

# Mark Scheme (Results)

## Summer 2007

GCE

### GCE English Literature (6393/02)



This Unit targets Assessment Objective AO5i and also assesses AO1, AO2i, AO3 and AO4.

Answer ONE Question.

1. *Henry V*

- (a) 'In *Henry V* Shakespeare presents the French as weak, boastful and incompetent in order to underline the virtues of the English nation.'

What is your response to this judgement? You should include in your answer an examination of Act III, scene 7.

- AO5i** One key word here is 'virtues'. This could be defined in different ways, suggesting military ability or as more generally connected to morality. Another word with contextual implications is 'nation'. It is likely that lower band answers will focus more on the actions of the French, with some comments on them as a contrast to the English, perhaps more narrowly interpreted as Henry. Higher band answers are more likely to explore the implications of these words, with attempts to define and assess the concept of English nationhood.
- AO1** Lower band answers are more likely to be based on an examination of some of the terms in the question, whilst higher band answers have more emphasis on the idea of presentation, linked to a specific examination of all the key terms.
- AO2i** Lower band answers may well rely on a narrative account in which the play is seen in terms of character and events, with higher band answers more likely to interpret 'presents' as implying the genre of the text, with some comments on the dramatic features, and a wider frame of textual reference.
- AO3** It is likely that whilst all answers will include reference to the choice of language in the set extract, lower band answers may be restricted to a description of individual features, perhaps focusing particularly on the set scene. Higher band answers are more likely to pick up on the uses of contrast implied in the question, assessing the ways in which the French might be regarded as a foil to the English, in terms of language use, as well as structurally.
- AO4** The question refers specifically to 'judgement', inviting a response. What is likely to distinguish between answers is the extent to which the terms of the question are integrated. Lower band answers are more likely to treat the question as requiring a series of separate examples, whilst higher band answers offer more balance and integration, as well as giving a direct response to the judgement.
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1. *Henry V*

- (b) 'In this play Shakespeare presents with approval a ruthless leader who demands unquestioning loyalty and obedience from his soldiers.'

In the light of this quotation, explore Shakespeare's dramatic presentation of Henry's treatment of the men under his command. You should include in your answer an examination of at least two extracts.

**A05i** Lower band answers are more likely to sidestep the terms in the quotation, focusing instead on an account of the events of the play which relate to Henry and his soldiers. Higher band answers are more likely to pick up on the word 'approval' and to infer from Shakespeare's presentation what his attitudes might be.

**A01** The question includes terms such as 'presentation' and 'treatment' which suggest that this is a constructed text. The extent to which answers address and explore these key terms should be the discriminator here.

**A02i** Lower band answers may well sidestep the implications of 'dramatic presentation', limiting their responses to descriptive accounts of Henry and his soldiers, whilst higher band answers range through the play for textual evidence which reflects particular dramatic methods and effects.

**A03** Lower band answers may well rely on comments on a series of individual features, perhaps focusing on Henry's exhortations to his soldiers before battle, for example. Higher band answers are more likely to provide a wider framework of response, looking for ways to draw their examples together, and examining the effects of form and structure as well as individual words and phrases.

**A04** Lower band answers may well take 'explore' as inviting a general explanation of Henry's actions, or perhaps give individual examples of 'loyalty' and 'obedience', or of ruthlessness. Higher band answers are more likely to clarify the reasons for their responses, showing a more balanced and integrated approach with an overview of key terms, exploring the ways in which they interact in the play.

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## 2. *Antony And Cleopatra*

- (a) 'Although Antony and Cleopatra see themselves as god-like, Shakespeare presents them as objects of pity in the play as a whole.'  
What is your response to this view? You should include in your response an examination of some material from Act V scene 2.

**AO5i** There is an opposition between 'god-like' and 'objects of pity', which is linked to the implicit values within the play. It is likely that lower band answers will interpret the question in character terms, while higher band answers will assess the effects of presentation in inferring what Shakespeare's attitudes might be, as well as assessing possible impact on the audience.

**AO1** What is likely to distinguish between candidates is the definition of key terms. Lower band answers may well give individual opinions of characters, whilst higher band answers pick up on 'presents' and attempt to examine the writer's methods as well as the subject matter.

**AO2i** Lower band answers may well sidestep the implications of 'presents', limiting their responses to descriptive or narrative accounts, whilst higher band answers range through the play for textual evidence which reflects particular dramatic methods and their possible effects on an audience.

