



## **General Certificate of Education**

# **English Literature 1746** *Specification B*

**LITB3      Texts and Genres**

## **Mark Scheme**

*2010 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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### **Marking the scripts – basic principles**

1. Examiners should use the band descriptors when marking scripts and employ the 'best fit' principle when deciding in which mark band to place an answer. Remember that the mark bands are not equivalent to grades: grades are decided by the awarding committee at the end of each series.
2. Each of the AOs tested has a number of lines of description, depending upon its weighting. Each line is roughly equivalent to a 7.5% overall weighting within AS or A2. Questions are framed to test the AOs, so if candidates answer the question, then the criteria can be followed. Where candidates are uneven in performance across the required AOs, then they will be achieving within different mark bands. Where this happens, a 'best fit' aggregation will allow you to place them appropriately.
3. Examiners should be prepared to use the full mark range and not 'bunch' scripts in the middle for safety. Top marks are attainable if candidates could not be expected to do more in the time and under the conditions in which they are working.
4. Examiners should always be prepared to mark POSITIVELY. Although the mark scheme provides some indicators for what candidates are likely to write about, examiners should be willing to reward what is actually there – this mark scheme does not pretend to be all-inclusive. In no circumstances should candidates be penalised for failing to make certain points.
5. Examiners should remember that there are no right answers. Only glaring factual errors or gross misinterpretation may be actually wrong. Candidates' views which are well-argued and supported by appropriate textual evidence must receive credit whether the examiner agrees with the views or not. It is important to try to remain flexible if a candidate introduces unusual or unorthodox ideas.
6. Examiners should try to avoid making snap judgements too early before the whole answer has been read. Some candidates begin nervously but go on to make relevant points.
7. Examiners should remember that length and quality are not synonymous. Some brief answers may be relevant and concise. Equally, long answers may be diffuse and repetitive.
8. If answers are short or incomplete, examiners can only reward what is there and assess accordingly. Some further credit may be given to answers finished in note form.
9. Examiners must remember that AO1 tests the technical writing abilities of candidates. Although a well-turned argument is always likely to impress, candidates must not be penalised for technical errors beyond the weighting of AO1.

### **Marking the scripts – annotation**

10. The marks awarded for each question should be placed on the right hand side at the end of the answer. This mark should then be transferred to the appropriate part(s) of the front cover sheet of the script.
11. In addition to giving a mark, examiners should write a brief comment on how the mark has been arrived at. These comments are likely to mirror the appropriate mark band descriptors. Examiners may also be asked to write comments after each part of a question where the question is sub-divided. Please remember that scripts can now go back to candidates, so although your audience is a senior examiner, you must express your views temperately.
12. The following symbols can be used when marking scripts:
  - A tick for a good point/idea/reference etc
  - A tick in brackets for a potentially good point, not fully made
  - Underlining for an error in fact or expression
  - N when a candidate is narrating rather than analysing
  - R for repetition
  - I for irrelevance
  - A '?' for when meaning is not clear.

Please do not use your own private systems, as these will mean nothing to senior examiners or to candidates. If in doubt about what to use, a single word or short phrase will usually be enough.

## GENERIC MARK BAND DESCRIPTORS

### Band 1

- AO1** quality of writing hinders meaning/unclear line of argument/not always relevant
- AO2** very limited discussion of how form, structure and language features shape meanings
- AO3** little sense of connections between texts/ little understanding of different interpretations
- AO4** very limited awareness of the significance of contextual factors

### Band 2

- AO1** some use of critical vocabulary despite technical weakness/simple attempt at structuring argument/usually relevant with some focus on task
- AO2** some awareness of how form, structure and language shape meanings
- AO3** some connections made between texts/some reference to different interpretations of texts/some textual support
- AO4** some consideration of relevant contextual factors

### Band 3

- AO1** use of some critical vocabulary and generally clear expression/some structured argument though not sustained/relevant with focus on task
- AO2** consideration of some features of form, structure and language, and consideration of how these features shape meanings
- AO3** some consideration of connections between texts/some consideration of different interpretations of texts, with general textual support
- AO4** some consideration of a range of contextual factors shown by specific links between context/texts/tasks

