcel. Registered in England and Wales No. 4496750
Registered Office: One90 High Holborn, London WC1V 7BH