

# **Mark Scheme with Examiners' Report**

## **GCE O Level English Literature (7171)**

January 2005

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# ENGLISH LITERATURE 7171, MARK SCHEME

Marking Grid for Section A: Drama		
Band	Assessment Objective	Candidates:
Band 1 1-8 marks	AO 1	<ul style="list-style-type: none"> <li>Show limited knowledge of the play</li> <li>Use some relevant material in the answer</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>Understand some of the themes, plot and characterisation as appropriate</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>Respond to some parts of the question</li> <li>Cover a limited number of points</li> <li>Write some simple statements</li> <li>Show some evidence of enjoyment or personal response</li> <li>Demonstrate basic literacy</li> </ul>
Band 2 9-16 marks	AO 1	<ul style="list-style-type: none"> <li>Show a basic knowledge of the play</li> <li>Use mostly relevant material in the answer</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>Demonstrate a general understanding of the themes, plot and characterisation as appropriate</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>Attempt all parts of the question</li> <li>Write a limited number of points in answer to all parts of the question</li> <li>Make some clear statements</li> <li>Demonstrate some engagement with the play</li> <li>Demonstrate the ability to communicate simply but clearly</li> </ul>
Band 3 17-24 marks	AO 1	<ul style="list-style-type: none"> <li>Show a sound knowledge of the play</li> <li>Use only relevant material in the answer</li> <li>Make some use of close reference and quotations to support points-made</li> <li>Show some explicit or implicit insights into the social and historical influences on the play</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>Demonstrate a clear understanding of and response to the terms of the question</li> <li>Write an identifiable number of appropriate points in answer to all parts of the question</li> <li>Convey ideas clearly</li> <li>Demonstrate engagement with the play by offering personal opinions which are substantiated</li> <li>Demonstrate ability to use clear and accurate English</li> <li>Write in a lively and well informed manner</li> </ul>
Band 4 25-32 marks	AO 1	<ul style="list-style-type: none"> <li>Show a detailed knowledge of the play</li> <li>Use only relevant material in the answer</li> <li>Make good use of close reference and quotations</li> <li>Demonstrate good understanding of social, historical and cultural influences on the play</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>Show a sensitive and well informed personal understanding and appreciation of themes, plot characterisation and dramatic features of the play</li> <li>Show evidence of personal insights into the playwright's use of language, style and dramatic technique</li> <li>Present points in a focused and analytical manner</li> <li>Show ability to use some technical vocabulary in analysis of the play</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>Write clearly identifiable points which are appropriate to the question</li> <li>Convey ideas coherently</li> <li>Demonstrate close engagement with the play by responding with an informed personal evaluation</li> <li>Demonstrate ability to use English with confidence</li> <li>Write in a lively and very well informed manner</li> </ul>

Band 4 25-32 marks	AO 1	<ul style="list-style-type: none"> <li>Show a detailed knowledge of the poem(s)</li> <li>Use only relevant material in the answer</li> <li>Make good use of close reference and quotations</li> <li>Demonstrate good understanding of social, historical and cultural context of the poem(s)</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>Show a sensitive and well informed personal understanding and appreciation of meaning</li> <li>Show an awareness of alternative meanings where appropriate</li> <li>Show evidence of personal insights into the poem(s) use of language and style</li> <li>Present points in a focused and analytical manner</li> <li>Show ability to use some technical vocabulary in analysis of the poem(s)</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>Write with a clear focus on the terms of the question</li> <li>Write clearly identifiable points which are appropriate to the question</li> <li>Convey ideas coherently</li> <li>Demonstrate close engagement with the poem(s) by responding with an informed personal evaluation</li> <li>Demonstrate ability to use English with confidence</li> <li>Write in a lively and very well informed manner</li> </ul>
Band 5 33-40 marks	AO 1	<ul style="list-style-type: none"> <li>Show a highly detailed knowledge of the poem(s)</li> <li>Use only relevant material in the answer</li> <li>Make highly skilled use of close reference and quotations</li> <li>Demonstrate clearly informed insight into the social historical and cultural content of the poem(s)</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>Show a sensitive, mature and critical understanding and appreciation of meaning</li> <li>Show evidence of a sophisticated appreciation of poet's use of language and style</li> <li>show ability to use technical vocabulary in analysing poem(s)</li> <li>demonstrate analytical interpretative skills</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>write with clear focus on the terms of the question</li> <li>write clearly identifiable points</li> <li>convey ideas coherently and with conviction</li> <li>demonstrate an informed and well argued personal response</li> <li>demonstrate ability to use English with confidence and flair</li> </ul>

<b>Marking Grid for Section C: Prose Pre-1950 and Section D: Prose Post-1950</b>		
Band	Assessment Objective	Candidates:
Band 1 1-8 marks	AO 1	<ul style="list-style-type: none"> <li>show limited knowledge of the text</li> <li>use some relevant material in the answer</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>understand some of the themes, events, and characters in the text as appropriate</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>respond to some parts of the question</li> <li>cover a limited number of points</li> <li>write some simple statements</li> <li>show some evidence of enjoyment or personal response</li> <li>demonstrate basic literacy</li> </ul>
Band 2 9-16 marks	AO 1	<ul style="list-style-type: none"> <li>show a basic knowledge of the text</li> <li>use mostly relevant material in the answer</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>demonstrate a general understanding of themes, events and characters in the text as appropriate</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>attempt all parts of the question</li> <li>write a limited number of points in answer to all parts of the question</li> <li>make some clear statements</li> <li>demonstrate some engagement with the text</li> <li>demonstrate the ability to communicate simply but clearly</li> </ul>

