



---

AS

# English Literature A

7711/2 Love Through The Ages: Prose  
Final Mark scheme

---

7711  
June 2017

---

Version/Stage: v1.0

---

---

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Paper 2 Mark Scheme

Welcome to this mark scheme which is designed to help you deliver fair and accurate assessment. Please read all sections carefully and ensure that you follow the requirements that they contain.

### The significance of Open Book

Examiners must understand that in marking an Open Book exam there are examining implications. Candidates have their texts in front of them, and they are expected to use them to focus on specific passages for detailed discussion. They will not have had to memorise quotations, so when quotations are used they should be accurate. Because candidates have their texts in the examination room, examiners need to be alert to possible malpractice. The texts should not be annotated, but if examiners suspect that they have been or that notes from texts have been copied, they must alert the malpractice team.

There are specific issues for AO2 – how meanings are shaped in texts. There is, with Open Book, the expectation that candidates can use the text they have in front of them to make specific and detailed reference to structural and organisational issues.

### Arriving at Marks

1. All questions are framed to address all the Assessment Objectives (AOs). Weightings are given above the generic mark scheme. Answers are marked holistically but, when deciding upon a mark in a band, examiners should bear in mind the relative weightings of the assessment objectives (see page 6) and be careful not to over/under credit a particular skill. This will be exemplified and reinforced as part of examiner training and standardisation. Examiners need to read the whole answer taking into account its strengths and weaknesses and then place it in the appropriate band.
2. Examiners should avoid making early snap judgements before the whole answer has been read. Some candidates begin tentatively but go on to make relevant points.
3. Examiners should be prepared to use the full mark range and not 'bunch' scripts in the middle for safety. Top band marks are attainable if candidates could not be expected to do more in the time and under the conditions in which they are working.
4. Examiners should mark positively. Although the mark scheme provides some indicators for what candidates are likely to write about, examiners should be willing to reward what is actually there – **provided of course, that it is relevant to the question being asked.**
5. Examiners should remember that there is no one right answer. Candidates' views which are relevant, well-argued and supported by appropriate textual evidence must receive credit whether the examiner agrees with the views or not. It is important to try to remain flexible if a candidate introduces unusual or unorthodox ideas.
6. Examiners should remember that length and quality are not synonymous. Some brief answers may be relevant and concise. Equally, long answers may be diffuse and repetitive.
7. If answers are short or incomplete, examiners can only reward what is there and assess accordingly. Some further credit may be given to answers finished in note form.

## Using the Mark Bands

8. When placing answers in mark bands, examiners need to look closely at the descriptors and the detailed generic mark bands on page 8. The key words for the bands are important and are printed below.

MARK BAND DESCRIPTORS	
Band 5	perceptive/assured
Band 4	coherent/thorough
Band 3	straightforward/relevant
Band 2	simple/generalised
Band 1	largely irrelevant, largely misunderstood, largely inaccurate

9. Answers placed at the top of the band will securely address the descriptors; answers at the lower end of the band will securely address the descriptors below and begin to show the qualities of the band into which you are placing them. Careful judgements need to be made about marks in the middle of the range; here it is likely that the key descriptors will be more intermittent but still clearly evident.

10. There will be occasions when an answer addresses descriptors in different bands; in such cases, the 'best-fit' model applies. Here examiners will need to exercise a different kind of judgement, looking to see where the answer can be most fairly and appropriately placed in terms of its quality against the descriptors.

11. Examiners must remember that the mark bands are not equivalent to grades: grades are decided by the awarding committee at the end of each session.

### Advice about marking specific sections

12. Examiners need to bear in mind the following key points when marking extract based questions:

- does the candidate have an overview of the extract(s)?
- has the candidate written about authorial method(s)?
- has the candidate seen the significance of the extract in relation to the central historicist literary concept?
- has the candidate quoted from the extract to support ideas?
- the candidate's AO1 competence.

In the case of a significant omission to an answer, ie an omission which prevents the candidate from fully answering the question, then the examiner should not give a mark higher than Band 4. Such an answer is likely to be given a mark lower than Band 4.

13. Examiners need to bear in mind the following key points when marking questions based on single texts:

- has the candidate engaged in a relevant debate or constructed a relevant argument?
- has the candidate referred to different parts of the text to support their views?
- has the candidate seen the significance of the text in relation to the central historicist literary concept?
- has the candidate referred to authorial method?
- the candidate's AO1 competence.

