

Mark Scheme (Results)

January 2008

GCE

GCE English Literature (6394/02)

This unit targets the following Assessment Objectives:
AO1 and AO4 and also assesses AO3 and AO5ii.

Answer ONE question.

1. de BERNIÈRES: *Captain Corelli's Mandolin*

- (a) 'Eccentric they were seen to be. The empty-headed gossips of the village transformed Drosoula, with her extreme ugliness and Pelagia with her fearless lack of deference to men, into a pair of harridans and witches.'

In the light of this quotation, what is your response to de Bernières's presentation of women in the society depicted in the novel?

In your answer you should include an examination of Chapter 64 and at least one other appropriate passage of your choice.

AO1 Candidates will need to respond to concepts such as 'presentation'. Engagement with the ideas in the proposition should also be a discriminator. An ability to offer more than just character studies is sought. The range of characters dealt with may be a discriminator but confining analysis to the two named characters is not necessarily a drawback. Lower band answers may be limited in range, lack a literary approach or be descriptive rather than analytical. Higher band answers should range widely in analysis and be consistently literary in approach.

AO4 The proposition is offering a point of view that needs to be engaged with as is the idea of the 'society'. Lower band answers may be less likely to construct an argument, whether or not agreement with the proposition is offered. Higher band answers are likely to engage with it and offer a well constructed and fully supported debate.

AO3 Candidates should demonstrate awareness of the form of the novel and the characters as constructs and may offer some sensitivity to language and how the named chapter works both in isolation and in relation to the novel as a whole. Lower band answers may show a limited ability to do either of these and may be constrained by the way they use the named chapter and link it to the whole novel. Higher band answers are likely to show confidence in dealing with the novel as a form and, in addition, engage clearly and competently with language and structure.

AO5ii Performance in this AO will probably depend on how 'presentation of women' is related to the social contexts suggested by 'society' and the terms contained in the proposition. Lower band answers should show some awareness but it may be presented simply or assertively or lack the full integration into a discussion that would be expected in higher band answers.

(Total 50 marks)

1. de BERNIÈRES: *Captain Corelli's Mandolin*

- (b) 'Readers have criticised the post-war chapters of the novel for their anti-communism and excessive length. They are, however, essential to de Bernières's need to depict changes in society rather than the idea of history repeating itself.'

In the light of this comment, what is your response to the ways in which change is presented by de Bernières in *Captain Corelli's Mandolin*?

In your answer you should include an examination of at least two appropriate passages of your choice.

- AO1** Candidates are provided with a number of terms to engage with, so that a merely descriptive essay will probably characterise lower band answers. Higher band answers should both engage with the literary, but also deal with the terms in the question itself such as 'the ways' and 'presented'.
- AO4** There is a clear critical view to engage with and possibly challenge at a number of levels and candidates are asked for a personal response. This may be limited or merely assertive in lower band answers, whereas higher band answers should provide evidence of an informed and well-supported personal response which may integrate the opinions of named critics into the argument.
- AO3** The question demands an approach to the novel as a construct and although there is a reference to a particular section of the novel in the proposition candidates may range more widely if they wish. Lower band answers will probably be characterised by a limited sense of structure in relating their chosen sections to the novel as a whole and be less responsive to language. Higher band answers are likely to be confident about choosing appropriate sections of the novel to deal with and relating them to the novel as a whole. They are likely to show an ability to engage thoroughly with the author's use of language.
- AO5ii** This AO is clearly signalled in the reference to 'post-war', 'changes in society' and 'history'. The contexts of the novel's historical, social and political setting as well as its critical reception may also feature. Lower band answers may be limited in their use of contexts but there should be at least some awareness, however minimal. Higher band answers are likely to explore widely and integrate their awareness into the response as a whole.

(Total 50 marks)

2. **ATWOOD: *Alias Grace***

- (a) 'Mrs Moodie's unreliability in her book about Grace demonstrates the need to "embroider" a good story.'

In the light of this comment what is your response to the 'embroidered' versions of Grace's story as presented by Margaret Atwood in her novel?

In your answer you should include an examination of the central part of Chapter 21, from 'Reverend Verringer's housekeeper greets him with a disapproving nod' up to "'Let us go to welcome them, shall we?'" (pages 218-224) and **at least one other** appropriate passage of your choice.

