Mark Scheme

Summer 2016

Pearson Edexcel GCE
in English Literature Unit 3
(6ET03/01)

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Section A: Unprepared Poetry or Prose

Question Number	Indicative Content
1	Reward candidates who explore the poem in a consistently literary manner. Look for comments on: - the range of structural features such as the consistent use of rhyming couplets, the almost identical, but subtly different, phrases which open and close the poem, the double sonnet form - the content of the poem and how it presents the narrator's marriage - the effects of the use of the first person plural in the narrative voice - the effects of the ways in which many poetic devices such as rhyme, para rhyme, alliteration, quite strong and insistent rhythm, simile and metaphor are used - the effects of the many less conventional, even prosaic, features such as the lack of capitals at the beginning of lines if not required grammatically - the very fluid line structure emphasised by the frequent use of enjambment and the caesura-like effect of the sentence breaks in the middle of lines - the list-like manner - the lexical fields of museums, marriage and celebration - contrasts which suggest, for example, life/death, wedding/funeral oppositions - the monologue-like manner and the implied interlocutors, perhaps the couple's children - why the poet/narrator has chosen to write about marriage in this way - the moods of the poem; looking back nostalgically, happily, sadly, commenting on the ten years since the wedding took place - the ways in which the extended metaphor of a museum is used in the language and presentation of the material together with possible reasons why it has been done in this way - the use of many closely-observed details and the manner in which they are presented - the effects on the narrator and interlocutors in the final sentence of the poem. **(40 marks)**

Question Number	Indicative Content
2	Reward candidates who explore the extract in a consistently literary manner. Look for comments on: • the first person narrator and how he presents the scene • the ways in which the narrator presents place and character • the detailed manner in which he observes the natural world in paragraph two • the ways in which he describes Henry's appearance and behaviour throughout the extract • the impression given of Henry through his interaction with the narrator in the dialogue • how Henry reveals his preoccupations and prejudices in his dialogue and general behaviour • what we learn about the narrator and how that is revealed • what we may deduce about the two men's relationship from this encounter • the balance between narrative and dialogue throughout the extract • language use such as the predominance of declarative sentences and generally formal language • the use of language associated with nature and that associated with Henry's preoccupations with literature • the narrator and the reader's possible responses. **(40 marks)**

Band	Mark	AO1 - Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression
1	0 - 3	• Makes limited relevant comment • Makes limited use of critical literary terminology • Writes with minimal clarity but with technical lapses • Responds with limited originality and creativity.
2	4 - 7	• Makes relevant comment with some insight • Makes some appropriate use of critical terminology to make the response more specific • Uses accurate written expression with some technical lapses • Responds with some originality and creativity.
3	8 - 10	• Responds with a sustained argument in an informed and relevant manner • Makes confident and appropriate use of critical terminology to refine arguments and evaluate the text • Writes accurately with sustained fluency, coherence and confidence • Constructs an original and creative response in a well-developed argument.

Band	Mark	AO2 - Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts
1	0 - 5	• Shows a limited understanding of the approaches to literary text • Identifies some features of structure, form and language • Shows a limited understanding of meanings.
2	6 - 11	• Shows limited critical understanding of literary text • Comments on some features of structure, form and language • Shows some understanding of the meanings.
3	12 - 17	• Demonstrates some critical understanding of literary text • Shows some awareness of features of structure, form and language • Provides evidence of a clear understanding of the meanings.
4	18 - 23	• Demonstrates a developed critical understanding of literary text • Examines features of structure, form and language effectively • Analyses the text and demonstrates a developed understanding of the meanings.
5	24 – 30	• Provides an evaluative and analytical, critical understanding of literary text which enables a sophisticated response • Evaluates features of structure, form and language effectively • Evaluates the text and demonstrates a developed understanding of the meanings which enables an independent response.

