



General Certificate of Education

English Literature 5746 *Specification B*

LTB2 Genre Study: Poetry and Drama

Mark Scheme

2006 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.

LTB2: Genre Study: Poetry and Drama

Skills Descriptors Poetry

BAND 1: MARK RANGE 0 – 5

- AO2i simple account of content regardless of task
AO3 very little understanding of language features and structural devices
AO3 very little discussion of how author's techniques shape meanings
-

BAND 2: MARK RANGE 6 – 10

- AO2i some focus on the task with basic textual knowledge; a little illustrative support
AO3 some limited understanding of language features and structural devices
AO3 some limited discussion of how author's techniques shape meanings
-

BAND 3: MARK RANGE 11 – 15

- AO2i focus on task with some knowledge and understanding of text; some illustrative support
AO3 some understanding of language features and structural devices
AO3 some discussion of how author's techniques shape meanings
-

BAND 4: MARK RANGE 16 - 20

- AO2i clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO3 consideration of language features and structural devices
AO3 consideration of how author's techniques shape meanings
-

BAND 5: MARK RANGE 21 – 25

- AO2i detailed knowledge and understanding of the text and task: good selection of supportive references
AO3 exploration of language features and structural devices
AO3 some evaluation of how author's techniques shape meanings
-

BAND 6: MARK RANGE 26-30

- AO2i secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
AO3 exploration and analysis of key language features and structural devices
AO3 perceptive evaluation of how author's techniques shape meanings
-

Skills Descriptors
Drama

BAND 1: MARK RANGE 0 – 5

AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task

BAND 4: MARK RANGE 20 - 26

AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 - 33

- AO1 accurate expression and effective use of appropriate critical vocabulary and well structured argument
- AO2i detailed knowledge and understanding of the text and task: good selection of supportive references
- AO5i detailed exploration of context
- AO5i detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 - 40

- AO1 technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
- AO2i secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
- AO5i excellent understanding and explanation of context
- AO5i excellent understanding and explanation of links across text/context/task

Question Specific Notes

The following question specific notes are intended for use in conjunction with the overall generic band descriptors. These notes are NOT intended to be prescriptive but are designed to indicate some of the rationale behind the setting of the questions and to demonstrate the links between questions and the designated assessment objectives. Examiners should always be prepared to reward any well-argued, relevant initiatives shown by candidates in their responses.

Section A: Poetry

Question 1. CHAUCER: *The Miller's Tale*

Assessment Objectives Tested: AO2i, AO3

Possible content

- (a) Attention to personal appearance; fastidiousness, particularly about breath; suggests vanity and prepares for later squeamishness. Even coughs with 'semy soun'.
- (b) Absolon's high-flown language of courtly love – effete and ridiculous – contrasted with colloquial, forthright, down-to-earth language of Alison. Effect both comic and dramatic.
- (c) Two kinds of lover/wooer contrasted: the direct, physical approach of Nicholas with the effete and rhapsodic Absolon. Comic contrast may reflect Miller's approval of Nicholas.

BAND 1: MARK RANGE 0 – 5

- AO2i simple account of content regardless of task
- AO3 very little understanding of language features and structural devices
- AO3 very little discussion of how author's techniques shape meanings
-

BAND 2: MARK RANGE 6 – 10

- AO2i some focus on the task with basic textual knowledge; a little illustrative support
- AO3 some limited understanding of language features and structural devices
- AO3 some limited discussion of how author's techniques shape meanings
-

BAND 3: MARK RANGE 11 – 15

- AO2i focus on task with some knowledge and understanding of text; some illustrative support
- AO3 some understanding of language features and structural devices
- AO3 some discussion of how author's techniques shape meanings
-

BAND 4: MARK RANGE 16 - 20

- AO2i clear focus on task with informed knowledge and understanding of the text: apt supportive references
- AO3 consideration of language features and structural devices
- AO3 consideration of how author's techniques shape meanings
-

BAND 5: MARK RANGE 21 – 25

- AO2i detailed knowledge and understanding of the text and task: good selection of supportive references
- AO3 exploration of language features and structural devices
- AO3 some evaluation of how author's techniques shape meanings
-

BAND 6: MARK RANGE 26-30

- AO2i secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
- AO3 exploration and analysis of key language features and structural devices
- AO3 perceptive evaluation of how author's techniques shape meanings
-

