



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2003

GCE

English Literature A

Unit LTA6

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Unit 6: Reading for Meaning

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
- 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 reconsider 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 either 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 attitudes to the enemy during times of war
- say how far you agree with the views that Shakespeare presents the enemy as the object of revenge and violation and that Leftwich's poem provides a more compassionate view.

Focus

Extract from Henry the Fifth and War by Leftwich

Key words

Comparison, ways, present, attitudes to death, how far agree, revenge and violation, compassionate

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 etc • Little sense of comparison 	<ul style="list-style-type: none"> • Little understanding of different interpretations given: <u>revenge, violation, compassionate</u> • Little 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 writer's techniques in presentation of two <u>attitudes to enemy</u> • General comparison 	<ul style="list-style-type: none"> • Reasonable understanding of two positions laid out in question <u>vengeful/violating or compassionate</u> • 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 to text • Accurate expression • Critical vocabulary used appropriately • Exploration of form, structure and language and how 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 each case – <u>violating/vengeful or compassionate</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 various possibilities 	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 <u>typicality of Faulks, Littlewood, Sassoon</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 given to genre 	<ul style="list-style-type: none"> • Awareness of <u>attitudes to war</u> and influence of society on all three writers • Use of wider reading and understanding of context • Some recognition of <u>time</u> and <u>gender</u> issues 	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 comparison 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</u> and <u>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