

# Mark Scheme (Results)

## Summer 2008

GCE O Level

### GCE O Level English Literature (7171/01)

SECTION A: Drama  
Julius Caesar

Question number	Indicative content	Mark
1(a)i)	<p><b>Higher band responses</b> engage closely with the question posed and explore in detail Antony's persuasive techniques.</p> <p><b>Lower band responses</b> may provide general points and may not closely relate to the extract given.</p>	(40)
1(a)ii)	<p><b>Higher band responses</b> engage closely with the question posed and justify opinions offered.</p> <p><b>Lower band responses</b> may consist of general statements and observations in relation to Brutus' character.</p>	

Question number	Indicative content	Mark
1(b)	<p><b>Higher band candidates</b> present an argument and develop points in detail. Personal views should be supported with close reference to the text.</p> <p><b>Lower band candidates</b> may offer an opinion but there will be little justification of views and points will tend to be general.</p>	(40)

Question number	Indicative content	Mark
1(c)	<p><b>Higher band candidates</b> present an argument and develop points in detail. Personal views should be supported with close reference to the text.</p> <p><b>Lower band candidates</b> may put forward named characters to be seen as hero or villain but there will be little justification of their personal opinions. Answers will tend to be general.</p>	(40)

## The Taming of the Shrew

Question number	Indicative content	Mark
2(a)i)	<p><b>Higher band candidates</b> focus closely on the question posed and explore methods used to portray Katherina's character and how others respond to her.</p> <p><b>Lower band candidates</b> may offer straightforward points and character studies.</p>	(40)
2(a)ii)	<p><b>Higher band candidates</b> may offer detailed analysis of methods used to present Katherina. Close reference to the play will be evident.</p> <p><b>Lower band candidates</b> may offer general statements about Katherina's character, possibly lapsing into character study.</p>	

Question number	Indicative content	Mark
2(b)	<p><b>Higher band responses</b> engage with the issue of disguise and its function in the play, considering its success or otherwise. There will be close reference to appropriate scenes involving disguise.</p> <p><b>Lower band responses</b> may offer general comments about the use of disguise and may rely on narrating examples of where disguise is used rather than examining the issue of success.</p>	(40)

Question number	Indicative content	Mark
2(c)	<p><b>Higher band candidates</b> present an argument and develop points in detail. Personal views should be supported with close reference to the text.</p> <p><b>Lower band candidates</b> may provide a narrative account of serious and / or comic moments and there will be little justification of their personal opinions. Answers will tend to be general.</p>	(40)

## The Winslow Boy

Question number	Indicative content	Mark
3(a)i)	<p><b>Higher band candidates</b> may explore in detail the methods used to create tension with close reference to the extract.</p> <p><b>Lower band candidates</b> may make some general observations.</p>	
3(a)ii)	<p><b>Higher band candidates</b> may discuss in detail the contribution made by Desmond and John to the play as a whole.</p> <p><b>Lower band candidates</b> may offer general statements and may offer character studies.</p>	
		(40)

Question number	Indicative content	Mark
3(b)	<p><b>Higher band candidates</b> present an argument and develop points in detail. Personal views should be supported with close reference to the text. A number of characters will be discussed.</p> <p><b>Lower band candidates</b> may offer an opinion but points will tend to be general and unsubstantiated. Candidates may only refer to one or two characters.</p>	

Question number	Indicative content	Mark
3(c)	<p><b>Higher band candidates</b> present an argument and develop points in detail. Personal views should be supported with close reference to the text. A number of characters will be discussed.</p> <p><b>Lower band answers</b> may provide general statements and / or lapse into a character study of Sir Richard Morton. There will be little justification of their personal opinions.</p>	

## The Glass Menagerie

Question number	Indicative content	Mark
4(a)i)	<p><b>Higher band responses</b> may closely explore the purpose of the stage directions in this scene. Personal opinions will be justified with close reference to the text.</p> <p><b>Lower band responses</b> may only address one or two aspects of the stage directions. Points made will be general and show limited understanding of how directions can illuminate aspects of character and so on.</p>	(40)
4(a)ii)	<p><b>Higher band candidates</b> may provide a detailed analysis of the text in their presentation of what is portrayed about Amanda and Tom's relationship.</p> <p><b>Lower band candidates</b> may offer general statements and observations about the relationship. There will be limited reference to the text.</p>	

