



**AQA Level 1/2 Certificate in
English Literature**

Paper 2 F Tier

Mark Scheme

June 2012

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made during standardisation and is the scheme which was used by them in this examination. Standardisation ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after standardisation, examiners encounter unusual answers which have not been discussed they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Examiners must use the full range of marks. Work exhibiting the highest skills should be considered for full marks.

Marking throughout must be on a best-fit principle. Where there are both strengths and weaknesses in a particular answer, examiners should consider carefully which range is the best fit for the performance overall.

The descriptors are an attempt to guide examiners to an understanding of the qualities normally expected of, or 'typical of, work in the range. **They must not be interpreted as hurdle statements.**

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Assessment Objectives (AOs)

All specifications in English Literature must require candidates to demonstrate their ability to:

AO1

- respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations

AO2

- explain how language, structure and form contribute to writers' presentation of ideas, themes and settings

AO3

- make comparisons or explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects

AO4

- relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times

Part A

<p>Mark Band 6 21-25 marks 'confident' 'assured'</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> assured critical/imaginative/evaluative response to texts and task sustained and developed appreciation of writers' ideas & attitudes and confident, convincing interpretations using precisely selected supporting textual detail analysis of aspects of language and structure in convincing detail. confident consideration of possible links or comparisons between the texts assured consideration of the significance of contexts
<p>Mark Band 5 17-20 marks 'considered' 'thoughtful'</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> considered/thoughtful critical or imaginative or evaluative response to text and/or task thoughtful consideration of writers' ideas and attitudes and considered interpretations using thoughtfully selected supporting textual detail thoughtful consideration of aspects of language and structure with thoughtfully selected textual support thoughtful consideration of possible links or comparisons between the texts thoughtful consideration of the significance of contexts
<p>Mark Band 4 13-16 marks 'clear' 'consistent'</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> clear/consistent critical or imaginative or evaluative response to text and/or task clear/consistent understanding of writers' ideas and consistent interpretations using relevant /appropriate supporting textual detail clear/consistent understanding of features of language and structure supported by relevant and appropriate quotation clear/consistent understanding of possible links or some points of comparison between texts clear/consistent grasp of the significance of some aspects of contexts
<p>Mark Band 3 9-12 marks 'explained'</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> explained response to text and/or task explained response to writers' ideas/ attitudes and explained interpretations using relevant textual detail explained understanding of features of language and structure supported by relevant quotation explanation of possible links or comparisons between the texts explanation of the significance of contexts
<p>Mark Band 2 5 -8 marks 'some'</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> some response to texts and/or task some familiarity with writers' ideas supported by a range of textual detail some familiarity with obvious features of language and structure supported by some relevant textual detail some relevant comments about possible links between texts some relevant comments about the significance of contexts
<p>Mark Band 1 1-4 marks 'limited'</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> limited response to texts or task limited awareness of writers' ideas using a limited range of textual detail limited awareness of obvious features of language and structure limited awareness of possible links between texts limited awareness of contexts or their significance
<p>0 marks</p>	<p>Nothing worthy of credit</p>