### Band 4

- AO1** use of accurate critical vocabulary and clear argument expressed accurately/ relevant with clear focus on task/informed knowledge and understanding of texts
- AO2** consideration of how specific aspects of form, structure and language shape meanings
- AO3** detailed consideration of connections between texts/clear consideration of different interpretations of texts/apt supportive references
- AO4** examination of a range of contextual factors with specific, detailed links between context/texts/task

**Band 5**

- AO1** use of appropriate critical vocabulary and well-structured argument expressed accurately/relevant with sharp focus on task/detailed knowledge and understanding of texts
- AO2** exploration of several aspects of form, structure and language with evaluation of how they shape meanings
- AO3** detailed and evaluative discussion of connections between texts/clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses/significant supportive references
- AO4** detailed exploration of a range of contextual factors with specific, detailed links between context/texts/task

**Band 6**

- AO1** use of appropriate critical vocabulary and technically fluent style/well-structured and coherent argument/always relevant with very sharp focus on task/confidently ranges around texts
- AO2** exploration and analysis of key aspects of form, structure and language with perceptive evaluation of how they shape meanings
- AO3** detailed and perceptive understanding of issues raised through connections between texts/perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weaknesses/excellent selection of supportive references
- AO4** excellent understanding of a range of contextual factors with specific, detailed links between context/texts/task

**SECTION A****ELEMENTS OF THE GOTHIC****EITHER****THE PARDONER'S TALE**

1. 'An oold man and a povre with hem mette'.

Consider the significance of the role of the Old Man in 'The Pardoner's Tale'.

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
- Regarding AO2, the terms form, structure and language relate to the way this Assessment Objective has been officially sub-divided. These terms, however, have to be seen as interactive and fluid, so please give careful consideration to how candidates have applied them.

Band 1 (0-5)	AO1 Quality of writing hinders meaning AO1 Unclear line of argument/not always relevant AO2 Very limited discussion of how form and structure shape meanings AO2 Very limited discussion of how aspects of language shape meanings AO3 Little sense of connections between texts through concepts of gothic AO3 Little understanding of different interpretations of texts AO4 Very limited understanding of ways of contextualising gothic AO4 Very limited awareness of other contextual factors
Band 2 (6-12)	AO1 Some use of critical vocabulary despite technical weakness AO1 Simple attempt at structuring argument/usually relevant with some focus on task AO2 Some awareness of how form and structure shape meanings AO2 Some awareness of how aspects of language shape meanings AO3 Some connections made between texts through concept of gothic AO3 Some reference to different interpretations of texts/some textual support AO4 Some consideration of ways of contextualising gothic AO4 Some consideration of other relevant contextual factors
Band 3 (13-19)	AO1 Use of some critical vocabulary and generally clear expression AO1 Some structured argument though not sustained/relevant with focus on task AO2 Consideration of some features of form and structure and how these features shape meanings AO2 Consideration of some aspects of language and how these aspects shape some meanings AO3 Some consideration of connections between texts through concept of gothic AO3 Consideration of different interpretations of texts, with general textual support AO4 Consideration of some ways of contextualising gothic AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising gothic
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising gothic
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of gothic
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising gothic
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- consideration of the Old Man's language and the revellers' treatment of him – significance of his physical appearance
- possible view that the Old Man is the personification of Death: as in the gothic
- counter-arguments to the above view – he is seeking death himself etc
- significance of the Old Man's role in the quest for death
- possible discussion of the Old Man's possible moral functions – his relationship with the idea of spiritual rebirth, a momento mori, an aspect of theological debate, an incestuous figure? etc.