14. Examiners need to bear in mind the following key points when marking questions connecting two texts:

- has the candidate focused on the central historicist literary concept set up in the question and referred to two texts?
- has the candidate engaged in a relevant debate or constructed a relevant argument around the two texts?
- has the candidate considered the writers' authorial methods in the two texts?
- has the candidate adhered to the rubric ?
- has the candidate given substantial coverage of two texts?
- the candidate's AO1 competence.

### **Annotation**

15. Examiners should remember that annotation is directed solely to senior examiners.

16. In addition to giving a mark, examiners should write a brief summative comment indicating how the mark has been arrived at. These comments are likely to mirror the appropriate mark band descriptors but comments must not be mechanical. Examiners need to describe candidate performance.

17. Please remember that scripts can go back to candidates, so although your audience is a senior examiner, you must express your views temperately.

18. The following symbols can be used when marking scripts:

- tick for a good point, idea, reference etc
- REP for repetition
- IR for irrelevance
- ? for when meaning is not clear
- SEEN to acknowledge blank pages and plans/footnotes made by students.

Please do not use your own private systems, as these will mean nothing to senior examiners. If in doubt about what to use, simply write clear comments.

19. Use the Model Marked Script for guidance.

### **The Assessment Objectives and their significance**

20. All questions are framed to test AOs 2, 3, 4 and 5, so if candidates answer the question, then they will be addressing the AOs. In marking questions, however, examiners must also take account of AO1, which tests more than technical accuracy.

The AOs are as follows:

**AO1** Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. (28%)

**AO2** Analyse ways in which meanings are shaped in literary texts. (24%)

**AO3** Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. (24%)

**AO4** Explore connections across literary texts. (12%)

**AO5** Explore literary texts informed by different interpretations. (12%)

**Rubric Infringements**

If there has been an infringement, the whole answer needs to be read and judged on its quality. A mark should then be given based on the best relevant part of the response. The mark given will not be beyond Band 4. Such an answer is likely to be given a mark lower than Band 4.

**Mark Scheme**

It is important to remember that these students are 16 to 17 years old so we are judging their skills at Key Stage 5.

Weightings for each question are as follows:

AO1: 7 marks AO2: 6 marks AO3: 6 marks AO4: 3 marks AO5: 3 marks

Mark	AO	Typical features	How to arrive at mark
<p>Band 5 <b>Perceptive/Assured</b> <b>21-25 marks</b></p> <p>‘<b>Perception</b>’ is demonstrated when students are showing the depth of their understanding and responding sensitively to the texts and task.</p> <p>‘<b>Assuredness</b>’ is shown when students write with confidence and conviction.</p>	AO1	<ul style="list-style-type: none"> <li>perceptive, assured and sophisticated argument in relation to the task</li> <li>assured use of literary critical concepts and terminology; mature and impressive expression</li> </ul>	<p>This band is characterised by <b>perceptive</b> and <b>assured</b> work which shows confidence, sharpness of mind and sophistication in relation to the task.</p> <p>At the top of the band students are consistently <b>assured</b> and will demonstrate sensitivity and <b>perception</b> across all five assessment objectives in the course of their response.</p> <p>At the bottom of the band there will be coherence and accuracy with some <b>perception</b> but with less consistency and evenness.</p>
	AO2	<ul style="list-style-type: none"> <li>perceptive understanding of authorial methods in relation to the task</li> <li>assured engagement with how meanings are shaped by the methods used</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>perceptive understanding of the significance of relevant contexts in relation to the task</li> <li>assuredness in the connection between those contexts and the historicist literary concept studied</li> </ul>	
	AO4	<ul style="list-style-type: none"> <li>perceptive exploration of connections across literary texts arising out of historicist study</li> </ul>	
	AO5	<ul style="list-style-type: none"> <li>perceptive and confident engagement with the debate set up in the task</li> </ul>	