Question 2. DONNE: Prescribed Poems**Assessment Objectives Tested:** AO2i, AO3**Possible content:**

- (a) The body is the vehicle for the soul, which can only express itself through the ‘affections’ and ‘faculties’ – ‘else a great prince in prison lies’. Such expression also provides a model for other lovers.
- (b) Candidates have many examples to draw on – 2 or 3 will suffice in such a lengthy poem e.g. the ‘eye-beams twisted’; the ‘propagation’ of ‘pictures’ in the eyes; the ‘two equal armies’ etc.
- (c) Appropriate poems include ‘The Canonization’, ‘Love’s Growth’, ‘The Good-Morrow’. Focus should be on ‘presentation’ i.e. AO3.

BAND 1: MARK RANGE 0 – 5

- AO2i simple account of content regardless of task
- AO3 very little understanding of language features and structural devices
- AO3 very little discussion of how author’s techniques shape meanings

BAND 2: MARK RANGE 6 – 10

- AO2i some focus on the task with basic textual knowledge; a little illustrative support
- AO3 some limited understanding of language features and structural devices
- AO3 some limited discussion of how author’s techniques shape meanings

BAND 3: MARK RANGE 11 – 15

- AO2i focus on task with some knowledge and understanding of text; some illustrative support
- AO3 some understanding of language features and structural devices
- AO3 some discussion of how author’s techniques shape meanings

BAND 4: MARK RANGE 16 - 20

- AO2i clear focus on task with informed knowledge and understanding of the text: apt supportive references
- AO3 consideration of language features and structural devices
- AO3 consideration of how author’s techniques shape meanings

BAND 5: MARK RANGE 21 – 25

- AO2i detailed knowledge and understanding of the text and task: good selection of supportive references
- AO3 exploration of language features and structural devices
- AO3 some evaluation of how author’s techniques shape meanings

BAND 6: MARK RANGE 26-30

- AO2i secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
- AO3 exploration and analysis of key language features and structural devices
- AO3 perceptive evaluation of how author’s techniques shape meanings

Question 3. MILTON: *Paradise Lost Book I*

Assessment Objectives Tested: AO2i, AO3

Possible content:

(a) Their overthrow is a ‘dire event’, ‘yet the angels’ ‘mind and spirit’ remains. But do these increase their suffering and will God impress his will upon them, even in Hell? In such circumstances, their survival could count for little

(b) The angels’ struggle was an heroic endeavour, full of ‘dreadful deeds/ Fearless’ and fought by a mighty force. God is ‘the Conqueror’, grudgingly believed to be ‘almighty’, whose supremacy may be attributed to ‘strength, or chance, or fate’. Thus, God’s victory is diminished.

(c) Their fate is viewed by them with initial dismay/despondency, which moves into determination, resolution and the formulation of a plan to strike back at God via his new creation, Earth. The angels are mobilised to make the best of a bad job in the creation of Pandemonium.

BAND 1: MARK RANGE 0 – 5

AO2i	simple account of content regardless of task
AO3	very little understanding of language features and structural devices
AO3	very little discussion of how author’s techniques shape meanings

BAND 2: MARK RANGE 6 – 10

AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO3	some limited understanding of language features and structural devices
AO3	some limited discussion of how author’s techniques shape meanings

BAND 3: MARK RANGE 11 – 15

AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO3	some understanding of language features and structural devices
AO3	some discussion of how author’s techniques shape meanings

BAND 4: MARK RANGE 16 - 20

AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO3	consideration of language features and structural devices
AO3	consideration of how author’s techniques shape meanings

BAND 5: MARK RANGE 21 – 25

AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO3	exploration of language features and structural devices
AO3	some evaluation of how author’s techniques shape meanings

BAND 6: MARK RANGE 26-30

AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
AO3	exploration and analysis of key language features and structural devices
AO3	perceptive evaluation of how author’s techniques shape meanings

Question 4. BLAKE: *Songs of Innocence and of Experience***Assessment Objectives Tested:** AO2i, AO3**Possible content:**

- (a) The ‘Holy image’ is that of the infant Christ; but Christ is in the child (‘Infant smiles are his own smiles’ and the child sees Christ (‘Thou his image ever see’). Thus, Heaven and Earth are conjoined.
- (b) Title identifies this as a lullaby, language and form reflect this. This is not a poem of unalloyed innocence. Pivotal line 20 introduces sorrow, both of the mother and of Christ. This is a voice of experience i.e. a mature adult.
- (c) Candidates have plenty of choice e.g. The Nurse’s Songs; Infant Joy; The Tyger; London etc.