**MACBETH**

## 2. What do you think is the significance of the witches in ‘Macbeth’?

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
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Band 1 (0-5)	AO1 Quality of writing hinders meaning AO1 Unclear line of argument/not always relevant AO2 Very limited discussion of how form and structure shape meanings AO2 Very limited discussion of how aspects of language shape meanings AO3 Little sense of connections between texts through concepts of gothic AO3 Little understanding of different interpretations of texts AO4 Very limited understanding of ways of contextualising gothic AO4 Very limited awareness of other contextual factors
Band 2 (6-12)	AO1 Some use of critical vocabulary despite technical weakness AO1 Simple attempt at structuring argument/usually relevant with some focus on task AO2 Some awareness of how form and structure shape meanings AO2 Some awareness of how aspects of language shape meanings AO3 Some connections made between texts through concept of gothic AO3 Some reference to different interpretations of texts/some textual support AO4 Some consideration of ways of contextualising gothic AO4 Some consideration of other relevant contextual factors
Band 3 (13-19)	AO1 Use of some critical vocabulary and generally clear expression AO1 Some structured argument though not sustained/relevant with focus on task AO2 Consideration of some features of form and structure and how these features shape meanings AO2 Consideration of some aspects of language and how these aspects shape some meanings AO3 Some consideration of connections between texts through concept of gothic AO3 Consideration of different interpretations of texts, with general textual support AO4 Consideration of some ways of contextualising gothic AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising gothic
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising gothic
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Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
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	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of gothic
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising gothic
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- discussion of how much influence the witches have over the action of the play
- consideration of what the witches actually represent – forces of evil, supernatural elements, manifestations of human desires etc, typical of the gothic
- discussion of the implications of the language used by the witches – imagery, diction etc
- possible discussion of differing reactions to the witches according to audience context – Shakespeare’s contemporaries, modern audience etc
- possible references to differing functions of witches according to director’s, actors’ and designer’s interpretations, the ways they are presented in production.

**DOCTOR FAUSTUS**

3. Mephostophilis says, ‘Why, this is hell, nor am I out of it.’

To what extent do you think Marlowe presents life on earth as hellish in ‘Doctor Faustus’?

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
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	AO2 Very limited discussion of how aspects of language shape meanings
	AO3 Little sense of connections between texts through concepts of gothic
	AO3 Little understanding of different interpretations of texts
	AO4 Very limited understanding of ways of contextualising gothic
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Band 2 (6-12)	AO1 Some use of critical vocabulary despite technical weakness
	AO1 Simple attempt at structuring argument/usually relevant with some focus on task
	AO2 Some awareness of how form and structure shape meanings
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	AO3 Some connections made between texts through concept of gothic
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Band 3 (13-19)	AO1 Use of some critical vocabulary and generally clear expression
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	AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
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Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
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	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of gothic
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising gothic
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- consideration of the theological aspects of this statement – expulsion from Heaven must, per se, mean you are in hell – the absence of heaven must mean you are in hell – ‘all places shall be hell that is not heaven’
- discussion of the ways in which life on earth may be seen as hellish – loss of possession of your own soul – the more physical torments to be endured on earth, pain, humiliation etc
- possible discussion of sin making life on earth hellish – role of the Seven Deadly Sins, gothic imagery
- possible view that, far from being hellish, life on earth is often presented as luxurious, self-indulgent – possibility of enjoying the fruits of power, lust etc
- some good answers may debate the definition of hell
- possible discussion of the ways in which hell and earthly life may be staged.

**THE WHITE DEVIL**

4. It has been said that *The White Devil* is, ‘bloody and full of horror’.

Is *The White Devil* anything more than a horror story?

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
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Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
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	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising gothic
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- consideration of the gothic elements of violent and horrific acts within the play and how they may be staged
- discussion of the language, diction and imagery of the play in relation to the question - the ways in which a sense of horror is created on stage
- possible view that the play is full of horrific acts and moral corruption which are sensational and intended to shock the audience
- possible view that play is intended to be more than just a horror story with supportive evidence – an exposé of moral corruption – an intended corrective influence – a demonstration of the results of social wrongs – a study in corrupt power – an examination of love, lust and marriage.

**PARADISE LOST, BOOKS 1 AND 2**

5. 'Far from being supernatural, Satan is the most human of characters'.

In the light of this comment, consider Milton's presentation of Satan.