<p>Band 4  <b>Coherent/ Thorough</b>  <b>16-20 marks</b>  ‘Coherence’ is shown when students are logical and consistent in their arguments in relation to the task. They hold their ideas together in an intelligible way.</p> <p>‘Thoroughness’ is shown when students write carefully, precisely and accurately.</p>	AO1	<ul style="list-style-type: none"> <li>logical, thorough and coherent argument in relation to the task where ideas are debated in depth</li> <li>appropriate use of literary critical concepts and terminology; precise and accurate expression</li> </ul>	<p>This band is characterised by <b>coherent</b> and <b>thorough</b> work where ideas are linked together in a focused and purposeful way in relation to the task.</p> <p>At the top of the band students will demonstrate a fully <b>coherent</b> and <b>thorough</b> argument across all five assessment objectives in the course of their response.</p> <p>At the bottom of the band ideas will be discussed in a shaped, relevant and purposeful way with a clear sense of direction, with one or two lapses in <b>coherence</b> and accuracy.</p>
	AO2	<ul style="list-style-type: none"> <li>thorough understanding of authorial methods in relation to the task</li> <li>thorough engagement with how meanings are shaped by the methods used</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>thorough understanding of the significance of relevant contexts in relation to the task</li> <li>coherence in the connection between those contexts and the historicist literary concept studied</li> </ul>	
	AO4	<ul style="list-style-type: none"> <li>logical and consistent exploration of connections across literary texts arising out of historicist study</li> </ul>	
	AO5	<ul style="list-style-type: none"> <li>thorough engagement with the debate set up in the task</li> </ul>	

<p>Band 3 <b>Straightforward/ Relevant</b> <b>11-15 marks</b></p> <p>‘<b>Straightforward</b>’ work is shown when students make their ideas in relation to the task clearly known.</p> <p>‘<b>Relevant</b>’ work is shown when students are focused on the task and use detail in an appropriate and supportive way.</p>	AO1	<ul style="list-style-type: none"> <li>• sensibly ordered ideas in a relevant argument in relation to the task</li> <li>• some use of literary critical concepts and terminology which are mainly appropriate; straightforward and clear expression</li> </ul>	<p>This band is characterised by <b>straightforward</b> and <b>relevant</b> work where the student’s response to the task is clear and intelligible.</p> <p>At the top of the band students will demonstrate consistent <b>straightforward</b> understanding in the course of their argument. Ideas will be developed <b>relevantly</b>.</p> <p>At the bottom of the band there will be flashes of <b>relevant</b> understanding with evidence of <b>straightforward</b> thinking.</p>
	AO2	<ul style="list-style-type: none"> <li>• straightforward understanding of authorial methods in relation to the task</li> <li>• relevant engagement with how meanings are shaped by the methods used</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>• straightforward understanding of the significance of relevant contexts in relation to the task</li> <li>• relevant connections between those contexts and the historicist literary concept studied</li> </ul>	
	AO4	<ul style="list-style-type: none"> <li>• explores connections across literary texts arising out of historicist study in a straightforward way</li> </ul>	
	AO5	<ul style="list-style-type: none"> <li>• straightforward engagement with the debate set up in the task</li> </ul>	

<p>Band 2 <b>Simple/Generalised</b> <b>6-10 marks</b></p> <p>‘<b>Simple</b>’ work is shown when students write in an unelaborated and basic way in relation to the task.</p> <p>‘<b>Generalised</b>’ work is shown when students write without regard to particular details.</p>	AO1	<ul style="list-style-type: none"> <li>• a simple structure to the argument which may not be consistent but which does relate to the task</li> <li>• generalised use of literary critical concepts and terminology; simple expression</li> </ul>	<p>This band is characterised by <b>simple</b> and <b>generalised</b> work which is mainly linked to the task.</p> <p>At the top of the band students will demonstrate a basic <b>generalised</b> understanding in the course of their answer. Ideas will be developed in a <b>simple</b> way.</p> <p>At the bottom of the band there will be inconsistency, but the beginnings of a <b>simple</b> and <b>generalised</b> understanding.</p>
	AO2	<ul style="list-style-type: none"> <li>• simple understanding of authorial methods in relation to the task</li> <li>• generalised engagement with how meanings are shaped by the methods used</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>• simple understanding of the significance of relevant contexts in relation to the task</li> <li>• generalised connections between those contexts and the historicist literary concept studied</li> </ul>	
	AO4	<ul style="list-style-type: none"> <li>• simple exploration of connections across literary texts arising out of historicist study</li> </ul>	
	AO5	<ul style="list-style-type: none"> <li>• simple and generalised response to the debate set up in the task</li> </ul>	

