

Mark Scheme (Results)

Summer 2010

IGCSE

O Level English Literature (7171) Paper 01

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SECTION A: Drama
Julius Caesar

Question number	Indicative content	Mark
1(a)(i)	<p>Higher band responses engage should explore in detail the methods used to create tension. Close reference to the extract should be evident.</p> <p>Lower band responses offer general points and may not closely relate to the extract given.</p>	(40)
Question number	Indicative content	
1(a)(ii)	<p>Higher band responses should refer to two moments from the play and explain why they are considered memorable. Personal views should be supported with close textual reference.</p> <p>Lower band responses may consist of general points and only refer to one moment in detail.</p>	

Question number	Indicative content	Mark
1(b)	<p>Higher band responses engage closely with the question and develop points in detail with close textual reference.</p> <p>Lower band responses may offer an opinion but points will tend to be general statements about Caesar's assassination.</p>	(40)

Question number	Indicative content	Mark
1(c)	<p>Higher band responses fully engage with the task showing good understanding of the character. The response will be firmly based on events in the text.</p> <p>Lower band responses may offer a limited response which is often more creative rather than based closely on the events in the play.</p>	(40)

The Taming of the Shrew

Question number	Indicative content	Mark
2(a)(i)	<p>Higher band responses should explore in detail the methods used to present the relationship between Grumio and Curtis in the extract. Close textual reference should be evident.</p> <p>Lower band responses may offer general points about one or both characters.</p>	
Question number	Indicative content	
2(a)(ii)	<p>Higher band candidates should offer a detailed consideration of the role of servants in the play as a whole.</p> <p>Lower band candidates may offer general points about servants.</p>	(40)

Question number	Indicative content	Mark
2(b)	<p>Higher band responses should engage closely with the question. Personal views should be supported with close textual reference.</p> <p>Lower band responses may provide very general comments about love and money.</p>	(40)

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

The Winslow Boy

Question number	Indicative content	Mark
3(a)(i)	<p>Higher band responses explore in detail the methods used to create tension between family members in this extract. Close reference to the extract should be evident.</p> <p>Lower band responses may offer general points about the Winslow family.</p>	
Question number	Indicative content	
3(a)(ii)	<p>Higher band responses should engage closely with the question. Personal views should be supported with close reference to the text. A good understanding of Dickie's character should be evident.</p> <p>Lower band responses may provide general points and possibly lapse into a character study of Dickie.</p>	(40)

Question number	Indicative content	Mark
3(b)	<p>Higher band responses should engage closely with the question and explore in detail the ways in which the position of women is presented. Points made will be supported with close reference to the text.</p> <p>Lower band responses may offer general points about women in the play.</p>	(40)

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

The Glass Menagerie

Question number	Indicative content	Mark
4(a)(i)	<p>Higher band responses should explore in detail the methods used to create tension. Close reference to the extract should be evident.</p> <p>Lower band responses offer general points and may not closely relate to the extract given.</p>	
Question number	Indicative content	
4(a)(ii)	<p>Higher band responses engage closely with the question showing consideration of both possible reactions to Amanda's character. Points made will be supported with close reference to the text.</p> <p>Lower band candidates may offer general points about Amanda's character, possibly lapsing into a character study.</p>	(40)

Question number	Indicative content	Mark
4(b)	<p>Higher band responses engage closely with the question and explore in detail the ways in which the theme of responsibility is presented. Points made will be supported with close reference to the text.</p> <p>Lower band responses may offer general points about the theme of responsibility.</p>	(40)

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

SECTION B: Poetry

Unseen Poem: Patrolling Barnegat

Question number	Indicative content	Mark
5	<p>Higher band responses should provide a critical appreciation of the poem which analyses a number of methods used by the poet. Personal interpretation offered will be supported with close reference to the poem.</p> <p>Lower band responses 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>Higher band responses should demonstrate a good understanding of <i>Island Man</i> and their chosen poem and discuss in detail the effects of methods used by both poets to create sympathy for their characters.</p> <p>Lower band responses may make general points about the poems.</p>	(40)

Question number	Indicative content	Mark
7	<p>Higher band responses should have selected two appropriate poems and focus on exploring the methods used to present themes and subject matter in a thought-provoking manner</p> <p>Lower band candidates may simply summarise both poems. Points made will be general.</p>	(40)

SECTION C: Prose (Pre-1950)

Hardy: Far From The Madding Crowd

Question number	Indicative content	Mark
8(a)	<p>Higher band responses engage closely with the question and explore in detail the ways in which love and marriage are presented. Points made will be supported with close reference to the text.</p> <p>Lower band responses may offer general points about love and marriage in the novel</p>	(40)

Question number	Indicative content	Mark
8(b)	<p>Higher band responses should engage closely with the question. Points made should be supported with close textual reference.</p> <p>Lower band responses may provide very general comments about nature in the novel.</p>	(40)