**AO3** It is likely that lower band answers will make some individual comments on the language of the set scene, picking out particular examples of words and phrases connected to 'god-like', while higher band answers link the images and motifs here to the rest of the play, commenting also on the effects of structure and the ways it has been manipulated in the whole play, and relating this to the possible effects of their presentation.

**AO4** Candidates are asked directly for their view. It is likely that lower band answers will rely on an account of character, with perhaps some comments on what Antony and Cleopatra say about themselves, whilst higher band answers demonstrate a more balanced and integrated approach, weighing up what Antony and Cleopatra say about themselves, what other characters say about them, and how the presentation might affect audience response.

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## 2. *Antony And Cleopatra*

- (b) 'Shakespeare makes it clear right from the beginning of the play not only that Caesar will be the winner in the political battle with Antony, but that Caesar deserves to be the winner.'

What is your response to this view? You should include in your answer an examination of at least two appropriate extracts.

- A05i** The context is signalled by 'political battle' and also by the implied reference to Shakespeare's attitude. Lower band answers are more likely to focus on the differences between the two characters, and their eventual fates in the play, whilst higher band answers engage with the idea of 'deserves', linked to Shakespeare's presentation and what it might imply about his own attitudes.
- A01** What is likely to distinguish between candidates is the definition of key terms. Lower band answers may well give individual examples of, for example, encounters between Antony and Caesar in the play, whilst higher band answers pick up on 'makes clear' and attempt to examine the writer's methods as well as the subject matter.
- A02i** The reference to 'right from the beginning of the play' indicates that there needs to be wide coverage of the text, and 'makes it clear' suggests a possible audience response, as well as the writer's own values. Lower band answers may be restricted to individual comments about Antony and Caesar whilst higher band answers are more likely to pay attention to Shakespeare's presentation and take something of a wider view.
- A03** Lower band answers may well rely on comments on individual features, seeing the plot in terms of its narrative, rather than examining the effects of the ways in which it has been structured. Higher band answers are more likely to respond to the structure of the play, with comments on the ways in which Shakespeare has used parallels and juxtaposition, for example, tracing the relationship of Antony and Caesar throughout the play.
- A04** Lower band answers are more likely to concentrate on the two characters and their eventual fates, possibly using contrast as a central part of their argument. They may well tend to produce a narrative or descriptive account. Higher band answers are more likely to be balanced and integrated, with some assessment of the ways in which Shakespeare has presented the 'battle' and perhaps indicated approval or disapproval of characters.
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### 3. *The Winter's Tale*

- (a) 'In the world Shakespeare creates in *The Winter's Tale*, it is only in the setting of Bohemia that the audience sees the human values of warmth and hospitality.'

Do you agree with this view? You should include in your answer some examination of Act IV, scene 4, from the beginning of the scene up to *Enter Servant*, line 183.

- A05i** The key phrase here is 'human values', and it is likely that lower band answers will respond by taking the phrase to imply discussion of character or specific actions, while higher band answers include exploration of what 'human values' might be, and how they might be linked to a setting or setting within the 'world' of the play.
- A01** What is likely to distinguish between candidates is the definition of key terms. Lower band answers may well give individual examples of good or bad events in the play, whilst higher band answers pick up on 'creates' and attempt to examine the writer's methods as well as the subject matter.
- A02i** Lower band answers may well sidestep the implications of 'creates', and 'setting', limiting their responses to descriptive or narrative accounts, whilst higher band answers range through the play for textual evidence which reflects particular dramatic methods and effects.
- A03** Lower band answers may confine themselves to comments on specific features as particularly revealed in the set scene. Higher band answers are more likely to take their cue from the language of this extract, perhaps using the opening scene of the play as a parallel and contrast to the set extract, and having more of an overview of the effects of the writer's choices.
- A04** It is quite possible that answers here will take issue with the question, and argue that Bohemia does not reflect just these values, or that they are also present in Sicilia. The discriminator is likely to be the extent to which the various aspects of the question are balanced and integrated, and the extent to which a personal view emerges.
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### 3. *The Winter's Tale*

- (b) 'In *The Winter's Tale*, Shakespeare creates a world which demonstrates throughout the play the damaging effects of the misuse of power.'

Do you agree? You should include in your answer an examination of at least two appropriate extracts.

