



GCE English Literature

Paper 2: Prose

Summer 2017

Exemplars – Commentaries

QUESTIONS

Question 3

"Compare the ways in which the writers of your two chosen texts present exploitation. You must relate your discussion to the relevant contextual factors."

(Total for Question 3 = 40 marks)

Question 8

"Compare the ways in which the writers of your two chosen texts criticise human behaviour. You must relate your discussion to relevant contextual factors."

(Total for Question 8 = 40 marks)

Question 9

"Compare the ways in which the writers of your two chosen texts present characters who experience anxiety. You must relate your discussion to relevant contextual factors."

(Total for Question 9 = 40 marks)

Question 10

"Compare the ways in which the writers of your two chosen texts examine violence. You must relate your discussion to relevant contextual factors."

(Total for Question 10 = 40 marks)

Question 11

"Compare the ways in which the writers of your two chosen texts present loss. You must relate your discussion to relevant contextual factors."

(Total for Question 11 = 40 marks)

Question 12

"Compare the ways in which the writers of your two chosen texts present women's attempts to find happiness. You must relate your discussion to relevant contextual factors."

(Total for Question 12 = 40 marks)

Ref	Question	Comments	AO1/2 mark	AO3/4 mark
Script 3A	3	A clear and organised response, showing understanding of the writer at work. Links are clear and relevant but quite straightforward. Better than 3b in its engagement with AO2 and the clarity around its discussion of context.	11	10
Script 3B	3	References are made to the texts and some examples are aptly chosen but consistent analysis is lacking and there is little use of terminology. Response is clear enough to merit a mark in Level 3 for AO1 and 2. Links between texts and to contexts show no more than a general awareness: ideas are raised and comparisons mentioned but could have been taken further.	9	8
Script 8A	8	Fluent and convincing, exploring the writer's concerns. Although it doesn't range very widely through the texts and their themes. Links are relevant and sustained.	14	15
Script 8B	8	Quite a sprawling argument but there are moments of clarity and insight, particularly the comments on the form and structure of the texts and narrative elements. References to context are integrated and links between texts are relevant but would have benefitted from further analysis.	10	12
Script 8C	8	The over-use of terminology tends to obfuscate. Although some telling points on detail are made, especially early in the response, there is a loss of clear purpose in the last few pages. This is reflected in the sprawling sentences on the penultimate page. In this latter part, there is a listing of contextual links which sits above the text: analysis of the writer's craft is not consistently applied.	11	11
Script 8D	8	This response covers a lot of ground, showing some discrimination in analysis and shaping a coherent argument. However, analysis could be closer and better sustained and links could be better integrated.	13	12
Script 8E	8	Similar to script 3b. There is a broad discussion without developed analysis. Links between texts are limited in scope and references to context lack detail and precision.	9	8
Script 9A	9	Very general across all the AOs, and examines a very narrow range of examples. References to context are sweeping and lack integration.	8	7
Script 9B	9	The response is fully focused on the question and the candidate is able to construct a controlled, structured argument. The elements of the argument are supported by discriminating reference to context and integrated links between the two 19 th century texts. There is little discussion of 'the nuances and subtleties of the writer's craft' however, and, overall, analysis is limited.	13	13

Script 10A	10	This has a fluent, coherent argument, supported well by some close references to both texts and analysis of detail. There is a confident overview of the concerns of each writer in the light of contextual factors, supported by well-chosen, embedded quotations.	17	18
Script 11A	11	Sophisticated coverage. Fully focused on title with sophisticated embedding of contextual ideas. Evaluates writers' use of structure to shape meaning. Outstanding linking of the texts. Overall, has the confident tone, and interweaving of detail and overview, that characterises a level 5 response.	19	20
Script 11B	11	There is a clear focus on the question, with some detailed AO2 analysis and relevant comments on the writer's craft. Makes detailed links between texts and contexts.	14	14
Script 12A	12	General points are made overall, and when discussing links and context. However, there is little analysis or terminology and less sense of the texts as constructs. Lacks clear focus on the question.	8	7
Script 12B	12	Controlled and discriminating yet wide-ranging. Analyses writer's craft. Makes productive links to context. Flashes of Level 5 in parts, but expression of ideas sometimes lacks sophistication. Sustains productive links between texts. Some points on context could have been developed further.	17	16
Script 12C	12	This response tends to remain outside the texts. It begins to shape a clear argument, but there is limited detailed analysis of the writer's craft and references to context are very general.	8	8

Please refer to the specific marking guidance on page 2 when applying this marking grid.

		AO1 = bullet point 1	AO2 = bullet point 2
Level	Mark	Descriptor (AO1, AO2)	
	0	No rewardable material.	
Level 1	1–4	Descriptive <ul style="list-style-type: none"> Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. 	
Level 2	5–8	General understanding/exploration <ul style="list-style-type: none"> Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. 	
Level 3	9–12	Clear relevant application/exploration <ul style="list-style-type: none"> Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression. Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. 	
Level 4	13–16	Discriminating controlled application/exploration <ul style="list-style-type: none"> Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. 	
Level 5	17–20	Critical and evaluative <ul style="list-style-type: none"> Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. 	

Please refer to the specific marking guidance on page 2 when applying this marking grid.

		A03 = bullet point 1	A04 = bullet point 2
Level	Mark	Descriptor (A03, A04)	
	0	No rewardable material.	
Level 1	1–4	Descriptive <ul style="list-style-type: none"> Shows limited awareness of contextual factors. Demonstrates limited awareness of connections between texts. Describes the texts as separate entities. 	
Level 2	5–8	General exploration <ul style="list-style-type: none"> Has general awareness of the significance and influence of contextual factors. Makes general links between texts and contexts. Identifies general connections between texts. Makes general cross-references between texts. 	
Level 3	9–12	Clear relevant exploration <ul style="list-style-type: none"> Demonstrates a clear exploration of the significance and influence of contextual factors. Develops relevant links between texts and contexts. Makes relevant connections between texts. Develops an integrated approach with clear examples. 	
Level 4	13–16	Discriminating exploration <ul style="list-style-type: none"> Provides a discriminating analysis of the significance and influence of contextual factors. Makes detailed links between texts and contexts. Analyses connections between texts. Takes a controlled discriminating approach to integration with detailed examples. 	
Level 5	17–20	Critical and evaluative <ul style="list-style-type: none"> Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors. Makes sophisticated links between texts and contexts. Evaluates connections between texts. Exhibits a sophisticated connective approach with sophisticated use of examples. 	