BAND 1: MARK RANGE 0 – 5

- AO2i simple account of content regardless of task
 AO3 very little understanding of language features and structural devices
 AO3 very little discussion of how author’s techniques shape meanings

BAND 2: MARK RANGE 6 – 10

- AO2i some focus on the task with basic textual knowledge; a little illustrative support
 AO3 some limited understanding of language features and structural devices
 AO3 some limited discussion of how author’s techniques shape meanings

BAND 3: MARK RANGE 11 – 15

- AO2i focus on task with some knowledge and understanding of text; some illustrative support
 AO3 some understanding of language features and structural devices
 AO3 some discussion of how author’s techniques shape meanings

BAND 4: MARK RANGE 16 - 20

- AO2i clear focus on task with informed knowledge and understanding of the text: apt supportive references
 AO3 consideration of language features and structural devices
 AO3 consideration of how author’s techniques shape meanings

BAND 5: MARK RANGE 21 – 25

- AO2i detailed knowledge and understanding of the text and task: good selection of supportive references
 AO3 exploration of language features and structural devices
 AO3 some evaluation of how author’s techniques shape meanings

BAND 6: MARK RANGE 26-30

- AO2i secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
 AO3 exploration and analysis of key language features and structural devices
 AO3 perceptive evaluation of how author’s techniques shape meanings

Question 5. KEATS: *Selected Poems*

Assessment Objectives Tested: AO2i, AO3

Possible content:

- (a) The ‘real’ Porphyro creates anxiety in Madeline, until ‘like a throbbing star’ he melts into her dream. This transformation produces fear that Porphyro will leave her. He reassures her, and begs her to leave with him.
- (b) Contrasts between heat of inner chamber and warmth of emotion with ‘frost wind’ and ‘sharp sleet’ of outer world. Or contrast Porphyro’s image (xxxv) or Madeline’s dream (xxxiv) with ‘bloated wassaillers’
- (c) *Isabella*: Lorenzo and Isabella contrasted with Isabella’s brothers; beauty contrasted with the grotesque/macabre; rural contrasted with urban. *Lamia*: the serpent contrasted with the beauty of Lamia; reality contrasted with illusion.

BAND 1: MARK RANGE 0 – 5

- AO2i simple account of content regardless of task
 AO3 very little understanding of language features and structural devices
 AO3 very little discussion of how author’s techniques shape meanings

BAND 2: MARK RANGE 6 – 10

- AO2i some focus on the task with basic textual knowledge; a little illustrative support
 AO3 some limited understanding of language features and structural devices
 AO3 some limited discussion of how author’s techniques shape meanings

BAND 3: MARK RANGE 11 – 15

- AO2i focus on task with some knowledge and understanding of text; some illustrative support
 AO3 some understanding of language features and structural devices
 AO3 some discussion of how author’s techniques shape meanings

BAND 4: MARK RANGE 16 - 20

- AO2i clear focus on task with informed knowledge and understanding of the text: apt supportive references
 AO3 consideration of language features and structural devices
 AO3 consideration of how author’s techniques shape meanings

BAND 5: MARK RANGE 21 – 25

- AO2i detailed knowledge and understanding of the text and task: good selection of supportive references
 AO3 exploration of language features and structural devices
 AO3 some evaluation of how author’s techniques shape meanings

BAND 6: MARK RANGE 26-30

- AO2i secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
 AO3 exploration and analysis of key language features and structural devices
 AO3 perceptive evaluation of how author’s techniques shape meanings

Question 6. HOUSMAN: *A Shropshire Lad***Assessment Objectives Tested:** AO2i, AO3**Possible content:**

- (a) Love and emotional involvement incur suffering; youth is heedless of this, but learns its agonising truth very rapidly.
- (b) Simplicity of language (easy, conversational/confessional) and form (2 stanzas, with repetition, metre and rhyme scheme that provides lyrical, song-like air). Second stanza provides effective refutation of carelessness expressed in first stanza
- (c) Housman focuses largely on the pains of love; attitudes thus tend to be bitter, ironic, with an edge of cynicism.