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
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	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of gothic
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising gothic
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- discussion of the presentation of Satan including certain gothic elements - the language he uses, his actions, the ways in which he reacts
- possible view that we identify with certain characteristics he possesses which seem all too human – even his failings – his tendency to pride, tyranny, destructiveness etc
- possible view that he possesses qualities which we are inclined to admire in humans – eg his energy, resilience, courage etc
- consideration of Satan's powers, including his supernatural ones
- examiners should be prepared to reward any other points which candidates find interesting about the presentation of Satan, including points about the possible different reactions to him between Milton's contemporaries and modern readers.



**FRANKENSTEIN**

6. To what extent do you agree with the view that, in ‘Frankenstein’. Mary Shelley is exploring ‘the dark side of the human psyche’?

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
- Regarding AO2, the terms form, structure and language relate to the way this Assessment Objective has been officially sub-divided. These terms, however, have to be seen as interactive and fluid, so please give careful consideration to how candidates have applied them.

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Band 2 (6-12)	AO1 Some use of critical vocabulary despite technical weakness AO1 Simple attempt at structuring argument/usually relevant with some focus on task AO2 Some awareness of how form and structure shape meanings AO2 Some awareness of how aspects of language shape meanings AO3 Some connections made between texts through concept of gothic AO3 Some reference to different interpretations of texts/some textual support AO4 Some consideration of ways of contextualising gothic AO4 Some consideration of other relevant contextual factors
Band 3 (13-19)	AO1 Use of some critical vocabulary and generally clear expression AO1 Some structured argument though not sustained/relevant with focus on task AO2 Consideration of some features of form and structure and how these features shape meanings AO2 Consideration of some aspects of language and how these aspects shape some meanings AO3 Some consideration of connections between texts through concept of gothic AO3 Consideration of different interpretations of texts, with general textual support AO4 Consideration of some ways of contextualising gothic AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising gothic
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising gothic
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of gothic
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising gothic
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- consideration of Frankenstein's actions and motivations in the light of the question's critical view – likely to be much emphasis on psycho-analytical theories, everything from gender usurpation to incest
- some candidates may examine other characters from the novel in the light of this comment
- discussion of the murders that take place in the novel
- discussion of the creature's role and what he represents in human terms – possible discussion of his relationship to the humans – their treatment of him
- possible discussion of the significance of the gothic language and imagery in the novel.

**WUTHERING HEIGHTS**

7. ‘Violence breeds violence.’

In the light of this comment, consider Emily Brontë’s presentation of violence in the novel.

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
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Band 1 (0-5)	AO1 Quality of writing hinders meaning AO1 Unclear line of argument/not always relevant AO2 Very limited discussion of how form and structure shape meanings AO2 Very limited discussion of how aspects of language shape meanings AO3 Little sense of connections between texts through concepts of gothic AO3 Little understanding of different interpretations of texts AO4 Very limited understanding of ways of contextualising gothic AO4 Very limited awareness of other contextual factors
Band 2 (6-12)	AO1 Some use of critical vocabulary despite technical weakness AO1 Simple attempt at structuring argument/usually relevant with some focus on task AO2 Some awareness of how form and structure shape meanings AO2 Some awareness of how aspects of language shape meanings AO3 Some connections made between texts through concept of gothic AO3 Some reference to different interpretations of texts/some textual support AO4 Some consideration of ways of contextualising gothic AO4 Some consideration of other relevant contextual factors
Band 3 (13-19)	AO1 Use of some critical vocabulary and generally clear expression AO1 Some structured argument though not sustained/relevant with focus on task AO2 Consideration of some features of form and structure and how these features shape meanings AO2 Consideration of some aspects of language and how these aspects shape some meanings AO3 Some consideration of connections between texts through concept of gothic AO3 Consideration of different interpretations of texts, with general textual support AO4 Consideration of some ways of contextualising gothic AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising gothic
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising gothic
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of gothic
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising gothic
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- response to the view that violence provokes violent responses in the victims or, indeed, further violence in the perpetrator
- consideration of some of the examples of violence within the text – no shortage of material here – candidates can only be expected to be selective
- possible consideration of the ways in which many of the characters use violence as a means of obtaining what they want – even love
- possible conclusion that ultimately, happiness is only obtained when the cycle of violence is broken.