Part B

<p>Mark Band 6 21-25 marks 'confident' 'assured'</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> assured critical/imaginative/evaluative response to texts and task sustained and developed appreciation of writers' ideas & attitudes and confident, convincing interpretations using precisely selected supporting textual detail analysis of aspects of language and structure in convincing detail. confident consideration of possible links or comparisons between the texts assured consideration of the significance of contexts
<p>Mark Band 5 17-20 marks 'considered' 'thoughtful'</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> considered/thoughtful critical or imaginative or evaluative response to text and/or task thoughtful consideration of writers' ideas and attitudes and considered interpretations using thoughtfully selected supporting textual detail thoughtful consideration of aspects of language and structure with thoughtfully selected textual support thoughtful consideration of possible links or comparisons between the texts thoughtful consideration of the significance of contexts
<p>Mark Band 4 13-16 marks 'clear' 'consistent'</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> clear/consistent critical or imaginative or evaluative response to text and/or task clear/consistent understanding of writers' ideas and consistent interpretations using relevant /appropriate supporting textual detail clear/consistent understanding of features of language and structure supported by relevant and appropriate quotation clear/consistent understanding of possible links or some points of comparison between texts clear/consistent grasp of the significance of some aspects of contexts
<p>Mark Band 3 9-12 marks 'explained'</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> explained response to text and/or task explained response to writers' ideas/ attitudes and explained interpretations using relevant textual detail explained understanding of features of language and structure supported by relevant quotation explanation of possible links or comparisons between the texts explanation of the significance of contexts
<p>Mark Band 2 5 -8 marks 'some'</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> some response to texts and/or task some familiarity with writers' ideas supported by a range of textual detail some familiarity with obvious features of language and structure supported by some relevant textual detail some relevant comments about possible links between texts some relevant comments about the significance of contexts
<p>Mark Band 1 1-4 marks 'limited'</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> limited response to texts or task limited awareness of writers' ideas using a limited range of textual detail limited awareness of obvious features of language and structure limited awareness of possible links between texts limited awareness of contexts or their significance
<p>0 marks</p>	<p>Nothing worthy of credit</p>

Mark Scheme: Indicative Content

01 Answer **part (a)** and **part (b)**

Part (a)

Explain which character you think is presented as most evil in each of two texts you have studied and show how the writer achieves this.

And then Part (b)

What leads each of the characters to behave in an evil way? *(50 marks)*

Examiners are encouraged to reward any valid interpretations. Answers might, however, include some of the following:

AO1: Material justifying choice of character as evil supported by relevant textual detail, e.g. Victor Frankenstein for being responsible for the Creature, but failing to take responsibility for his actions or the creature for his acts of revenge against Victor and the harm it causes innocents; Caliban's alleged attempted rape of Miranda and plot to kill Prospero or Prospero's usurping of the island and treatment of Caliban and Ariel as slaves; Mr Hyde's violence and depravity; Sir Leoline's treatment of Christabel and desire for Geraldine or Geraldine's mysterious and possibly destructive nature.

AO2: Writer's methods in presenting characters e.g. use of language/imagery to describe physical appearance, the language the characters use, symbolism, etc.

AO3: Links to, or contrasts between, characters and texts e.g. how, despite committing evil acts, they have mitigating circumstances: Frankenstein's Creature and Hyde not being responsible for their creation; Caliban and Geraldine being misrepresented by other characters; or despite their actions having negative outcomes, their intentions were honourable (Victor Frankenstein, Dr Jekyll, Prospero).

AO4: Contexts of evil e.g. discussion of moral context of the question and how far behaviour can be excused/explained by circumstances; other relevant contexts may be brought into the argument, such as psychological, gender, colonialism etc.

To achieve a mark in Band 3 or higher candidates should deal with both texts in the question. To achieve a mark in Band 5 candidates should offer a substantial treatment both texts.

02 Answer part (a) and part (b)

Part A

How does **one** character in each of two texts you have studied use the power they have and how do the writers present this?

And then Part B

How might different readers respond to the way the characters have been presented? *(50 marks)*

Examiners are encouraged to reward any valid interpretations. Answers might, however, include some of the following:

AO1: Material exploring the way power is used in the text supported by textual detail e.g. the power of scientific knowledge (Victor Frankenstein, Dr Jekyll); use of physical power (Hyde, the Creature); or supernatural power (Prospero, Geraldine).

AO2: Writer's methods in presenting characters and/or events e.g. use of language/imagery to describe physical appearance, the language the characters use, symbolism, etc.

AO3: Links to or contrasts between characters and texts. e.g. 'characters' having power used against them and how far this is justified (Hyde, the Creature, Caliban), sympathy for these characters as victims balanced against the way they often use their physical power to react etc.

AO4: Moral context e.g. whether power is used justly and how far the use of power is justified even if it has negative consequences; the purpose and ethics of science, eg. the danger of creating something, but not necessarily be able to control it; etc.