BAND 1: MARK RANGE 0 – 5

- AO2i simple account of content regardless of task
- AO3 very little understanding of language features and structural devices
- AO3 very little discussion of how author's techniques shape meanings

BAND 2: MARK RANGE 6 – 10

- AO2i some focus on the task with basic textual knowledge; a little illustrative support
- AO3 some limited understanding of language features and structural devices
- AO3 some limited discussion of how author's techniques shape meanings

BAND 3: MARK RANGE 11 – 15

- AO2i focus on task with some knowledge and understanding of text; some illustrative support
- AO3 some understanding of language features and structural devices
- AO3 some discussion of how author's techniques shape meanings

BAND 4: MARK RANGE 16 - 20

- AO2i clear focus on task with informed knowledge and understanding of the text: apt supportive references
- AO3 consideration of language features and structural devices
- AO3 consideration of how author's techniques shape meanings

BAND 5: MARK RANGE 21 – 25

- AO2i detailed knowledge and understanding of the text and task: good selection of supportive references
- AO3 exploration of language features and structural devices
- AO3 some evaluation of how author's techniques shape meanings

BAND 6: MARK RANGE 26-30

- AO2i secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
- AO3 exploration and analysis of key language features and structural devices
- AO3 perceptive evaluation of how author's techniques shape meanings

Question 7. BARRETT BROWNING: *Sonnets from the Portuguese*

Assessment Objectives Tested: AO2i, AO3

Possible content:

- (a) A kiss of greeting? – on the fingers of her hand – but a kiss treasured more than a jewelled ring; a kiss above the forehead, which was a kind of baptism in love; a kiss upon the lips, the crowning experience, denoting mutual ownership
- (b) Metaphors combine suggestions of religious experience (angels, chrism) with royalty/coronation (love’s crown/ purple state). The structure follows 3 stages of growing intensity, from ‘First time...’ to ‘My love, my own’.
- (c) Encompasses a wide range of sonnets. Candidates should focus on ‘presentation’.

BAND 1: MARK RANGE 0 – 5

- AO2i simple account of content regardless of task
 - AO3 very little understanding of language features and structural devices
 - AO3 very little discussion of how author’s techniques shape meanings
-

BAND 2: MARK RANGE 6 – 10

- AO2i some focus on the task with basic textual knowledge; a little illustrative support
 - AO3 some limited understanding of language features and structural devices
 - AO3 some limited discussion of how author’s techniques shape meanings
-

BAND 3: MARK RANGE 11 – 15

- AO2i focus on task with some knowledge and understanding of text; some illustrative support
 - AO3 some understanding of language features and structural devices
 - AO3 some discussion of how author’s techniques shape meanings
-

BAND 4: MARK RANGE 16 - 20

- AO2i clear focus on task with informed knowledge and understanding of the text: apt supportive references
 - AO3 consideration of language features and structural devices
 - AO3 consideration of how author’s techniques shape meanings
-

BAND 5: MARK RANGE 21 – 25

- AO2i detailed knowledge and understanding of the text and task: good selection of supportive references
 - AO3 exploration of language features and structural devices
 - AO3 some evaluation of how author’s techniques shape meanings
-

BAND 6: MARK RANGE 26-30

- AO2i secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
- AO3 exploration and analysis of key language features and structural devices
- AO3 perceptive evaluation of how author’s techniques shape meanings

Question 8. BRONTË: Prescribed Poems**Assessment Objectives Tested:** AO2i, AO3**Possible content:**

(a) The past is conceived of as gentle and melancholy; the present moment is one of expectation; the future is radiant and everlasting.

(b) 3 quatrains, each dealing with a single aspect, developed through a dialogue with a mysterious ‘smiling child’, who is prophet/seer. Each ‘vision’ is couched in natural imagery – an evening; a bird on a spray; a dazzling sea.

(c) e.g. ‘Remembrance’; ‘Shall Earth no more...’; ‘In the earth, the earth...’ etc. where dialogue is often the chosen form.

