



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

English Literature B

Unit LTB2

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Section A: Poetry

Question 1. CHAUCER: The Merchant's Tale

- (a) What features of the garden are emphasised by the narrator?
- (b) How does the language used to describe the garden in the passage add to the reader's sense of January's character?
- (c) What is the importance of the garden in the Tale as a whole?

Assessment Objectives Tested: AO2i, AO3

Possible content (a) Beauty of the garden; its privacy; its magical/mythical nature (b) January's possessiveness and obsession with May; addiction to sexual gratification (c) analogy with Eden; stage for revelation of May's deceit/gulling of January; climax of Tale.

Focus: (a) Selects salient details of description.
 (b) Illustrates aspects of January reflected in garden.
 (c) Some exploration of garden's significance.

Band 1 0-5 marks

- AO2i Simple account/description of poem.
- AO3 Few (if any) formal structural language features identified
- AO3 Very limited (if any) discussion of how language shapes meaning

Band 2 6-10 marks

- AO2i Some focus on the task with basic textual grasp evident
- AO3 Some awareness of how form/structure/language shape meaning
- AO3 Some awareness of implicit meanings and attitudes

Band 3 11-15 marks

- AO2i Understanding of poems, with textual support offered
- AO3 Awareness of writer's technique and its influence on meaning
- AO3 Comment on some features of form, structure, language

Band 4 16-20 marks

- AO2i Informed understanding of the poems and clear grasp of the task
- AO3 Recognition of authorial means in form, structure and language
- AO3 Evidence of how language choice shapes meanings

Band 5 21-25 marks

- AO2i Sound and detailed knowledge/understanding of the poems/task
- AO3 Detailed comments on how form, structure, language shape meanings
- AO3 Comments on the effectiveness of language choices

Band 6 26-30 marks

- AO2i Secure/conceptual knowledge/understanding of poems with full support
- AO3 Recognition of technique and features of form, structure, language
- AO3 Commentary on how form, structure, language shape meanings

Question 2. DONNE: Prescribed Poems

- (a) What does the poem's language suggest about the speaker's attitude towards his mistress?
- (b) How are aspects of exploration and discovery used in the poem?
- (c) Comment on the presentation of a sexual relationship in at least one other poem from the selection.

Assessment Objectives Tested: AO2i, AO3

Possible content: (a) Finds physical beauty admirable/exciting; feels anticipation/sexual arousal; imperious/commanding tone (b) woman compared with New World (unexplored/virgin?); a mine of riches; speaker is explorer/conquistador (c) comments on e.g. *The Sun Rising*, *The Flea*.

Focus: (a) Selects examples of language revealing attitude
(b) Comments on allusions to exploration etc.
(c) Chooses poems about physical relationship and comments.

Band 1 0-5 marks

- AO2i Simple account/description of poem
- AO3 Few (if any) formal structural language features identified
- AO3 Very limited (if any) discussion of how language shapes meaning

Band 2 6-10 marks

- AO2i Some focus on the task with basic textual grasp evident
- AO3 Some awareness of how form/structure/language shape meaning
- AO3 Some awareness of implicit meanings and attitudes

Band 3 11-15 marks

- AO2i Understanding of poems, with textual support offered
- AO3 Awareness of writer's technique and its influence on meaning
- AO3 Comment on some features of form, structure, language

Band 4 16-20 marks

- AO2i Informed understanding of the poems and clear grasp of the task
- AO3 Recognition of authorial means in form, structure and language
- AO3 Evidence of how language choice shapes meanings

Band 5 21-25 marks

- AO2i Sound and detailed knowledge/understanding of poems/task
- AO3 Detailed comments on how form, structure, language shape meanings
- AO3 Comments on the effectiveness of language choices

Band 6 26-30 marks

- AO2i Secure/conceptual knowledge/understanding of poems with full support
- AO3 Recognition of technique and features of form, structure, language
- AO3 Commentary on how form, structure, language shape meanings

Question 3. MILTON: Paradise Lost Book IX (9)

- (a) What does Eve request of Adam in this passage – and why?
- (b) Comment on the language used to describe the garden.
- (c) How does Milton show the differences between Adam and Eve from their work in the garden, here and elsewhere?

Assessment Objectives Tested: AO2i, AO3

Possible content: (a) A division of labour; to work further apart to avoid distraction. (b) a living garden, worshipping its creator; fertile (and English e.g. roses/ivy); richly scented (c) Eve as manager; maybe easily distracted?; Adam happy to listen (at this point).