- AO5i** The key term here is 'the misuse of power'. Lower band answers are likely to rely on a account of individual actions or characters, possibly with a focus on 'damaging' whilst higher band answers respond to the 'world' of the play, and to Shakespeare's portrayal of power relations within it, perhaps with specific response to male/female relationships, or to the powers of a king. Candidates are more likely to attempt to infer the writer's own attitudes in the play.
- AO1** Lower band answers are more likely to be based on an examination of some of the terms in the question, whilst higher band answers have more emphasis on the idea of the creation of a world, linked to a specific examination of all the key terms.
- AO2i** Lower band answers may well rely on a narrative account in which the play is seen in terms of character and events, with higher band answers more likely to interpret 'creates' as implying the genre of the text, with some comments on the dramatic features, and a wider frame of textual reference, with a response to 'throughout'.
- AO3** Lower band answers may very well provide individual though limited examples of language use. Higher band answers are likely to draw upon a range of features throughout the play, picking up perhaps on specific uses of words such as 'tyranny', with their different resonances at different stages of the play; they may also comment on the structure and resolution of the plot.
- AO4** The question invites a direct opinion. It is likely that lower band answers will comment on events and characters, with reference to the plot to exemplify 'damaging'. Higher band answers are more likely to include response also to prompts such as 'creates' and 'demonstrates', with a more balanced and integrated approach.
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#### 4. *Much Ado About Nothing*

- (a) What is your response to the view that 'in the society of *Much Ado about Nothing*, Shakespeare presents women as possessions of the men'?

You should include in your answer an examination of Act II, scene 1 from '*Enter Claudio and Beatrice*', line 239, to the end of the scene.

- AO5i** Gender is the main contextual area here. Lower band answers may well rely on descriptions of male/female relationships, or even individual characters with perhaps some criticism of the men in the play. Higher band answers are more likely to link the idea of women as male 'possessions' to the 'society' presented in the play, exploring the complexity of attitudes within the play as a whole.
- AO1** Higher band answers are likely to address key words in the proposition in a literary manner, while lower band answers are likely to show a basic and literal awareness, relying more on description of what happens to the women characters in the play.
- AO2i** Range of evidence will be a factor here, with lower band answers perhaps restricted to material which demonstrates some specific aspects of the characters and relationships, whilst higher band answers take 'presents' as implying the genre of the text, with some examination of its dramatic features.
- AO3** Lower band answers are likely to be restricted to a description of individual features, perhaps focusing almost entirely on the speeches within the set extract. Higher band answers are more likely to range through the play, perhaps taking their cue from the language of the prescribed extract, and linking it to other aspects of the play's presentation, possibly the contrasting male/female relationships of the two main couples, and the manipulation of the plot.
- AO4** Candidates are asked directly for their response to an interpretation of the play. Lower band answers may well rely on a narrative account of relationships, including those between lovers, as well as father/daughter, and treating these as individual instances. Higher band answers are more likely to include some assessment of the ways in which Shakespeare has presented the society of the play, leading to a more balanced and integrated view.
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#### 4. *Much Ado About Nothing*

- (b) 'In the world he creates in *Much Ado about Nothing*, Shakespeare demonstrates above all the value of friendship as the strongest bond in life.'

Do you agree? You should include in your answer an examination of **at least two** extracts.

- AO5i** The question's focus on the 'value of friendship' and the 'strongest bond in life' signal the contextual areas here. Lower band answers may well rely on an account of different friendships within the play, very possibly Claudio and Benedick, and Hero and Beatrice. Higher band answers are more likely to engage with the idea of the 'world' of the play, and explore the values and attitudes presented in it. They are also more likely to define and explore the ways in which values and attitudes are conveyed, and can be inferred.
- AO1** What is likely to distinguish between candidates is the definition of key terms. Lower band answers may well give individual examples of friendship in the play, whilst higher band answers pick up on 'creates' and attempt to examine the writer's methods as well as the subject matter.
- AO2i** The extent to which answers range through the play for evidence is likely to be a discriminator here, with lower band answers more likely to restrict their terms of reference, commenting descriptively on friends within the play. Higher band answers are more likely to move beyond these comments, and demonstrate a grasp of the ways in which Shakespeare has deliberately constructed the play.
- AO3** The word 'creates' draws attention to the writer's choices. In addition, 'demonstrates' could be seen to suggest an assessment of the ways in which particular attitudes or ideas are revealed. Lower band answers are more likely to be restricted to individual examples of particular features, whilst higher band answers display evidence of an overview of the writer's choices in the play, with an assessment of their possible effects.
- AO4** Lower band answers are more likely to concentrate on different friendships in the play, possibly also picking up on 'strongest' and contrasting one kind of relationship with another. They may well rely on a narrative or descriptive account. Higher band answers are more likely to be balanced and integrated, with some assessment of the ways in which Shakespeare has created a 'world' and how this might affect their responses to it.
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5. *Hamlet*

- (a) 'In *Hamlet*, Shakespeare uses acting as a way of blurring the boundaries between truth and falsehood.'