Section B: Paired Texts

Question Number	Indicative Content
3(a)	Reward an informed and well-illustrated personal response to the proposition. The value judgement contained within it offers candidates an opportunity to provide a response which may accept or challenge it as they see fit. Look for an engagement with the idea of 'reader's responses', which suggests a literary approach, together with an exploration of 'surprising variety', 'love and desire' and the notion of the reader being challenged. Candidates may not treat each of these ideas in equal detail but look for some kind of debate and a balance in the discussion of the contrasts in relation to the texts studied.
	Clear and relevant links between texts should be identified and discussed in detail. Accurate written expression and use of terminology appropriate to novels and poems should be used.
	Structure, form and language should be dealt with in terms of how they shape meaning as related to the proposition. Language may be dealt with by considering the diversity of styles employed by different writers. Structure and form will be dealt with by the different narrative approaches of the novelists and the variety of structures and forms employed by the poets. The ways in which poems may be said to connect with each other may vary according to whether a single writer (such as Carol Ann Duffy or John Donne for example) is under discussion, or a wider ranging group of poets.
	Candidates should compare chosen texts to clarify connections between them and reflect the responses of different readers. For example they may show how poems and novels depict relationships in different ways and reflect the periods in which specific texts were written. The poetry selections, by virtue of their diversity, are likely to invite a wide range of responses to contexts. At best, diverse responses will be discussed, analysed or even evaluated; at the very least, awareness of diverse readings should be identified and described.
	Candidates should be aware of the need to respond to their texts as a modern reader, whilst not losing sight of the time when a text was written. **(60 marks)**

Question Number	Indicative Content
3(b)	Reward an informed and well-illustrated personal response to the proposition. Candidates are offered an opportunity to provide an informed personal response to the ideas suggested by 'threats and dangers', which they may treat in a variety of acceptable ways. Look for an exploration that takes on the idea of the reader being both challenged and engaged in relation to the texts studied. Any challenge to the proposition is acceptable if well-argued and illustrated; do not necessarily expect equal treatment of the oppositions in the proposition. Clear and relevant links between texts should be identified and discussed in detail. Accurate written expression and use of terminology appropriate to novels and poems should be used. Structure, form and language should be dealt with in terms of how they shape meaning as related to the proposition. Language may be dealt with by considering the diversity of styles employed by different writers. Structure and form will be dealt with by the different narrative approaches of the novelists and the variety of structures and forms employed by the poets. The ways in which poems may be said to connect with each other may vary according to whether a single writer (such as Carol Ann Duffy or John Donne for example) is under discussion, or a wider ranging group of poets. Candidates should compare chosen texts to clarify connections between them and reflect the responses of different readers. For example they may show how poems and novels depict relationships in different ways and reflect the periods in which specific texts were written. The poetry selections, by virtue of their diversity, are likely to invite a wide range of responses to contexts. At best, diverse responses will be discussed, analysed or even evaluated; at the very least, awareness of diverse readings should be identified and described. Candidates should be aware of the need to respond to their texts as a modern reader, whilst not losing sight of the time when a text was written. **(60 marks)**

Question Number	Indicative Content
4(a)	Reward a response that engages clearly with the terms contained in the proposition and explores its implications in a literary manner. Look for the quality of the argument and appropriate textual evidence to support it. 'Presentation' is a reminder that a literary approach to the topic is required. Key ideas such as 'time and place' provide a focus for the response and should steer candidates away from character studies. 'Time and place' should also offer many opportunities to explore contextual matters. Reward a literary approach to these ideas which, at best, will be analytical or evaluative. The quality of the argument is likely to be the key discriminator and there should be clear, detailed and relevant links between texts. Accurate written expression and use of terminology appropriate to novels and poems should be used. Structure, form and language should be dealt with in terms of how they shape meaning as related to the proposition. Language may be dealt with by considering the diversity of styles employed by different writers. Structure and form will be dealt with by the different narrative approaches of the novelists and the variety of structures and forms employed by the poets. The varieties of English used in the texts may well be a focus, and in the poems which are not narrative, relationships between individual poems. Candidates should compare chosen texts to clarify connections between them and reflect the responses of different readers. For example they may show how poems and novels reflect the periods in which specific texts were written. The poetry texts, by virtue of their diversity, are likely to invite a wide range of responses to contexts. At best, diverse responses will be discussed, analysed or even evaluated; at the very least, awareness of diverse readings should be identified and described. Candidates should be aware of the need to respond to their texts as a modern reader, whilst not losing sight of the time when a text was written. **(60 marks)**