Focus: (a) Understands nature of Eve's request
(b) Comments on effect of descriptive words/phrases
(c) Some discussion of differences between Adam and Eve.

Band 1 0-5 marks

- AO2i Simple account/description of poem
- AO3 Few (if any) formal structural language features identified
- AO3 Very limited (if any) discussion of how language shapes meaning

Band 2 6-10 marks

- AO2i Some focus on the task with basic textual grasp evident
- AO3 Some awareness of how form/structure/language shape meaning
- AO3 Some awareness of implicit meanings and attitudes

Band 3 11-15 marks

- AO2i Understanding of poems, with textual support offered
- AO3 Awareness of writer's technique and its influence on meaning
- AO3 Comment on some features of form, structure, language

Band 4 16-20 marks

- AO2i Informed understanding of the poems and clear grasp of the task
- AO3 Recognition of authorial means in form, structure and language
- AO3 Evidence on how language choice shapes meanings

Band 5 21-25 marks

- AO2i Sound and detailed knowledge/understanding of the poems/task
- AO3 Detailed comments on how form, structure, language shape meanings
- AO3 Comments on the effectiveness of language choices

Band 6 26-30 marks

- AO2i Secure/conceptual knowledge/understanding of poems with full support
- AO3 Recognition of technique and features of form, structure, language
- AO3 Commentary on how form, structure, language shape meanings

Question 4 **BLAKE: Songs of Innocence and of Experience**

- (a) What aspects of the tiger most seem to interest the poet?
 (b) How do the form and language of the poem contribute to its effect?
 (c) In the light of your reading of other ‘songs’, why should this poem be placed in *Songs of Experience*?

Assessment Objectives Tested: AO2i, AO3

Possible content: (a) Its fierce nature and colour – its ‘terrible beauty’, the courage of its creator (b) catalogue of rhetorical questions, incantatory rhythm; effects of rhymes – bright/night, spears/tears (c) world of innocence set against forests, fire, furnace and ‘fearful symmetry’ of tiger.

Focus: (a) Selects central features of tiger’s impact.
 (b) Comments on some features of poetic form and language.
 (c) Defines ‘experience’ elements of tiger through some contrasts with ‘innocence’.

Band 1 **0-5 marks**

- AO2i Simple account/description of poem
 AO3 Few (if any) formal structural language features identified
 AO3 Very limited (if any) discussion of how language shapes meaning

Band 2 **6-10 marks**

- AO2i Some focus on the task with basic textual grasp evident
 AO3 Some awareness of how form/structure/language shape meaning
 AO3 Some awareness of implicit meanings and attitudes

Band 3 **11-15 marks**

- AO2i Understanding of poems, with textual support offered
 AO3 Awareness of writer’s technique and its influence on meaning
 AO3 Comment on some features of form, structure, language

Band 4 **16-20 marks**

- AO2i Informed understanding of the poems and clear grasp of the task
 AO3 Recognition of authorial means in form, structure and language
 AO3 Evidence on how language choice shapes meanings

Band 5 **21-25 marks**

- AO2i Sound detailed knowledge/understanding of the poems/task
 AO3 Detailed comments on how form, structure, language shape meanings
 AO3 Comments on the effectiveness of language choices

Band 6 **26-30 marks**

- AO2i Secure/conceptual knowledge/understanding of poems with full support
 AO3 Recognition of technique and features of form, structure, language
 AO3 Commentary on how form, structure, language shape meanings

Question 5 **BARRETT BROWNING: Sonnets from the Portuguese**

- (a) 'Love me for love's sake'. What does the sonnet suggest the speaker means by this?
- (b) How is the sonnet's form used to develop the speaker's argument?
- (c) Comment on **two** or **three** sonnets that show other stages in the speaker's relationship with her lover.

Assessment Objectives Tested: AO2i, AO3

Possible content: (a) Love should not be fixed on something mutable, nor arise from pity. Love should be its own reason for existing (b) circular – last lines return to first; remaining ten lines provide examples (c) e.g. doubt/disbelief; growing acceptance; delight/celebration etc.

Focus: (a) Understands sonnet's main argument
 (b) Discusses how argument is contained within structure
 (c) Appropriate choice of sonnets for comparison.