A01 Candidates should respond to key words such as 'presented', 'unreliability' and 'story'. 'Response' and 'examination' are there to remind them of the literary nature of the task. The quotation is another indicator of the artifice of the novel. Lower band answers may be limited by a descriptive by a descriptive/narrative approach to versions of the story whilst higher band answers should take a consistently literary approach to the novel as construct.

A04 The quotation is not particularly contentious but is intended to stimulate exploration of the novel as fiction. This is partly indicated in the chosen passage which should receive some critical attention from all candidates. Lower band answers may be limited in this and show less ability to construct a critical response than higher band answers which should demonstrate thoroughness and confidence in constructing an argument.

A03 There is a whole novel approach embedded in the question and the ability to relate the chosen passage to the rest of the novel is a likely discriminator. An awareness of the genre is also required. Lower band answers may be limited by their choice of passages, perhaps seeing them in isolation or linking them tenuously to the question, there is likely to be less ability to engage with the language of the novel Higher band answers should demonstrate confidence and thoroughness in dealing with the novel's structure, language and form.

A05ii The context of Mrs Moodie's original work in relation to the events depicted in the novel and her own use of literary models is embedded in the question. All answers should relate the various 19th century contexts to those of the writer and reader. Lower band answers may have an unsubtle approach to the above issues but should demonstrate at least some awareness of them. Higher band answers are likely to show some sophistication in linking the different versions of the story and relating them to literary, social and historical contexts.

(Total 50 marks)

2. **ATWOOD: *Alias Grace***

- (b) 'The cheapness of life is just one of the shocking issues that separate the modern reader from the nineteenth century world presented in the novel.'

In the light of this assertion, what is your response as a modern reader to the ways in which Atwood presents nineteenth century attitudes to 'the cheapness of life' in *Alias Grace*?

In your answer you should include an examination of at least two appropriate passages of your choice.

- A01** The quotation invites a personal response which should be literary in nature. Candidates should respond appropriately to 'presentation' and the reminder that this is a 'novel'. Lower band answers may be limited to a narrative or descriptive approach in providing examples which, it is hoped, are appropriate. Higher band answers should provide evidence of a clearly literary approach to the ways in which the material is presented.
- A04** The reference to the quotation as an 'assertion' invites critical engagement. Lower band answers may be limited to showing examples which relate to the quotation, and when being critical, adopting an assertive manner, whereas higher band answers are likely to be consistently discursive and supporting opinions fully from the text.
- A03** Candidates are invited to examine the novel's attitude to important issues and therefore an engagement with its language is desirable. The issues are dealt with throughout the novel so that a whole text approach is also desirable. Lower band answers may be limited by the ways in which examples are used, perhaps purely descriptively; higher band answers should demonstrate a response to language and move towards a whole text approach.
- A05ii** There are very clear prompts to the worlds of the novel and its setting and those of the modern reader. Lower band answers should demonstrate at least some awareness through their use of argument or examples. Higher band answers should be more detailed and integrated in their approach.

(Total 50 marks)

3. MURDOCH: *The Bell*

- (a) 'The relationship between art, morality and love is the central theme of *The Bell*.'

Do you agree that Murdoch presents this 'relationship' as her central concern in the novel?

You should include in your answer an examination of the latter part of Chapter 14, from 'Dora hadn't especially intended to visit the National Gallery...' (Page 189), the whole of Chapter 15 and at least one other appropriate passage of your choice.

- A01** A literary approach to 'theme', 'presents' and 'examination' is expected. Lower band answers may be able to do little more than illustrate or describe some or all of the three issues referred to. Higher band answers are likely to be comprehensive in their approach and deal with the issues in a totally literary fashion.
- A04** There is a proposition to be engaged with on a critical level and an invitation to agree or disagree. Therefore the need to construct a critical argument is embedded in the question. Lower band answers may be able to exemplify and assert opinions, but be less likely than higher band answers to construct an argument and support it fully.
- A03** The issues referred to suggest a whole text approach and the ability to use examples appropriately and engage with the language critically is to be hoped for. Lower band answers may be limited by a narrow range of examples, less engagement with language and less awareness of the novel as a whole. Higher band answers should explore the language of the novel and be fully aware of it as construct.
- A05ii** The contexts suggested in the proposition should be engaged with by all candidates and may be related to the period in which the novel was written and set. A more timeless approach to art, religion and love is equally acceptable. The chosen passage provides plenty of opportunity for exemplification. Lower band answers may show limitations in showing the events or issues as having any kind of social, cultural or historical context. Higher band answers should have no such difficulty and embed such awareness fully in to their discussions.

