AQA

A S S E S S M E N T and
Q U A L I F I C A T I O N S
A L L I A N C E

General Certificate of Education

English Language and Literature 5726
Specification B

NTB2   **The Changing Language of Literature**

Mark Scheme

2008 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

January 2008   **NTB2**

GENERAL PRINCIPLES

Assessment Unit 2 requires candidates to answer one compulsory question on a pair of extracts taken from the pair of texts they have studied. Candidates are not permitted to take either or both of these texts into the examination room.

The examination question requires candidates to write an essay in which they discuss:

- the ideas in **each extract** and the ways in which they are presented…………..
- how the writers' language choices in **each extract** help to reveal attitudes and values
- what the language of the **two extracts** shows us about the changes in language and style over time
- how far you think the ideas, attitudes and values in **each extract** are characteristic of those found in the **whole text**.

Examiners should be aware of the relevant Assessment Objectives, described in the Specification (AO1, AO2i, AO3i, AO4 and AO5) and printed in this Mark Scheme. Candidates will be required to demonstrate achievement in these Assessment Objectives in their answers.

AO1	Communicate clearly the knowledge, understanding and insights gained from the combination of literary and linguistic study, using appropriate terminology and accurate written expression
AO2i	In responding to literary and non literary texts, distinguish, describe and interpret variation in meaning and form
AO3i	Respond to and analyse texts, using literary and linguistic concepts and approaches
AO4	Show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meaning of texts
AO5	Identify and consider the way attitudes and values are conveyed in speech and writing

Assessment Objectives and % AS Unit Weighting for Unit 2 (Specification Page 13)

AO1	**AO2i**	**AO3i**	**AO4**	**AO5**
5	10	10	5	5

INDICATIVE CONTENT

While it is likely that candidates' responses will include reference to the ideas suggested in the indicative content section of the mark schemes for individual pairs of set texts, there is no intention to be prescriptive. Other credit-worthy answers are possible. Examiners are encouraged to mark positively at all times, rewarding strengths and achievements, including those which demonstrate different approaches to the question.

MAIN CRITERIA

In their responses, candidates will be expected to demonstrate appropriate expertise in the following main criteria:

AO1 **Quality of written communication**
- ability to construct of a focused, coherent and relevant discussion
- use of literary and linguistic vocabulary appropriate to this task
- clear and accurate expression in written English, in a suitable register

AO2i **Response to literary texts**
- knowledgeable discussion of themes and ideas
- accurate identification of meaning and tone
- ability to describe characterisation and narrative approaches
- recognition and discussion of features of genre

AO3i **Analysis of texts using appropriate frameworks for discussion**
- ability to discuss writers' use of literary and linguistic concepts and approaches to demonstrate writers' intentions and meaning
- informed discussion of effects of literary and linguistic features
- understanding of how form, style and vocabulary shape the meaning of texts

AO4 **Diachronic change and contextual factors**
- accurate and informed discussion of features of language change
- knowledge of contextual factors and their impact on style
- understanding of genre development

AO5 **Recognition and consideration of attitudes and values**
- ability to identify and discuss writers' use of language to convey attitudes and values of fictional characters
- informed selection and discussion of evidence of writers' intentions
- identification and discussion of writer's social, moral, spiritual and political agendas

MARK BAND DESCRIPTORS

To be placed in a particular mark band, it is not necessary for a candidate to demonstrate achievement under every point. Examiners should therefore assess a candidate's work under the 'best fit' principle.

Band 6

43 – 50   *The very best answers that can be expected of AS candidates under examination conditions are likely to show*

- ability to identify and discuss a comprehensive range of themes and ideas in both extracts, showing detailed knowledge and good understanding
- knowledgeable discussion of significant features of presentation and genre in both extracts (characterisation/narrative method/form/style/vocabulary
- perceptive interpretation and skilful analysis of language choices conveying attitudes and values in both extracts
- skilful analysis of literary and linguistic features in both extracts
- informed discussion of a range of features showing changes in language and style over time, using evidence from both extracts
- consistently accurate and effective use of appropriate terminology, showing sound knowledge of literary and linguistic concepts
- perceptive and sustained discussion covering all aspects of the task
- exemplary use of written English

Band 5

35 – 42   *Very good answers the display many of the qualities of the top band, but with some lack of consistency or thoroughness; many more strengths than weaknesses*

