

4360 ENGLISH LITERATURE, NOVEMBER 2005 MARK SCHEME

Paper 1: Drama and Prose

Section A

1. EITHER
- (a) What are the main reasons given by the conspirators for the assassination of Julius Caesar. Do you think they were justified in killing Julius Caesar?
- Range 1**
3-10
- Makes some simple comments about the assassination.
 - Makes some basic, relevant comments about the conspirators and the assassination.
- Range 2**
11-20
- Works through a straightforward understanding of the text to address the question. May give a predominantly narrative account of the different reasons given by the conspirators for the assassination.
 - Begins to use the text to develop ideas. Offers a comment as to how far they were justified in killing Julius Caesar.
- Range 3**
21-30
- Uses specific detail, chosen appropriately, to address both parts of the question directly. May compare and contrast the main reasons given by the conspirators.
 - An overview of the text is evident, in which there may be an appreciation of the significance of the assassination.
- Range 4**
31-40
- A full understanding of the text is evident. Reflections may be presented on the validity of the reasons given by various conspirators.
 - Offers a confident and lucidly argued interpretation. May, for example, offer personal insights and responses to the question, or comment on the dramatic importance of the assassination. (40)
- OR
- (b) Do you think that Shakespeare presents Cassius as a strong or weak character? Refer closely to specific examples to support your answer.
- Range 1**
3-10
- Makes some simple statements about Cassius.
 - Gives some basic relevant examples of Cassius in the play.
- Range 2**
11-20
- Works through a straightforward understanding of the text to address the question. Offers some comment on whether he is a strong or weak character.
 - Begins to use the text to develop ideas. May give predominantly narrative examples of Cassius in the play.

- Range 3**
21-30
- Uses specific details, chosen appropriately, to address the question directly. Offers insight into Shakespeare's presentation of Cassius.
 - An overview of the text is evident. May show some insight into Shakespeare's characterisation.
- Range 4**
31-40
- A full understanding of the text will be evident. A more balanced argument may be put forward, rather than just 'strong or weak'.
 - Offers a confident and lucidly argued interpretation. May comment on the dramatic importance of Cassius as a character. (40)

Total 40 marks

2.

EITHER

- (a) **'Miss Prism has a small part in the play, but she is still an important character.'** Do you agree with this statement?

Range 1
3-10

- Makes some simple statements about Miss Prism.
- Gives some basic examples of Miss Prism in the play.

Range 2
11-20

- Works through a straightforward understanding of the text to address the question. Offers comments on Miss Prism's importance.
- Begins to use the text to develop ideas. The answer may be predominantly narrative. Offers a comment agreeing/disagreeing with the statement.

Range 3
21-30

- Uses specific details, chosen appropriately, to address the question directly. May show some insight into Wilde's presentation of Miss Prism.
- An overview of the text is evident. May offer a supported personal response to the statement.

Range 4
31-40

- A full understanding of the text is evident. May offer an exploration of Wilde's craft in giving Miss Prism a small part.
- Offers a confident and lucidly argued interpretation. As well as a detailed exploration of the role and character of Miss Prism, there may be a sophisticated personal response offered. (40)

OR

(b) Compare the relationship of Jack and Gwendolen with that of Algernon and Cecily.

Range 1
3-10

- Makes some simple statements about the four characters.
- Makes some basic relevant comments about the two relationships.

Range 2
11-20

- Works through a straightforward understanding of the text to address the question. Begins to compare the two relationships.
- Begins to use the text to develop ideas. May begin to compare the characters as well as the relationships.

Range 3
21-30

- Uses specific details, chosen appropriately, to address the question directly. Offers a clear understanding of the comparison between the two relationships.
- An overview of the text is evident. May show some insight into Wilde's presentation of the relationships.

Range 4
31-40

- A full understanding of the text is evident. A relatively sophisticated examination of the four characters and their roles in the relationships may be offered.
- Offers a confident and lucidly argued interpretation. In addition to a sophisticated personal response, there may be an analysis of Wilde's presentation of the relationships.

(40)

Total 40 marks

3.

EITHER

(a) It has been said that *A Doll's House* is based on characters who avoid the truth. To what extent do you agree with this view?

Range 1
3-10

- Makes some simple statements about characters in the play.
- Makes some basic relevant comments about a character who avoids the truth.

