

## GENERAL CERTIFICATE OF SECONDARY EDUCATION

### ENGLISH

# A641

Unit A641: Reading Literary Texts

Specimen Controlled Assessment Material

#### OCR Supplied Materials

- None

#### Other Materials Required:

- Texts (must not be annotated)

#### INSTRUCTIONS TO TEACHERS

- Please refer to Section 4 of the English Specification for instructions on completing the Controlled Assessment Tasks.
- Each task can be contextualised appropriately to suit those resources available in the area local to the centre.
- Candidates must respond to each of the following genres:
  - prose or literary non-fiction
  - drama (Shakespeare)
  - poetry (selected poems by a poet).
- Candidates must respond to a text from each of the following areas:
  - the English, Welsh or Irish Literary Heritage
  - a play by Shakespeare
  - a text from a different culture or tradition.
- Candidates must show an understanding of texts in their social, cultural and historical contexts.

#### INSTRUCTIONS TO CANDIDATES

- Complete **three** tasks to cover the range of texts and requirements, as instructed by your teacher.

#### INFORMATION FOR CANDIDATES

- The total number of marks for this paper is **40**.
- You are allowed up to **6** hours to complete the three tasks.
- You should write up to **3000** words for all **three** tasks combined.
- This document consists of **4** pages. Any blank pages are indicated.

## Reading Literary Texts

Complete **three** tasks. Each task is marked out of **40** and the **three** marks are averaged.

### Section A: Themed Task

- 1 Explore how the writer shows conflict between order and disorder in a text you have studied.
- 2 Explore how the writer develops the setting in a text you have studied.

### Section B: Prose or Literary Non-Fiction

- 3 *Of Mice and Men* by John Steinbeck

How does John Steinbeck show the influence of ranch life on the behaviour of characters in chapter two and elsewhere in the novel?

- 4 *Tsotsi* by Athol Fugard

*This question will be inserted in January 2010*

- 5 *Pride and Prejudice* by Jane Austen

How does Jane Austen show that first impressions can be misleading in *Pride and Prejudice*?

- 6 *The Withered Arm and other Wessex Tales* by Thomas Hardy

How does Thomas Hardy engage your sympathy for poor people in 'The Withered Arm' and in one other story from the collection you have studied?

- 7 *Notes from a Small Island* by Bill Bryson

Starting with the description of his visit to Milton Keynes, explore the ways in which Bill Bryson's opinions on urban development add to his picture of Britain in 1993.

- 8 *The Kindness of Strangers* by Kate Adie

How does Kate Adie reveal the dangers of reporting on war in Chapter Twelve ('Ills and Spills') and elsewhere in her autobiography?

### Section C: Drama: William Shakespeare

- 9 *Romeo and Juliet*

'Women are the weaker sex.'

In what ways does William Shakespeare's presentation of Juliet challenge this view?

- 10 *Julius Caesar*

How does William Shakespeare present the role of the ordinary Roman citizens, the plebeians, in *Julius Caesar*?

### Section D: Poetry: Selected Poems

- 11 Wilfred Owen

How does Wilfred Owen create sympathy for the injured survivors of the war in his poems?

Refer to two or three poems from the selection you have studied.

**12 Benjamin Zephaniah**

How does Benjamin Zephaniah express his concerns about any two British Institutions in his poems?

Refer to two or three poems from the selection you have studied.

**13 Carol Ann Duffy**

How does Carol Ann Duffy present memories in her poems?

Refer to two or three poems from the selection you have studied.

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This document consists of **2** printed pages.

## Reading Literary Texts Marking Criteria

Candidates submit three tasks for assessment. Each task is marked out of 40, using the marking criteria below, giving a total of 120 marks. Divide the total by 3 to provide the overall mark out of 40 for this section.

Band	Marks	Descriptors AO2
1	40 39 38 37 36	<ul style="list-style-type: none"> <li>• A cogent and explicitly relevant response</li> <li>• Explores and evaluates a range of interpretations of language and structure as appropriate</li> <li>• Analyses in detail the writer's perspective</li> <li>• Precise quotations/comparisons enhance analysis of writer's intentions</li> <li>• Understanding of social, cultural and historical context woven into presentation of ideas</li> </ul>
2	35 34 33 32 31	<ul style="list-style-type: none"> <li>• A personal and persuasive response</li> <li>• Develops interpretations and evaluates language and structure as appropriate</li> <li>• Identifies and discusses writer's perspective</li> <li>• Apt quotations/comparisons are used to illuminate meaning</li> <li>• Impact of social, cultural, historical context clearly demonstrated</li> </ul>
3	30 29 28 27 26	<ul style="list-style-type: none"> <li>• A personal, well developed and secure critical response</li> <li>• A clear understanding of how meaning is conveyed, evaluating language and structure as appropriate</li> <li>• Well selected quotations/comparisons enhance analysis</li> <li>• Significance of social, cultural, historical context clearly demonstrated</li> </ul>
4	25 24 23 22 21	<ul style="list-style-type: none"> <li>• A personal and mainly relevant response</li> <li>• Understands and demonstrates how meaning is conveyed</li> <li>• Quotations/comparisons used to justify views</li> <li>• Comments on how social, cultural, historical context affects reader</li> </ul>
5	20 19 18 17 16	<ul style="list-style-type: none"> <li>• Begins to develop a personal and relevant response</li> <li>• Understands some of the ways meaning is conveyed</li> <li>• Uses quotations/simple comparisons to support views</li> <li>• Comments on the social, cultural, historical features of the text</li> </ul>
6	15 14 13 12 11	<ul style="list-style-type: none"> <li>• Makes some comments relevant to task</li> <li>• Some attempt to show how meaning is conveyed</li> <li>• Quotations/comparisons used to make simple points</li> <li>• Aware that text features relate to social, cultural, historical context</li> </ul>
7	10 9 8 7 6	<ul style="list-style-type: none"> <li>• Describes some of the main features of a text in attempting to address task</li> <li>• Some awareness of how the writer achieves effects through simple comparisons/quotations</li> <li>• Some awareness that text features relate to social, cultural, historical context</li> </ul>
8	5 4 3 2 1 0	<ul style="list-style-type: none"> <li>• Some comments on text with very little or no relevance to task</li> <li>• Struggles to develop a response</li> <li>• Very little or no understanding of social, cultural, historical context</li> </ul>

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