

Mark Scheme (Results)

Summer 2007

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) One of the strengths of de Bernières's writing in *Captain Corelli's Mandolin* is its ability to present catastrophes in terms of the fates of individuals.'

How far do you agree?

You should include an examination of Chapter 65 '1953' and at least one other appropriate passage of your choice.

- AO1** Candidates should pick up the opposition provided in the proposition, its status as a value judgement and the key word 'presents'. Lower band answers may be limited or rely on a narrative or descriptive approach and perhaps have a limited response to 'writing' in a literary way. Higher band answers should explore 'writing' in a more literary way.
- AO4** The ability to challenge or explore the terms or implications of the proposition are likely discriminators. Lower band answers may be limited in their ability to explore or challenge and present at best an assertive or simple critical view. Higher band answers will be likely to be exploratory and/or challenging in their approach and be able to provide evidence of a more sophisticated critical response.
- AO3** The ability to link the designated chapter to the novel as a whole may be a central discriminator. The key word in the proposition: 'writing' invites consideration of the ways in which the novel is written. Lower band answers may be limited in their ability to deal with a wide range of reference or issues to do with language. Higher band answers should be more confident in moving towards an overview, a sense of structure and an ability to deal with language analytically.
- AO5ii** The chapter named in the question should suggest the historical context of a real event to candidates. Lower band answers may not provide detailed awareness of this and other appropriate contexts, but higher band answers should provide evidence of confident and detailed handling of the links between fiction and the real events on which it is based.
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1. de BERNIÈRES: *Captain Corelli's Mandolin*

- (b) 'Dr Iannis's political debates with his communist friends, Kokolios and Stamatis, are presented with humour, but, as the events of the novel reveal, politics is no laughing matter.'

In the light of this opinion, what is your response to the ways in which de Bernières presents political debate in the novel as a whole?

You should refer in your answer to **at least two** appropriate passages of your choice.

- AO1** It is important that candidates pick up the contrasts suggested in the proposition and explore varied ways in which political debate is presented in the novel. Lower band answers may provide limited evidence for this, possibly approaching it in a narrative or descriptive way, whereas higher band answers will be more exploratory and analytical in the ways in which the proposition is treated.
- AO4** It is possible to agree or disagree with the proposition but the candidates should engage with the idea of 'political' critically. Lower band answers will be likely to be less contentious, or be so in an assertive or purely illustrative way. Higher band answers will provide evidence of a consistently argumentative and critical approach and be aware of different critical responses to de Bernières's controversial presentation of politics in the novel.
- AO3** The ways in which candidates select their passages and deal with them in the context of the whole novel, as appropriate to the terms of the question, will be the probable discriminators. Lower band answers may take episodes in isolation and provide little evidence of exploration of language. Higher band answers should take a whole text approach and seize on the oppositions suggested by the proposition to explore linguistic presentation of material.
- AO5ii** Political contexts are very central to this topic and there are many ways in which they can be approached. Awareness of critical responses to the novel may well be a relevant context for exploration. Lower band answers may show little evidence beyond stating the kinds of political stances presented in the novel. Higher band answers should provide evidence of a more sophisticated and detailed approach.
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2. **ATWOOD: *Alias Grace***

- (a) 'In *Alias Grace*, men such as clergymen, lawyers, doctors and writers are shown to be, despite their professional status, as hypocritical and dishonest as non-professionals.'

In the light of this judgement, what is your response to the ways in which Atwood presents hypocrisy and dishonesty?

In your answer you should include an examination of Chapter 21 and at least one other appropriate passage of your choice.