BAND 1: MARK RANGE 0 – 5

AO2i simple account of content regardless of task

AO3 very little understanding of language features and structural devices

AO3 very little discussion of how author’s techniques shape meanings

BAND 2: MARK RANGE 6 – 10

AO2i some focus on the task with basic textual knowledge; a little illustrative support

AO3 some limited understanding of language features and structural devices

AO3 some limited discussion of how author’s techniques shape meanings

BAND 3: MARK RANGE 11 – 15

AO2i focus on task with some knowledge and understanding of text; some illustrative support

AO3 some understanding of language features and structural devices

AO3 some discussion of how author’s techniques shape meanings

BAND 4: MARK RANGE 16 - 20

AO2i clear focus on task with informed knowledge and understanding of the text: apt supportive references

AO3 consideration of language features and structural devices

AO3 consideration of how author’s techniques shape meanings

BAND 5: MARK RANGE 21 – 25

AO2i detailed knowledge and understanding of the text and task: good selection of supportive references

AO3 exploration of language features and structural devices

AO3 some evaluation of how author’s techniques shape meanings

BAND 6: MARK RANGE 26-30

AO2i secure, confident and well informed understanding of the text and task: excellent selection of supportive reference

AO3 exploration and analysis of key language features and structural devices

AO3 perceptive evaluation of how author’s techniques shape meanings

Section B: Drama

Question 9(a) MILLER: *Death of a Salesman*

Assessment Objectives Tested: AO1, AO2i, AO5i

Focus: the ethics of post-war American society

Possible content:

Candidates are invited to consider whether Miller presents Willy as the victim of social forces or as the agent of his own demise – or as a mixture of both. It is possible to argue any of these interpretations, but ‘To what extent...’ should be an element addressed in the discussion of any perspective.

BAND 1: MARK RANGE 0 – 5

AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task

BAND 4 MARK RANGE 20 – 26

AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 – 33

AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 – 40

AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

Question 9(b) MILLER: *Death of a Salesman***Assessment Objectives Tested:** AO1, AO2i, AO5i**Focus:** the effect of stage devices in the play**Possible content:**

It is important that candidates go beyond a catalogue of sound/lighting etc. effects and explore the purpose and effect of these expressionistic devices as they provide a ‘commentary’ on issues – for example, the insistence upon the crowded city-scape, with the ‘orange glow’ in the initial setting, to communicate feelings of claustrophobia or frustration – feelings expressed by Willy elsewhere in the play.

BAND 1: MARK RANGE 0 – 5

AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task

BAND 4: MARK RANGE 20 – 26

AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 – 33

AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 – 40

AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

Question 10(a) WILLIAMS: *Cat On a Hot Tin Roof*

Assessment Objectives Tested: AO1, AO2i, AO5i

Focus: the significance of the play’s setting.

Possible content:

The social/geographical context provides this patriarchal community with its wealth derived from large estates and accounts for the rivalries between individuals and groups. The focusing of action within the boundaries of ‘the bed-sitting room’ intensifies both these rivalries and the sexual tensions between characters. Candidates should be prepared to discuss the effects of these matters, not just describe them.

BAND 1: MARK RANGE 0 – 5

- AO1 technical weaknesses which impede the communication of meaning and unclear line of argument
- AO2i simple account of plot events or some simple statement about character regardless of task
- AO5i very limited awareness of context
- AO5i very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

- AO1 simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
- AO2i some focus on the task with basic textual knowledge; a little illustrative support
- AO5i some limited awareness of context
- AO5i some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

- AO1 use of critical vocabulary and generally clear expression and some structured argument
- AO2i focus on task with some knowledge and understanding of text; some illustrative support
- AO5i awareness of the importance of context
- AO5i awareness of links across text/context/task

BAND 4: MARK RANGE 20 – 26

- AO1 clear expression and use of accurate critical vocabulary and clear line of argument
- AO2i clear focus on task with informed knowledge and understanding of the text: apt supportive references
- AO5i clear consideration of context
- AO5i clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 – 33

- AO1 accurate expression and effective use of appropriate critical vocabulary and well structured argument
- AO2i detailed knowledge and understanding of the text and task: good selection of supportive references
- AO5i detailed exploration of context
- AO5i detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 – 40

- AO1 technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
- AO2i secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
- AO5i excellent understanding and explanation of context
- AO5i excellent understanding and explanation of links across text/context/task

Question 10(b) WILLIAMS: *Cat On A Hot Tin Roof***Assessment Objectives Tested:** AO1, AO2i, AO5i**Focus:** mendacity within the play.**Possible content:**

The play's action is founded on the lie of Big Daddy's supposed illness – it is the metaphor for a mendacious society. Characters lie about their own feelings (Brick) or about the feelings they have for others (Mae, Gooper etc.). Motivation for lies is greed, insecurity and desire for power – candidates are invited to consider the implications of such mendacity whilst giving examples from the play.