Range 2
11-20

- Works through a straightforward understanding of the text to address the question. May comment on more than one character who avoids the truth.
- Begins to use the text to develop ideas. Offers a response to the statement.

- Range 3**
21-30
- Uses specific details, chosen appropriately, to address the question directly. May give a more detailed and focussed account of the way in which the characters are presented and how or why they avoid the truth.
 - An overview of the text is evident and a personal response to the statement may be offered, showing some insight into Ibsen's craft.
- Range 4**
31-40
- A full understanding of the text will be evident. May give a sustained and developed comparison of the characters, commenting on how and why they avoid the truth.
 - Offers a confident and lucidly argued interpretation. An analysis may be made into Ibsen's characterisation.
- (40)**

OR

(b) **Would you describe Helmer as an unsatisfactory husband? Refer to two or more incidents in the play to support your answer.**

- Range 1**
3-10
- Makes some simple comments about Helmer.
 - Makes some basic relevant comments on an incident[s] in the play involving Helmer.
- Range 2**
11-20
- Works through a straightforward understanding of the text to address the question. Begins to comment on Helmer as a husband.
 - Begins to use the text to develop ideas. May refer to two or more incidents in the play to support the answer.
- Range 3**
21-30
- Uses specific details, chosen appropriately, to address the question directly. May begin to comment on Ibsen's presentation of Helmer.
 - An overview of the text is evident. The incidents chosen support the answer and a personal response to the statement may be offered.
- Range 4**
31-40
- A full understanding of the text will be evident. May give a sustained and developed analysis of Helmer as a husband.
 - Offers a confident and lucidly argued interpretation. May offer a sophisticated insight into Ibsen's portrayal of this character.
- (40)**

Total 40 marks

4.

EITHER

(a) **What is the importance of Alfieri, both when he is talking directly to the audience, and in his relationships with the other characters?**

Range 1 3-10

- Makes some simple statements Alfieri.
- Makes some basic comments about Alfieri's role in the play.

Range 2 11-20

- Works through a straightforward understanding of the importance of Alfieri.
- Begins to use the text to develop ideas. May refer to both his soliloquies and his relationships with other characters.

Range 3 21-30

- Uses specific details, chosen appropriately, to address the question directly. May begin to contrast Alfieri as a commentator and as a character.
- An overview of the text is evident. May begin to comment on Miller's presentation of Alfieri.

Range 4 31-40

- A full understanding of the text will be evident. May offer a personal opinion, while exploring his importance in both roles.
- Offers a confident and lucidly argued interpretation. May analyse Miller's craft in presenting Alfieri as a commentator and as a character.

(40)

OR

(b) **In what ways does the relationship between Eddie and Beatrice change during the play?**

Range 1 3-10

- Makes some simple statements about Eddie and Beatrice.
- Makes some basic relevant comments about their relationship.

Range 2 11-20

- Works through a straightforward understanding of the text to show how their relationship changes.
- Begins to use the text to develop ideas. May comment on key events in their relationship.

Range 3 21-30

- Uses specific details, chosen appropriately, to address the question directly. May comment on the significance of other characters in their relationship.
- An overview of the text is evident. May offer explicit comments on their relationship and focus on how it changes.

- Range 4** 31-40
- A full understanding of the text will be evident. May explore a range of different responses as to how their relationship changes.
 - Offers a confident and lucidly argued interpretation. May analyse Miller's craft in presenting the changes in their relationship.
- (40)**

Total 40 marks

5.

EITHER

(a) **How and why does the character of Thami change during the play?**

Range 1
3-10

- Makes some simple statements about Thami.
- Makes some basic relevant comments about the character of Thami changing.

Range 2
11-20

- Works through a straightforward understanding of the text to address the question. May demonstrate some recognition of how or why the character of Thami changes.
- Begins to use the text to develop ideas. May begin to select examples to show the change.

Range 3
21-30

- Uses specific details, chosen appropriately, to address the question directly. Offers an explanation of how and/or why his character changes.
- An overview of the text is evident. May comment on the importance of other characters in Thami's change and showing some insights into Fugard's representation.

Range 4
31-40

- A full understanding of the text will be evident. May provide different interpretations of how and why his character changes and offer a sophisticated personal response.
 - Offers a confident and lucidly argued interpretation. May analyse Fugard's craft in presenting the changes in Thami's character.
- (40)**

OR

(b) **What do you think the soliloquies contribute to the dramatic qualities of the play? Refer to at least two soliloquies in your answer.**

Range 1
3-10

- Makes some simple statements about soliloquies.
- Makes some basic relevant comments about the soliloquies.

