

## Notes and guidance: Paper 1 Section A – Imagined worlds

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This resource explains how the question in the specimen assessment materials for AS Paper 1, Section A, Imagined worlds, addresses the assessment objectives, with some suggestions as to how each task might be approached. This is not intended to be an exhaustive list of every point that could be made, but it provides teachers and students with some guidance that will support their work on this paper. In addition, this resource is designed to help teachers and students engage with the specimen mark scheme to understand how it will be applied by our examiners. This will be useful when preparing for examination. Furthermore, the information provided here will help teachers to create their own questions and mark scheme for use in the classroom.

### *Engaging with the question*

**Read the extract printed below. Examine how [Shelley] presents [Frankenstein] in this extract.**

The students' classroom study will have been focused on an exploration of the imagined world of their text which maybe characterised by either unusual narratives, narrators and/or events (outlined in the Specification, pages 12-13). They will have considered the key aspects of the text which place it in particular contexts of production and reception and analysed the language choices made by the writer in order to study the following:

- point of view
- characterization
- presentation of time and space/place
- narrative structure.

An extract from the text will always be printed on the exam paper. The question will always follow a similar pattern: 'Examine how [the writer] presents [an aspect of the novel] in this extract'. The command word 'examine' means to

investigate closely and the word 'presents' directs students to consider the ways in which the writer has shaped meaning.

## How the question addresses the Assessment Objectives

The AOs assessed in these questions are A01 and A02 (A01 20 marks, A02 15 marks).

The question wording gives students clear direction to address the Assessment Objectives that are assessed in Section A of Paper 1. Specifically:

- A01 is pointed to through the command word 'examine'. In order to examine how the writer presents an aspect of the novel, students will need to:
  - apply concepts and use methods as appropriate to illuminate the extract
  - use correct and relevant terminology for the context of the question
  - use coherent written expression in their answer, adopting an academic style and register.
- A02 is pointed to through the word 'presents' asking students to consider the way in which the writer has shaped meaning. In order to address this Assessment Objective, students will need to:
  - demonstrate an understanding of the question focus by providing valid interpretations and through the selection of relevant parts of the extract
  - analyse narrative techniques and authorial craft, providing interpretive comments on any techniques credited under A01.

## How the Assessment Objectives apply to Section A

**A01: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.**

The three strands within each level are about:

### *Using terminology*

Clearly in their response to this question students will need to use correct and relevant terminology for the concepts, methods and features they select in order to thoroughly compare and contrast how Shelley presents Frankenstein in the extract.

In responding to the question on the specimen paper students could identify accurately and precisely, how for example, adjectives and modified verbs are used or the shift in pronoun use or patterns in syntax.

#### *Applying concepts and methods*

In order to examine how Shelly presents Frankenstein in the extract, students will need to apply concepts and use methods as appropriate to illuminate the extract. The examples they choose to consider will enable them to illustrate their understanding of these by drawing on the field of Stylistics. They will need to draw on appropriate language levels (eg grammar, lexis) and use correct and relevant terminology for the concepts they discuss, the methods they use and features they discuss.

In responding to the specimen question, students could, for example, choose to comment on Shelley's use of particular sentence types and functions, rhetorical features or particular word classes in order to consider the effects of the patterns produced.

#### *Expressing and presenting ideas*

Students will need to use coherent written expression in their answer in order to efficiently convey their ideas about how Frankenstein is presented in the extract. Their ability to maintain an academic style and organise their ideas into topics and paragraphs is also being assessed.

### **A02: Analyse ways in which meaning are shaped in texts.**

The two strands within each level are about:

#### *Question focus, selecting relevant parts of the extract and providing valid interpretation*

This part of A02 assesses the student's ability to maintain a relevant focus on the question throughout their answer, to make appropriate choices of examples from the extract and to include valid ideas on these choices. In responding to the specimen question, students would need to ensure that their discussion remains on Frankenstein and how Shelley presents him.

#### *Analysing narrative techniques and authorial craft*

This part of the A02 assesses the student's ability to analyse and interpret the effects of the writer's crafting within the extract. For example, in responding to the question on the specimen paper, students could discuss how, through Frankenstein's homodiegetic narrative point of view, the use of particular adverbs convey an impression of Frankenstein's state of mind and how this could be received by the reader.

## Engaging with the mark scheme

### A01:

The mark scheme descriptor is:

**This rewards students' ability to apply concepts and methods from integrated linguistic and literary study to prose fiction, and specifically to the analysis of a specific narrative technique. A01 also rewards the ability to maintain an academic style throughout the essay.**

The mark scheme shows that A01 assesses three distinct strands:

- use of terminology
- selection of analysis at different/appropriate language levels
- expression and presentation of ideas.