BAND 1: MARK RANGE 0 – 5

AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task

BAND 4: MARK RANGE 20 - 26

AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 - 33

AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 - 40

AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

Question 11(a) STOPPARD: *Rosencrantz and Guildenstern Are Dead*

Assessment Objectives Tested: AO1, AO2i, AO5i

Focus: the theatre and role-playing in the play.

Possible content:

Candidates are invited to explore the play’s central metaphor through, for example, the roles of the two central characters or the roles of the troupe of actors. Part of this exploration might be the audience’s awareness of watching a ‘play within a play’. Is this just a theatrical ‘jeu d’esprit’ or is Stoppard saying something about the human condition?

BAND 1: MARK RANGE 0 – 5

- AO1 technical weaknesses which impede the communication of meaning and unclear line of argument
- AO2i simple account of plot events or some simple statement about character regardless of task
- AO5i very limited awareness of context
- AO5i very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

- AO1 simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
- AO2i some focus on the task with basic textual knowledge; a little illustrative support
- AO5i some limited awareness of context
- AO5i some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

- AO1 use of critical vocabulary and generally clear expression and some structured argument
- AO2i focus on task with some knowledge and understanding of text; some illustrative support
- AO5i awareness of the importance of context
- AO5i awareness of links across text/context/task

BAND 4: MARK RANGE 20 - 26

- AO1 clear expression and use of accurate critical vocabulary and clear line of argument
- AO2i clear focus on task with informed knowledge and understanding of the text: apt supportive references
- AO5i clear consideration of context
- AO5i clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 - 33

- AO1 accurate expression and effective use of appropriate critical vocabulary and well structured argument
- AO2i detailed knowledge and understanding of the text and task: good selection of supportive references
- AO5i detailed exploration of context
- AO5i detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 - 40

- AO1 technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
- AO2i secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
- AO5i excellent understanding and explanation of context
- AO5i excellent understanding and explanation of links across text/context/task

Question 11(b) STOPPARD: *Rosencrantz and Guildenstern Are Dead***Assessment Objectives Tested:** AO1, AO2i, AO5i**Focus:** the play's setting**Possible content:**

Candidates might consider whether the historical setting is largely *insignificant*. Are the audience inclined to forget it – largely because of the modernity of the language – until, we encounter the occasional extract from *Hamlet*. Is the significance of this downplaying that it encourages us to see R and G as timeless, universal figures? And what might be the point of that?

BAND 1: MARK RANGE 0 – 5

AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task

BAND 4: MARK RANGE 20 - 26

AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 - 33

AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 - 40

AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

Question 12(a) OSBORNE: *Look Back in Anger*

Assessment Objectives Tested: AO1, AO2i, AO5i

Focus: social change in *Look Back in Anger*

Possible content:

Candidates might use Alison’s words as a starting point and depict the essential contrast between these two ‘hurt’ characters – the Colonel, wishing for stability and embodying the values of Empire; and Jimmy, railing against stagnation and wanting an end to ‘traditional’ values. Candidates might also consider the connection between social background and attitudes in the two characters

BAND 1: MARK RANGE 0 – 5

AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task

BAND 4: MARK RANGE 20 - 26

AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 - 33

AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 - 40

AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

Question 12(b) OSBORNE: *Look Back in Anger***Assessment Objectives Tested:** AO1, AO2i, AO5i**Focus:** the significance of the play's title.**Possible content:**

Jimmy 'looks back' on a personal and historical past, both of which evoke feelings of frustration and 'anger', for different reasons. Candidates might consider whether the targets of this anger are altogether clear, and why Jimmy feels such apparent hostility towards them. 'Looking back' is something done by other characters too e.g. Colonel Redfern.

BAND 1: MARK RANGE 0 – 5

AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task

BAND 4: MARK RANGE 20 - 26

AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 - 33

AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 - 40

AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

Question 13(a) CHURCHILL: *Top Girls*

Assessment Objectives Tested: AO1, AO2i, AO5i

Focus: the past in *Top Girls*

Possible content:

Candidates should consider the function of Act 1 as a backdrop to the lives of the women depicted in Acts 2 and 3 – that is, in the context of women’s experience in different patriarchal societies in the past. The modern women also have their recent ‘pasts’ – Joyce and Marlene conjointly in working-class society with a mother/father about whom they have divergent notions. The past’s significance is shown in its shaping influence on individuals and societies.