- ability to identify and discuss a satisfying range of themes and ideas in both extracts and in whole texts, showing sound knowledge and understanding
- competent discussion of some significant features of presentation and genre in both extracts (characterisation/narrative method/form/style/vocabulary)
- sound interpretation and detailed comment on some language choices conveying attitudes and values in both extracts
- detailed consideration of some literary and linguistic features in both extracts
- detailed consideration of some features showing changes in language and style over time, using evidence from both extracts
- generally accurate and effective use of appropriate terminology
- planned and structured discussion covering all aspects of the task
- accurate, clear and controlled use of written English

Band 4

26 – 34   *Answers in which there is a balance of strengths and weaknesses; scripts that show uneven treatment of the two extracts or those which omit key aspects of the question may fall into this band*

- ability to identify and discuss some significant themes and ideas; enough to show a generally sound understanding of the extracts, though limited in scope and with some superficiality
- informed selection of some significant features of presentation and genre (characterisation/narrative method/form/style/vocabulary) and with perhaps uneven treatment of the extracts or only a limited range
- some detailed comment on language choices conveying attitudes and values with perhaps uneven treatment of extracts or only a limited range
- some detailed consideration of literary and linguistic features with perhaps uneven treatment of extracts or only a limited range
- some detailed treatment of features showing changes in language and style over time, with perhaps some uneven treatment of the extracts or only a limited range
- some effective use of appropriate terminology to describe key concepts
- clear line of discussion, reasonably well ordered and sustained
- accurate and clear use of written English, with only occasional slips

Band 3

17 – 25   *Answers that address the question but contain a number of weaknesses; scripts that show surface understanding and appreciation may fall into this band*

- ability to identify some themes and ideas though the selection and discussion may be too narrow to do justice to the extracts
- ability to identify some significant features of presentation and genre (characterisation/narrative method/form/style/vocabulary) though discussion is superficial
- recognition and explanation of some attitudes and values in the extracts but the links to the writers' use of language are undeveloped (implicit rather than explicit)
- limited consideration of literary and linguistic features but with some supportive selection and exemplification from the extracts
- limited consideration of features showing changes in language and style over time but with some supportive selection and exemplification from the extracts
- limited use of appropriate terminology to describe key concepts
- line of discussion generally clear but focus on the task is not sustained or is lacking in depth and scope
- partly effective written expression; generally accurate but with flaws in fluency

Band 2

9 – 16 *Answers that contain a significant number of weaknesses in addressing the task especially in dealing with writers' use of language. At the top end of the band, unsophisticated or simplistic answers should still be given credit for demonstrating understanding of story and character in the extracts*

- identifies a limited range of themes and ideas from one of both of the extracts, though discussion is simplistic and superficial and may be flawed by irrelevance or misunderstanding
- makes some limited reference to features of presentation and genre in one or both of the extracts but without meaningful discussion of use and effect (characterisation/narrative method/form/style/vocabulary)
- makes some limited reference to attitudes and values in one or both extracts, though without showing how these are conveyed through the use of language
- neglect of literary and linguistic features of one or both extracts
- shows some limited awareness of the changes in language and style over time but relies on general discussion, with limited exemplification from the extract(s)
- attempts some limited use of appropriate terminology but with little or no discussion of effect
- unclear line of discussion; aspects of question neglected or omitted
- lapses in control of written English

Band 1

1 – 8 *Answers in this band are likely to show fundamental weaknesses in understanding of the extracts and appreciation of the task. Problems of comprehension and expression may be further compounded by poor control of written English (4 – 8)*
At the lower end of the band, answers are likely to be fragmentary and may be very brief (1 – 3)

- little or no success in distinguishing themes and ideas in either extract, relying entirely on unsophisticated paraphrase or use of quotation; general comment or background information not made relevant to the extracts
- little or no awareness of features of presentation and genre in either extract (characterisation/narrative method/form/style/vocabulary)
- little or no reference to attitudes and values conveyed in either extract; limited to self-evident statements without explanation or judgement
- little or no reference to the changes in language and style over time in either extract; relying entirely on rewording of the question or making unsupported assertions
- little or inaccurate use of appropriate terminology and showing little or no awareness of the extracts as crafted texts
- fragmentary; no evidence of planned or structured response
- frequent lapses in spelling, grammar and punctuation; very poor achievements in written English; lapses in control of written English inappropriate at this level

0   Nothing written

Robinson Crusoe **and** *The Coral Island*

Discuss these two extracts, commenting on:

- the ideas in **each extract** and the ways in which they are presented, **including each writer's presentation of the characters' practical abilities**
- how the writers' language choices in **each extract** help to reveal attitudes and values
- what the language of the **two extracts** shows us about the changes in language and style over time
- how far you think the ideas, attitudes and values in **each extract** are characteristic of those found in the **whole text**.