(Total 50 marks)

3. MURDOCH: *The Bell*

- (b) 'Toby emerges from his experiences at Imber relatively unscathed despite being torn between male and female love on the one hand and between the erotic and the religious on the other.'

In the light of this critical remark, what is your response to Murdoch's diverse presentation of Toby and his experiences in *The Bell*.

In your answer you should include an examination of at least two appropriate passages of your choice.

- A01** That more than a character sketch is required will be evident from close reading of proposition and question. The oppositions 'male...female...erotic...religious' need to be understood and explored. The reference to Imber should not be ignored. Candidates should engage with 'diverse presentation' in a literary way. Lower band answers may well be little more than character sketches but may move towards awareness of some of the issues mentioned. Higher band answers should be moving towards total focus on the ways in which the character is portrayed in a fully literary way.
- A04** There is a critical opinion to be engaged with and the issues which need exploring are indicated in A01. An informed personal response is required. Lower band answers may be assertive in approach or show less confidence in supporting opinions. They may also be limited by the range or relevance of examples. Higher band answers should be able to sustain an argument and relate points to text and possibly other critical opinions fully and confidently
- A03** Toby's role in the novel and his experiences at Imber suggest a whole text approach. The issues and the language by which they are presented should be dealt with. There may well be analysis of the narrative voice. Lower band answers may be limited by the range of examples provided, less engagement with issues than character and less awareness of place. Higher band answers should demonstrate the ability to explore the language and structure of the novel through judicious choice of examples which relate to all issues in the question fully and relevantly.
- A05ii** The issues in the question are related to the time and setting of the novel and responses should demonstrate such contextual awareness. Lower band answers should at least show some ability to do this in a fairly general way but higher band answers will be more detailed and thorough and relate the contexts specifically to the precise question set.

(Total 50 marks)

4. FORSTER: *Howards End*

- (a) Leonard's comment to Helen 'May I take it, Miss Schlegel, that you and I are both the sort that say "I"?' and her response that 'All presentable people say "I" ' remind the reader of what connects him to the Schlegel sisters.

In the light of this assertion, what is your response to how Forster presents what connects Leonard and the Schlegel sisters?

In your answer you should include an examination of Chapter XXVII and **at least one other** appropriate passage of your choice.

- AO1** A literary approach to 'presents' and 'connects' are central to this question. It should be clear that this is at least as much a question about the issues addressed by the novel as its characters. Lower band answers may be descriptive, character-based in their approach or show limitations in dealing with the text as a literary construct. Higher band answers are likely to take an issues based approach and be confident in dealing with 'presents' in a literary way.
- AO4** There is a proposition that needs to be engaged with critically and an argument to be constructed. The assertive nature of the quotation and proposition are not necessarily to be taken as read. Lower band answers may do this and be limited in their ability to do much more than describe or exemplify. Higher band answers are likely to be fully discursive and take a consistently critical approach to the issues raised.
- AO3** The reference to the named characters and the key word 'connects' invite a whole text approach. An awareness of how language is used is likely to be embedded into a discussion of the named chapter and other chosen passages. Lower band answers may be limited this ability and they may be handicapped by limitations in the ways in which specific sections of the text are used. Higher band answers should deal with language confidently and relate their chosen passages to that referred to in the question and to the novel as a whole.
- AO5ii** Contexts are embedded in the question and any approach to character and issues is likely to show how the characters are firmly placed in social, historical and cultural contexts. Lower band answers may have limited awareness or show less ability to integrate such awareness, whereas higher band answers are likely to do both and take a fuller and more integrated approach.

(Total 50 marks)

4. FORSTER: *Howards End*

- (b) Mrs Wilcox commented: "Howards End was nearly pulled down once. It would have killed me."

In the light of this quotation, how appropriate is it to see Howards End, the house, as a symbol of human dignity and endurance, even after Mrs Wilcox's early death?

