

2002 English & Communication

Higher

Analysis and Appreciation

Finalised Marking Instructions

English & Communication

Textual Analysis

“The Jaguar Throne” by Margaret Atwood

Questions

1. (a) **What mood or atmosphere do you think is created in lines 1-10?** **1**

tacky/tawdry
or frenetic/excited etc
disgust (1)

- (b) **Show how this mood or atmosphere is created. In your answer you should refer to at least two techniques such as word choice, tone, sentence structure.** **4**

Marks will depend on quality and relevance of comment. Marks could be awarded as 2+2, 3+1 or 1+1+1+1. For full marks at least two techniques have to be dealt with.

Depending on mood chosen:

- 1 word-choice: crowded/ten-dollar-hotels/crammed with feet/pastel sandals/smell/and other things/crumbling/luxuriant with graffiti

Reference alone (0)

- 2 tone: critical/sneering (1)
monasteries converted .../ten-dollar/smell – and other things/luxuriant graffiti etc as justification (1)

- 3 sentence structure: short opening sentence
list of "and"s
list: and ... and ... but
but
question in last sentence

Mere identification of feature (0)

- 4 Other appropriate technique with valid comment relating to mood/atmosphere (eg changes in tense, point of view ...)

2. Read lines 11-21

- (a) Explain fully how the language of these lines makes the experience described seem unpleasant?**

4

Marks will depend on quality and relevance of comment. Marks could be awarded as 2+2, 3+1, or 1+1+1+1 or a very cogent answer on one reference could gain 4.

1 word-choice: embedded/narrow/old stone/unpleasantly damp/skin/stagnant/push past/squeezing/skin/hurry/outside air

2 imagery – skin like a skin on a stagnant pool

3 short sentence – only one passageway
cumulative quality of the longer sentences

4 Other appropriate language feature with valid comment eg repetition

Reference or identification of feature alone (0)

- (b) Show how effective you find the last sentence "Eagerly we scan ..." as a conclusion to the paragraph.**

2

1 Setting up the expectation of anticipation or disappointment/good or bad.

2 Opening sentence with word "Eagerly" – continuing the mood of excitement or anticipation.

3 "Scan" suggests the intensity and/or the speed of the examination.

4 Drawing a line under the unpleasantness – looking forward to the reward.

5 Question form – setting up possibility of an answer following.

6 Other appropriate comment.

Any one of the above suggestions could be worth up to 2 depending on the quality of the explanation.

- 3. (a) Select one detail from the description in lines 22-29 ("There are a few ... full of whispers.") and show how it creates an oppressive or claustrophobic mood.**

2

Marks will depend on quality of comment on the connotation of the detail selected. If the "detail" chosen is not pinpointed exactly – ie the candidate makes general reference to long strings of words – it is unlikely to be worth anything.

few small/festooned/getting lower/(line) inches/moist ... dead/the backs/ringed with sweat/nobody says anything/heavy air/full of whispers

Reference alone (0)

- (b) In what ways do sentence structure and imagery in lines 29-34 contribute to the mysterious nature of the Jaguar Throne?** **4**

Marks will depend on quality of comment showing the contribution to "mystery". Marks could be awarded as 2+2, 3+1, or 1+1+1+1. For full marks both sentence structure and imagery have to be dealt with.

Imagery:

crouches...
eyes glowing...
teeth vivid
corners unseen

Reference alone (0)

Sentence structure:

climax created by fragments of direction (ahead.up..around etc)
anti climax or drama – "its meaning lost"
series of questions – mystery/menace
listing techniques building inexorably towards important ideas

Mere identification of feature (0)

- 4. (a) By referring to lines 35-49, briefly describe three key features of the rituals associated with the Jaguar Throne. Use your own words as far as possible.** **3**

- 1 processions (including torches/masks etc)
- 2 gods needed sacrifice
- 3 playing a game with a life or death outcome
- 4 execution symbolically thought to cause rain
Any three of the above for 1 mark each

NB: processions, torches, masks, cannot be separately rewarded. Key features have been asked for and the lines referred to go right to 49.

Over-reliance on lifts will weaken answers.

- (b) Explain what you think "Metaphor can be dangerous" (line 47) means in the context of lines 43-46.** **2**

Mark on merit

An understanding of any of the following ideas would be worth up to 2 marks:
fertility idea using blood as a symbol/use of the blood/water parallel for necessary rain/idea of the actual as opposed to the symbolic shedding of blood/symbolism necessitating the death of some participants/metaphor can disguise the bloody reality.