The Scarlet Letter **and** *The Color Purple*

Discuss these two extracts, commenting on:

- the ideas in **each extract** and the ways in which they are presented, **including each writer's presentation of the characters' strong feelings or opinions**
- how the writers' language choices in **each extract** help to reveal attitudes and values
- what the language of the **two extracts** shows us about the changes in language and style over time
- how far you think the ideas, attitudes and values in **each extract** are characteristic of those found in the **whole text**.

Tom Brown's Schooldays **and** *Harry Potter and the Philosopher's Stone*

Discuss these two extracts, commenting on:

- the ideas in **each extract** and the ways in which they are presented, **including each writer's presentation of the characters' experiences in London**
- how the writers' language choices in **each extract** help to reveal attitudes and values
- what the language of the **two extracts** shows us about the changes in language and style over time
- how far you think the ideas, attitudes and values in **each extract** are characteristic of those found in the **whole text**.

Black Beauty **and** *Watership Down*

Discuss these two extracts, commenting on:

- the ideas in **each extract** and the ways in which they are presented, **including each writer's presentation of female characters facing distressing situations**
- how the writers' language choices in **each extract** help to reveal attitudes and values
- what the language of the **two extracts** shows us about the changes in language and style over time
- how far you think the ideas, attitudes and values in **each extract** are characteristic of those found in the **whole text**.

The Hound of the Baskervilles **and** *The No. 1 Ladies' Detective Agency*

Discuss these two extracts, commenting on:

- the ideas in **each extract** and the ways in which they are presented, **including each writer's presentation of dangerous situations**
- how the writers' language choices in **each extract** help to reveal attitudes and values
- what the language of the **two extracts** shows us about the changes in language and style over time
- how far you think the ideas, attitudes and values in **each extract** are characteristic of those found in the **whole text**.

The Hound of the Baskervilles **and** *The No. 1 Ladies' Detective Agency*

Robinson Crusoe and *The Coral Island*

Key point for the first bullet point:
- **each writer's presentation of the characters' practical abilities**.

INDICATIVE CONTENT

Ideas, themes
The extracts give candidates an opportunity to discuss how each of the castaways responds to practical challenges.

Crusoe once again proves himself equal to the challenge of learning new skills to meet his needs. He has no pots in which to keep food or liquids, or to cook anything in water. Despite having no previous experience, he experiments to the point where he can produce both clay pots (described in the preceding paragraph) and fired pots. He learns from observation and draws conclusions about how he should act. In this way, he supplies himself with all he needs and he does not allow the fact that his pots are quite poor specimens by artistic standards to affect his joy at his achievement. The practical value is of real benefit to him.

The boys rely on their boat for exploration of the islands, for fishing and for pleasure. When the keel shows signs of wear, jack knows immediately what to do. He makes use of whatever the island offers by way of raw materials and sets the others to work. They are able to produce a sail and a renewable keel. Jack is recognised as the leader and the other two willingly follow his instructions.

Ways of presentation
Candidates should make meaningful reference to any features which are relevant such as:
- genre
- narrative method
- voice and use of dialogue
- characterisation
- literary and linguistic features.

Language choices helping to reveal attitudes and values
Candidates are expected to select and discuss specific features of language which convey the attitudes and values of either the author, the narrator or the characters in the extract. Attitudes and values may be directly expressed, perceived or implied. The attitudes and values inherent in a culture or social context may also be valid points for discussion. The essential component is that candidates link their comments to the writer's specific use of language.

Changes in language and style over time
- vocabulary – archaic/not in common use/idiom/contemporary reference/spelling
- connotations and denotations, extended and restricted
- sentence/paragraph construction; graphology and margin notes
- syntactic and structural change, including word order
- development of genre
- changes in taste and reader expectations, eg use of dialect of stylised diction
- language changes as a result of the development of the novel, eg fantasy language.

Ideas, attitudes and values, which are characteristic of the whole text, may include reference to:

- *Robinson Crusoe*: Other instances where Crusoe shows either his practical side or his deeper feelings; his progress towards self-sufficiency; moments of joy and achievement
- *The Coral Island*: Character of the boys and the quality of their life; Jack's practical skills at other times.

The Scarlet Letter and *The Color Purple*

Key point for the first bullet point:
- **including each writer's presentation of the characters' strong feelings or opinions**.