Band 1 **0-5 marks**

- AO2i Simple account/description of poem
- AO3 Few (if any) formal structural language features identified
- AO3 Very limited (if any) discussion of how language shapes meaning

Band 2 **6-10 marks**

- AO2i Some focus on the task with basic textual grasp evident
- AO3 Some awareness of how form/structure/language shape meaning
- AO3 Some awareness of implicit meanings and attitudes

Band 3 **11-15 marks**

- AO2i Understanding of poems, with textual support offered
- AO3 Awareness of writer's technique and its influence on meaning
- AO3 Comment on some features of form, structure, language

Band 4 **16-20 marks**

- AO2i Informed understanding of the poems and clear grasp of the task
- AO3 Recognition of authorial means in form, structure and language
- AO3 Evidence of how language choice shapes meanings

Band 5 **21-25 marks**

- AO2i Sound and detailed knowledge/understanding of the poems/task
- AO3 Detailed comments on how form, structure, language shape meanings
- AO3 Comments on the effectiveness of language choices

Band 6 **26-30 marks**

- AO2i Secure/conceptual knowledge/understanding of poems with full support
- AO3 Recognition of technique and features of form, structure, language
- AO3 Commentary on how form, structure, language shape meanings

Question 6. BRONTË: Prescribed Poems

- (a) What reasons does the speaker offer for claiming that ‘no coward soul is mine’?
- (b) How do the form and language of the poem contribute to its effect?
- (c) Compare the speaker’s attitude to life and death in this poem with that expressed in **one** or **two** other poems.

Assessment Objectives Tested: AO2i, AO3

Possible content: (a) Strength of faith; sense of the God within; belief in unchangeable nature of God and negligible power of death (b) abstract language suggests universality; stated like a creed; emphatic alliteration and alternating long/short lines (c) difficulty of life/bleakness; strength of spirit supported by delight in natural beauty; stoicism.

Focus: (a) Understanding of speaker’s claims
(b) Comments on aspects of form and language
(c) Chooses one or two appropriate poems for comparison

Band 1 0-5 marks

AO2i Simple account/description of poem
AO3 Few (if any) formal structural language features identified
AO3 Very limited (if any) discussion of how language shapes meaning

Band 2 6-10 marks

AO2i Some focus on the task with basic textual grasp evident
AO3 Some awareness of how form/structure/language shape meaning
AO3 Some awareness of implicit meanings and attitudes

Band 3 11-15 marks

AO2i Understanding of poems, with textual support offered
AO3 Awareness of writer’s technique and its influence on meaning
AO3 Comment on some features of form, structure, language

Band 4 16-20 marks

AO2i Informed understanding of the poems and clear grasp of the task
AO3 Recognition of authorial means in form, structure and language
AO3 Evidence of how language choice shapes meanings

Band 5 21-25 marks

AO2i Sound and detailed knowledge/understanding of the poems/task
AO3 Detailed comments on how form, structure, language shape meanings
AO3 Comments on the effectiveness of language choices

Band 6 26-30 marks

AO2i Secure/conceptual knowledge/understanding of poems with full support
AO3 Recognition of technique and features of form, structure, language
AO3 Commentary on how form, structure, language shape meanings

Section B: Drama

Question 7(a) MILLER: Death of a Salesman

Write about the ways in which the following characters help us to understand Willy Loman:

- Ben;
- Charley;
- Howard Wagner.

Assessment Objectives Tested: AO1, AO2i, AO5i

Possible content: Through their relationship to Willy and to ‘the American Dream’; all ‘successes’ in different ways – Ben as ‘role model’; Charley as sympathetic friend; Howard as insensitive, unsympathetic boss. All refract different aspects of Willy.

Focus: Willy’s relationships with these characters within context of American Dream.

Band 1 **0-5 marks**

- AO1 Technical weaknesses which impede the communication of meaning
- AO2i Simple account/description of the play
- AO5i Very limited (if any) grasp of what constitutes context
- AO5i Very limited awareness of the significance of this on the text

Band 2 **6-12 marks**

- AO1 Technical weaknesses which at times impede the communication of meaning
- AO2i Some focus on the task with basic textual grasp evident
- AO5i Some idea of what constitutes context
- AO5i Some awareness of links between context/text

Band 3 **13-19 marks**

- AO1 Some argument although not always sustained
- AO2i Understanding of the play with textual support offered
- AO5i Awareness of the importance of contextual factors on texts
- AO5i Some consideration of the given contexts