In your answer you should include an examination of at least two appropriate passages of your choice.

- AO1** The reference 'symbol' invites a literary approach. What the eponymous house signifies in the novel should be dealt with in a literary way. Lower band answers may be descriptive in approach; higher band answers are likely to be more analytical and detailed.
- AO4** The quotation is not necessarily contentious so the AO is covered in the diverse reactions to 'how appropriate is it?' to what the house may be said to symbolise. Lower band answers may offer limited opinions, be assertive or less considered in supporting ideas than higher band answers which should demonstrate competence in constructing a detailed argument.
- AO3** The question's reference to character and place invites a whole novel approach so some awareness of structure is expected. The ways in which language is used to present both should figure in answers. Lower band answers may provide limited evidence of exploring the language through which they are presented and not demonstrate much awareness of structure. Higher band answers should be fuller, more confident and have a genuine response to the ways in which language is used and a clear sense of the novel's structure.
- AO5ii** Likely contexts will relate to the period in which the novel is set and an awareness of what the house and character represent. Social and historical issues may be dealt with. Lower band answers should demonstrate at least some such awareness, however limited. Higher band answers are likely to be confident, analytical and more integrated in their approach.

(Total 50 marks)

5. ACHEBE: *Things Fall Apart*

- (a) 'Achebe presents Ibo society as one controlled by its attitudes to wealth, status, property and ritual.'

In the light of this comment, what is your response to the ways in which these attitudes are presented in *Things Fall Apart*?

In your answer you should include an examination of Chapter Three and at least one other appropriate passage of your choice.

AO1 There is a range of issues contained in the proposition which need to be addressed for the question to be answered in full. The key word in the question itself is 'presented' which reminds candidates that a literary approach is required. Lower band answers may be largely descriptive or narrative in manner or not deal with all of the issues raised. Higher band answers are likely to be more detailed, sustained and comprehensive as well as consistently literary in approach.

AO4 The invitation to a personal response to the terms of the proposition which may be taken as contentious is the central focus of this AO. Lower band answers may be assertive in manner without necessarily providing full textual evidence or integrating critical views into the discussion. Higher band answers are likely to provide an integrated personal response, relating it confidently and fully to other critical opinions.

AO3 The chosen chapter should be examined in detail as it provides plenty of evidence which illustrates the proposition but should be related to other appropriate passages to provide a sense of the novel's tight structure and use of language. Lower band answers may be descriptive, be limited in the use of the named chapter and other chosen passages and have a limited sense of Achebe's use of language and structure. Higher band answers are likely to be confident and comprehensive in providing evidence of both

AO5ii Candidates are likely to be aware of the contexts linked to colonialism at the times of the novel's setting and writing and such awareness should inform answers. Lower band answers may provide limited evidence, although there should be some, or show limited ability to integrate examples fully. Higher band answers are likely to be full, confident and integrated in their approach.

(Total 50 marks)

5. ACHEBE: *Things Fall Apart*

- (b) 'The poem from which Achebe takes his title, foresees an ominous period of change when "Mere anarchy is loosed upon the world".'

In the light of this, what is your response to Achebe's presentation of the changes in Ibo society in *Things Fall Apart*?

In your answer you should refer to at least two appropriate passages of your choice.

- A01 A literary engagement with the proposition and the key words 'presentation' and 'society' in the question is expected. Lower band answers may be descriptive rather analytical; higher band answers should be confident in dealing with the question in a literary way.
- A04 The proposition invites a personal response to ideas such as 'ominous period of change' and 'mere anarchy' which are ambiguous and ironic. Lower band answers may demonstrate limited awareness of these issues or demonstrate it within a descriptive or narrative framework. Higher band answers should construct a considered argument which deals with the contentious nature of the proposition fully and confidently.
- A03 Both proposition and question invite a whole text approach and the terms of the proposition suggest that an approach to language is required. Lower band answers may be limited through their choice of examples which may be limited in focus or in the ways in which they are used. Higher band answers should integrate well selected examples into the discussion as a whole and use them to illustrate features of structure and language.
- A05ii There are clear literary and cultural contexts embedded in the reference to the Yeats poem and how these are related to the world of the novel and the period in which it was written. Lower band answers are likely to demonstrate some awareness, however rudimentary, whereas higher band answers should have a clear sense of how the contexts they refer to fit into their discussion and analysis.