**DRACULA**

8. In Chapter 14, Van Helsing claims, ‘There are always mysteries in life.’

To what extent do you think that, in *Dracula*, Stoker shows that science cannot provide answers to every question?

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- Regarding AO2, the terms form, structure and language relate to the way this Assessment Objective has been officially sub-divided. These terms, however, have to be seen as interactive and fluid, so please give careful consideration to how candidates have applied them.

Band 1 (0-5)	AO1	Quality of writing hinders meaning
	AO1	Unclear line of argument/not always relevant
	AO2	Very limited discussion of how form and structure shape meanings
	AO2	Very limited discussion of how aspects of language shape meanings
	AO3	Little sense of connections between texts through concepts of gothic
	AO3	Little understanding of different interpretations of texts
	AO4	Very limited understanding of ways of contextualising gothic
	AO4	Very limited awareness of other contextual factors
Band 2 (6-12)	AO1	Some use of critical vocabulary despite technical weakness
	AO1	Simple attempt at structuring argument/usually relevant with some focus on task
	AO2	Some awareness of how form and structure shape meanings
	AO2	Some awareness of how aspects of language shape meanings
	AO3	Some connections made between texts through concept of gothic
	AO3	Some reference to different interpretations of texts/some textual support
	AO4	Some consideration of ways of contextualising gothic
	AO4	Some consideration of other relevant contextual factors
Band 3 (13-19)	AO1	Use of some critical vocabulary and generally clear expression
	AO1	Some structured argument though not sustained/relevant with focus on task
	AO2	Consideration of some features of form and structure and how these features shape meanings
	AO2	Consideration of some aspects of language and how these aspects shape some meanings
	AO3	Some consideration of connections between texts through concept of gothic
	AO3	Consideration of different interpretations of texts, with general textual support
	AO4	Consideration of some ways of contextualising gothic
	AO4	Some consideration of range of other contextual factors with specific links between context/texts/tasks

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising gothic
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising gothic
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of gothic
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising gothic
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- discussion of what may be considered to represent the 'mysteries of life' in the novel: mystery as part of the gothic
- consideration of Van Helsing's role in the novel as the man of science – his acknowledgement that science cannot discover all, yet he and his associates go on to defeat Dracula
- possible discussion of the role of Renfield and the science of psychology
- some contextual discussion of attitudes to scientific investigation and the mysteries of conventional religion as shown in the novel may be relevant here
- possible view that the methods of vampire-slaying are hardly scientific!

## THE BLOODY CHAMBER

9. Many readers have been shocked by the stories in *The Bloody Chamber*. Do you find them merely shocking? You should refer to at least **two** stories in your answer.

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
- Regarding AO2, the terms form, structure and language relate to the way this Assessment Objective has been officially sub-divided. These terms, however, have to be seen as interactive and fluid, so please give careful consideration to how candidates have applied them.

Band 1 (0-5)	AO1 Quality of writing hinders meaning AO1 Unclear line of argument/not always relevant AO2 Very limited discussion of how form and structure shape meanings AO2 Very limited discussion of how aspects of language shape meanings AO3 Little sense of connections between texts through concepts of gothic AO3 Little understanding of different interpretations of texts AO4 Very limited understanding of ways of contextualising gothic AO4 Very limited awareness of other contextual factors
Band 2 (6-12)	AO1 Some use of critical vocabulary despite technical weakness AO1 Simple attempt at structuring argument/usually relevant with some focus on task AO2 Some awareness of how form and structure shape meanings AO2 Some awareness of how aspects of language shape meanings AO3 Some connections made between texts through concept of gothic AO3 Some reference to different interpretations of texts/some textual support AO4 Some consideration of ways of contextualising gothic AO4 Some consideration of other relevant contextual factors
Band 3 (13-19)	AO1 Use of some critical vocabulary and generally clear expression AO1 Some structured argument though not sustained/relevant with focus on task AO2 Consideration of some features of form and structure and how these features shape meanings AO2 Consideration of some aspects of language and how these aspects shape some meanings AO3 Some consideration of connections between texts through concept of gothic AO3 Consideration of different interpretations of texts, with general textual support AO4 Consideration of some ways of contextualising gothic AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising gothic
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising gothic
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of gothic
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising gothic
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- discussion of how far the stories may be considered shocking
- consideration of the factors in the stories which may be considered shocking – the violence, their frank sexual references, including incest, necrophilia and other such gothic elements
- exploration of the ways in which some of the language may be considered shocking
- some candidates may not find the stories shocking or may alternatively consider how they shock and what the effect is
- possible engagement with the idea that the stories were simply written for shock effect – possible view that they are an exposé of the darker aspects of the human psyche/gender relations/sexual desires.