- AO1** There should be a clear and detailed engagement with the different groups identified in the proposition and the pair of central terms in the question itself. Lower band answers may be selective in their references to these groups and to 'hypocrisy and dishonesty' and uncertain or lacking in critical engagement. Higher band answers should provide evidence of confident literary engagement with the range of ideas presented.
- AO4** Candidates should engage critically with the proposition which is open for challenge and debate. Lower band answers may be polarised into the uncertain or assertive. Higher band answers should provide evidence of confident exploration and critical engagement with ideas and take a clear critical approach.
- AO3** There should be evidence of being able to relate the designated chapter to the novel as a whole and to engage with the ways in which language is used to present 'hypocrisy' and 'dishonesty'. Lower band answers are less likely to provide such qualities than higher band answers which should move towards an overview and deal confidently with the language of the novel.
- AO5ii** How professional men are presented should provide opportunities for candidates at all levels to see gender issues in the light of the created world of the novel as well as the time of writing and reading. Lower band answers may provide evidence of some such engagement although higher band answers are likely to be more detailed, wide-ranging and confident in their approach.
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2. **ATWOOD: *Alias Grace***

- (b) ' "Female fiend and temptress" or "unwilling victim": Atwood shows how nineteenth century attitudes towards Grace reflected contemporary uncertainty and confusion about the nature of women.'

In the light of this comment, what is your response to Atwood's presentation of her female characters in *Alias Grace*?

You should refer in your answer to **at least two** female characters, examining **two or more** appropriate passages of your choice.

- AO1** The opposing ideas, 'female fiend and temptress' and 'unwilling victim' contained in the proposition are there to be engaged with and it is expected that candidates will be able to deal meaningfully with 'uncertainty'. Lower band answers may well respond on a descriptive or narrative level rather than a literary one which what is expected in higher band answers. A sequence of character studies is also likely to be a feature of lower band answers.
- AO4** A critical response is required and the level of debate is a likely discriminator. The choice of characters, which is totally open, but is likely to include Grace, will also be likely to be an influence on the nature of the discussion. Lower band answers may be likely to focus on 'presentation' rather than 'uncertainty and confusion' which is intended to be the lead into alternative readings. Higher band answers are likely to perceive this and provide thoughtful and wide-ranging exploration of their chosen characters.
- AO3** The choice of characters, the passages selected for analysis, how candidates relate them to whole novel issues as well as the manner of presentation are likely discriminators. Lower band answers should have some such awareness but may be constrained by their choice of passages or their lack of discussion of how the effects are achieved. Higher band answers will be likely to provide evidence of whole novel concerns through their choice of passages, characters and level of analysis.
- AO5ii** There is a clear signal to engage with nineteenth century contexts in the proposition to which all candidates should respond. Exploration of gender issues is another probable focus. Lower band answers may respond intermittently or uncertainly, if at all. Higher band answers will be likely to provide evidence of detailed exploration and greater subtlety.
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3. MURDOCH: *The Bell*

- (a) 'The failure of what Noel calls "this crackpot community" arises partly from its inner weaknesses and partly from the activities of those who have been injured or rejected by its members.'

In the light of this remark, what is your response to Murdoch's presentation of the failure of the Imber community?

You should include in your answer an examination of Chapter 22 and at least one other appropriate passage of your choice.

- A01** The judgement contained in the proposition, and in particular, Noel's comment is likely to be the main discriminator. The ways in which candidates handle 'presentation' will also distinguish lower band answers which may not provide evidence of being very literary or comprehensive, perhaps remaining descriptive or narrative in approach.. Higher band answers should be able to deal with the proposition in detail and in a more analytical way.
- A04** The contentious part of the proposition is to be found in Noel's value judgement, but the opposition of ideas in the proposition as a whole should also provide stimulus for debate about the reasons for the community's failure. Lower band answers may adopt a descriptive or narrative approach without entering fully into an exploration of the possibility of a diversity of opinion. Higher band answers should construct an argument that deals with such matters confidently although the nature of the opinion voiced should be the candidate's informed response.
- A03** The ways in which the selected chapter is linked to other significant episodes in the novel to provide an overview may be a central discriminator. Exploration of language, perhaps stimulated by examples such as Noel's choice of words, is also a likely factor. Lower band answers may be narrow in range of reference, lack an overview and be limited in exploring language. It is expected that higher band answers will provide evidence of all three.
- A05ii** The community and Noel's view of it are likely to be informed by candidates' knowledge of the created world of the novel and its setting in time and place. The kinds of values it represents may also be dealt with. Lower band answers are likely to show such awareness even if it is presented simply or assertively. Higher band answers are likely to integrate such awareness more fully into a discussion which analyses the failure of the community from a range of perspectives.
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3. MURDOCH: *The Bell*

- (b) 'James's moralistic dismissal of Dora as "what is popularly called a bitch" does her less than justice. Murdoch presents her as an example of how one may discover one's true self. Morality has nothing to do with it.'