(Total 50 marks)

TOTAL FOR PAPER: 50 MARKS

END

Assessment Objectives for Unit 4b

Bands/ Marks	AO1 communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression	AO4 articulate independent opinions and judgements, informed by different interpretations of literary texts by other readers	AO3 show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings	AO5ii evaluate the significance of cultural, historical and other contextual influences on literary texts and study
Band 1 1-10	<ul style="list-style-type: none"> • indicate only limited grasp of the nature of literary study • make limited and sometimes inappropriate use of literary terms • display frequent lapses in spelling, punctuation, grammar and sentence structure • lack clear argument with minimal or no textual reference 	<ul style="list-style-type: none"> • offer some simple opinions and judgements based on personal reading • put forward only a limited argument • offer limited textual support 	<ul style="list-style-type: none"> • identify and comment on some simple features of language and structure • demonstrate some understanding of their effects • show limited awareness of form 	<ul style="list-style-type: none"> • identify and comment on the broad historical and social contexts • demonstrate some understanding of the relationship between text and context
Band 2 11-20	<ul style="list-style-type: none"> • indicate some grasp of the nature of literary study • make some appropriate use of literary terms • display some lapses in spelling, punctuation, grammar and sentence structure • show partly clear argument with often limited textual reference 	<ul style="list-style-type: none"> • present simple opinions and judgements in a simple argument • show limited awareness of different possible interpretations • use generally appropriate textual evidence 	<ul style="list-style-type: none"> • examine a variety of features of language and structure • demonstrate an understanding of their effects and function • show awareness of form 	<ul style="list-style-type: none"> • demonstrate understanding of the influence of historical and social context on text • identify specific elements of the text attributable to the context in which it was written • outline the effects of historical and social context on the reader's perspective
Band 3 21-30	<ul style="list-style-type: none"> • show knowledge and understanding of the nature of literary study • make appropriate use of literary terms • show generally accurate written expression with few lapses in spelling, punctuation, grammar and sentence structure • show generally clear argument with some appropriate textual reference 	<ul style="list-style-type: none"> • advance considered opinions and judgements in a sustained argument • use sound textual evidence • sum up different interpretations • consider differing critical positions 	<ul style="list-style-type: none"> • explore the writer's selection of features of language and choice of form and structure • demonstrate a detailed understanding of their effects and function • consider the writer's purpose in making this selection 	<ul style="list-style-type: none"> • examine the variety of ways in which contextual influences are manifest in the text • assess the relationship between the context in which the text was written and in which it is understood
Band 4 31-40	<ul style="list-style-type: none"> • demonstrate proficient knowledge and understanding of the nature of literary study • make appropriate and effective use of literary terms • display generally accurate and fluent written expression • show clear developing argument with appropriate detailed textual reference 	<ul style="list-style-type: none"> • articulate confident independent opinions and judgements in a sustained argument • provide thorough textual evidence • assess different interpretations by other readers 	<ul style="list-style-type: none"> • analyse the writer's use of particular features of language, choice of form and exploitation of structure • demonstrate a detailed understanding of their effects • consider the contribution they make to its meaning and tone 	<ul style="list-style-type: none"> • analyse the particular historical, social and other contexts in which the text was written and in which it has been and is read • consider the variety of perspectives determined by contexts past and present
Band 5 41-50	<ul style="list-style-type: none"> • demonstrate sustained perceptive knowledge and understanding of the nature of literary study • make discriminating and pertinent use of literary terms • display accurate and fluent written expression • show perceptive, cogent argument with clearly directed and detailed use of the text 	<ul style="list-style-type: none"> • articulate perceptive independent opinions and judgements • pursue a rigorous personal argument • offer wide-ranging textual evidence in support • evaluate different interpretations by other readers • perhaps venture an independent critical position 	<ul style="list-style-type: none"> • evaluate the writer's choice of form, use of particular features of language, and exploitation of structure • demonstrate a detailed understanding of a range of forms, features of language and types of structure • consider the effectiveness of the writer's particular choices in conveying meaning and tone 	<ul style="list-style-type: none"> • make significant connections between cultural, historical and literary influences and texts • explore and evaluate a range of significant contextual factors

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