BAND 1: MARK RANGE 0 – 5

- AO1 technical weaknesses which impede the communication of meaning and unclear line of argument
- AO2i simple account of plot events or some simple statement about character regardless of task
- AO5i very limited awareness of context
- AO5i very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

- AO1 simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
- AO2i some focus on the task with basic textual knowledge; a little illustrative support
- AO5i some limited awareness of context
- AO5i some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

- AO1 use of critical vocabulary and generally clear expression and some structured argument
- AO2i focus on task with some knowledge and understanding of text; some illustrative support
- AO5i awareness of the importance of context
- AO5i awareness of links across text/context/task

BAND 4: MARK RANGE 20 - 26

- AO1 clear expression and use of accurate critical vocabulary and clear line of argument
- AO2i clear focus on task with informed knowledge and understanding of the text: apt supportive references
- AO5i clear consideration of context
- AO5i clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 - 33

- AO1 accurate expression and effective use of appropriate critical vocabulary and well structured argument
- AO2i detailed knowledge and understanding of the text and task: good selection of supportive references
- AO5i detailed exploration of context
- AO5i detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 - 40

- AO1 technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
- AO2i secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
- AO5i excellent understanding and explanation of context
- AO5i excellent understanding and explanation of links across text/context/task

Question 13(b) CHURCHILL: *Top Girls***Assessment Objectives Tested:** AO1, AO2i, AO5i**Focus:** class conflict in *Top Girls***Possible content:**

Candidates are likely to focus on the sisters, Joyce and Marlene, since class conflict is mainly presented through their quarrels. They have shared social origins, but different political views. Angie, Marlene's daughter, may be seen as representative of the future 'underclass'. Class tension may also be seen in Act 1, though here class conflict is largely subordinated to gender conflict.

BAND 1: MARK RANGE 0 – 5

AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task

BAND 4: MARK RANGE 20 - 26

AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 - 33

AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 - 40

AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

Question 14(a) SHAFFER: *Amadeus*

Assessment Objectives Tested: AO1, AO2i, AO5i.

Focus: the setting in *Amadeus*

Possible content:

The setting, as well as the characters, allow Shaffer to focus upon the interface of classicism/the Enlightenment and Romanticism, heralded by the French Revolution. Candidates might consider the conflict between orthodoxy and originality; uniformity and creativity; obedience and rebellion, with the extremes represented by Mozart and Salieri. Candidates should be able to address at least one of these polarities.

BAND 1: MARK RANGE 0 – 5

- AO1 technical weaknesses which impede the communication of meaning and unclear line of argument
- AO2i simple account of plot events or some simple statement about character regardless of task
- AO5i very limited awareness of context
- AO5i very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

- AO1 simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
- AO2i some focus on the task with basic textual knowledge; a little illustrative support
- AO5i some limited awareness of context
- AO5i some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

- AO1 use of critical vocabulary and generally clear expression and some structured argument
- AO2i focus on task with some knowledge and understanding of text; some illustrative support
- AO5i awareness of the importance of context
- AO5i awareness of links across text/context/task

BAND 4: MARK RANGE 20 - 26

- AO1 clear expression and use of accurate critical vocabulary and clear line of argument
- AO2i clear focus on task with informed knowledge and understanding of the text: apt supportive references
- AO5i clear consideration of context
- AO5i clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 - 33

- AO1 accurate expression and effective use of appropriate critical vocabulary and well structured argument
- AO2i detailed knowledge and understanding of the text and task: good selection of supportive references
- AO5i detailed exploration of context
- AO5i detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 - 40

- AO1 technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
- AO2i secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
- AO5i excellent understanding and explanation of context
- AO5i excellent understanding and explanation of links across text/context/task

Question 14(b) SHAFFER: *Amadeus***Assessment Objectives Tested:** AO1, AO2i, AO5i.**Focus:** Salieri and forgiveness.**Possible content:**

It is to be hoped that candidates will consider why Salieri is foregrounded, both as a participant in the action, and as narrator. Is the play to be seen as a piece of extended self-justification, through which Salieri hopes to be ‘understood’? Is he to be denied forgiveness because he feels no guilt? Candidates’ responses will be coloured by their reading of the events in which he is involved.