**ELEMENTS OF THE PASTORAL****PASTORAL POETRY 1300-1800**

10. 'Society is all but rude, to this delicious solitude.' From 'The Garden' by Marvell.

How far do you agree that pastoral poetry presents living in society as an undesirable alternative to living close to nature?

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
- Regarding AO2, the terms form, structure and language relate to the way this Assessment Objective has been officially sub-divided. These terms, however, have to be seen as interactive and fluid, so please give careful consideration to how candidates have applied them.

Band 1 (0-5)	<p>AO1 Quality of writing hinders meaning</p> <p>AO1 Unclear line of argument/not always relevant</p> <p>AO2 Very limited discussion of how form and structure shape meanings</p> <p>AO2 Very limited discussion of how aspects of language shape meanings</p> <p>AO3 Little sense of connections between texts through concepts of pastoral</p> <p>AO3 Little understanding of different interpretations of texts</p> <p>AO4 Very limited understanding of ways of contextualising pastoral</p> <p>AO4 Very limited awareness of other contextual factors</p>
Band 2 (6-12)	<p>AO1 Some use of critical vocabulary despite technical weakness</p> <p>AO1 Simple attempt at structuring argument/usually relevant with some focus on task</p> <p>AO2 Some awareness of how form and structure shape meanings</p> <p>AO2 Some awareness of how aspects of language shape meanings</p> <p>AO3 Some connections made between texts through concept of pastoral</p> <p>AO3 Some reference to different interpretations of texts/some textual support</p> <p>AO4 Some consideration of ways of contextualising pastoral</p> <p>AO4 Some consideration of other relevant contextual factors</p>
Band 3 (13-19)	<p>AO1 Use of some critical vocabulary and generally clear expression</p> <p>AO1 Some structured argument though not sustained/relevant with focus on task</p> <p>AO2 Consideration of some features of form and structure and how these features shape meanings</p> <p>AO2 Consideration of some aspects of language and how these aspects shape some meanings</p> <p>AO3 Some consideration of connections between texts through concept of pastoral</p> <p>AO3 Consideration of different interpretations of texts, with general textual support</p> <p>AO4 Consideration of some ways of contextualising pastoral</p> <p>AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks</p>

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising pastoral
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising pastoral
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of pastoral
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising pastoral
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- some candidates may take Marvell's poem as their starting point and discuss his praise of the beauties of nature
- consideration of examples from the poems where the speaker extols the beauties of nature
- exploration of the ways in which poets use language to present their views
- discussion of the ways in which human society and/or human relationships are presented in the poems – the natural world is often seen as conducive to love – not all human intercourse may be seen as an undesirable contrast
- some candidates may examine the disadvantages of rural life as expressed in the poems.

**AS YOU LIKE IT**

11. 'The Forest of Arden is a setting where simple, natural love is able to develop.'

To what extent do you agree with this view?

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
- Regarding AO2, the terms form, structure and language relate to the way this Assessment Objective has been officially sub-divided. These terms, however, have to be seen as interactive and fluid, so please give careful consideration to how candidates have applied them.