Range 2
11-20

- Works through a straightforward understanding of the text to address the question directly. May refer to two or more soliloquies.
- Begins to use the text to develop ideas. Begins to explore their dramatic qualities.

- Range 3**
21-30
- Uses specific details, chosen appropriately, to address the question directly. May begin to link the soliloquies.
 - An overview of the text is evident. May demonstrate an awareness of Fugard’s craft in using soliloquies.
- Range 4**
31-40
- A full understanding of the text will be evident. May begin to compare and contrast the soliloquies, while focusing on their dramatic qualities.
 - Offers a confident and lucidly argued interpretation. May explore Fugard’s craft in utilising this dramatic convention.
- (40)**

Total 40 marks

Section B

- 6. EITHER**
- (a) **Mr and Mrs Bennet have different parental qualities. Outline their differences and state who, in your view, is presented as the better parent. Refer closely to the novel to support your answer.**
- Range 1**
3-10
- Makes some simple comments about Mr and Mrs Bennet.
 - Makes some basic relevant comments about them as parents.
- Range 2**
11-20
- Works through a straightforward understanding of the text to address the question directly. May offer some worthwhile comment on their different parental qualities.
 - Begins to use text to develop ideas. May give some developed comment on who is presented as the better parent.
- Range 3**
21-30
- Uses specific details, chosen appropriately, to address the question directly. May demonstrate some appreciation of their personality traits and their different relationships with their children.
 - An overview of the text is evident. May show some insight into Austen’s reasons for creating this contrast.
- Range 4**
31-40
- A full understanding of the text will be evident. May offer an exploration of Austen’s craft in her presentation of Mr and Mrs Bennet as parents.
 - Offers a confident and lucidly argued interpretation. As well as a detailed exploration of their qualities as parents, there may be a sophisticated personal response offered.
- (40)**

OR

- (b) To the modern reader the way of life of the women in *Pride and Prejudice* seems dull and predictable. How far to you agree or disagree with this view?

Range 1
3-10

- Makes some simple statements about women in the novel.
- Makes some basic relevant comments about their way of life.

Range 2
11-20

- Works through a straightforward understanding of the text to address the question. Offers a reasoned response to the statement.
- Begins to use the text to develop ideas. May start to show an appreciation of their way of life.

Range 3
21-30

- Uses specific details, chosen appropriately, to address the question directly. May begin to compare and contrast the different women and their way of life.
- An overview of the text is evident. May show some insight into Austen's characterisation.

Range 4
31-40

- A full understanding of the text will be evident. May give a sustained exploration of Austen's craft in presenting these women and their way of life.
- Offers a confident and lucidly argued interpretation. In addition to a thorough exploration of the statement, a sophisticated personal response may be offered.

(40)

Total 40 marks

7.

EITHER

- (a) Do you agree with the view that this novel is much more than just a love story? Refer closely to the novel to support your answer.

Range 1
3-10

- Makes some simple statements about the novel.
- Makes some basic relevant comments and refers to some incidents in the novel.

Range 2
11-20

- Works through a straightforward understanding of the text to address the question. May comment on other themes, in addition to love.
- Begins to use the text to develop ideas. Offers a reasoned response to the question.

Range 3
21-30

- Uses specific details, chosen appropriately, to address the question. May begin to focus on various themes in addition to love.
- An overview of the text will be evident. May demonstrate an awareness of Sijie's craft.

- Range 4**
31-40
- A full understanding of the text will be evident. May give a sustained and developed analysis of the question. May show an appreciation of Sijie’s craft.
 - Offers a confident and lucidly argued interpretation. May offer sophisticated arguments either in support of, or to challenge, the aptness of the assertion.
- (40)**

OR

(b) **How is the relationship between the village headman and the boys shown to develop over the course of the novel?**

- Range 1**
3-10
- Makes some simple statements about the village headman and the boys.
 - Makes some basic relevant comments about their relationship.
- Range 2**
11-20
- Works through a straightforward understanding of the text to address the question. Begins to link the village headman and the boys.
 - Begins to use the text to develop ideas. May select certain details which show how their relationship develops.
- Range 3**
21-30
- Uses specific details, chosen appropriately, to address the question directly. May show an appreciation of the significance of other characters in their relationship.
 - An overview of the text will be evident. May demonstrate an awareness of Sijie’s characterisation.
- Range 4**
31-40
- A full understanding of the text will be evident. May give a sustained and developed analysis of how and why their relationship evolves.
 - Offers a confident and lucidly argued interpretation. May offer an exploration of Sijie’s craft, as well as a sophisticated personal response.
- (40)**