5. **Explain how the language of the final paragraph (lines 50-59) develops the crowd's sense of panic. In your answer you should refer to techniques such as sentence structure, imagery, punctuation, word-choice ...**

4

Marks will depend on quality of comment showing the contribution to "panic". Marks could be awarded as 2+2, 3+1, or 1+1+1+1. For full marks at least two techniques have to be dealt with.

Sentence structure:

- | | |
|---|---|
| 1 short opening sentence/ | – emphasises sudden nature of event/fright/shock |
| 2 word order in the opening sentence | – emphasises sudden nature of event/fright/shock |
| 3 list leading up to colon | – creating an accumulation of dangerous reactions |
| 4 use of colon (s) – | stopping a list of possibly dangerous reaction/
setting up an even more dangerous conclusion |
| 5 climax "stampeded, crushed" | – giving simple graphic picture |
| 6 use of "rumour, whisper" | – suggesting continuous surrounding sound |
| 7 lists/repetition – we're ...
we can't ... we stand | – personal nature of the experience/almost creating
breathlessness |
| 8 colon setting up answer | – emphatic statement/concluding the experience/
suggesting danger |

Mere identification of feature (0)

Imagery: panic runs through the line ...
jumping from body to body
(stampeded)

Reference alone (0)

Punctuation: colons, commas creating lists (see above for comments)

Mere identification of feature (0)

Word choice: many possibilities

Comment on the connotational areas of any of the words.

Reference alone (0)

Other appropriate technique with comment showing contribution to "panic"

6. "the Jaguar Throne is kept in here so it can't get out." (lines 58-59)

By referring to the passage as a whole, explain why you think the narrator draws this conclusion about the significance of the Jaguar Throne.

4

Mark on merit.

Ideas which might be covered include the powerful nature of the crowd reaction to something unknown or powerful.../the irrationality of human fear/the demand for sacrifice could be still potent etc .../ "there are more things in heaven and earth ... than are dreamt of ..."/the apparently mundane and tacky or touristy actually has the power to move the emotions or spirit almost against the will/the questions at the end of the first three paragraphs are finally answered with a daunting realisation ...

Marking Principles for Critical Essay are as follows:

- Essays should first be read to establish whether the essay achieves success in **all** the Performance Criteria for Grade C, including relevance and the standards for technical accuracy outlined in Note 1 below.
- If minimum standards are not achieved in any **one** or more of the Performance Criteria, the maximum mark which can be awarded is 14.
- If minimum standards have been achieved then the supplementary marking grids will allow you to place the work on a scale of marks out of 30.
- The Category awarded and the mark should be placed at the end of the essay.

Notes.

1. *Consistently accurate:* Few errors will be present. The writer may use complex language. Sentences may be internally complex in terms of main and subordinate clauses. Paragraphs, sentences and punctuation are organised so that linkage and expression allow clear understanding of the writing. Spelling errors (particularly of high frequency words) should be infrequent.

Sufficiently accurate: As above but with an allowance made for speed and the lack of opportunity to redraft.

2. Using the Category descriptions.

- Categories are not grades. Although derived from performance criteria at C and the indicators of excellence for Grade A, the four categories are designed primarily to assist with placing each candidate response at an appropriate point on a continuum of achievement. Assumptions about final grades or association of final grades with particular categories should not be allowed to get in the way of objective assessment.
- Once an essay has been deemed to pass the basic criteria, it does not have to meet all the suggestions for Category 2 to fall into that Category. More typically there will be a spectrum of strengths and weaknesses which span categories. Assessment at this stage is holistic.

Critical Essay

SUPPLEMENTARY MARKING INSTRUCTIONS

Markers are reminded that all the critical essay questions require candidates to select from their knowledge of a text in order to shape a response to a specific question. Thus, obviously “prepared” answers which entirely fail to focus on the question cannot pass. Similarly, blanket coverage (especially of a poem) which merely touches on the question is very unlikely to do well. Markers should reward good selection and genuine efforts to address the chosen question.

It is not necessary to provide detailed instructions for each question, but the following points should be noted for the questions indicated:

- 2 Good answers will demonstrate a detailed knowledge of the chosen scene and relate this effectively to the "appreciation of the play as a whole".
- 7 Most choices are likely to be child or adolescent characters, but it could be possible to show maturing in an adult character also.
- 8 Accept, within reason, the candidate's definition of "opening"; answers which define an over-long "opening" will be self-penalising.
- 9 Answers on works of fiction should be marked as if acceptable and then referred to PA for a penalty. Markers should not impose their own penalties.
- 13 Accept, within reason, the candidate's definition of what has provoked them; implausible and/or cynical choices will almost certainly be self-penalising.
- 14 Accept, within reason, the candidate's definition of "opening"; answers which define an over-long "opening" will be self-penalising.