Band 4 **20-26 marks**

- AO1 Ideas expressed in an accurate way
- AO2i Informed understanding of the play and clear grasp of the task
- AO5i Appropriate connections made between texts/context
- AO5i Some consideration of the significance of given contexts

Band 5 **27-33 marks**

- AO1 Sound line of argument established
- AO2i Sound and detailed knowledge/understanding of the play/task
- AO5i Detailed knowledge of contextual factors related to the text
- AO5i Clear consideration of the significance of the given contexts

Band 6 **34-40 marks**

- AO1 Sustained line of argument
- AO2i Secure/conceptual knowledge/understanding of the play with full support
- AO5i Apt contextual material used to illuminate textual issues
- AO5i Links made between texts/context in analytical discussion

Question 7 (b) MILLER: Death of a Salesman

How are significant aspects of post-war American society reflected in the play?

Assessment Objectives Tested: AO1, AO2i, AO5i

Possible content: Notions of ideal family life, gender relationships, commercialism, cults of ‘personality’ and success; urban and rural life (the ‘pioneer’ spirit).

Focus: Exploration, through character and event, of post-war American values.

Band 1 **0-5 marks**

- AO1 Technical weaknesses which impede the communication of meaning
- AO2i Simple account/description of the play
- AO5i Very limited (if any) grasp of what constitutes context
- AO5i Very limited awareness of the significance of this on the text

Band 2 **6-12 marks**

- AO1 Technical weaknesses which at times impede the communication of meaning
- AO2i Some focus on the task with basic textual grasp evident
- AO5i Some idea of what constitutes context
- AO5i Some awareness of links between context/text

Band 3 **13-19 marks**

- AO1 Some argument although not always sustained
- AO5i Understanding of the play with textual support offered
- AO5i Awareness of the importance of contextual factors on texts
- AO5i Some consideration of the given contexts

Band 4 **20-26 marks**

- AO1 Ideas expressed in an accurate way
- AO2i Informed understanding of the play and clear grasp of the task
- AO5i Appropriate connections made between texts/context
- AO5i Some consideration of the significance of given contexts

Band 5 **27-33 marks**

- AO1 Sound line of argument established
- AO2i Sound and detailed knowledge/understanding of the play/task
- AO5i Detailed knowledge of contextual factors related to the text
- AO5i Clear consideration of the significance of the given contexts

Band 6 **34-40 marks**

- AO1 Sustained line of argument
- AO2i Secure/conceptual knowledge/understanding of the play with full support
- AO5i Apt contextual material used to illuminate textual issues
- AO5i Links made between texts/context in analytical discussion

Question 8 (a) WILLIAMS: A Streetcar Named Desire

How does the language spoken by different characters in the play reveal the kind of people they are?

Assessment Objectives Tested: AO1, AO2i, AO5i

Possible content: Language as revelatory of class/cultural background; education; gender; attitudes and values; character as symbol.

Focus: Speech and character/personality.

Band 1**0-5 marks**

AO1	Technical weaknesses which impede the communication of meaning
AO2i	Simple account/description of the play
AO5i	Very limited (if any) grasp of what constitutes context
AO5i	Very limited awareness of the significance of this on the text

Band 2**6-12 marks**

AO1	Technical weaknesses which at times impede the communication of meaning
AO2i	Some focus on the task with basic textual grasp evident
AO5i	Some idea of what constitutes context
AO5i	Some awareness of links between context/text

Band 3**13-19 marks**

AO1	Some argument although not always sustained
AO2i	Understanding of the play with textual support offered
AO5i	Awareness of the importance of contextual factors on texts
AO5i	Some consideration of the given contexts

Band 4**20-26 marks**

AO1	Ideas expressed in an accurate way
AO2i	Informed understanding of the play and clear grasp of the task
AO5i	Appropriate connections made between texts/context
AO5i	Some consideration of the significance of given contexts

Band 5**27-33 marks**

AO1	Sound line of argument established
AO2i	Sound and detailed knowledge/understanding of the play/task
AO5i	Detailed knowledge of contextual factors related to the text
AO5i	Clear consideration of the significance of the given contexts

Band 6**34-40 marks**

AO1	Sustained line of argument
AO2i	Secure/conceptual knowledge/understanding of the play with full support
AO5i	Apt contextual material used to illuminate textual issues
AO5i	Links made between texts/context in analytical discussion

Question 8 (b) WILLIAMS: A Streetcar Named Desire

Explore what *A Streetcar Named Desire* has to say about male and female roles in the society the play depicts.