Question Number	Indicative Content
4(b)	Reward a response that engages clearly with the terms contained in the proposition and explores its implications in a literary manner. Look for the quality of the argument and appropriate textual evidence to support it.
	Reward an approach that acknowledges that 'presentation' requires a literary approach to the topic which, at best, will be analytical or evaluative. Look for a critical engagement with the idea of 'most interest'. The quality of the exploration is likely to be a key discriminator and there should be clear and relevant engagement with the 'learning from their experience' proposition which should encourage detailed textual responses as well as clear and relevant links between texts. Accurate written expression and use of terminology appropriate to novels and poems should be used.
	Structure, form and language should be dealt with in terms of how they shape meaning as related to the proposition. Language may be dealt with by considering the diversity of styles employed by different writers. Structure and form will be dealt with by the different narrative approaches of the novelists and the variety of structures and forms employed by the poets. The varieties of English used in the texts may well be a focus, and in the poems which are not narrative, relationships between individual poems.
	Candidates should compare chosen texts to clarify connections between them and reflect the responses of different readers. For example they may show how poems and novels reflect the periods in which specific texts were written. The poetry texts, by virtue of their diversity, are likely to invite a wide range of responses to contexts. At best, diverse responses will be discussed, analysed or even evaluated; at the very least, awareness of diverse readings should be identified and described.
	Candidates should be aware of the need to respond to their texts as a modern reader, whilst not losing sight of the time when a text was written
	(60 marks)

Question Number	Indicative Content
5(a)	Reward any approach to the proposition, which is presented as an assertion, in which candidates accept or challenge its terms as they see fit. The balance between 'places and situations', and 'challenge convention' is likely to vary considerably, but look for and reward an appropriate balance that engages with the proposition in a detailed and literary way. 'Present us with' is a reminder that a literary approach is required which should be rewarded on its merits. The quality of the argument is likely to be the key discriminator and there should be clear, detailed and relevant links between texts. Accurate written expression and use of terminology appropriate to novels and poems should be used. Structure, form and language should be dealt with in terms of how they shape meaning as related to the proposition. Language may be dealt with by considering the diversity of styles employed by different writers. Structure and form will be dealt with by the different narrative approaches of the novelists and the variety of structures and forms employed by the poets. Candidates should compare chosen texts to clarify connections between them and reflect the responses of different readers. At best, diverse responses will be discussed, analysed or even evaluated; at the very least, awareness of diverse readings should be identified and described. Candidates should be aware of the need to respond to their texts as a modern reader, whilst not losing sight of the time when a text was written. **(60 marks)**

Question Number	Indicative Content
5(b)	Reward any approach to the proposition, which is presented as an assertion, in which candidates accept or challenge its terms as they see fit. The balance between the oppositions of 'instability and incompletion', and 'certainty and resolution' is likely to vary considerably, but look for and reward an appropriate balance that engages with the proposition in a detailed and literary way. 'Presentation…reader' is a reminder that a literary is approach is required which should be rewarded on its merits. The quality of the argument is likely to be the key discriminator and there should be clear, detailed and relevant links between texts. Accurate written expression and use of terminology appropriate to novels and poems should be used. Structure, form and language should be dealt with in terms of how they shape meaning as related to the proposition. Language may be dealt with by considering the diversity of styles employed by different writers. Structure and form will be dealt with by the different narrative approaches of the novelists and the variety of structures and forms employed by the poets. Candidates should compare chosen texts to clarify connections between them and reflect the responses of different readers. At best, diverse responses will be discussed, analysed or even evaluated; at the very least, awareness of diverse readings should be identified and described. Candidates should be aware of the need to respond to their texts as a modern reader, whilst not losing sight of the time when a text was written. **(60 marks)**