Question number	Indicative content	Mark
4(b)	<p><b>Higher band candidates</b> may explore in detail the purpose and effect of music in the play.</p> <p><b>Lower band candidates</b> may offer simple observations, with little development of ideas.</p>	(40)

Question number	Indicative content	Mark
4(c)	<p><b>Higher band candidates</b> engage closely with the question and explore in detail the ways in which the theme of memory is presented. Points made will be supported with close reference to the text.</p> <p><b>Lower band candidates</b> may show some understanding of how memory is a theme in the play and how it appears in the play. Yet points made will tend to be general.</p>	(40)

## SECTION B: Poetry

### Unseen Poem: Blackberry Picking

Question number	Indicative content	Mark
5	<p><b>Higher band candidates</b> will provide a critical appreciation of the poem which analyses a number of methods used by the poet. The answer may offer personal interpretation but points offered will be supported with close reference to the poem.</p> <p><b>Lower band candidates</b> may offer a summary of the poem and there may be some misunderstanding evident. Some poetic devices may be identified but their purpose will not be explored.</p>	(40)

### Edexcel Poetry Anthology

Question number	Indicative content	Mark
6	<p><b>Higher band candidates</b> will have selected two appropriate poems and focus on exploring the similarities and differences in the methods used to address love by their chosen poets.</p> <p><b>Lower band candidates</b> may simply summarise both poems. Points made will be general.</p>	(40)

Question number	Indicative content	Mark
7	<p><b>Higher band candidates</b> should demonstrate a good understanding of the poem and focus on the issue of the <b>success</b> with which MacNeice has portrayed danger and corruption.</p> <p><b>Lower band candidates</b> may make general statements about the poem and may not address the focus of the question.</p>	(40)

SECTION C: Prose (Pre-1950)

Hardy: Far From The Madding Crowd

Question number	Indicative content	Mark
8(a)	<p><b>Higher band candidates</b> present an argument and develop points in detail. Personal views should be supported with close reference to the text. A number of characters will be discussed.</p> <p><b>Lower band candidates</b> may offer an opinion but points about Bathsheba will tend to be general.</p>	(40)

Question number	Indicative content	Mark
8(b)	<p><b>Higher band candidates</b> fully engage with the task showing good understanding of the characters. The response will be firmly based on events in the text.</p> <p><b>Lower band candidates</b> may offer a limited response which shows some understanding of the character. Response often more creative rather than based closely on the events in the novel.</p>	(40)

19<sup>th</sup> Century Short Stories

Question number	Indicative content	Mark
9(a)	<p><b>Higher band candidates</b> will focus on the issue of success in creating tension and suspense. There will be some exploration of methods and close textual reference.</p> <p><b>Lower band candidates</b> will tend to make straightforward comments.</p>	(40)

Question number	Indicative content	Mark
9(b)	<p><b>Higher band candidates</b> will focus on <b>how</b> the writers have made their stories entertaining. There will be some exploration of methods and close textual reference.</p> <p><b>Lower band candidates</b> may make general comments about how the stories are entertaining and may rely on retelling the story.</p>	(40)

## Huxley: Brave New World

Question number	Indicative content	Mark
10(a)	<p><b>Higher band candidates</b> may focus on why and how Huxley includes some elements of humour. Candidates are free to express their own views but points made should be well supported by textual reference.</p> <p><b>Lower band candidates</b> may make general points citing some straightforward examples of humour in the novel.</p>	(40)

Question number	Indicative content	Mark
10(b)	<p><b>Higher band candidates</b> will show a detailed understanding of Linda's character and engage closely with the question. Personal views will be supported with textual evidence.</p> <p><b>Lower band candidates</b> may provide a straightforward character study of Linda's character with a limited attempt to engage with the question.</p>	(40)

## Austen: Northanger Abbey

Question number	Indicative content	Mark
11(a)	<p><b>Higher band candidates</b> will show a detailed understanding of General Tilney's character and engage closely with the question. Personal views will be supported with textual evidence.</p> <p><b>Lower band candidates</b> may provide a straightforward character study of General Tilney's character, with a limited attempt to engage with the question.</p>	(40)