Assessment Objectives Tested: AO1, AO2i, AO5i

Possible content: Distinctions between male ‘sphere’ and female ‘sphere’, public/private, represented through Stella/Stanley/Blanche and others. Related to socio-cultural backgrounds; New/Old South and Williams’ personal agenda.

Focus: Male/female characters in context of 1940s America.

Band 1**0-5 marks**

AO1	Technical weaknesses which impede the communication of meaning
AO2i	Simple account/description of the play
AO5i	Very limited (if any) grasp of what constitutes context
AO5i	Very limited awareness of the significance of this on the text

Band 2**6-12 marks**

AO1	Technical weaknesses which at times impede the communication of meaning
AO2i	Some focus on the task with basic textual grasp evident
AO5i	Some idea of what constitutes context
AO5i	Some awareness of links between context/text

Band 3**13-19 marks**

AO1	Some argument although not always sustained
AO2i	Understanding of the play with textual support offered
AO5i	Awareness of the importance of contextual factors on texts
AO5i	Some consideration of the given contexts

Band 4**20-26 marks**

AO1	Ideas expressed in an accurate way
AO2i	Informed understanding of the play and clear grasp of the task
AO5i	Appropriate connections made between texts/context
AO5i	Some consideration of the significance of given contexts

Band 5**27-33 marks**

AO1	Sound line of argument established
AO2i	Sound and detailed knowledge/understanding of the play/task
AO5i	Detailed knowledge of contextual factors related to the text
AO5i	Clear consideration of the significance of the given contexts

Band 6**34-40 marks**

AO1	Sustained line of argument
AO2i	Secure/conceptual knowledge/understanding of the play with full support
AO5i	Apt contextual material used to illuminate textual issues
AO5i	Links made between texts/context in analytical discussion

Question 9 (a) BECKETT: *Waiting for Godot*

Explore some of the ways in which *Waiting for Godot* might be said to ‘question the nature and purpose of human existence’.

Assessment Objectives Tested: AO1, AO2i, AO5i

Possible content: Through character, event and concept of play as a whole. Significance of ‘waiting’ and ‘salvation’; life reduced to essentials; Vladimir and Estragon as they might represent ‘la condition humaine’.

Focus: The ‘meaning’ of *Waiting for Godot*.

Band 1**0-5 marks**

AO1	Technical weaknesses which impede the communication of meaning
AO2i	Simple account/description of the play
AO5i	Very limited (if any) grasp of what constitutes context
AO5i	Very limited awareness of the significance of this on the text

Band 2**6-12 marks**

AO1	Technical weaknesses which at times impede the communication of meaning
AO2i	Some focus on the task with basic textual grasp evident
AO5i	Some idea of what constitutes context
AO5i	Some awareness of links between context/text

Band 3**13-19 marks**

AO1	Some argument although not always sustained
AO2i	Understanding of the play with textual support offered
AO5i	Awareness of the importance of contextual factors on texts
AO5i	Some consideration of the given contexts

Band 4**20-26 marks**

AO1	Ideas expressed in an accurate way
AO2i	Informed understanding of the play and clear grasp of the task
AO5i	Appropriate connections made between texts/context
AO5i	Some consideration of the significance of given contexts

Band 5**27-33 marks**

AO1	Sound line of argument established
AO2i	Sound and detailed knowledge/understanding of the play/task
AO5i	Detailed knowledge of contextual factors related to the text
AO5i	Clear consideration of the significance of the given contexts

Band 6**34-40 marks**

AO1	Sustained line of argument
AO2i	Secure/conceptual knowledge/understanding of the play with full support
AO5i	Apt contextual material used to illuminate textual issues
AO5i	Links made between texts/context in analytical discussion

Question 9 (b) BECKETT: Waiting for Godot

Waiting for Godot was written and first performed in the aftermath of the Second World War. How far does this knowledge contribute to your appreciation of the play?

Assessment Objectives Tested: AO1, AO2i, AO5i

Possible content: Post-war context and content of play e.g. man's inhumanity and depravity; the nuclear threat; austerity; the erosion of religious belief and questioning of moral absolutes c.f. the bleakness and purposelessness of *Godot's* world. Also, theatrical context.