Question Number	Indicative Content
6(a)	Reward a literary interpretation of 'impassioned' and 'futility' and an exploration of the possibly contentious statement which forms the bulk of the proposition. It should be taken as an invitation to explore and possibly challenge the terms contained within it. Reward discussion and exemplification from candidates of how the writers studied present 'war' and explore it with appropriate links between texts and contexts. Any valid interpretation that is clearly argued and illustrated will be acceptable. The instruction 'comment on' should make it clear that the diversity of approaches adopted in texts of different kinds should be dealt with. Hence clear and relevant links between texts should be identified and discussed in detail. There will be a distinction between the kind of response which merely exemplifies the issues raised in the proposition and that which engages more fully with the 'analyse the connections and comparisons' aspect of the instruction. Accurate written expression and use of terminology appropriate to novels and poems should be used. Structure, form and language should be dealt with in terms of how candidates shape meaning as related to the proposition. Language may be dealt with by considering the diversity of styles employed by different writers. The different narrative approaches of the novelists and the variety of structures and forms employed by the poets may also be discussed. The ways in which poems may be said to connect with each other may vary according to whether a single writer (as in the David Harsent collection) is under discussion, or a wider ranging group of poets. Candidates should compare chosen texts to clarify connections between them and reflect the responses of different readers. At best, diverse responses will be discussed, analysed or even evaluated; at the very least, awareness of diverse readings should be identified and described. Candidates should be aware of the need to respond to their texts as a modern reader, whilst not losing sight of the time when a text was written. **(60 marks)**

Question Number	Indicative Content
6(b)	The proposition is an invitation to explore and challenge the terms contained within it. Reward exploration and illustration of key ideas in the proposition such as 'conflict' and the 'personal…patriotic' opposition. The latter part of the proposition invites a personal response which may be governed by the context in which a text was written or the period which is being written about. In a modern text written about the past for example, the writer or reader may make rather different observations and draw different conclusions about the personal and the patriotic. Any valid interpretation that is clearly argued and illustrated will be acceptable. The instruction 'comment on' should make it clear that the diversity of approaches adopted in texts of different kinds should be dealt with. Hence clear and relevant links between texts should be identified and discussed in detail. There will be a distinction between the kind of response which merely exemplifies the issues raised in the proposition and that which engages more fully with the 'analyse the connections and comparisons' aspect of the instruction. Accurate written expression and use of terminology appropriate to novels and poems should be used. Structure, form and language should be dealt with in terms of how candidates shape meaning as related to the proposition. Language may be dealt with by considering the diversity of styles employed by different writers. The different narrative approaches of the novelists and the variety of structures and forms employed by the poets may also be discussed. The ways in which poems may be said to connect with each other may vary according to whether a single writer (as in the David Harsent collection) is under discussion, or a wider ranging group of poets. Candidates should compare chosen texts to clarify connections between them and reflect the responses of different readers. At best, diverse responses will be discussed, analysed or even evaluated; at the very least, awareness of diverse readings should be identified and described. Candidates should be aware of the need to respond to their texts as a modern reader, whilst not losing sight of the time when a text was written. **(60 marks)**

Band	Mark	AO1 – Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression
1	0 - 3	• Makes limited relevant comment • Makes limited use of critical literary terminology • Writes with minimal clarity but with technical lapses • Responds with limited originality and creativity.
2	4 - 7	• Makes relevant comment with some insight • Makes some appropriate use of critical terminology to make the response more specific • Uses accurate written expression with some technical lapses • Responds with some originality and creativity.
3	8 - 10	• Responds with a sustained argument in an informed and relevant manner • Makes confident and appropriate use of critical terminology to refine arguments and evaluate the text • Writes accurately with sustained fluency, coherence and confidence • Constructs an original and creative response in a well-developed argument.

