



General Certificate of Education

English Literature 5746 *Specification B*

LTB2 Genre Study: Poetry and Drama

Mark Scheme

2008 examination - June 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.

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Unit 2 (LTB2) requires candidates to study **one** poetry text and **one** play, chosen from six of each.

Assessment is through a one hour and forty-five minutes closed book examination.

The assessment objectives require candidates in **LTB2** to:

- AO1 communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression.
- AO2i respond with knowledge and understanding, to literary texts of different types and periods.
- AO3 show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings.
- AO5i show understanding of the contexts in which literary texts are written and understood.

The division and weighting of AOs in Unit 2 are as follows:

Poetry:	AO2i	5%
	AO3	10%
Drama:	AO1	5%
	AO2i	5%
	AO5i	10%

The Poetry section is worth 30 marks and should be marked as a whole.

The Drama section is worth 40 marks.

The total for the paper is 70 marks.

Each section of the paper targets different assessment objectives. In the **Poetry** section a poem or extract is provided so that candidates can demonstrate understanding (AO2i) and comment on features of language and structure (AO3). They will then be expected to move beyond this extract and refer to additional poems/parts of the text.

The poetry question is sub-divided into parts (a), (b) and (c). Most candidates will provide answers to each sub-section, though some may choose to cover parts (a), (b) and (c) in continuous prose. Either way is acceptable providing the questions are addressed.

In the **Drama** section the focus is on quality of expression (AO1), knowledge and understanding (AO2i) and consideration of contexts (AO5 – doubly weighted). The questions are not sub-divided, though some will offer candidates help with what to consider. Where this happens, it is important for examiner and candidate to distinguish between what is *mandatory* in a question and what is merely *suggested*.

LTB2

**Markscheme: 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

LTB2

Markscheme: 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 Geoffrey Chaucer: *The Miller's Tale***

- What do you learn about the characters of Nicholas and John in the extract?
- Comment on Chaucer's uses of structure and language in this extract.
- How is Nicholas presented in the Tale as a whole?

Assessment Objectives tested: AO2i, AO3

Possible Content:

- Nicholas- imaginative cunning; knowledge (Soloman, Noah) and ability to embroider story (e.g. refs. to Noah); planning/organisation/forethought. John- gullible ignorance; uxoriousness ('Allas, my wyf!).
- Lengthy speeches of Nicholas contrasted with brief, panic-stricken statements of John- reasoned calm set against hand-wringing questioning. Iambic pentameter has natural speech rhythm- sometimes reversed for emphasis e.g. 'Thus shal mankinde drenche, and lese hir lyf...'
Redundancies, repetitions, colloquialisms of real speech e.g. 'Why, yis, for Gode...' 'Allas, my wyf...allas, myn Alisoun.'
- Candidates should consider how Nicholas's character fits into the narrative framework of the poem - its thematic and moral functions.

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 A: POETRY**Question 2 John Donne: *Prescribed Poems***

- a) What does the speaker object to about the sun?
- b) What does the poem's imagery suggest about the speaker's feelings for his mistress?
- c) Write about how Donne presents strong feelings about a person or situation in **one** or **two** other poems of your choice.

Assessment Objectives tested: AO2i, AO3

Possible content:

- a) The sun is a self-important, interfering old busybody who wishes the world to follow his prescriptive schedules.
- b) The mistress is precious and exotic- "both th'Indias of spice and mine...lie here with me"; she is dazzling enough to rival the sun; she is like territory of which he is the ruler (She is all states, and all princes, I); together, she and the speaker constitute the world.
- c) E.g. Love's Growth, The Canonisation, The Good Morrow. As usual, candidates should offer more than paraphrase.

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 A: POETRY**Question 3 John Milton: *Paradise Lost Book 1***

- a) What do you learn of the state of mind of the angels and Satan in this passage?
- b) How does Milton suggest the size and strength of the angels' army in the passage?
- c) How are aspects of Satan's leadership presented elsewhere in *Book 1*?

Assessment Objectives tested: AO2i, AO3

Possible Content:

- a) Though they appear 'downcast and damp' there is a glimmer of optimism since Satan appears not to be 'in despair'. Satan's verbal swagger – 'words that bore/Semblance of worth, not substance' rouses them.
- b) Their ensign shines 'like a meteor'; their combined shout 'frighted the reign of Chaos and old Night'; their spears create 'a forest huge...of depth immeasurable'; they stand, 'a horrid front/Of dreadful length and dazzling arms' etc.
- c) Candidates might refer to Satan's rhetorical powers – his ability to put a 'positive spin' on a hopeless situation; or the way he focuses attention on the 'shortcomings' of the enemy and play down His power; or to his apparent bravery/courage/determination.

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 A: POETRY**Question 4 William Blake: *Songs of Innocence and of Experience*.**

- What views are expressed in the poem's first two verses?
- How does the imagery of the last four verses help to develop the poem's argument?
- Write about how Blake explores cruelty and selfishness in **one** or **two** other poems of your choice.