Focus: *Godot's* historical/cultural context.

Band 1**0-5 marks**

AO1	Technical weaknesses which impede the communication of meaning
AO2i	Simple account/description of the play
AO5i	Very limited (if any) grasp of what constitutes context
AO5i	Very limited awareness of the significance of this on the text

Band 2**6-12 marks**

AO1	Technical weaknesses which at times impede the communication of meaning
AO2i	Some focus on the task with basic textual grasp evident
AO5i	Some idea of what constitutes context
AO5i	Some awareness of links between context/text

Band 3**13-19 marks**

AO1	Some argument although not always sustained
AO2i	Understanding of the play with textual support offered
AO5i	Awareness of the importance of contextual factors on texts
AO5i	Some consideration of the given contexts

Band 4**20-26 marks**

AO1	Ideas expressed in an accurate way
AO2i	Informed understanding of the play and clear grasp of the task
AO5i	Appropriate connections made between texts/context
AO5i	Some consideration of the significance of given contexts

Band 5**27-33 marks**

AO1	Sound line of argument established
AO2i	Sound and detailed knowledge/understanding of the play/task
AO5i	Detailed knowledge of contextual factors related to the text
AO5i	Clear consideration of the significance of the given contexts

Band 6**34-40 marks**

AO1	Sustained line of argument
AO2i	Secure/conceptual knowledge/understanding of the play with full support
AO5i	Apt contextual material used to illuminate textual issues
AO5i	Links made between texts/context in analytical discussion

Question 10(a) BOLT: A Man for all Seasons

“Why do I take as my hero a man who brings about his own death because he can’t put his hand on an old black book and tell an ordinary lie?”

What answer would you give to the playwright’s question?

Assessment Objectives Tested: AO1, AO2i, AO5i

Possible content: More as a symbol of moral and political integrity, combined with learning, intelligence and courage. Taking a stand against moral turpitude/arbitrary power/authority - a reflection of late 1950s early 1960s idealism and Bolt’s own CND background.

Focus: Assessment of More’s character in context of values of play’s world.

Band 1**0-5 marks**

AO1	Technical weaknesses which impede the communication of meaning
AO2i	Simple account/description of the play
AO5i	Very limited (if any) grasp of what constitutes context
AO5i	Very limited awareness of the significance of this on the text

Band 2**6-12 marks**

AO1	Technical weaknesses which at times impede the communication of meaning
AO2i	Some focus on the task with basic textual grasp evident
AO5i	Some idea of what constitutes context
AO5i	Some awareness of links between context/text

Band 3**13-19 marks**

AO1	Some argument although not always sustained
AO2i	Understanding of the play with textual support offered
AO5i	Awareness of the importance of contextual factors on texts
AO5i	Some consideration of the given contexts

Band 4**20-26 marks**

AO1	Ideas expressed in an accurate way
AO2i	Informed understanding of the play and clear grasp of the task
AO5i	Appropriate connections made between texts/context
AO5i	Some consideration of the significance of given contexts

Band 5**27-33 marks**

AO1	Sound line of argument established
AO2i	Sound and detailed knowledge/understanding of the play/task
AO5i	Detailed knowledge of contextual factors related to the text
AO5i	Clear consideration of the significance of the given contexts

Band 6**34-40 marks**

AO1	Sustained line of argument
AO2i	Secure/conceptual knowledge/understanding of the play with full support
AO5i	Apt contextual material used to illuminate textual issues
AO5i	Links made between texts/context in analytical discussion

Question 10 (b) BOLT: A Man for all Seasons

To what extent might the play be said to be ‘experimental’ in form and subject matter? You could consider:

- its language and characterisation;
- the theatrical devices it employs;
- the treatment of its historical subject matter.

Assessment Objectives Tested: AO1, AO2i, AO5i

Possible content: Characters speak 20th century English, thus sense of contemporary relevance; theatrical ‘shaping’ – events telescoped, given dramatic edge; flexible stage and use of ‘alienation’ devices (Common Man). Focus on moral integrity.