Band	Mark	AO2 - Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts
1	0 - 3	• Shows a limited critical understanding of literary texts • Explores some features of structure, form and language • Shows a limited understanding of meanings.
2	4 - 7	• Shows some critical understanding of literary texts • Analyses features of structure, form and language • Shows some understanding of the meanings.
3	8 - 10	• Demonstrates a developed critical understanding of literary texts • Evaluates features of structure, form and language effectively to make relevant points • Evaluates the text and demonstrates a developed understanding of the meanings which enables an independent response.

Band	Mark	AO3 - Explore connections and comparisons between different literary texts, informed by interpretations of other readers
1	0 - 3	- Refers to one or more text and identifies basic literary connections - Provides a basic presentation of ideas - Shows limited ability to interpret the texts.
2	4 - 7	- Makes well-selected connections between texts - Presents some ideas which do not reach full development - Shows a limited ability to consider that more than one interpretation of the texts is possible.
3	8 - 11	- Makes literary connections between the texts to inform the line of argument - Shows some evidence of an independent approach in the presentation of ideas - Shows an awareness of a variety of interpretations; with some exploration.
4	12 - 15	- Makes insightful and relevant literary connections between texts, supporting the line of argument - Demonstrates an independent approach in the presentation of well-developed ideas - Demonstrates an awareness of a variety of interpretations; with some analysis and evaluation.
5	16 - 20	- Demonstrates a cogent synthesis of literary connections between texts to develop a line of argument - Demonstrates an independent and original approach in the presentation of a coherently developed argument - Demonstrates a developed awareness of a variety of interpretations; applies an open-minded approach when exploring and evaluating the texts.

Band	Mark	AO4 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received
1	0 - 3	• Shows a very limited awareness of the concept of a reader • Makes limited reference to the contextual influences that have affected how the texts have been received over time • Makes limited reference to the cultural and contextual factors that influenced texts when they were produced, without applying these facts very usefully in a literary way • Makes basic reference to the contextual framework within which they as readers can respond but this is not developed in a way that reflects on the understanding of the texts under consideration.
2	4 - 7	• Shows limited ability to appreciate the factors that influence a modern reader but these points are undeveloped when looking at the texts under consideration • Shows some awareness of contextual influences that have affected how the texts have been received over time • Shows some awareness of the cultural and contextual factors that influenced texts when they were produced, although this is likely to remain at the level of factual knowledge not fully applied to the texts • Makes some reference to the contextual framework within which they as readers can respond, although this may lack specificity.
3	8 - 11	• Shows some ability to comment on the factors that influence a modern reader and apply this to the reading of the texts under consideration • Shows an appreciation of contextual influences that have affected how the texts have been received over time • Shows an appreciation of the importance of the cultural and contextual factors that influenced texts when they were produced • Makes some comment on the relevance of the contextual overarching framework within which they as readers can respond.
4	12 - 15	• Demonstrates an ability to analyse the factors that influence a modern reader and reflect on their own reading in the light of this • Demonstrates an ability to analyse the contextual influences that have affected how the texts have been received over time • Demonstrates an ability to analyse the cultural and contextual factors that influenced texts when they were produced and apply this awareness usefully to the texts under consideration

		• Demonstrates an understanding of the significance of the contextual overarching framework within which they as readers can respond; shows an awareness of how this has worked in practice in the candidate's own response to the texts.
5	**16-20**	• Demonstrates an ability to analyse, synthesise and evaluate the factors that influence a modern reader, this being reflected in the candidate's own reading and understanding of the texts under consideration • Demonstrates an ability to analyse and evaluate the contextual influences that have affected how the texts have been received over time • Demonstrates an ability to analyse and evaluate the cultural and contextual factors that influenced texts when they were produced and uses this awareness to enrich understanding and response • Evaluates the significance of the contextual overarching framework within which they as readers can respond, therefore showing a mature and developed sense of what it means to read critically.