BAND 1: MARK RANGE 0 – 5

AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task

BAND 4: MARK RANGE 20 - 26

AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 - 33

AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 - 40

AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

Question 15(a) WILLIAMS: *A Streetcar Named Desire*

Assessment Objectives Tested: AO1, AO2i, AO5i.

Focus: Williams’s presentation of Stanley.

Possible content:

This is, of course, not entirely a misrepresentation of Stanley. Candidates will need to account for Blanche’s assessment of him whilst placing this in the context of Stanley as seen by the play’s other characters, in particular, Stella and Mitch. Candidates might also consider both Blanche and Stanley as products of their social backgrounds and circumstances.

BAND 1: MARK RANGE 0 – 5

AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task

BAND 4: MARK RANGE 20 - 26

AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 - 33

AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 - 40

AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

Question 15(b) WILLIAMS: *A Streetcar Named Desire***Assessment Objectives Tested:** AO1, AO2i, AO5i.**Focus:** the play's setting.**Possible content:**

This is an area candidates are usually well prepared for: old/new America and the cosmopolitan setting of New Orleans. The location furnishes Williams with sound/musical/lighting devices that support and illuminate themes. The claustrophobia of the apartment stage set also contributes to the intensity of the dramatic impact. Post-war America accounts for a lot in Stanley Kowalski and his friends.

BAND 1: MARK RANGE 0 – 5

AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task

BAND 4: MARK RANGE 20 - 26

AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 - 33

AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 - 40

AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

Question 16(a) BECKETT: *Waiting for Godot*

Assessment Objectives Tested: AO1, AO2i, AO5i.

Focus: the play’s philosophy

Possible content:

Candidates are invited to discuss and illustrate the proposition that life is essentially purposeless and that we invent activities to occupy ourselves between the cradle and the grave – this is the gist of Estragon’s comment and it is hard to deny that it is the play’s philosophy. Other characters – Pozzo, Lucky, the Boy – serve to reinforce this. Candidates might want to link this to post-war negativity.

BAND 1: MARK RANGE 0 – 5

- AO1 technical weaknesses which impede the communication of meaning and unclear line of argument
- AO2i simple account of plot events or some simple statement about character regardless of task
- AO5i very limited awareness of context
- AO5i very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

- AO1 simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
- AO2i some focus on the task with basic textual knowledge; a little illustrative support
- AO5i some limited awareness of context
- AO5i some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

- AO1 use of critical vocabulary and generally clear expression and some structured argument
- AO2i focus on task with some knowledge and understanding of text; some illustrative support
- AO5i awareness of the importance of context
- AO5i awareness of links across text/context/task

BAND 4: MARK RANGE 20 - 26

- AO1 clear expression and use of accurate critical vocabulary and clear line of argument
- AO2i clear focus on task with informed knowledge and understanding of the text: apt supportive references
- AO5i clear consideration of context
- AO5i clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 - 33

- AO1 accurate expression and effective use of appropriate critical vocabulary and well structured argument
- AO2i detailed knowledge and understanding of the text and task: good selection of supportive references
- AO5i detailed exploration of context
- AO5i detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 - 40

- AO1 technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
- AO2i secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
- AO5i excellent understanding and explanation of context
- AO5i excellent understanding and explanation of links across text/context/task

Question 16(b) BECKETT: *Waiting for Godot***Assessment Objectives Tested:** AO1, AO2i, AO5i.**Focus:** religion in *Waiting for Godot***Possible content:**

Despite this comment of Vladimir's and other references to religion (i.e. Christianity), Lucky's diatribe reduces God to a ridiculous level; and if we interpret God as the 'Godot' who never appears, he is an absent figure. As with 16(a) candidates should consider locating this in the context of a certain post-war godlessness or nihilism.

BAND 1: MARK RANGE 0 – 5

AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task

BAND 2: MARK RANGE 6 – 12

AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task

BAND 3: MARK RANGE 13 – 19

AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task

BAND 4: MARK RANGE 20 - 26

AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task

BAND 5: MARK RANGE 27 - 33

AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task

BAND 6: MARK RANGE 34 - 40

AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive reference
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task