Total 40 marks

8. EITHER

(a) **How is Leela’s headmaster shown to affect the lives of his own family, his pupils and Krishna?**

- Range 1**
3-10
- Makes some simple statements about the headmaster.
 - Makes some basic relevant comments about his relationships.
- Range 2**
11-20
- Works through a straightforward understanding of the text to address the question. May comment on how he affects his family, his pupils and Krishna.
 - Begins to use the text to develop ideas. May identify some textual examples, which exemplify how he affects their lives.

- Range 3**
21-30
- Uses specific details, chosen appropriately, to address the question directly. May begin to contrast how he affects his family, his pupils and Krishna.
 - An overview of the text will be evident. May show an insight into Narayan's characterisation.
- Range 4**
31-40
- A full understanding of the text will be evident. May give a sustained and developed analysis of why and how he affects them.
 - Offers a confident and lucidly argued interpretation. May offer an analysis of Narayan's craft in developing the character, demonstrating a sophisticated personal response. (40)

OR

- (b) **'The English Teacher** portrays a happy marriage between Susila and Krishna.' How far do you agree with this statement?

- Range 1**
3-10
- Makes some simple statements about Susila and Krishna.
 - Makes some basic relevant comments about their marriage.
- Range 2**
11-20
- Works through a straightforward understanding of the text to address the question. May comment on the happiness of their marriage.
 - Begins to use the text to develop ideas. Offers a response to the statement.
- Range 3**
21-30
- Uses specific details, chosen appropriately, to address the question directly. May give a focused account on how Narayan portrays their marriage.
 - An overview of the text will be evident. May provide a reasoned response evaluating how far they agree with this statement.
- Range 4**
31-40
- A full understanding of the text will be evident. May offer a sustained and developed analysis of the statement, as well as giving a sophisticated personal response.
 - Offers a confident and lucidly argued interpretation. May offer an analysis of Narayan's craft in his portrayal of their marriage. (40)

Total 40 marks

9.

EITHER

(a) **How are Mrs Nanga and Edna presented in this novel?**

- Range 1**
3-10
- Makes some simple statements about Mrs Nanga.
 - Makes some basic relevant comments about Edna.
- Range 2**
11-20
- Works through a straightforward understanding of the text to address the question. May offer some comment on how Mrs Nanga and Edna are presented.
 - Begins to use the text to develop ideas. May start to link the two characters.
- Range 3**
21-30
- Uses specific details, chosen appropriately, to address the question directly. May begin to compare and contrast Mrs Nanga and Edna.
 - An overview of the text will be evident. May show some insight into Achebe's presentation of the two characters.
- Range 4**
31-40
- A full understanding of the text will be evident. May offer an analysis of Achebe's craft in developing the characters.
 - Offers a confident and lucidly argued interpretation. In addition to a thorough examination of their presentation, a sophisticated personal response may be given.

(40)

OR

(b) **'Corruption isn't a crime; it's a way of life.' How is the theme of corruption presented in *A Man of the People*?**

- Range 1**
3-10
- Makes some simple statements about corruption.
 - Makes some basic relevant comments about corruption.
- Range 2**
11-20
- Works through a straightforward understanding of the text to address the question. May offer some comment on how corruption is presented.
 - Begins to use the text to develop ideas. May start to offer a personal response to the statement.
- Range 3**
21-30
- Uses specific details, chosen appropriately, to address the question directly. May begin to explore the statement and offer a reasoned personal response.
 - An overview of the text will be evident. May show some insight into Achebe's presentation of corruption.

- Range 4**
31-40
- A full understanding of the text will be evident. May offer an analysis of Achebe's craft in presenting corruption in this way.
 - Offers a confident and lucidly argued interpretation. In addition to a thorough examination of the statement, a sophisticated personal response may be given.
- (40)**

Total 40 marks

- 10. EITHER**
- (a) **Compare and contrast the ways in which nature and the environment are presented in *Footprints*, and the ways in which these subjects are presented in one other story from the collection.**

- Range 1**
3-10
- Makes some simple statements about nature.
 - Makes some basic relevant comments about the environment.

