



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

English Literature A

Unit LTA6

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The Assessment Objectives

- Assessment in English Literature is unlike that in most other subjects where assessment objectives can be assessed discretely
- Experience of examining in this subject along with research conducted into how candidates approach answering questions show that there is never an occasion where one can assess a single assessment objective discretely
- Some assessment objectives, such as AO1, 2 and 3 are always present
- In this specification, the assessment objectives do have different weightings in different units
- In some modules the AOs are more or less equal; in others there is a dominant AO
- The specification and its units have been constructed and the questions have been framed so that the assessment objectives are targeted in the proportions set out in the specification

Unit 6

- In this unit, the AOs are very nearly equal. The weightings of the AOs are:

AO1	9%
AO2ii	7%
AO3	8%
AO4	7%
AO5ii	9%

How to use the grids and the marking scheme

- For each question there is a specific marking grid which relates to the AOs tested by the question.
- There is a dominant AO in each question set in a separate column; examiners should first judge the answer by the criteria in the separate column.
- Having placed the answer in a band of the grid, move on to verify this mark by considering the other AOs.

Coming to an overall decision

- When you have awarded each answer a mark out of 20, proceed to re-consider the work as a whole.
- Double check the total by going through each AO and comparing the overall mark with performance against the AOs.
- Then write Review and award 0, +1 or +2 in the right hand margin.

Question 1a

Basing your answer on **Extract A and Extract E**, you should:

- write a comparison of the ways the writers present ideas about slaughter and sacrifice.
- say how far you agree with the view that Scott’s poem is more effective than Owen’s in communicating its message.

Focus

The Drum and The Send-Off.

Key Words

Comparison, ways, present, ideas about slaughter and sacrifice, how far agree, more effective, communicating message.

AOs 1-3 Knowledge and understanding. Tracing connections. Clear communication. Form, structure, language.	AO4 Different interpretations. Informed personal response.	Marks/ Bands
<ul style="list-style-type: none"> • Simple narration/description. • Assertion. • Irrelevance. • Inaccuracies and misreadings. • Frequent lapses in spelling, grammar etc. • Little or no reference to features of language. • Little sense of comparison. 	<ul style="list-style-type: none"> • Little understanding of interpretations provided: <u>effective communication of message</u>. • Limited personal response. • Confused response, unclear line of argument. 	Band 1 1-6
<ul style="list-style-type: none"> • Appropriate but generalised evidence to support. • Some inaccuracy in expression. • Some awareness of importance of form, structure and language in shaping meaning. • General awareness of writers’ techniques in <u>communicating message</u>. • General comparison. 	<ul style="list-style-type: none"> • Reasonable understanding of line of argument set out in question. • Listing rather than exploring. • General line of argument. • Not always balanced or consistent. 	Band 2 7-10
<ul style="list-style-type: none"> • Increasingly detailed understanding of text and ability to evaluate and consider issues of question. • Argument supported by detailed reference. • Accurate expression. • Critical vocabulary well used. • Exploration of form, structure/language and how they inform meaning. • Increasingly assured comparison. 	<ul style="list-style-type: none"> • Consideration of each new point within construction of argument with detailed reference to text. • Clear, developing line of argument for <u>more effective communication</u>. • Coherent, informed judgements including own position. 	Band 3 11-15
<ul style="list-style-type: none"> • Analysis of texts in detail. • Technically accurate. • Telling and accurate use of appropriate critical vocabulary. • Sophisticated analysis of ways in which form, structure and language shape meanings. 	<ul style="list-style-type: none"> • Cogent, well-structured argument. • Mature and confident judgement based on informed consideration of different views. 	Band 4 16-20

Question 1b

By comparing **Extracts B, C and D**, and by referring to your **wider reading**, examine how typical in both style and treatment of subject matter these writings are of literature from or about The First World War.

You should consider:

- language, form and structure
- the writers' thoughts and feelings about war and contemporary society
- the influence of the time of composition
- the gender of the writers.

Focus

Extracts B, C and D and wider reading.

Key Words

Comparing, how typical, style, subject matter, and all in bullet points.

AOs 1, 2ii and 3 Knowledge and understanding Tracing connections Clear communication Form, structure, language	AO5ii Evaluating significance of cultural, historical and other contextual influences on literary texts and study	Marks/Bands
<ul style="list-style-type: none"> • Simple narration/description. • Assertion and/ or irrelevance. • Inaccuracies and misreadings. • Frequent lapses in spelling, grammar etc. • Little or no sense of comparison. • Little or no reference to features of language. 	<ul style="list-style-type: none"> • Very limited awareness of typicality of <u>Barker</u>, <u>Curtis/Elton</u>, <u>Teasdale</u> or of influences on them or <u>attitudes to war</u>. • Some awareness of period/context. 	Band 1 1-6
<ul style="list-style-type: none"> • Appropriate but generalised evidence to support. • Some inaccuracy in expression. • Some awareness of importance of structure and language in shaping meaning. • General awareness of all writers' techniques in communicating their thoughts and feelings. • Starting to make basic comparisons between texts. • Little attention to genre. 	<ul style="list-style-type: none"> • Awareness of <u>attitudes to war</u> and influence of society on all writers. • Use of wider reading and understanding of context. • Some recognition of <u>time</u> and <u>gender</u>. 	Band 2 7-10
<ul style="list-style-type: none"> • Increasingly detailed understanding of text and ability to evaluate and consider issues of the question. • Accurate expression. • Critical vocabulary used appropriately. • Sustaining comparisons across all texts. • Understanding of how choice of genre affects meaning. 	<ul style="list-style-type: none"> • Demonstrating detailed knowledge of relevant context in establishing <u>how typical</u> each text is as an example of WW1 literature. • Assessing significance of <u>time of composition and gender issues</u>. • Detailed comparative analysis of <u>attitudes to war</u>. 	Band 3 11-15
<ul style="list-style-type: none"> • Extended and illuminating comparison. • Telling and accurate use of appropriate critical vocabulary. • Sophisticated analysis of ways writers use form, structure and language to shape meaning. 	<ul style="list-style-type: none"> • Specific detailed and illuminating connections between texts and context. • Understanding of texts in tradition. • Analysis of importance of contextual factors in writing. 	Band 4 16-20