Assessment Objectives tested: AO2i, AO3.

Possible Content:

- The virtues are dependent upon the presence of inequality, fear, pain and suffering in the world- Pity and Mercy depend on poverty and subjection for their exercise and peace is only attainable through 'mutual fear' which breeds cruelty.
- Central metaphor of tree; a product of the tears of cruelty, the tree of humanity takes root and branches into the 'dismal shade' of Mystery (Religion). Insects thrive in it (the caterpillar and fly i.e. those who feed on religion). The tree produces the 'fruit of Deceit'; Ravens (priests) lodge in the thickest part. It is a product of human thought- the metaphor illustrates the growth of religious error.
- E.g. The Nurse's Song (Experience); London; The Sick Rose; The Chimney-Sweeper- all provide appropriate material for this topic.

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 A: POETRY**Question 5 John Keats: *Selected Poems*.**

- a) What moral does the poet draw in verses XII and XIII from Isabella's and Lorenzo's situation?
- b) How does Keats' use of language in the extract help to convey a sense of the lovers' feelings?
- c) How does Keats present the effects of love in **either *Lamia* or *The Eve of St Agnes***?

Assessment Objectives tested: AO2i, AO3.

Possible content:

- a) Lovers are too often pitied and the sorrowful side of love too frequently dwelt upon. The little ecstasies of love cancel out its bitterness. Analogously, bees discover sweetness in poisonous flowers.
- b) Lorenzo's speech has as its central metaphor the transformation from winter to summer, accentuating the warmth of Lorenzo's love. Natural imagery continued through 'lusty flower', 'twin roses', 'inward fragrance'. Narrator enjoys the lovers' meeting and reflects 'Were they unhappy then?' and describes their respective joys.
- c) *Lamia*- love as transformation (literally) producing ultimately pain and loss; *St Agnes*-romantic desire and longing result in escape from 'real' world.

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 A: POETRY**Question 6 A.E. Housman: *A Shropshire Lad*.**

- a) What are the main differences between the speaker's life in his 'own shire' and 'in London streets'?
- b) How do the poem's structure and language contribute to the contrast between verse one and verse two?
- c) Write about how Housman presents aspects of country life in **one** or **two** other poems of your choice.

Assessment Objectives tested: AO2i, AO3.

Possible Content:

- a) His 'own shire' gave compassion and understanding; nature accompanied him on his life's journey, the passing seasons 'lightening other loads'. London streets offer no such companionship, only individuals absorbed in their own unhappiness.
- b) Two verses of rhyming couplets; first verse sets out positive aspect of rural life- vibrant adjectival colouring: 'brown', 'purple', 'azured'. Second verse focuses on the 'mortal sickness' of city minds pitting one against the other- love and the natural world set against hatred and 'the London streets'.
- c) Candidates have a wide choice but should ensure they respond to 'present'.

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 7(a) Arthur Miller: *Death of a Salesman***

To what extent is American society depicted as a 'jungle' in *Death of a Salesman*?

Assessment Objectives tested: AO1, AO2i, AO5i.

Possible content:

Ben advocates lack of scruples/ruthlessness in business world if one is to emerge 'victorious' from the 'jungle'. Candidates might compare/contrast this view with Howard's treatment of Willy or with Charley's and Bernard's success. Or with the way Happy conducts his life. To what extent does this illustrate 'survival of the fittest'?

Focus: Post-war American society as a 'jungle'.

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

SECTION B: DRAMA**Question 7(b) Arthur Miller: *Death of a Salesman***

In the light of Happy's comment, discuss Willy's dreams in the context of the whole play.

Assessment Objectives tested: AO1, AO2i, AO5i.

Possible content:

Candidates are invited to discuss whether the audience is encouraged to identify with Happy's assessment- or with Biff's- that their father 'had all the wrong dreams'. In the course of this, there should be some exploration of the nature and effects of Willy's 'dreams'.

Focus: Willy's 'dreams'.

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

SECTION B: DRAMA**Question 8(a) Tennessee Williams: *Cat on a Hot Tin Roof***

How is the 'common crisis' of Big Daddy's cancer used to reveal the nature of the play's characters?

Assessment Objectives tested: AO1, AO2i, AO5i.

Possible content:

The 'common crisis' is the threat of death for Big Daddy from cancer. The Pollitt family, brought together over this, (though ostensibly for Big Daddy's birthday), reveal their 'real' selves during the course of this 'celebration.' Candidates are invited to explore the situation through a range of characters.

Focus: the situation as catalyst for character revelation.

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

SECTION B: DRAMA**Question 8(b) Tennessee Williams: *Cat on a Hot Tin Roof***

What does Williams reveal about attitudes to women and marriage in the society of *Cat on a Hot Tin Roof*?

Assessment Objectives tested: AO1, AO2i, AO5i.