- Range 2**
11-20
- Works through a straightforward understanding of the text to address the question. May begin to show how nature and the environment are presented.
 - Begins to use the text to develop ideas. May start to link how the writers have presented nature and the environment.

- Range 3**
21-30
- Uses specific details, chosen appropriately, to address the question directly. May begin to compare and/or contrast the ways in which nature and the environment are presented.
 - An overview of the text will be evident. May show some analysis of the writers' presentations.

- Range 4**
31-40
- A full understanding of the text will be evident. May offer an examination of the writers' craft in presenting nature and the environment and comment on their effectiveness.
 - Offers a confident and lucidly argued interpretation. May compare and contrast the two presentations and offer a sophisticated personal response.

If a candidate writes about only one short story, the maximum mark that can be awarded is 28. **(40)**

OR

- (b) Money seems to be very important to Mr Sookhoo in *Mr Sookhoo and the Carol Singers*. Choose another character from any other story in the collection that is also affected by money matters. Show how money is made to seem so important to Mr Sookhoo and your other character.

Range 1

3-10

- Makes some simple statements about money.
- Makes some basic relevant comments about characters who are affected by money.

Range 2

11-20

- Works through a straightforward understanding of the text to address the question. May begin to link the two chosen characters.
- Begins to use the text to develop ideas. May start to comment on how the characters are affected by money matters.

Range 3

21-30

- Uses specific details, chosen appropriately, to address the question directly. May begin to compare and/or contrast the ways in which the characters are presented.
- An overview of the text will be evident. May show some analysis of the writers' presentations.

Range 4

31-40

- A full understanding of the text will be evident. May offer an examination of the writers' craft in presenting the characters and how they are affected by money matters and comment on their effectiveness.
- Offers a confident and lucidly argued interpretation. May compare and contrast the two presentations and offer a sophisticated personal response.

If a candidate writes about only one short story, the maximum mark that can be awarded is 28.

(40)

Total 40 marks

Paper 2: Poetry
Section A

1. EITHER
- (a) Compare *Poem at Thirty-Nine* with *Plena Timoris*, showing how successful you think each poem is in expressing one person's feelings for another. In your answer you may like to include some or all of the following:
- the feelings expressed by each poet
 - the way(s) in which the poets present similar or different feelings
 - the way(s) the poets use language.
- Range 1** 3-10
- Makes some simple comments about feelings.
 - Makes some basic relevant comments about one person's feelings for another.
- Range 2** 11-20
- Works through a straightforward understanding of the poems to address the question. May start to explore one person's feelings for another.
 - Begins to use the poems to develop ideas. May begin to link the two poems.
- Range 3** 21-30
- Uses specific detail, chosen appropriately, to address the question directly. May begin to compare and contrast the poems.
 - An overview of the poems is evident. May offer explicit comments on each poet's skill in writing about feelings.
- Range 4** 31-40
- A full understanding of the poems is evident. May differentiate between each poem, reflecting on the techniques used by each poet to explore the feelings.
 - Offers a confident and lucidly argued interpretation. May offer a mature evaluation of each poem and a sophisticated personal response.

If a candidate writes about only one poem, the maximum mark that can be awarded is 28.

(40)

OR

(b) Choose two poems from the Poetry Anthology which deal with important changes in people's lives. Write about the treatment of these themes in your two chosen poems. In your answer you may like to include some or all of the following:

- the importance of theme(s) presented in each case, and how lives are affected
- each poet's attitude to this theme
- the ways the poets use language.

Range 1 • Makes some simple comments about changes.
3-10 • Makes some basic relevant comments about changes in people's lives.

Range 2 • Works through a straightforward understanding of
11-20 the poems to address the question. May start to explore changes in people's lives.
• Begins to use the poems to develop ideas. May begin to link the two poems.

Range 3 • Uses specific detail, chosen appropriately, to
21-30 address the question directly. May begin to compare and contrast the poems.
• An overview of the poems is evident. May offer explicit comments on each poet's skill in writing about changes.

Range 4 • A full understanding of the poems is evident. May
31-40 differentiate between each poem, reflecting on the techniques used by each poet to explore the changes.
• Offers a confident and lucidly argued interpretation. May offer a mature evaluation of each poem and a sophisticated personal response.

If a candidate writes about only one poem, the maximum mark that can be awarded is 28.

(40)

Total 40 marks