19th Century Short Stories

Question number	Indicative content	Mark
9(a)	<p>Higher band responses should explore in detail the methods used to present unhappy relationships in <i>The Yellow Wallpaper</i> and one other story. Points made will be supported with close textual reference.</p> <p>Lower band responses may offer general points about mood and atmosphere, possibly lapsing into narrative.</p>	(40)

Question number	Indicative content	Mark
9(b)	<p>Higher band responses should engage closely with the question, exploring a range of methods employed in two stories. Points made will be supported with close textual reference.</p> <p>Lower band responses may show general understanding of unhappy relationships, possibly lapsing into narrative.</p>	(40)

Huxley: Brave New World

Question number	Indicative content	Mark
10(a)	<p>Higher band responses explore in detail the methods used to present hopelessness and offer a consideration of the effectiveness of these methods.</p> <p>Lower band responses may offer general points about hopelessness.</p>	(40)

Question number	Indicative content	Mark
10(b)	<p>Higher band responses will focus closely on the question and show an understanding of the role of Helmholtz Watson. Points made should be supported with close reference to the text.</p> <p>Lower band responses will tend to provide general points, possibly lapsing into a character study.</p>	(40)

Austen: Northanger Abbey

Question number	Indicative content	Mark
11(a)	<p>Higher band responses should engage closely with the question. Personal views should be supported with close reference to the text. A good understanding of John Thorpe's character should be evident.</p> <p>Lower band responses may provide general points about John Thorpe, and possibly lapsing into a character study.</p>	(40)

Question number	Indicative content	Mark
11(b)	<p>Higher band responses should engage closely with the question. Points made should be supported with close reference to the text.</p> <p>Lower band responses may provide general points about some entertaining and amusing moments in the novel.</p>	(40)

Fitzgerald: The Great Gatsby

Question number	Indicative content	Mark
12(a)	<p>Higher band responses engage closely with the question showing consideration of Myrtle's character. Points made will be supported with close reference to the text.</p> <p>Lower band candidates may offer general points about Myrtle's character, possibly lapsing into a character study.</p>	(40)

Question number	Indicative content	Mark
12(b)	<p>Higher band responses discuss in detail the way the theme of decay has been explored. Points made will be supported with close textual reference.</p> <p>Lower band responses may offer general points about the theme.</p>	(40)

SECTION D: Prose Post-1950

Braithwaite: To Sir, With Love

Question number	Indicative content	Mark
13(a)	<p>Higher band responses should discuss two of the characters in relation to the question posed with a close focus on the methods used to present them. Points made will be supported with close textual reference.</p> <p>Lower band responses may offer general points about one or two characters, possibly lapsing into a character study.</p>	(40)

Question number	Indicative content	Mark
13(b)	<p>Higher band responses should engage closely with the question. Personal views should be supported with close textual reference.</p> <p>Lower band responses may offer general points about Sir and his success or failure.</p>	(40)

Desai: Village By The Sea

Question number	Indicative content	Mark
14(a)	<p>Higher band responses should explore in detail methods used to present culture and tradition. Points made will be supported with close textual reference.</p> <p>Lower band responses may provide general points about culture and tradition.</p>	(40)

Question number	Indicative content	Mark
14(b)	<p>Higher band responses present a detailed consideration of the statement. Points made will be supported with close reference to the text.</p> <p>Lower band responses may provide general points about themes of the novel.</p>	(40)

Achebe: Things Fall Apart

Question number	Indicative content	Mark
15(a)	<p>Higher band responses engage closely with the question and explore in detail how women are presented in the novel. Points made will be supported with close textual reference.</p> <p>Lower band responses may offer general points about women in the novel.</p>	(40)

Question number	Indicative content	Mark
15(b)	<p>Higher band responses present a detailed consideration of the question. Points made should be supported with close reference to the text.</p> <p>Lower band responses may provide general points about the Igbo clan</p>	(40)

Durrell: My Family and Other Animals

Question number	Indicative content	Mark
16(a)	<p>Higher band responses will explore the methods used to make Spiros memorable. Points made will be supported with close textual reference.</p> <p>Lower band responses may offer general points about Spiros, possibly lapsing into a character study.</p>	(40)

Question number	Indicative content	Mark
16(b)	<p>Higher band responses present a detailed consideration of the question. Points made should be supported with close reference to the text.</p> <p>Lower band responses may provide general points about growing up in the novel.</p>	(40)

Wyndham: The Chrysalids

Question number	Indicative content	Mark
17(a)	<p>Higher band responses present a detailed consideration of the question. Points made should be supported with close reference to the text.</p> <p>Lower band responses may offer general points about the mood of the novel.</p>	(40)

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

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