## Section A: Drama

### MACBETH

1. (a) (i) A close analysis of Malcolm's speech is required here.  
(ii) Candidates must have clear viewpoints which they are able to present in a convincing manner and with close reference to the passage.
- (b) More than straightforward character studies are required. Candidates must write about the similarities and differences between the two characters.
- (c) An imaginative or creative answer is not expected but rather an answer which is firmly based in the text. A detailed knowledge of all that has affected Lady Macbeth until this point is required.

### ROMEO AND JULIET

2. (a) (i) Candidates must concentrate on what is learnt from the words and behaviour of the couple in this passage.  
(ii) Candidates must show an appreciation of Shakespeare's techniques and use of language.
- (b) Candidates must produce more than straightforward character studies. The focus of the answer must be on the characters' functions and the candidates' responses to the characters.
- (c) An imaginative or creative answer is not required but rather an answer which is firmly based in the text. Candidates should be detailed in their responses.

### R C SHERRIFF: JOURNEY'S END

3. (a) (i) An appreciation of all that is said and unsaid is required here.  
(ii) It must be evident in this answer that candidates have considered the passage as a piece of drama enacted on stage.
- (b) Candidates must be clear in their understanding of the impression of war that Sherriff wanted his audience to have. A careful choice of events must be made to illustrate the point made.
- (c) An imaginative or creative answer is not required here but rather an answer which is firmly based in the text. Both parts of the task must be completed.

**ALDOUS HUXLEY: BRAVE NEW WORLD**

10. (a) Candidates are entitled to their own opinions but they must substantiate them with close reference to the text.
- (b) The importance of both truth and happiness must be fully explored.

**JANE AUSTEN: NORTHANGER ABBEY**

11. (a) Candidates should present close knowledge of the opening of the novel and the ways that Catherine is presented. This answer should be written in the context of considering Catherine to be the heroine of the novel
- (b) Beware of straightforward descriptions of place. Expect an understanding of the way in which the environments affect character and action.

**F SCOTT FITZGERALD: THE GREAT GATSBY**

12. (a) Candidates may express their own opinions as long as they are substantiated with close reference to the text.
- (b) An imaginative or creative answer is not expected but rather an answer which is firmly based in the text. Expect detailed knowledge of the day in question.

**Section D: Prose Post-1950**

**MILDRED TAYLOR: ROLL OF THUNDER, HEAR MY CRY**

13. (a) Candidates must ensure that they remain focused on the terms of the question. The behaviour of the adults and their effect on the children must be clearly delineated.
- (b) A careful choice of episodes must be made. Look for an understanding of the theme of justice.

**GITA MEHTA: A RIVER SUTRA**

14. (a) Candidates must be able to illustrate an understanding of the influence of religion, particularly on characters' lives.
- (b) Candidates must be able to justify their choice of characters and show how they are cruel. The second part of the question must also be addressed in full.

**NADINE GORDIMER: JULY'S PEOPLE**

15. (a) Candidates must make a careful choice of incidents to illustrate their discussion.
- (b) Candidates' responses must be accepted but close references to the text must be made to substantiate opinions.

# ENGLISH LITERATURE 7171, CHIEF EXAMINER'S REPORT

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## General Comments

There were very few candidates entered for this session. It was evident in some cases that candidates did not know what was expected of them in such an examination. It has to be said once again that teachers must ensure that candidates are fully prepared to enter the examination or, if candidates enter themselves privately, they must have familiarised themselves with the demands of the paper.

## Section A - Drama

The most popular texts were, once again, the two Shakespeare plays. There were no responses on 'Journey's End' and only a few on 'The Glass Menagerie'.

### Question 1

- (a) This was not a very popular question and there were not many responses to it.
- (b) This was the most popular question. Weaker candidates wrote two character studies without any attempt to compare and contrast the two characters. It is very important that candidates pay close attention to the terms of the question.
- (c) The empathetic question requires candidates to write as if they were the character in question. Candidates must show a strong knowledge of the text and be able to use it to fit the question. Very few candidates attempted this question.

### Question 2

- (a) Far too many candidates who answered this question simply summarised what Romeo and Juliet say in this passage. Very few references were made to the language in answer to part (ii) and this part of the question was largely ignored.
- (b) This was the most popular question and candidates did make an effort to explain the characters' functions. However, there was not always very much in response to the direction to write about the impression that these characters had made on the candidates.
- (c) Very few candidates responded to this question.

## Section B - Poetry

### Question 5

This was quite a popular question. Once again far too many responses were essentially paraphrases of parts of the poem. There were some responses which clearly showed that the candidates had not been able to access the poem at any level and it is difficult to understand why this question had been chosen. Candidates are reminded that the bullet points are there to assist them and attention should be paid to them.

### Question 6

This was quite a popular choice but most candidates who attempted the question were unable to explain in any depth why they thought that the poem continues to be popular and enjoyable.

### Question 7

There were very few responses to this question.

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