In the light of this quotation, explore Shakespeare's presentation of 'acting' in the play as a whole. You should include in your answer an examination of some material from Act II scene 2.

- AO5i** The key phrase is 'blurring the boundaries between truth and falsehood' with lower band answers more likely to take a literal line, perhaps commenting on examples of true and false in the play, while higher band answers focus on a definition and exploration of the problematic concepts of truth and falsehood within the play, linked to 'acting', taken perhaps in more than one sense.
- AO1** Lower band answers are more likely to be based on an examination of some of the terms in the question, whilst higher band answers have more emphasis on the idea of the writer's presentation, linked to a specific examination of all the key terms.
- AO2i** The terms of the question draw attention to dramatic constructs. However, lower band answers may well rely on a narrative account in which the play is seen in terms of character and events, with higher band answers more likely to interpret 'presentation' as implying the genre of the text, with some comments on the dramatic features, and a wider frame of textual reference.
- AO3** It is likely that lower band answers will be confined to an examination of the set scene, with a possible explanatory approach, whilst higher band answers link the key images and ideas here to other parts of the play, and exploring the connections between 'truth and falsehood' as revealed by language and structure throughout the play.
- AO4** Lower band answers are more likely to rely on a series of examples connected to acting, and perhaps an account of the use of *The Mousetrap*, in plot terms, whilst higher band answers extend the definition of acting, prompted by 'blurring the boundaries between truth and falsehood'. They are also more likely to integrate in their answer an exploration of Shakespeare's methods.
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5. *Hamlet*

- (b) 'Shakespeare has created in the character of Hamlet a figure who is increasingly isolated and alienated from Claudius's court.'

What is your response to this view of Shakespeare's presentation of Hamlet? You should include in your answer an examination of at least two appropriate extracts.

- AO5i** Lower band answers may well rely on a descriptive or explanatory commentary on the character of Hamlet, whilst higher band answers pick up on the political as well as the personal, seeing this as more than the story of one character in conflict with another: the word 'court' will receive more attention.
- AO1** Lower band answers may well avoid the key words in the question, including 'figure' and 'created' focusing instead on the characters of Hamlet and Claudius, whilst higher band answers address Shakespeare's presentation and examine the implications of 'isolated and alienated'.
- AO2i** Lower band answers are likely to rely on an account of character or characters. The isolation and alienation of the character of Hamlet might be related to his stage presence in higher band answers. The extent to which answers range through the play for evidence is likely to be another discriminator here.
- AO3** Whilst lower band answers are likely to interpret the question as inviting a character study, higher band answers will focus on Hamlet as a created character, with analysis of the various methods Shakespeare has used to portray Hamlet as an isolated and alienated figure, with perhaps close assessment of the structuring of the plot, and choices of language, with particular emphasis perhaps on the soliloquies.
- AO4** A direct response to a view is invited here. Lower band answers are more likely to concentrate on Hamlet's character, possibly contrasting this with the character of Claudius. They may well rely on a narrative or descriptive account. Higher band answers are more likely to be balanced and integrated, with some assessment of the ways in which Shakespeare has presented a character and how this might affect their responses to it.