<p>Band 1 <b>Largely irrelevant/largely misunderstood/largely inaccurate</b> <b>1-5 marks</b></p> <p>‘<b>Largely irrelevant</b>’ work is shown when students write in an unclear way with only occasional reference to what is required by the question.</p> <p>‘<b>Largely misunderstood</b>’ and ‘<b>largely inaccurate</b>’ work is shown when knowledge of the text is insecure, hazy and often wrong.</p>		<ul style="list-style-type: none"> <li>• some vague points in relation to the task and some ideas about task and text(s)</li> <li>• the writing is likely to be unclear and incorrect; if it is accurate the content will be irrelevant</li> <li>• little sense of the AOs in relation to the task; little sense of how meanings are shaped; little sense of any relevant contexts; little sense of any connection arising out of historicist study; little sense of an argument in relation to the task</li> </ul>	<p>This band is characterised by work which is <b>largely irrelevant</b> and <b>largely misunderstood</b> and <b>largely inaccurate</b>, and so unlikely to be addressing the AOs in a relevant way.</p> <p>At the top of the band students will mention some unconnected points in relation to the task during the course of their writing. The writing is likely to lack clarity.</p> <p>At the bottom of the band there will be no connection with the task; the writing will be hard to follow and <b>irrelevant</b>.</p>
<p><b>0 marks</b></p>		<p>No marks for response when nothing is written or where response has no connection to the text(s) or task.</p>	

**Description of annotations**

<b>Annotation</b>	<b>Description</b>
Tick	precisely placed immediately adjacent to a particular point you wish to reward, a point that makes a material difference to the success of the answer
?	again, precisely placed to indicate a significant problem such as irrelevance, inaccuracy, particularly bad expression, etc.
On Page Comment	a text box per page of a student's answer to capture comments you wish to make, you will also use a text box at the end of the answer for your summative comment
SEEN	will be used to acknowledge plans, significant footnotes used by the student and all blank pages in the answer booklet

**Section A: Unseen prose**

**Question 01**

**0 1** *Sons and Lovers* by D.H Lawrence was published in 1913. The novel is set in Nottinghamshire in the early 1900s. In this extract, Paul, the son of a miner, is walking with Miriam, the daughter of a local farmer.

Examine the view that Lawrence shows that Miriam and Paul have similar feelings about falling in love.

Make close reference to the writer's methods in your response.

**[25 marks]**

**Possible content:**

Please refer to paragraph one of **Arriving at Marks** on page 3.

**AO1** Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

- Quality of argument.
- Organisation of ideas.
- Use of appropriate concepts and terminology.
- Relevance to task.
- Technical accuracy.

**AO2** Analyse ways in which meanings are shaped in literary texts.

- Relevant aspects of prose narrative, for example the use of third person narrative to present Miriam's and Paul's perspectives.
- The way in which the natural world is used to present an emotionally charged intimacy.
- Miriam's and Paul's actions and feelings.
- The use of religious language to describe Miriam's feelings.
- Etc.

**AO3** Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

In exploring this representation of love, students will consider how far the development of this relationship might reflect the time and society in which it is set. Students might consider:

- the use of the pastoral mode in this extract
- the context of gender may be considered when students explore the actions of the two lovers and the way they view their relationship
- the early twentieth century context that is reflected in their relationship
- etc.

**AO4** Explore connections across literary texts

In exploring this prose representation of love, students will consider this text through taking into account typical representations of love in their other reading. Students might focus on:

- doubt and insecurity during courtship
- the differing experiences of male and female lovers
- the pastoral setting
- differing narrative points of view
- etc.

**AO5** Explore literary texts informed by different interpretations

**Candidates may choose to look at both sides of the debate or just one. It is the quality of the candidate's response that matters.**

Arguments in agreement with the given critical view might consider:

- the significance of the two seeing the roses together; this moment suggests a shared love
- the way in which Lawrence describes their eye contact
- the emotionally charged vocabulary
- Paul's and Miriam's feelings and actions suggest that they share their feelings and are falling in love
- etc.

Arguments that counter the given critical view might consider:

- how the extract presents contrasting rather than shared feelings
- Miriam is manufacturing a 'romantic' moment rather than falling in love
- Paul is scared of the intimacy that Miriam wants. His actions at the end of the extract are very different to Miriam and suggest he is not falling in love
- etc.

**Accept any valid interpretations, any valid comments on contexts of production and reception and any relevant integrated comment on prose/narrative methods that are embedded into the argument.**

## Question 02

**0 2** 'Literature often suggests that love can break down any barrier.'

By comparing **two** prose texts, explore the extent to which you agree with this statement.