In the light of these opinions, what is your response to Murdoch's presentation of Dora's role in the novel as a whole?

You should refer in your answer to **at least two** appropriate passages of your choice.

- AO1** The proposition provides a stimulus for a literary exploration of how the character is presented and develops. A mere character sketch will not suffice. Lower band answers may veer towards such an approach but should provide some evidence of dealing with literary concepts such as 'presentation' and 'role'. Higher band answers are likely to do so confidently and explore the whole proposition analytically.
- AO4** It is hoped that the contrasted opinions in the proposition will stimulate candidates into a detailed exploration of the issues and a presentation of their own view. Lower band answers may be limited to an incomplete exploration of the proposition or perhaps offer extreme opinions, not fully argued, with limited textual support. Higher band answers should be more comprehensive and opinions should be clearly argued and supported.
- AO3** The exploration of role invites a whole text approach, and the language employed by James in the quotation may stimulate some responses. The choice of extracts may also be a discriminator. Lower band answers may be constrained by such limitations and show less sense of structure and language than higher band answers which should be able to select passages which help them move towards an overview and explore aspects of language which support it.
- AO5ii** The contexts may be suggested by the nature of James's language and the reference to 'morality'. The created world of the novel and Murdoch's presentation of the world of the 1950s may well be dealt with in a variety of valid ways. Lower band answers should demonstrate some such awareness although it may be limited or incomplete. Higher band answers will be likely to deal with such issues confidently, in detail and show the ability to integrate them fully into their answers.
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4. FORSTER: *Howards End*

- (a) 'Forster's varied presentation of the worlds of the Schlegels and Wilcoxes in the opening two chapters of *Howards End* is a precise introduction to the social, intellectual and cultural conflicts that are to follow in the rest of the novel.'

How far do you agree?

You should refer in your answer to Chapters I and II and at least one other appropriate passage of your choice.

- A01** The central focus is 'varied presentation' as related to the three key terms 'social, intellectual and cultural' in the context of a literary construct. Lower band answers may be limited by discussing characters rather than what they represent, or deal incompletely or tentatively with concepts. Higher band answers should provide evidence that a literary approach is required by the proposition.
- A04** The question invites a point of view to be expressed and the term 'precise' in the proposition is open to challenge. Lower band answers may not be very confident in their ability to construct an argument as opposed to describing, narrating or even illustrating. Higher band answers should be fully discursive and provide a full informed personal response to the terms of the proposition.
- A03** There is a clear reference to structure in the final words of the proposition which should be interpreted in the light of the question which invites specific analysis of the opening of the novel. The ways in which the discussion of the opening chapters is related to other chosen extracts is likely to be a central discriminator. Lower band answers may be limited in their treatment of the opening in relation to the whole and provide a limited response to language. It is hoped that higher band answers will provide an overview and perhaps be able to identify examples of language or other literary features that contribute to the structure.
- A05ii** The whole of the proposition focuses on the constructed world of the novel which is open for exploration. Lower band answers may be limited in their evidence of being able to deal fully with 'social, intellectual and cultural', and their idea of 'worlds' may also be constrained. Higher band answers should be fuller, more confident and provide evidence of integrating such concepts more analytically.
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4. FORSTER: *Howards End*

- (b) 'Despite Margaret's favourable evaluation of the Wilcoxes, Forster fails to convince us that what the Wilcoxes stand for is worthwhile.'

In the light of this comment, what is your response to Forster's presentation of what the Wilcoxes stand for?

You should refer in your answer to **at least two** appropriate passages of your choice.