INDICATIVE CONTENT

Ideas, themes
The extracts give candidates an opportunity to discuss how each of the two women expresses deep-seated feelings of resentment and, in Hester's case, positive hatred.

Hester has just concluded a conversation with Chillingworth in which he has once again refused to see her point of view or consider bringing an end to his persecution of Arthur. As he walks away, she considers the wrong he did her in her youth. The reader normally associates Hester with quiet acceptance of her suffering but she has now reached the stage where she argues that she is more sinned against than sinning.

Sofia has suffered a great deal but has generally developed a thick skin in keeping it to herself. Finally she can no longer stay silent when Eleanor Jane, whom she looked after as a child, demands her expressions of affection. In refusing to pander to Eleanor Jane's vanity, she expresses her deep thoughts about relationships between people and completely disillusions the white woman who seems to think that black people enjoy the doubtful privilege of being allowed to love white people. She refuses the stereotypical role as the devoted black servant. Under it all, Sofia is a real person with the right to like whomsoever she chooses and to ignore or dislike, as she sees fit.

Ways of presentation
Candidate should make meaningful reference to any features which are relevant such as:
- genre
- narrative method
- voice and use of dialogue
- characterisation
- literary and linguistic features.

Language choices helping to reveal attitudes and values
Candidates are expected to select and discuss specific features of language which convey the attitudes and values of either the author, the narrator or the characters in the extract. Attitudes and values may be directly expressed, perceived or implied. The attitudes and values inherent in a culture or social context may also be valid points for discussion. The essential component is that candidates link their comments to the writer's specific use of language.

Changes in language and style over time
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- syntactic and structural change, including word order
- development of genre
- changes in taste and reader expectations, eg use of dialect or stylised diction
- language changes as a result of the development of the novel, eg fantasy language.

Ideas, attitudes and values, which are characteristic of the whole text, may include reference to:

- *The Scarlet Letter*: Other instances where Hester surprises the reader; Chillingworth's role in the story; Hester's love of Arthur
- *The Color Purple*: Character of Sofia and her behaviour at different periods; overall messages in the novel about race relations; dignity of people and their rights' Celie's role as observer.

Tom Brown's Schooldays* and *Harry Potter and the Philosopher's Stone

Key point for the first bullet point:
- **each writer's presentation of the characters' experiences in London**.

INDICATIVE CONTENT

Ideas, themes
The extracts give candidates opportunity to discuss how each of the boys spends some time in London prior to going to school.

For Tom, this is an essential stage in the journey from home to Rugby. His father accompanies him part of the way and they stay overnight in the Peacock Inn. This is a great adventure for Tom and is probably the first time he has spent a night way from home like this with his father. It is like the first stage of being a grown-up. The journey is a literal one but it also marks a change in Tom's relationship with his father and with the world in general.

This is Harry's trip to London with Hagrid, to buy his school uniform and the equipment for wizarding. Hagrid is taking his duties seriously and making sure Harry has everything he needs. Harry has not thought of himself as special but the people in The Leaky Cauldron know more than he does about his past and his potential. The extract has many features of fun and magic. There are also significant signposts about future developments in the plot.

Ways of presentation
Candidates should make meaningful reference to any features which are relevant such as:
- genre
- narrative method
- voice and use of dialogue
- characterisation
- literary and linguistic features.

Language choices helping to reveal attitudes and values
Candidates are expected to select and discuss specific features of language which convey the attitudes and values of either the author, the narrator or the characters in the extract. Attitudes and values may be directly expressed, perceived or implied. The attitudes and values inherent in a culture or social context may also be valid points for discussion. The essential component is that candidates link their comments to the writer's specific use of language.

Changes in language and style over time
- vocabulary – archaic/not in common use/idiom/contemporary reference/spelling
- connotations and denotations, extended and restricted
- sentence/paragraph construction; graphology and margin notes
- syntactic and structural change, including word order
- development of genre
- changes in taste and reader expectations, eg use of dialect or stylised diction
- language changes as a result of the development of the novel, eg fantasy language.

Ideas, attitudes and values, which are characteristic of the whole text
- *Tom Brown*: Other instances which mark significant stages in the story of Tom's development; the moral of the book; contrasting episodes
- *Harry Potter*: Other magical and amusing places; character of Harry and his encounters with magic; other points in the story where his history is revealed/referred to; Hagrid's role in the whole plot.