Question number	Indicative content	Mark
11(b)	<p><b>Higher band candidates</b> will focus on the issue of young people and their emotions and the different methods of presenting this issue. A range of examples from the text will be cited and discussed.</p> <p><b>Lower band candidates</b> may only offer general points with limited textual reference. There may also be a tendency to provide narrative.</p>	(40)



## Fitzgerald: The Great Gatsby

Question number	Indicative content	Mark
12(a)	<p><b>Higher band candidates</b> will show a detailed understanding of Daisy's impact. Personal views will be supported with close reference to the text.</p> <p><b>Lower band candidates</b> may make general comments about Daisy, perhaps lapsing into a character study.</p>	(40)

Question number	Indicative content	Mark
12(b)	<p><b>Higher band candidates</b> may provide a detailed response in which they examine a range of features of American society and explain how their understanding has increased.</p> <p><b>Lower band candidates</b> may tend to offer general observations about a few aspects of American society.</p>	(40)

SECTION D: Prose Post-1950

Braithwaite: To Sir, With Love

Question number	Indicative content	Mark
13(a)	<p><b>Higher band candidates</b> may focus closely on the issues posed by the question, showing detailed understanding of the themes in the novel. There will be a clear attempt to address the issue of success and close reference to the text.</p> <p><b>Lower band candidates</b> may offer straightforward comments about themes and there will be some attempt to answer the question posed.</p>	(40)

Question number	Indicative content	Mark
13(b)	<p><b>Higher band candidates</b> fully engage with the task showing good understanding of the characters. The response will be firmly based on events in the text.</p> <p><b>Lower band candidates</b> may give a limited response which shows some knowledge of the characters. Response often more creative rather than based closely on the events in the novel.</p>	(40)

Desai: Village By The Sea

Question number	Indicative content	Mark
14(a)	<p><b>Higher band candidates</b> demonstrate an understanding of how village life is presented. Points made should be detailed and supported with close textual reference.</p> <p><b>Lower band candidates</b> may tend to offer general observations about village life in the novel.</p>	(40)

Question number	Indicative content	Mark
14(b)	<p><b>Higher band candidates</b> focus on the characters mentioned in the question and examine in detail their role in the novel. Personal views on the characters will be supported with close reference to the text.</p> <p><b>Lower band candidates</b> may be general and contain limited substantiation with reference to the text. Candidates may focus on some characters more than others.</p>	(40)

### Achebe: Things Fall Apart

Question number	Indicative content	Mark
15(a)	<p><b>Higher band candidates</b> focus closely on the events and themes. Two folk tales may be explored in depth with close reference to the text.</p> <p><b>Lower band candidates</b> will tend to be general and may not address both aspects of the question.</p>	(40)

Question number	Indicative content	Mark
15(b)	<p><b>Higher band candidates</b> engage with the question and discuss the impact of the arrival of the missionaries. Candidates will support their ideas with close reference to the text.</p> <p><b>Lower band candidates</b> may offer simple comments about the missionaries.</p>	(40)

### Durrell: My Family and Other Animals

Question number	Indicative content	Mark
16(a)	<p><b>Higher band candidates</b> may refer in detail to a few examples in the novel and consider how they are found to be realistic. Personal views should be supported with close reference to the text.</p> <p><b>Lower band candidates</b> will tend to retell events. There may be some general statements regarding the realism of the portrayal of the family.</p>	(40)

Question number	Indicative content	Mark
16(b)	<p><b>Higher band candidates</b> may focus on methods used by the author to make his characters the same or different. There will be close reference to the text to support points made.</p> <p><b>Lower band candidates</b> will tend to provide simple character studies.</p>	(40)

## Wyndham: The Chrysalids

Question number	Indicative content	Mark
17(a)	<p><b>Higher band candidates</b> may engage closely with how conflict is shown citing a range of appropriate examples from the text to support views.</p> <p><b>Lower band candidates</b> may focus on one or two examples of conflict but points made may rely on narrative rather than an examination of how conflict is shown.</p>	(40)

Question number	Indicative content	Mark
17(b)	<p><b>Higher band candidates</b> consider the presentation of the theme of intolerance. There will be detailed exploration of methods and close textual reference.</p> <p><b>Lower band candidates</b> may offer general points, and rely on repeating descriptions with limited comment on their effect.</p>	(40)