

GENERAL CERTIFICATE OF SECONDARY EDUCATION**ENGLISH****A641**

Unit A641: Reading Literary Texts
Specimen Controlled Assessment Material

This assessment will be changed every year. Please check on OCR Interchange that you have the controlled assessment material valid for the appropriate assessment session.

INSTRUCTIONS TO TEACHERS

- Please refer to Section 4 of the GCSE English Specification for instructions on completing the controlled assessment tasks.
- Candidates must respond to three **tasks**:
 - **one** on a play by Shakespeare
 - **one** on Prose or Literary Non-Fiction
 - **one** on Poetry.
- In the responses to Prose or Literary Non-Fiction and Poetry, Centres must meet the further requirement that **one** of the texts must be from the English, Welsh or Irish literary heritage, and **one** must be from a different culture or tradition.
- Candidates must show an understanding of texts in their social, cultural and historical contexts.
- The total number of marks for this unit is **40**.
- Candidates are allowed up to **6** hours to complete the three tasks.
- Candidates may make use of copies of the texts which must be unannotated and their own notes as described in the Specification and Guide to Controlled Assessment.
- This document consists of **4** pages. Any blank pages are indicated.

Teachers are responsible for ensuring that assessment is carried out against the controlled assessment set for the relevant examination series (detailed above). Assessment evidence produced that does not reflect the relevant examination series will not be accepted.

Reading Literary Texts

THEMED TASKS

- 1 Explore how the writer makes you feel sympathy for **one** or **two** characters in the text(s) you have studied.
- 2 How does the writer make the setting important in the text(s) you have studied?

PROSE OR LITERARY NON-FICTION

- 3 *Of Mice and Men*: John Steinbeck
How does John Steinbeck show the influence of ranch life on the behaviour of characters in the novel?
- 4 *Tsotsi*: Athol Fugard
Explore the ways in which Fugard shows the brutality of life in Sophiatown and its impact on **one** or **two** characters in *Tsotsi*.
- 5 *Pride and Prejudice*: Jane Austen
How does Jane Austen show that first impressions can be misleading in *Pride and Prejudice*?
- 6 *The Withered Arm and other Wessex Tales*: Thomas Hardy
How does Thomas Hardy engage your sympathy for poor people in the short stories in this collection?
- 7 *Notes from a Small Island*: Bill Bryson
Starting with the description of his visit to Milton Keynes, explore the ways in which Bill Bryson's opinions on urban development add to his picture of Britain in 1993.
- 8 *The Kindness of Strangers*: Kate Adie
How does Kate Adie reveal the dangers of reporting on war in her autobiography?

DRAMA: WILLIAM SHAKESPEARE

- 9 *Romeo and Juliet*
'Women are the weaker sex.'
In what ways does William Shakespeare's presentation of Juliet challenge this view?
- 10 *Julius Caesar*
How does William Shakespeare present the role of the ordinary Roman citizens, the plebeians, in *Julius Caesar*?

POETRY: SELECTED POEMS

11 Wilfred Owen

How does Wilfred Owen create sympathy for the injured survivors of the war in his poetry?

Refer to the selection of poems you have studied.

12 Benjamin Zephaniah

How does Benjamin Zephaniah express his concerns about any two British Institutions in his poetry?

Refer to the selection of poems you have studied.

13 Carol Ann Duffy

How does Carol Ann Duffy present memories in her poetry?

Refer to the selection of poems you have studied.



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OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GENERAL CERTIFICATE OF SECONDARY
EDUCATION

ENGLISH

A641

Unit 1: READING LITERARY TEXTS

Specimen Controlled Assessment Mark Scheme

The maximum mark for this Unit is **40**.

Reading Literary Texts Marking Criteria

Candidates submit **three** tasks for assessment. Each task is marked out of **40**, using the marking criteria below, giving a total of 120 marks. Divide the total by 3 to provide the overall mark out of **40** for this unit.

Band	Marks	Descriptors A02
1	40	<ul style="list-style-type: none"> • A cogent and explicitly relevant response • Explores and evaluates a range of interpretations of language and structure as appropriate • Analyses in detail the writer's perspective • Precise quotations/comparisons enhance analysis of writer's intentions • Understanding of social, cultural and historical context woven into presentation of ideas
	39	
	38	
	37	
	36	
2	35	<ul style="list-style-type: none"> • A personal and persuasive response • Develops interpretations and evaluates language and structure as appropriate • Identifies and discusses writer's perspective • Apt quotations/comparisons are used to illuminate meaning • Impact of social, cultural, historical context clearly demonstrated
	34	
	33	
	32	
	31	
3	30	<ul style="list-style-type: none"> • A personal, well developed and secure critical response • A clear understanding of how meaning is conveyed, evaluating language and structure as appropriate • Well selected quotations/comparisons enhance analysis • Significance of social, cultural, historical context clearly demonstrated
	29	
	28	
	27	
	26	
4	25	<ul style="list-style-type: none"> • A personal and mainly relevant response • Understands and demonstrates how meaning is conveyed • Quotations/comparisons used to justify views • Comments on how social, cultural, historical context affects reader
	24	
	23	
	22	
	21	
5	20	<ul style="list-style-type: none"> • Begins to develop a personal and relevant response • Understands some of the ways meaning is conveyed • Uses quotations/simple comparisons to support views • Comments on the social, cultural, historical features of the text
	19	
	18	
	17	
	16	
6	15	<ul style="list-style-type: none"> • Makes some comments relevant to task • Some attempt to show how meaning is conveyed • Quotations/comparisons used to make simple points • Aware that text features relate to social, cultural, historical context
	14	
	13	
	12	
	11	
7	10	<ul style="list-style-type: none"> • Describes some of the main features of a text in attempting to address task • Some awareness of how the writer achieves effects through simple comparisons/quotations • Some awareness that text features relate to social, cultural, historical context
	9	
	8	
	7	
	6	
8	5	<ul style="list-style-type: none"> • Some comments on text with very little or no relevance to task • Struggles to develop a response • Very little or no understanding of social, cultural, historical context
	4	
	3	
	2	
	1	
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