Black Beauty and *Watership Down*

Key point for the first bullet point:
* **each writer's presentation of female characters facing distressing situations.**

INDICATIVE CONTENT

Ideas, themes
The extracts give candidates opportunity to discuss the specific problems faced by each group of animals.

Horses like Peggy have a hard time of it. Masters want to travel quickly and generally make use of a pair of horses to increase the speed. This is impracticable for horses that are shorter in the leg than their team-mate, but ignorant owners take no heed. The result is misery to the horse. Anna Sewell suggests that having particular horses suited to a specific role is a much more sensible and humane solution.

Bigwig is working undercover in Efrafa and is finding out for himself what is wrong with the community, which is more like a concentration camp. He knows that under certain conditions, wild rabbits like these does are so affected by unnatural living conditions that their health is affected to the point where they give up the will to live. This extract opens with one of the does reciting a piece from their folklore. The wretchedness of their plight leads Bigwig to redouble his efforts to save some of them.

Ways of presentation
Candidates should make meaningful reference to any features which are relevant such as:
* genre
* narrative method
* voice and use of dialogue
* characterisation
* literary and linguistic features.

Language choices helping to reveal attitudes and values
Candidates are expected to select and discuss specific features of language which convey the attitudes and values of either the author, the narrator or the characters in the extract. Attitudes and values may be directly expressed, perceived or implied. The attitudes and values inherent in a culture or social context may also be valid points for discussion. The essential component is that candidates link their comments to the writer's specific use of language.

Changes in language and style over time
* vocabulary – archaic/not in common use/idiom/contemporary reference/spelling
* connotations and denotations, extended and restricted
* sentence/paragraph construction; graphology and margin notes
* syntactic and structural change, including word order
* development of genre
* changes in taste and reader expectations, eg use of dialect or stylised diction
* language changes as a result of the development of the novel, eg fantasy language.

Ideas, attitudes and values, which are characteristic of the whole text
* *Black Beauty*: Other instances where horses talk about their background; other instances of horses suffering as part of human activity or commerce; Black Beauty's friends
* *Watership Down*: Bigwig and his role in the story; character of other rabbits in unnatural conditions; the quality of the story overall as a lapine epic; the writer's skill in characterisation; credibility of the fantasy.

The Hound of the Baskervilles and The No. 1 Ladies' Detective Agency

Key point for the first bullet point:
- **each writer's presentation of dangerous situations**.

INDICATIVE CONTENT

Ideas, themes
The extracts give candidates an opportunity to discuss perilous moments in each of the stories, when the detectives take risks to get at the truth. Both extracts focus on dangerous animals and show the use of firearms. There is also an element of 'watching and waiting'.

Holmes, Watson and Lestrade are watching Stapleton's house while Sir Henry dines there. The baronet himself is unaware that Stapleton is certain to make an attempt on his life. Holmes and company are waiting to intervene when the moment comes but, until he acts, there is no evidence against him. As they wait, the fog comes down. They are unprepared for the appearance of the hideous dog that chases Sir Henry onto the moor as he walks home alone. After a desperate chase and some good shooting, Sir Henry is rescued. It is a melodramatic finale to the legend of 'the hound'.

Mma Ramotswe had been hired to find a missing husband. Her enquiries lead her to suspect he will never return but she has to prove it to the grieving wife in order to collect her fee. Using the neighbour's dog as bait for the crocodile, she keeps her vigil by the lakeside, having come prepared for whatever action proves necessary. She is surprisingly calm and unexpectedly skilful with a rifle. She gets her proof in a way that many would be too squeamish to accomplish.

Ways of presentation
Candidates should make meaningful reference to any features which are relevant such as:
- genre
- narrative method
- voice and use of dialogue
- characterisation
- literary and linguistic features.

Language choices helping to reveal attitudes and values
Candidates are expected to select and discuss specific features of language which convey the attitudes and values of either the author, the narrator or the characters in the extract. Attitudes and values may be directly expressed, perceived or implied. The attitudes and values inherent in a culture of social context may also be valid points for discussion. The essential component is that candidates link their comments to the writer's specific use of language.

Changes in language and style over time
- vocabulary – archaic/not in common use/idiom/contemporary reference/spelling
- connotations and denotations, extended and restricted
- sentence/paragraph construction; graphology and margin notes
- syntactic and structural change, including word order
- development of genre
- changes in taste and reader expectations, eg use of dialect or stylised diction
- language changes as a result of the development of the novel, eg fantasy language.