- AO1** Terms such as 'evaluation' and 'presentation' together with the reminder in the proposition of the novel as a construct should concentrate candidates' minds towards literary analysis. Lower band answers may not be very analytical in approach and may focus on character at the expense of ideas. Higher band answers should be able to deal with characters in the light of what they stand for as suggested in the question.
- AO4** There is a very strongly worded opinion of the novel in the proposition and candidates are invited to respond with a clear line of argument in the question itself. Lower band answers may be descriptive or narrative in approach without taking an analytical exploration of the areas suggested by the topic. Higher band answers should be able to explore the ways in which an opinion deriving from a central character may relate to the author's presentation of his characters. A literary and exploratory approach is expected in such answers.
- AO3** The proposition and question both invite a whole text approach as well an exploration of the language by which characters and values are presented. Lower band answers may be limited by the range of examples they provide, the lack of an overview and little exploration of language. Higher band answers will provide evidence of an overview and sensitivity to language.
- AO5ii** Contexts are likely to stem from the created world of the novel and candidates' interpretation of 'what the Wilcoxes value'. Lower band answers may have some awareness of the created world of the novel and the world of the writer from which it derives, although higher band answers will be likely to provide detailed and integrated evidence.
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5. ACHEBE: *Things Fall Apart*

- (a) 'One culture's religion is another's superstition.'

In the light of this comment, what is your response to the varied ways in which Achebe presents diverse religious practices and beliefs in *Things Fall Apart*?

You should include in your answer an examination of Chapter Eighteen and at least one other appropriate passage of your choice.

- AO1** The terms of the proposition should be dealt with clearly and precisely as requested by the terms of the question. 'Presents' invites an analytical and literary approach. Lower band answers may be constrained by a narrative or descriptive manner. Higher band answers should be focused, detailed, analytical and literary in style.
- AO4** The question invites an informed personal response to the proposition and in particular a exploration of the implications of terms such as 'culture', 'religion' and 'superstition'. There may be a wide range of acceptable lines of argument. Lower band answers may be straightforward or limited in approach; they may be illustrative rather than discursive. Higher band answers should be able to debate issues effectively by reference to appropriate detail as well as offering their own informed opinions.
- AO3** The topic is a central one in the novel so a judicious selection of passages, relating them to the designated chapter to provide a whole text approach is desirable. Lower band answers may be less able to provide evidence of this kind of approach, perhaps remaining anecdotal and constrained to their chosen extracts. Higher band answers are likely to be able to provide an overview and perhaps relate the language of the novel to the topic.
- AO5ii** Contexts are clearly identified in the terms of the proposition. Knowledge about the author and his culture and how it relates to the world of the novel is also a valid focus. The post-colonial focus of a modern reader may well be dealt with. Lower band answers should provide some such knowledge but higher band answers should, in addition, integrate contextual matters in appropriate detail into their discussions as a whole.
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5. **ACHEBE: *Things Fall Apart***

- (b) 'Individualism stands in opposition to the dominant values of the clan which, above all, are those of communal life and responsibility.'

In the light of this opinion, examine Achebe's presentation of Okonkwo's father, Unoka, and his eldest son, Nwoye.

You should include in your answer an examination of at least two appropriate passages of your choice.

- A01** The proposition, and in particular, the references to 'clan' and 'communal' makes it clear that mere character studies are not required. An ability to engage critically with ideas and relate them to presentation of character is needed. Lower band answers may remain descriptive and anecdotal in their approach to characters or ideas. Higher band answers should be able to provide evidence of exploration of the literary ways in which Achebe relates ideas to characters.
- A04** The proposition takes a critical stance with which candidates should engage. It is possible to challenge it, but the ability to do so is less important than the construction of an informed personal response to the oppositions between 'individualism' and 'communal' on the one hand and the named characters on the other. Lower band answers may be limited to exploration of character with a limited sense of the ideas to which they are linked. Higher band answers should have a clear critical response linking characters and ideas fully.
- A03** The proposition suggests a whole text approach although the named characters do not dominate the action. It is therefore more important to discuss the ideas which do have a whole novel perspective. Lower band answers may be limited by their choice of extracts and show less awareness of how the language of the novel conveys ideas than higher band answers which provide confident evidence of how structure and language interrelate.
- A05ii** The contexts related to the created world of the novel and that of the writer may well be appropriate focuses. The culture presented in the novel is likely to be central. Lower band answers may have a very limited approach or make contextual references merely incidental to their discussions. Higher band answers should be more detailed and integrated in their use of contexts.

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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