Awarding at the different levels (1-5) for the *first strand* will be based on the level of accuracy and precision in using terminology and labelling features.

For the *second strand*, the selection of language levels relevantly to the texts (rather than any hierarchical judgements about the language levels themselves) and the quality of discussion of the patterns and effects of these is being awarded. In addition, reference ought to be made to narrative techniques (where relevant to the specific texts) so as to allow for the third strand of A02 that focuses on **an analysis of narrative techniques and authorial craft**.

The *third strand* of A01 rewards, at the higher levels, the ability to present ideas academically with good expression and development of ideas, as well as the overall structural organisation of the answer to respond to the question.

Indicative content for A01 includes likely/possible language features (at any analytical level) that students could comment on. In particular, those features which are foregrounded are highlighted. In addition, reference is made to the following **narrative techniques** where relevant so as to allow for students to meet the third strand of A02 (**analysis of narrative techniques and authorial craft**):

- specific examples of world-building: setting up and maintaining fictional spaces/places and time frames
- particular configurations of 'telling' that are important to the extract e.g. 'who tells' and 'to whom they tell'

- ways in which characterisation operates in the extract: how characters are presented and understood in terms of how they look, their individual speech patterns, interaction with others and various types of body language
- specific types of character (e.g. different narrative roles, simple v developed characters)
- how actions and descriptions are representing through different kinds of verb processes
- the various ways of representing speech and thought (character v narrator driven)
- different points of view, types of narrator, stance and reliability
- other important authorial/narrator choices such as text layout and structure, use of allusions and intertextual references.

Students who receive a Level 1 mark for A01 will produce very limited answers. At the top of this level there may be some very broad description of a limited number of features. Towards the bottom of this level, there will be very few coherent points made. It is likely that answers at this level will lack relevance and will not be well expressed. By Level 3, students will select some appropriate language levels on which to base their answers and will make some valid comments on these, but are unlikely to include the range of features identified in Levels 4 and 5, and there will be some inaccuracy in the application of terminology. Answers will contain discussion of some clear topics but others are likely to be less thoroughly considered. Ideas will be expressed in a straightforward way with some use of academic register. Students who receive a Level 5 mark for this Assessment Objective will select entirely appropriate language levels to comment on, supported by well chosen examples from the extract. They will use terminology accurately and there will be strong evidence of an ability to evaluate patterns in language use. They will use a controlled academic style and register and produce sustained answers.

## A02:

The mark scheme descriptor is:

**This relates to students' ability to examine the ways that meanings are shaped in their chosen text through the selection and exploration of relevant parts of the extract in response to a specific focus.**

The mark scheme shows that this assesses three distinct strands:

- maintaining a focus and selection of appropriate detail

- an ability to interpret
- analysis of narrative technique(s) and authorial craft

Students' considerations of all these three strands will help determine both the level they are awarded and where within that level they are placed.

A defining feature of this specification is the matching of precise descriptive linguistics with interpretative comment. The first two strands, call upon students to select appropriate material in line with the question focus, and use precise and accurate terminology (A01) in the service of literary criticism. The third strand of A02 awards comment on any of the techniques identified for A01. The generic marking grid is divided into five levels, the highest achievement being Level 5 and the lowest Level 1. Each level is divided into two key aspects of the assessment:

- relevance / interpretations / selection of examples from the extract
- awareness of how meanings are shaped

For the first two strands (maintaining a focus, selection of appropriate detail and an ability to interpret) the indicative content will highlight some of the **key themes/interpretations** of the extract that might be possible. For the final strand (analysis of narrative techniques and authorial craft), indicative content in the mark scheme also includes interpretative comment on any of the techniques identified for A01.

Students who receive a Level 1 mark for A02 will struggle to engage with the question. At the upper end of this level, there may be some attempt to make limited reference to the extract. Ideas are likely to be irrelevant or offering very limited interpretation. There will be brief or no reference to how the writer has shaped meaning. By Level 3, students will produce answers that are generally relevant and include some discussion of appropriate examples from the extract. Interpretations will be generally valid although lacking in the more precise and developed ideas of the Levels 4 and 5. To reach Level 5 there is a clear step up and students will produce answers that are knowledgeable and perceptive. They will include a judicious selection of examples from the extract and use these to investigate closely the writer's craft. There will be close analysis of details with some subtle interpretation.