Focus: The play in historical/theatrical context

Band 1**0-5 marks**

- AO1 Technical weaknesses which impede the communication of meaning
 AO2i Simple account/description of the play
 AO5i Very limited (if any) grasp of what constitutes context
 AO5i Very limited awareness of the significance of this on the text

Band 2**6-12 marks**

- AO1 Technical weaknesses which at times impede the communication of meaning
 AO2i Some focus on the task with basic textual grasp evident
 AO5i Some idea of what constitutes context
 AO5i Some awareness of links between context/text

Band 3**13-19 marks**

- AO1 Some argument although not always sustained
 AO2i Understanding of the play with textual support offered
 AO5i Awareness of the importance of contextual factors on texts
 AO5i Some consideration of the significance of given contexts

Band 4**20-26 marks**

- AO1 Ideas expressed in an accurate way
 AO2i Informed understanding of the play and clear grasp of the task
 AO5i Appropriate connections made between texts/contexts
 AO5i Some consideration of the significance of given contexts

Band 5**27-33 marks**

- AO1 Sound line of argument established
 AO2i Sound and detailed knowledge/understanding of the play/task
 AO5i Detailed knowledge of contextual factors related to the text
 AO5i Clear consideration of the significance of the given contexts

Band 6**34-40 marks**

- AO1 Sustained line of argument
 AO2i Secure/conceptual knowledge/understanding of the play with full support
 AO5i Apt contextual material used to illuminate textual issues
 AO5i Links made between texts/contexts in analytical discussion

Question 11(a) CHURCHILL: Top Girls

To what extent is *Top Girls* a political play?

Assessment Objectives Tested: AO1, AO2i, AO5i

Possible content: Engages with politics as ordinarily understood i.e. political ideologies; but also with sexual politics. Debates issues related to both areas in the 1980s, whilst setting them in a wider historical perspective in Act 1.

Focus: The extent to which 1980s politics is at the heart of *Top Girls*.

Band 1**0-5 marks**

AO1	Technical weaknesses which impede the communication of meaning
AO2i	Simple account/description of the play
AO5i	Very limited (if any) grasp of what constitutes context
AO5i	Very limited awareness of the significance of this on the text

Band 2**6-12 marks**

AO1	Technical weaknesses which at times impede the communication of meaning
AO2i	Some focus on the task with basic textual grasp evident
AO5i	Some idea of what constitutes context
AO5i	Some awareness of links between context/text

Band 3**13-19 marks**

AO1	Some argument although not always sustained
AO2i	Understanding of the play with textual support offered
AO5i	Awareness of the importance of contextual factors on texts
AO5i	Some consideration of the given contexts

Band 4**20-26 marks**

AO1	Ideas expressed in an accurate way
AO2i	Informed understanding of the play and clear grasp of the task
AO5i	Appropriate connections made between texts/context
AO5i	Some consideration of the significance of given contexts

Band 5**27-33 marks**

AO1	Sound line of argument established
AO2i	Sound and detailed knowledge/understanding of the play/task
AO5i	Detailed knowledge of contextual factors related to the text
AO5i	Clear consideration of the significance of the given contexts

Band 6**34-40 marks**

AO1	Sustained line of argument
AO2i	Secure/conceptual knowledge/understanding of the play with full support
AO5i	Apt contextual material used to illuminate textual issues
AO5i	Links made between text/context in analytical discussion

Question 11 (b) CHURCHILL: Top Girls

What is challenging about the structure and language of *Top Girls*?

You should consider:

- the range of characters;
- the sequence of events;
- the dialogue.

Assessment Objectives Tested: AO1, AO2i, AO5i

Possible content: Mix of characters that are actual/literary/invented for the play. Play breaks linear chronology and alters sense of exposition/development/denouement. Dialogue uses a cross-cutting technique.

Focus: The play in the context of theatrical ‘convention’.

Band 1**0-5 marks**

AO1	Technical weaknesses which impede the communication of meaning
AO2i	Simple account/description of the play
AO5i	Very limited (if any) grasp of what constitutes context
AO5i	Very limited awareness of the significance of this on the text

Band 2**6-12 marks**

AO1	Technical weaknesses which at times impede the communication of meaning
AO2i	Some focus on the task with basic textual grasp evident
AO5i	Some idea of what constitutes context
AO5i	Some awareness of links between context/text

Band 3**13-19 marks**

AO1	Some argument although not always sustained
AO2i	Understanding of the play with textual support offered
AO5i	Awareness of the importance of contextual factors on texts
AO5i	Some consideration of the given contexts

Band 4**20-26 marks**

AO1	Ideas expressed in an accurate way
AO2i	Informed understanding of the play and clear grasp of the task
AO5i	Appropriate connections made between texts/context
AO5i	Some consideration of the significance of given contexts

