



LITERATURE IN ENGLISH

9765/03

Paper 3 Comment and Analysis

May/June 2017

MARK SCHEME

Maximum Mark: 50

Published

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This document consists of **7** printed pages.

Question	Answer	Marks
1	<p>Write a critical comparison of the following poems, considering in detail ways in which your responses are shaped by the writers' language, style and form.</p> <p>Candidates should:</p> <p>AO1 – present a clearly written and structured response to the question, referring to the texts and using direct quotation to support points made in comparing them. Many different approaches are possible, but candidates should try to offer a coherent reading of the texts, relating closely to all those aspects which are relevant to the comparison. They may choose to work through A first, followed by a similar examination of B, making comparative references to A as they do so, or they may organise their work thematically, working on aspects of both texts simultaneously. Any approach is acceptable, provided that they write relevantly and do not paraphrase.</p> <p>AO2 – discuss such things as the form and structure of each text, its theme, its use of diction, imagery, tone and mood, and the means by which these are communicated. They might for instance compare the delicacy of the language and its serious tone, or the development of the ideas through the stanzas.</p> <p>AO3a – relate part to whole in relating examples to one another, and in relating specific examples to relevant general patterns of mood and tone in the texts, comparing them as they do so. They should consider contrast as well as comparison. Answers are not expected to be exhaustive, and no particular approach is required – the ability to recognise and create connections in a structured way to answer the question is being looked for.</p> <p>AO4 – discuss the various literary, social and cultural contexts of the texts, together with their characteristic concerns and method, considering to what extent they might be exemplified here.</p>	25

Question	Answer	Marks
2	<p>Write a critical appreciation of the following extract, making clear your view of its dramatic method and effectiveness.</p> <p>Candidates should:</p> <p>AO1 – present a clear and organised response to the question, referring to the passage and using direct quotation to support points made in analysing it. Many different approaches are possible, but candidates should try to offer a coherent reading of the passage, making clear their view of its literary and dramatic qualities.</p> <p>AO2 – Discuss the form and structure of the passage, its use of stage directions and the development of character and theme. Candidates might for instance discuss Mrs Stevenson’s growing confusion and distress, contrasted with the brusque impatience of the operator, or the audience’s understanding contrasted with that of Mrs Stevenson.</p> <p>AO3a – relate part to whole in a detailed discussion of the passage, including opinions about its effectiveness. Many approaches are possible, all equally valid, provided that connections are made and justified in an organised manner.</p> <p>AO4 – discuss the literary, social and cultural contexts visible in the passage, including for instance the client/employer relationship between Mrs Stevenson and the operator, or the description of the mysterious figure who answers the phone.</p>	25

Question	Answer	Marks
3	<p>Write a critical appreciation of the following passage, making clear ways in which your responses are shaped by the writer’s language, style and form.</p> <p>Candidates should:</p> <p>AO1 – present a clear and organised response to the question, referring to the passage and using direct quotation to support points made in analysing it. Many different approaches are possible, but candidates should try to offer a coherent reading of the passage, relating closely to all its aspects. They may choose to work through it, offering a running commentary or they may organise their work thematically. Any approach is acceptable provided that they write relevantly and do not paraphrase.</p> <p>AO2 – discuss the structure of the passage and the development of its ideas. They may discuss such things as Evelina’s mortification or the manners of her relatives, leading to an escalation of social embarrassment and regret.</p> <p>AO3a – relate part to whole in a detailed discussion of the passage. Many approaches are possible, all equally valid, provided that connections and justified in an organised manner.</p> <p>AO4 – discuss the literary, social and cultural contexts visible in the passage, including for instance social distinctions and fears.</p>	25

Assessment Objectives for Paper 3

- AO1** Demonstrate competence in the discipline of literary studies through clear written expression, using appropriate terminology and concepts to analyse literary texts
- AO2** Demonstrate detailed critical understanding of the ways in which form, structure and language shape meanings in literary texts
- AO3a** Make connections between part and whole text, between different interpretations of texts within a coherent and informed response to literature
- AO4** Explore the significance of the contexts in which literary texts are written and received
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All Assessment Objectives are equally weighted, and all are considered in assessing each essay.