Critical Essay

GRADE C Performance Criteria

- a) **Understanding**
As appropriate to task, the response demonstrates secure understanding of key elements, central concerns and significant details of the text(s).
- b) **Analysis**
The response explains accurately and in detail ways in which aspects of structure/style/language contribute to meaning/effect/impact.
- c) **Evaluation**
The response reveals clear engagement with the text(s) or aspects of the text(s) and stated or implied evaluation of effectiveness, substantiated with detailed and relevant evidence from the text(s).
- d) **Expression**
Structure, style and language, including appropriate critical terminology, are deployed to communicate meaning clearly and develop a line of thought which is consistently relevant to purpose; spelling, syntax and punctuation are sufficiently accurate.

Critical Essay (Higher) Marking Instructions - Supplementary advice

This advice, which is supplementary to the published Performance Criteria, is designed to assist with the placing of scripts within the full range of marks. However, the Performance Criteria as published give the primary definitions. The mark range for each grade is identified.

IV 11 - 14	III 15 - 18	II 19 - 23	I 24 – 30
<ul style="list-style-type: none"> An essay which falls into this category may do so for a variety of reasons. <p>It could be</p> <ul style="list-style-type: none"> that it fails to achieve consistent technical accuracy* or that any knowledge and understanding of the text(s) is not deployed as a response relevant to the task. or that analysis and evaluation attempted are unconvincing. or that the answer is simply too thin. <p>* See note about Technical accuracy</p>	<p><u>Understanding</u></p> <ul style="list-style-type: none"> Knowledge of the text(s), and a secure understanding of the central concerns will be used. <hr/> <ul style="list-style-type: none"> to provide an answer relevant to the task. detailed reference to the text(s) to support the candidate's argument will be made. <p><u>Analysis</u></p> <ul style="list-style-type: none"> There will be an accurate explanation of the contribution of literary/ linguistic techniques to the impact of the text. <p><u>Evaluation</u></p> <ul style="list-style-type: none"> There will be a positive engagement with the text(s) which will state or imply an evaluation of its effectiveness. <p><u>Expression</u></p> <ul style="list-style-type: none"> Language will communicate the argument clearly, and there will be appropriate critical terminology deployed. Spelling, syntax and punctuation will be sufficiently accurate. 	<p><u>Understanding</u></p> <ul style="list-style-type: none"> Knowledge and understanding of the central concerns of the text(s) will be clearly demonstrated. <hr/> <ul style="list-style-type: none"> and deployed sensibly to form a sound developed answer which is relevant to the task. Detailed reference to the text(s) will be used appropriately as evidence for the candidate's argument. <p><u>Analysis</u></p> <ul style="list-style-type: none"> There will be analysis of literary/linguistic techniques and how they affect the impact of the text(s). <p><u>Evaluation</u></p> <ul style="list-style-type: none"> There will be a positive engagement with the text(s) (which may be implicit) leading to a considered evaluative stance with respect to the text(s). <p><u>Expression</u></p> <ul style="list-style-type: none"> Language will be used confidently and the deployment of critical terminology will add to the strength of the candidate's argument. <p>At this level there should be no doubt that the question has been answered out of a sound knowledge and understanding of the text(s).</p>	<p><u>Understanding</u></p> <ul style="list-style-type: none"> Thorough knowledge and insight into the central concerns of the text(s) will be demonstrated at this level. <hr/> <ul style="list-style-type: none"> and there will be a relevant, well-structured response to the demands of the task. Extensive and skilful reference to the text(s) will be used appropriately as evidence for the argument. <p><u>Analysis</u></p> <ul style="list-style-type: none"> There will be a convincing evaluative analysis of the writer's literary and linguistic techniques. <p><u>Evaluation</u></p> <ul style="list-style-type: none"> There will be an appreciative response allied to a committed stance with respect to the text(s) which may be implicit. <p><u>Expression</u></p> <ul style="list-style-type: none"> The language used will be controlled and fluent, making accurate and appropriate use of critical terminology in pursuit of a skilful analysis. <p>An answer of this standard will give the impression that it is drawing skilfully on an extensive knowledge of the text(s) to focus on the demands of the question.</p>

[END OF MARKING INSTRUCTIONS]