Band 5**27-33 marks**

AO1	Sound line of argument established
AO2i	Sound and detailed knowledge/understanding of the play/task
AO5i	Detailed knowledge of contextual factors related to the text
AO5i	Clear consideration of the significance of the given contexts

Band 6**34-40 marks**

AO1	Sustained line of argument
AO2i	Secure/conceptual knowledge/understanding of the play with full support
AO5i	Apt contextual material used to illuminate textual issues
AO5i	Links made between texts/context in analytical discussion

Question 12 (a) RUSSELL: Educating Rita

In what ways can Rita be said to have been ‘educated’ by the end of the play?

Assessment Objectives Tested: AO1, AO2i, AO5i.

Possible content: Rita learns about literary studies, but also about herself: her priorities, ambitions, prejudices, feelings. In all these areas she has been ‘educated’ and has ‘choices’ open to her that previously did not exist.

Focus: The meaning of ‘education’ in the play, and its application to Rita.

Band 1**0-5 marks**

AO1	Technical weaknesses which impede the communication of meaning
AO2i	Simple account/description of the play
AO5i	Very limited (if any) grasp of what constitutes context
AO5i	Very limited awareness of the significance of this on the text

Band 2**6-12 marks**

AO1	Technical weaknesses which at times impede the communication of meaning
AO2i	Some focus on the task with basic textual grasp evident
AO5i	Some idea of what constitutes context
AO5i	Some awareness of links between context/text

Band 3**13-19 marks**

AO1	Some argument although not always sustained
AO2i	Understanding of the play with textual support offered
AO5i	Awareness of the importance of contextual factors on texts
AO5i	Some consideration of the given contexts

Band 4**20-26 marks**

AO1	Ideas expressed in an accurate way
AO2i	Informed understanding of the play and clear grasp of the task
AO5i	Appropriate connections made between texts/context
AO5i	Some consideration of the significance of given contexts

Band 5**27-33 marks**

AO1	Sound line of argument established
AO2i	Sound and detailed knowledge/understanding of the play/task
AO5i	Detailed knowledge of contextual factors related to the text
AO5i	Clear consideration of the significance of the given contexts

Band 6**34-40 marks**

AO1	Sustained line of argument
AO2i	Secure/conceptual knowledge/understanding of the play with full support
AO5i	Apt contextual material used to illuminate textual issues
AO5i	Links made between texts/context in analytical discussion

Question 12 (b) RUSSELL: Educating Rita

Explore what the play has to say about gender and social class in Britain in the late 1970s.

Assessment Objectives Tested: AO1, AO2i, AO5i.

Possible content: Rita presented as an individual doubly restricted – by social class and by gender – but also by herself, since she is equally capable of choosing her own path to liberation or ignoring it. But Frank and Trish show that the middle-classes do not necessarily have it all their own way.

Focus: The play as a reflection of its socio-historical context.

Band 1**0-5 marks**

AO1	Technical weaknesses which impede the communication of meaning
AO2i	Simple account/description of the play
AO5i	Very limited (if any) grasp of what constitutes context
AO5i	Very limited awareness of the significance of this on the text

Band 2**6-12 marks**

AO1	Technical weaknesses which at times impede the communication of meaning
AO2i	Some focus on the task with basic textual grasp evident
AO5i	Some idea of what constitutes context
AO5i	Some awareness of links between context/text

Band 3**13-19 marks**

AO1	Some argument although not always sustained
AO2i	Understanding of the play with textual support offered
AO5i	Awareness of the importance of contextual factors on texts
AO5i	Some consideration of the given contexts

Band 4**20-26 marks**

AO1	Ideas expressed in an accurate way
AO2i	Informed understanding of the play and clear grasp of the task
AO5i	Appropriate connections made between texts/contexts
AO5i	Some consideration of the significance of given contexts

Band 5**27-33 marks**

AO1	Sound line of argument established
AO2i	Sound and detailed knowledge/understanding of the play/task
AO5i	Detailed knowledge of contextual factors related to the text
AO5i	Clear consideration of the significance of the given contexts

Band 6**34-40 marks**

AO1	Sustained line of argument
AO2i	Secure/conceptual knowledge/understanding of the play with full support
AO5i	Apt contextual material used to illuminate textual issues
AO5i	Links made between texts/contexts in analytical discussion