Ideas, attitudes and values, which are characteristic of the whole text
- *The Hound of the Baskervilles*: Other instances where there are tense moments on the moor, other references to the dog and the legend; instances where Holmes keeps others in the dark, even though they are in danger
- *No 1. Ladies' Detective Agency*: Character of Precious and her clients; other examples of detection successes; other instances of McCall's use of exotic locations and creatures, eg the snake in the van.

	1 – 8 marks	9 – 16 marks
AO1 Candidates should be able to communicate clearly the knowledge, understanding and insights gained from the combined study of literary and linguistic study, using appropriate terminology and accurate written expression	• Frequent lapses in spelling, punctuation, grammar, and other features of technically effective and written English • Limited and rudimentary vocabulary • An unclear line of argument and/or poor deployment of knowledge/evidence	• Lapses in effective written English and technical errors do not seriously impede communication of meaning • Limited general vocabulary • Some presentation of ideas, sometimes simplistic, makes some reference to data
AO2i Candidates, in responding to literary and non-literary texts, distinguish, describe and interpret variation in meaning and form	• Rudimentary response to context of texts • Rudimentary response to task • Little attempt to describe meaning • Rudimentary attempt to comment on form	• Responds to texts with some knowledge • Some focus on task • Some attempt to describe meaning • Appropriate, if general, evidence to support claims • Some awareness of form
AO3i Candidates should be able to respond to and analyse texts, using literary and linguistic concepts and approaches	• Rudimentary awareness of the need to use some methodology • Rudimentary knowledge of literacy and linguistic methods or terms	• Some use of an appropriate methodology • Some limited awareness of literary and linguistic features of texts
AO4 Candidates should be able to show understanding of the ways contextual variation and choices of form, style and vocabulary shape and the meanings of texts	• Rudimentary awareness of context • Rudimentary awareness of how form, style and/or vocabulary shape meaning	• Some awareness of influence of context • Some awareness of how form, style and/or vocabulary shape meaning
AO5 Candidates should be able to identify and consider the ways attitudes and values are created and conveyed in speech and writing	• Rudimentary comment on attitudes and/or values • Little or no awareness of how they are conveyed	• Little comment on attitudes and values • Some awareness of how attitudes and values are created and conveyed

17 – 25 marks	26 – 34 marks	35 – 42 marks	43 – 50 marks
• Generally accurate and clear written expression • Some critical vocabulary but limited in use • Argument clear but not always sustained	• Accurate and clear written expression • Uses some critical vocabulary effectively • Clear line of argument, reasonably well-sustained	• Accurate, clear and controlled written expression • Shows command of a range of critical vocabulary • Well-sustained argument, with some signs of sophistication	• Exemplary written expression • Accurate use of an appropriate critical vocabulary and concepts • Sophisticated, sustained and cogent argument
• Uses knowledge of texts with some understanding • Awareness of task in most of response • Some consideration of variations in meaning • Some consideration of variation in form	• Informed knowledge and understanding of texts • Some understanding and control of task • Some detailed description of variation in meaning • Recognition and some description of variation in form	• Sound and detailed knowledge and understanding of texts • Planned response to task • Detailed description and some interpretation of variations in meaning • Detailed interpretation of variations in form	• Very full knowledge and understanding of texts • Full accomplishment of task • Perceptive and thoughtful assessment of variation in form
• Shows some knowledge in the use of an appropriate methodology • Some awareness and some understanding of how form, style and vocabulary shape meaning	• Shows some competence in the use of an appropriate methodology • Show some knowledge and understanding of literary and linguistic features of texts	• Competent use of an appropriate methodology • Knowledgeable understanding of literary and linguistic features of texts	• Exemplary use of an appropriate methodology • Sophisticated understanding of literary and linguistic features of texts
• Awareness and some understanding of contextual factors • Awareness and some understanding of how form, style and vocabulary shape meaning	• Shows an informed understanding of contextual factors • Shows an informed understanding of how form, style and vocabulary shape meaning	• Shows how form, style and vocabulary shape meaning. • Shows an informed and detailed understanding of contextual factors	• Sophisticated understanding of contextual factors • Sophisticated understanding of how form, style and vocabulary shape meaning
• Identification of attitudes and values • Consideration of how these are created and conveyed	• Understanding of attitudes and values • Understanding of some methods used to create and convey attitudes and values	• Detailed comment on attitudes and values • Detailed consideration of how attitudes and values are created and conveyed	• Sophisticated understanding of how attitudes and values are created • Sustained consideration of how attitudes and values are conveyed