To achieve a mark in Band 3 or higher candidates should deal with both texts in the question. To achieve a mark in Band 5 candidates should offer a substantial treatment both texts.

03 Answer part (a) and part (b)

Part (a)

What fears do children experience in two texts you have studied and how do the writers present them?

Part (b)

What do you learn about the children from the ways they react to these fears?
(50 marks)

Examiners are encouraged to reward any valid interpretations. Answers might, however, include some of the following:

AO1: Material about experiences and fears of children in texts. e.g. bullying, cruelty, physical hardship and danger, isolation for the wider world and/or adults, the breakdown of civilised behaviour.

AO2: Writers' methods in presenting characters and/or events. e.g. use of language to describe the emotions and reactions of the children, the language the characters use to intimidate each other, symbolism (e.g. the conch, the moths and crows in *I'm The King of The Castle*), imagery (e.g. portraying the harshness of city life in the Blake poems, the inhospitability of the island, the mystery of the Boo Radley house) etc.

AO3: Links across and contrasts between texts. e.g. rivalry (Hooper/Kingshaw, Ralph/Jack); fear of the unknown translated into physical form (Boo Radley and the 'Beast'); the hopelessness of escape from the situation (the Blake poems and *I'm The King Of The Castle*), fear of pursuit/being caught (The expedition to Boo Radley's house, the hunt in *Lord of the Flies*), growing up and negotiating the adult world (coming to terms with the lack of justice in the trial result, Kingshaw's growing recognition of his inferior social status); being 'misfits' (the community's reaction to Atticus and his family after the trial, Kingshaw and Jack's increasing marginalisation from other characters, Piggy's difficulty in fitting in) etc.

AO4: The social context of the society in which the children exist, e.g. The gradual breakdown of order on the Island, the prejudice and ignorance that underpins life in Maycomb, a society that promises rewards in the afterlife but fails to protect children in the Blake poems; the moral context e.g. of how the children behave towards each other and the support, or lack of it, offered by adults.

04 Answer part (a) and part (b)

Part (a)

Explain how **one** event from each of two texts you have studied seriously affects the children involved.

And then Part (b)

How do the writers show what the children learn from these events? (50 marks)

Examiners are encouraged to reward any valid interpretations. Answers might, however, include some of the following:

AO1: Material exploring key events in the text and justifying the influence it has on central characters through textual detail. e.g. the trial of Tom Robinson; Hooper and Kingshaw getting lost in Hang Wood; the death of Simon; or stealing the boat on Ullswater Lake.

AO2: Writers' methods in presenting characters and/or events e.g. use of language to describe changing physical appearance or behaviour before and after the event; the language the characters use; symbolism (e.g. the 'Beast', the mockingbird, the naked boy in the rainstorm), imagery (e.g. nature as a awe inspiring or malevolent force) etc.

AO3: Links across and contrasts between texts. e.g. how the event impacts on the status of the children (the power balance between Jack and Ralph/ Hooper and Kingshaw or people's attitudes to the family's treatment before and after the trial); how the event leads to disillusionment with the adult world and the loss of innocence (Atticus losing the trial and Tom Robinson's subsequent death in *To Kill a Mockingbird* and disillusion with the church in 'The Chimney Sweeper' - *Songs of Experience*); differences in the ways the characters respond to the recognition that there is evil in the world (e.g. Jem and Scout's ability to accept their loss of innocence without losing hope, compared to Kingshaw's despair and suicide)

AO4: The moral/social/personal context. e.g. the importance of having a moral framework to inform behaviour (Atticus' moral education of his children contrasted with the lack of any clear moral guidance from Mr Hooper and Mrs Kingshaw and the island's descent into savagery as rules are eroded); the impact of environment (both physical and social) on children both negatively (the island and the area surrounding Warings) and positively (the Lake District) etc,

To achieve a mark in Band 3 or higher candidates should deal with both texts in the question. To achieve a mark in Band 5 candidates should offer a substantial treatment of both texts.