[25 marks]

### Possible content:

Given that this is an **Open Book** exam, textual references to support comments about the ways meanings are shaped in relation to the task will be expected to be specific and accurate.

Please refer to paragraph one of **Arriving at Marks** on page 3.

**AO1** Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

- Quality of argument.
- Organisation of ideas.
- Use of appropriate concepts and terminology.
- Relevance to task.
- Technical accuracy .

**AO2** Analyse ways in which meanings are shaped in literary texts

Students may focus on **relevant** aspects of:

- narrative perspective
- form and genre
- structure
- characterisation
- language, voice, imagery and other literary devices
- etc.

**AO3** Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

In connecting their two prose set texts, students will consider how representations of love can reflect different social, cultural and historical aspects of the respective different time periods in which the texts were written. Students might focus on:

- the differing personal and social pressures that might challenge love in their chosen texts
- relevant issues of class, gender, culture, period or text type that might influence the ways in which love is presented
- the expectations of love narratives
- etc.

**AO4** Explore connections across literary texts

In connecting their two prose texts about love, students will address the central issue of the literary representation of barriers to love. Students might focus on:

- similarity and/or difference at the level of subject matter
- similarity and/or difference at the level of prose and narrative methods and how writers present ideas about the power of love
- the extent to which each text's representation of love can be seen as typical of the prose genre or its historical period
- etc.

**AO5** Explore literary texts informed by different interpretations

**Candidates may choose to look at both sides of the debate or just one. It is the quality of the candidate's response that matters.**

Arguments in agreement with the critical view might consider:

- the ways in which love can overcome social and cultural differences
- the differing ways in which love can challenge expectations
- the ways in which love can break down prejudice and restricted attitudes
- etc.

Arguments that counter the critical view might consider:

- the ways in which love might be defeated by social and cultural differences
- how love can create barriers
- how differing stages of love can both break down and create new barriers
- etc.

**Accept any valid interpretations, any valid comments on contexts of production and reception and any relevant integrated comment on prose/narrative methods that are embedded into the argument.**

### Question 03

**0 3** 'In literature, lovers always deceive each other and themselves.'

By comparing **two** prose texts, explore the extent to which you agree with this statement.

**[25 marks]**

#### Possible content:

Given that this is an **Open Book** exam, textual references to support comments about the ways meanings are shaped in relation to the task will be expected to be specific and accurate.

Please refer to paragraph one of **Arriving at Marks** on page 3.

**AO1** Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

- Quality of argument.
- Organisation of ideas.
- Use of appropriate concepts and terminology.
- Relevance to task.
- Technical accuracy.

**AO2** Analyse ways in which meanings are shaped in literary texts

Students may focus on **relevant** aspects of:

- narrative perspective
- form and genre
- structure
- characterisation
- language, voice, imagery and other literary devices
- etc.

**AO3** Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

In connecting their two prose set texts, students will consider how representations of love and deception can reflect different social, cultural and historical aspects of the respective different time periods in which the texts were written. Students might focus on:

- why lovers might feel the need to deceive because of society and culture
- how courtship and marriage might involve deception because of social expectations
- how attitudes to the nature of love change over time
- etc.

**AO4** Explore connections across literary texts

In connecting their two prose texts about love, students will address the central issue of the literary representation of love and deception. Students might focus on:

- similarity and/or difference at the level of subject matter
- similarity and/or difference at the level of prose and narrative methods and how writers present ideas about love and deception
- the extent to which each text's representation of love can be seen as typical of the prose genre or its historical period
- etc.

**AO5** Explore literary texts informed by different interpretations

**Candidates may choose to look at both sides of the debate or just one. It is the quality of the of the candidate's response that matters**

Arguments in agreement with the critical view might consider:

- the ways in which love might deceive because of social expectations
- the differing ways in which characters are deceived by others
- self-deception because of emotional immaturity and/or other pressures and expectations
- the ways in which the experience of love is never fixed and always challenges expectations
- etc.

Arguments that counter the critical view might consider:

- the ways in which the experience of love leads to greater understanding
- how love can gradually break down social deceptions
- how love can be **both** deceptive and truthful
- etc.

**Accept any valid interpretations, any valid comments on contexts of production and reception and any relevant integrated comment on prose/narrative methods that are embedded into the argument.**