



AS ENGLISH LITERATURE A 7711/2

Paper 2 Love through the ages: Prose

Mark scheme

June 2022

Version: 1.0 Final



2 2 6 A 7 7 1 1 / 2 / M S

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 Examiner.

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

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2022 AQA and its licensors. All rights reserved.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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 3. Such an answer is likely to be given a mark lower than Band 3.

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 3.

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

<p>Band 4 Coherent/Thorough 16–20 marks</p> <p>'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"> logical, thorough and coherent argument in relation to the task where ideas are debated in depth appropriate use of literary critical concepts and terminology; precise and accurate expression 	<p>This band is characterised by coherent and thorough 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 coherent and thorough 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 coherence and accuracy.</p>
	AO2	<ul style="list-style-type: none"> thorough understanding of authorial methods in relation to the task thorough engagement with how meanings are shaped by the methods used 	
	AO3	<ul style="list-style-type: none"> thorough understanding of the significance of relevant contexts in relation to the task coherence in the connection between those contexts and the historicist literary concept studied 	
	AO4	<ul style="list-style-type: none"> logical and consistent exploration of connections across literary texts arising out of historicist study 	
	AO5	<ul style="list-style-type: none"> thorough engagement with the debate set up in the task 	

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

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

<p>Band 1 Largely irrelevant/largely misunderstood/largely inaccurate 1–5 marks</p> <p>‘Largely irrelevant’ work is shown when students write in an unclear way with only occasional reference to what is required by the question.</p> <p>‘Largely misunderstood’ and ‘largely inaccurate’ work is shown when knowledge of the text is insecure, hazy and often wrong.</p>	<ul style="list-style-type: none"> • some vague points in relation to the task and some ideas about task and text(s) • the writing is likely to be unclear and incorrect; if it is accurate the content will be irrelevant • 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 	<p>This band is characterised by work which is largely irrelevant and largely misunderstood and largely inaccurate, 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 irrelevant.</p>
<p>0 marks</p>	<p>No marks for response when nothing is written or where response has no connection to the text(s) or task.</p>	

Section A: Unseen prose**Question 01**

0	1
---	---

The Stone Diaries by Carol Shields was published in 1993. In this extract, set in Canada in 1936, Daisy Goodwill, a young, widowed woman, is about to meet Barker Flett, a family friend she has not seen for many years.

Examine the view that Shields presents both Daisy and Barker as more troubled than excited about their meeting.

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

[25 marks]**Possible content:**

Please refer to pages 4 to 7.

AO5 Explore literary texts informed by different interpretations

Students might consider:

- both Daisy and Barker are clearly uneasy and troubled as this is shown in the similarity of their physical behaviour. Daisy is too hot on the train and needs to open the window; Barker can't sit down on a bench whilst he is waiting for the train
- their concern about the reunion is shown in their forced self-control; Daisy 'holds herself upright, rigid', Barker 'pulls himself straight'
- Daisy is troubled by the potential danger of her actions; 'she is about to hurl herself into whatever accident of fortune awaits her'. Barker, waiting for her to arrive, feels 'everything seems suddenly at risk'
- Daisy feels set apart from others travelling on the train, who she feels have clear, fixed lives, whilst she feels unreal and alienated and wouldn't be noticed if she was 'snatched'
- Shields uses the romantic trope of a meeting at a train station to heighten the excitement of the moment when both characters' lives will change. Daisy's anxiety also gives her a glamour that sets her apart; her hair seems to be 'a kind of halo', she is compared to a popular film actress
- the emotional risk and danger of the unknown is exciting because both characters are now vulnerable and controlled by events they cannot stop; Daisy is 'powerless, anchorless'; Barker feels that the train's arrival on time is 'deeply satisfying' and 'worrying'.
- both characters are excited by the significance of reunion; Daisy tries to write in her journal, Barker tries to 'memorise' the setting
- etc.

AO4 Explore connections across literary texts

Focus might be on:

- the familiarity of the setting of the train and railway station in the literature of love
- the anticipation of meetings and reunions in the literature of love
- the use of split perspectives in the literature of love
- the experience of risk and danger that can accompany planned meetings that may lead to love
- etc.