Possible content:

Candidates are invited to consider how attitudes towards sexuality and family life differ in the three main female characters- Mae, Maggie and big Mamma- and in what ways they might be similar. This may extend into some consideration of how male/female roles in this society help to determine and define each other.

Focus: attitudes to women and marriage.

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

SECTION B: DRAMA**Question 9(a) John Osborne: *Look Back in Anger***

To what extent does Osborne make Jimmy's class hostility an understandable response to the society in which he lives?

Assessment Objectives tested: AO1, AO2i, AO5i.

Possible content:

Candidates might attempt to link the political perspective to which Jimmy refers – the post-war sense that the same social minorities were still in power (a view held by many) – with the life experiences Osborne gives his character: his brush with relative poverty; his red-brick university education and his marriage to a middle class woman. All this is within a still clearly stratified society.

Focus: Jimmy and 'social class'.

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

SECTION B: DRAMA**Question 9(b) John Osborne: *Look Back in Anger***

How far does Osborne's presentation of Alison and the play's other female characters challenge Jimmy's view of them?

Assessment Objectives tested: AO1, AO2i, AO5i.

Possible content:

Candidates might consider whether Alison and Helena are little more than ciphers, set up to represent middle-class womanhood (cf. Mrs Redfern who, as represented through Jimmy, is the stereotype of the abrasive mother-in-law). Or is there more to them than this? Set in the context of female ambition/aspirations in 1950s Britain.

Focus: Female characterisation 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

SECTION B: DRAMA**Question 10(a) Tom Stoppard: *Rosencrantz and Guildenstern Are Dead***

How does Stoppard explore ideas about life and death through the situation of the central characters?

Assessment Objectives tested: AO1, AO2i, AO5i.

Possible content:

Candidates might consider the audience's knowledge of R and G's fate (NB title) and how this predisposes us towards them. Is the play an extended piece of dramatic irony in which R and G figure as representatives of humanity? Does their bewilderment reflect our own- are their questions about life and death also our own?

Focus: life and death.

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

SECTION B: DRAMA**Question 10(b) Tom Stoppard: *Rosencrantz and Guildenstern Are Dead***

How essential is it to our understanding of the play that Rosencrantz and Guildenstern should be 'two Elizabethan gentlemen'?

You might like to consider:

- the play's connections with *Hamlet*
- the use of time and place
- when the play was first produced.

Assessment Objectives tested: AO1, AO2i, AO5i.

Possible content:

Candidates are invited to consider whether the only significance of the 'Elizabethan' dimension is the connection of the central characters with *Hamlet* and Elizabethan drama. Could the play say what it has to say about the human condition just as effectively in any other historical setting?

Focus: The 'Elizabethan' setting.

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

SECTION B: DRAMA**Question 11(a) Caryl Churchill: *Top Girls***

Does *Top Girls* support Marlene's optimistic view of the future?

Assessment Objectives tested: AO1, AO2i, AO5i.

Possible Content:

Candidates are invited to consider whether the play ultimately celebrates the emancipation of women through Marlene and the 'top girls'; or whether it is more concerned with the price paid for this emancipation. They might also consider what is intended in the concluding lines of the play.

Focus: optimism in *Top Girls*.

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

SECTION B: DRAMA**Question 11(b) Caryl Churchill: *Top Girls***

What does Churchill reveal about relationships between women and their children in *Top Girls*?

Assessment Objectives tested: AO1, AO2i, AO5i.

Possible Content:

From Act 1 candidates might focus on figures such as Nijo or Griselda in considering this question; from Act 2/3 on Marlene, Joyce and Angie. Some discussion of how attitudes vary within cultures and through history is expected.

Focus: women/children.

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

SECTION B: DRAMA**Question 12(a) Peter Shaffer: *Amadeus***

What does Shaffer reveal about the effects of patronage and public approval on the careers of artists through the figures of Mozart and Salieri?

Assessment Objectives tested: AO1, AO2i, AO5i.

Possible Content:

Candidates might consider the roles of the Emperor and court, and of the Venticelli— both arbiters of taste in different ways. Salieri uses both to his advantage— for personal advancement and to block the progress of the far more naïve Mozart. Play demonstrates the curbs placed on artistic expression.

Focus: Patronage and the arts.

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

SECTION B: DRAMA**Question 12(b) Peter Shaffer: *Amadeus***

To what extent do Salieri's religious notions affect his 'quarrel' with Mozart?

You might also consider:

- the bargain Salieri makes with God
- the importance of respectability to Salieri
- the importance of Mozart to God, according to Salieri.

Assessment Objectives tested: AO1, AO2i, AO5i.

Possible Content:

Candidates need to consider the nature of Salieri's 'quarrel' with God. How does his view of God as a 'God of Bargains' affect his attitude to himself and to Mozart? Mozart is seen as an embodiment of God renegeing on his 'bargain' with Salieri– thus all Salieri's actions against Mozart are actions against God.

Focus: the religious context.

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