The question specific notes above describe the area covered by the question and define its key elements as they relate to the AOs. Candidates may answer the question from a wide variety of different angles, using different emphases, and arguing different points of view. There is no one required answer and the notes are not exhaustive. However, candidates must answer the question set and not their own question, and the question specific notes provide the parameters within which markers may expect the discussion to roam.

Each essay is marked out of 25. Use the generic marking scheme levels to find the mark. First place the essay in a level which best describes its qualities, and then at a point within the level.

Level 1 0–1 marks**Some response to the question**

- some response to unseen passages with some limited textual support; analysis may be begun but undeveloped, may not be sustained; expression will convey some basic ideas but may be incoherent at times;
- little or no evidence of the roles of form, structure and language in shaping meaning;
- little or no evidence of connections being drawn between part and whole texts and between extracts in Question 1; little or no evidence of connections made between different interpretations of texts;
- little or no evidence of awareness of the significance of literary/social/cultural context where appropriate to the task.

Level 2 2–5 marks**A basic, mostly relevant response to the question**

- advances an appropriate, if occasionally limited, response to unseen passages making reference to the text to support key points; generally clear written expression employing some critical terminology, conveying ideas within some structure;
- comments appropriately on elements of the roles of form, structure and language in shaping meaning;
- able to give some consideration, which may be narrowly conceived, of the connections between part and whole texts, where relevant, and between extracts in Question 1; occasional evidence of connections made between different interpretations of texts;
- some consideration of literary/social/cultural context where appropriate to the task.

Level 3 6–10 marks**A competent, relevant response to the question**

- advances an appropriate response to unseen passages making reference to the text to support key points; clear written expression employing some critical terminology conveying ideas within a structured argument;
- critical discussion of the roles of form, structure and language in shaping meaning;
- discusses connections between part and whole texts, where relevant, and between extracts in Question 1; appropriate reference made where relevant to different interpretations of texts;
- some relevant consideration of literary/social/cultural context where appropriate to the task.

Level 4 11–15 marks**A proficient response to the question**

- thoughtful, personal response to unseen passages with textual support, both general and detailed; clear expression and appropriate use of critical terminology, conveying complex ideas with effective organisation;
- confident critical discussion of the roles of form, structure and language in shaping meaning;
- discusses connections between part and whole texts confidently, and between extracts in Question 1; comments, where appropriate on possible alternative interpretations;
- some apt consideration of literary/social/cultural context where appropriate to the task.

Level 5 16–20 marks**A very good, focused response to the question**

- thoughtful, personal response to unseen passages with textual support, both general and detailed and possibly some original ideas; fluent concise expression, competent use of critical terminology, conveying complex ideas, well organised;
- assured critical analysis of the roles of form, structure and language in shaping meaning;
- makes insightful connections between part and whole texts as appropriate and between extracts in Question 1; discussion, where appropriate, of possible alternative interpretations;
- consideration of literary/social/cultural context integrated into the analysis.

Level 6 21–25 marks**A sophisticated response to the question**

- exceptionally insightful, personal, original, point of view presented in an argument seamlessly interwoven with textual support; eloquent expression, employing critical terminology with skill, complex ideas succinctly organised; where comparative exercise has been undertaken, employs sophisticated essay structure to elucidate comparisons;
- perceptive and subtle exploration of the roles of form, structure and language in shaping meaning, elucidating debates with tightly analysed evidence;
- makes illuminating connections between part and whole texts where appropriate and between extracts in Question 1; sharply focused analysis and discussion, where appropriate, of possible alternative interpretations;
- well-informed discussion of the significance of literary/social/cultural context where appropriate.