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

Focus might be on:

- the cultural significance of railway journeys and railway stations
- the social context and assumptions about widowed women
- the context of split narratives in literary prose texts
- etc.

AO2 Analyse ways in which meanings are shaped in literary texts

Focus might be on:

- the use of split narrative viewpoints to show the anxiety and excitement that Daisy and Barker feel
- the use of free indirect discourse to show the interior thoughts of the two characters
- the internal debate that occurs in the thoughts of both characters through the use of both questions and affirmatives
- the physical description of the two characters as they try to calm themselves; Daisy 'holds herself upright, rigid', Barker 'pulls himself straight'
- the dynamic verbs used such as 'snatched' and 'hurled' to present the emotional risks that Daisy feels she is taking
- the vivid descriptions of the two characters' surroundings to show both their strange sense of isolation and their attempt to distract themselves from their anxiety
- the deliberate use of contrast to present contradictory feelings; for example, Barker finds the fact that the train is on time , 'deeply satisfying' and worrying'
- the use of short and minor sentences to denote anxiety or excitement
- the frequent use of hyphenated clauses to present the heightened feelings of both characters
- etc.

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
- technical accuracy.

Accept any valid interpretations, any valid comments on contexts and any valid discussion of authorial methods.

Section B: Comparing Prose Texts

Question 02

0	2
---	---

 'In literature, lovers always have different expectations of relationships.'

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

Possible content:

Please refer to pages 4 to 7.

AO5 Explore literary texts informed by different interpretations

Students might consider:

- how literary texts explore the ways in which love can be debated as the result of contextual factors that might influence expectations, such as gender and social class
- how love can often be presented as a challenge to individuals, families, and social classes
- how prose writers can vary narrative perspective for effect; how unreliable narrators can be used deliberately to distort the truth about relationships
- the extent to which relationships can be misunderstood and misinterpreted
- the extent to which lovers 'always' have different expectations of relationships
- the extent to which any text can offer a single 'philosophy' or definitive insight into the nature of love and relationships
- etc.

AO4 Explore connections across literary texts

Focus might be 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 the differing perspectives on love and relationships
- the extent to which each text's presentation of lovers can be seen as typical of the prose genre or historical period
- the differing expectations of men and women
- etc.

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

Focus might be on:

- varying expectations of love, relationships and marriage from differing times
- relevant issues of social class, gender, culture, period or text type that might influence the varying expectations of love
- how gender attitudes might have changed over time
- the presentation of men and women in varying prose genres and love narratives
- etc.

AO2 Analyse ways in which meanings are shaped in literary texts

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

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

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
- technical accuracy.

Accept any valid interpretations, any valid comments on contexts and any valid discussion of authorial methods.

Question 03

0 3 'In literature, marriage is often seen to be problematic.'

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

Possible content:

Please refer to pages 4 to 7.

AO5 Explore literary texts informed by different interpretations

Students might consider:

- the extent to which lovers in literary texts discuss and plan for marriage as though it is the final 'destination' for their love
- how marriages are presented in literary texts; the extent to which they can be presented as restrictive and an 'end' to the love experienced earlier in relationships
- how marriage can be presented as a social status quo which can be disrupted by extra marital affairs
- the extent to which marriage is often compared unfavourably to the dynamism of emerging love
- the extent to which marriage is often presented as a traditional resolution to a love narrative
- etc.

AO4 Explore connections across literary texts

Focus might be 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 use the experience of marriage to explore the nature of love
- the extent to which each text's representation of marriage can be seen as typical of the prose genre or its historical period
- etc.

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

Focus might be on:

- the differing personal and social importance of marriage
- relevant issues of class, gender, culture, period or text type that might influence ideas about marriage
- the presentation of marriage in varying prose genres and love narratives
- etc.

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.

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
- technical accuracy.

Accept any valid interpretations, any valid comments on contexts and any valid discussion of authorial methods.