<b>Bands/ Marks</b>	<b>AO5i show understanding of the contexts in which literary texts are written and understood</b>	<b>AO1 communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression</b>	<b>AO2i respond with knowledge and understanding to literary texts of different types and periods</b>	<b>AO3 show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings</b>	<b>AO4 articulate independent opinions and judgements, informed by different interpretations of literary texts by other readers</b>
<b>Band 1 1-10</b>	<ul style="list-style-type: none"> <li>Make general comment on context</li> <li>Make basic links between text and context</li> <li>Show limited awareness of effects of context on responses to text</li> </ul>	<ul style="list-style-type: none"> <li>indicate only limited grasp of the nature of literary study</li> <li>make limited and sometimes inappropriate use of literary terms</li> <li>display frequent lapses in spelling, punctuation, grammar and sentence structure</li> <li>lack clear argument with minimal or no textual reference</li> </ul>	<ul style="list-style-type: none"> <li>make simple comment on text, perhaps with focus on narrative</li> <li>show limited knowledge of text</li> <li>show little or no awareness of genre or period</li> </ul>	<ul style="list-style-type: none"> <li>identify some simple features of language</li> <li>show limited understanding of their effects</li> <li>show little or no awareness of form or structure</li> </ul>	<ul style="list-style-type: none"> <li>assert personal response</li> <li>show basic understanding that there are different ways to interpret texts</li> <li>make some references to meaning of texts</li> </ul>
<b>Band 2 11-20</b>	<ul style="list-style-type: none"> <li>make specific comment on context</li> <li>make connections between text and context</li> <li>show awareness of effects of context on responses to text</li> </ul>	<ul style="list-style-type: none"> <li>indicate some grasp of the nature of literary study</li> <li>make some appropriate use of literary terms</li> <li>display some lapses in spelling, punctuation, grammar and sentence structure</li> <li>show partly clear argument with often limited textual reference</li> </ul>	<ul style="list-style-type: none"> <li>comment on text perhaps identifying some limited features</li> <li>show some knowledge of text</li> <li>show awareness of text as construct</li> <li>show understanding of generic or period features</li> </ul>	<ul style="list-style-type: none"> <li>identify and comment on particular features of language and structure</li> <li>demonstrate some understanding of their effects</li> <li>show some awareness of form</li> </ul>	<ul style="list-style-type: none"> <li>offer some opinions based on personal response</li> <li>show some understanding of different critical approaches</li> <li>attempt to examine text's meaning</li> </ul>
<b>Band 3 21-30</b>	<ul style="list-style-type: none"> <li>make specific and detailed comments on context</li> <li>make detailed connections between text and context</li> <li>show understanding of effects of context on responses to text</li> </ul>	<ul style="list-style-type: none"> <li>show knowledge and understanding of the nature of literary study</li> <li>make appropriate use of literary terms</li> <li>show generally accurate written expression with few lapses in spelling, punctuation, grammar and sentence structure</li> <li>show generally clear argument with some appropriate textual reference</li> </ul>	<ul style="list-style-type: none"> <li>comment on text and its literary features</li> <li>show knowledge and some understanding of text</li> <li>examine some generic or period features</li> </ul>	<ul style="list-style-type: none"> <li>examine in detail a variety of particular features of language and structure</li> <li>demonstrate an understanding of their individual effects and function</li> <li>show a clear awareness of form</li> </ul>	<ul style="list-style-type: none"> <li>shape opinions into consistent argument</li> <li>show awareness of relevant and varied critical approaches</li> <li>make a coherent attempt to explore text's meaning</li> </ul>
<b>Band 4 31-40</b>	<ul style="list-style-type: none"> <li>explore relevant contextual factors</li> <li>examine detailed connections between text and context</li> <li>assess effects of context on responses to text</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate proficient knowledge and understanding of the nature of literary study</li> <li>make appropriate and effective use of literary terms</li> <li>display generally accurate and fluent written expression</li> <li>show clear developing argument with appropriate detailed textual reference</li> </ul>	<ul style="list-style-type: none"> <li>engage with text and explore its literary features</li> <li>show applied knowledge and understanding of text</li> <li>examine some generic and period features</li> </ul>	<ul style="list-style-type: none"> <li>explore the writer's selection of particular features of language and choice of form and structure</li> <li>demonstrate a detailed understanding of their varied effects and function</li> <li>consider the writer's purpose in making this selection</li> </ul>	<ul style="list-style-type: none"> <li>shape opinions and judgements into sustained and consistent argument</li> <li>show a clear understanding of implications of differing critical approaches</li> <li>make exploration of text's meaning based on grasp of appropriate detail</li> </ul>
<b>Band 5 41-50</b>	<ul style="list-style-type: none"> <li>analyse relevant contextual factors</li> <li>make sustained, detailed and productive connections between text and context</li> <li>analyse and assess effects of context on responses to text</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate sustained perceptive knowledge and understanding of the nature of literary study</li> <li>make discriminating and pertinent use of literary terms</li> <li>display accurate and fluent written expression</li> <li>show perceptive, cogent argument with clearly directed and detailed use of the text</li> </ul>	<ul style="list-style-type: none"> <li>comment confidently on text and its literary characteristics</li> <li>show sustained knowledge and understanding of text</li> <li>explore and analyse its generic and period generic features</li> </ul>	<ul style="list-style-type: none"> <li>analyse the writer's use of particular features of language, choice of form and exploitation of structure</li> <li>demonstrate a detailed understanding of their effects</li> <li>consider the contribution they make to its meaning</li> </ul>	<ul style="list-style-type: none"> <li>articulate confident opinions and judgements in sustained and consistent argument</li> <li>explore significance of differing critical approaches</li> <li>analyse text's meaning based on confident use of appropriate detail</li> </ul>

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