Band 1 (0-5)	<p>AO1 Quality of writing hinders meaning</p> <p>AO1 Unclear line of argument/not always relevant</p> <p>AO2 Very limited discussion of how form and structure shape meanings</p> <p>AO2 Very limited discussion of how aspects of language shape meanings</p> <p>AO3 Little sense of connections between texts through concepts of pastoral</p> <p>AO3 Little understanding of different interpretations of texts</p> <p>AO4 Very limited understanding of ways of contextualising pastoral</p> <p>AO4 Very limited awareness of other contextual factors</p>
Band 2 (6-12)	<p>AO1 Some use of critical vocabulary despite technical weakness</p> <p>AO1 Simple attempt at structuring argument/usually relevant with some focus on task</p> <p>AO2 Some awareness of how form and structure shape meanings</p> <p>AO2 Some awareness of how aspects of language shape meanings</p> <p>AO3 Some connections made between texts through concept of pastoral</p> <p>AO3 Some reference to different interpretations of texts/some textual support</p> <p>AO4 Some consideration of ways of contextualising pastoral</p> <p>AO4 Some consideration of other relevant contextual factors</p>
Band 3 (13-19)	<p>AO1 Use of some critical vocabulary and generally clear expression</p> <p>AO1 Some structured argument though not sustained/relevant with focus on task</p> <p>AO2 Consideration of some features of form and structure and how these features shape meanings</p> <p>AO2 Consideration of some aspects of language and how these aspects shape some meanings</p> <p>AO3 Some consideration of connections between texts through concept of pastoral</p> <p>AO3 Consideration of different interpretations of texts, with general textual support</p> <p>AO4 Consideration of some ways of contextualising pastoral</p> <p>AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks</p>

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising pastoral
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising pastoral
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of pastoral
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising pastoral
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- exploration of the links between the pastoral setting and the development of the love relationships in the play – likely to be much discussion of Rosalind and Orlando, Celia and Oliver
- possible view that the love is not quite ‘natural’ due to effects of disguise etc.
- possible view that it is far from ‘simple’, again due to disguise – falling in love is beset by problems
- discussion of the roles of the rustic characters – Phoebe’s problems, Touchstone and Audrey
- some candidates may discuss the love between Rosalind and Celia
- possible consideration of how the Forest is staged.

**SONGS OF INNOCENCE AND EXPERIENCE**

12. What use does Blake make of pastoral imagery in ‘Songs of Innocence and Experience’?

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
- Regarding AO2, the terms form, structure and language relate to the way this Assessment Objective has been officially sub-divided. These terms, however, have to be seen as interactive and fluid, so please give careful consideration to how candidates have applied them.

Band 1 (0-5)	<p>AO1 Quality of writing hinders meaning</p> <p>AO1 Unclear line of argument/not always relevant</p> <p>AO2 Very limited discussion of how form and structure shape meanings</p> <p>AO2 Very limited discussion of how aspects of language shape meanings</p> <p>AO3 Little sense of connections between texts through concepts of pastoral</p> <p>AO3 Little understanding of different interpretations of texts</p> <p>AO4 Very limited understanding of ways of contextualising pastoral</p> <p>AO4 Very limited awareness of other contextual factors</p>
Band 2 (6-12)	<p>AO1 Some use of critical vocabulary despite technical weakness</p> <p>AO1 Simple attempt at structuring argument/usually relevant with some focus on task</p> <p>AO2 Some awareness of how form and structure shape meanings</p> <p>AO2 Some awareness of how aspects of language shape meanings</p> <p>AO3 Some connections made between texts through concept of pastoral</p> <p>AO3 Some reference to different interpretations of texts/some textual support</p> <p>AO4 Some consideration of ways of contextualising pastoral</p> <p>AO4 Some consideration of other relevant contextual factors</p>
Band 3 (13-19)	<p>AO1 Use of some critical vocabulary and generally clear expression</p> <p>AO1 Some structured argument though not sustained/relevant with focus on task</p> <p>AO2 Consideration of some features of form and structure and how these features shape meanings</p> <p>AO2 Consideration of some aspects of language and how these aspects shape some meanings</p> <p>AO3 Some consideration of connections between texts through concept of pastoral</p> <p>AO3 Consideration of different interpretations of texts, with general textual support</p> <p>AO4 Consideration of some ways of contextualising pastoral</p> <p>AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks</p>

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising pastoral
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising pastoral
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of pastoral
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising pastoral
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- candidates may make their own selection of imagery in response to this question
- possible discussion of the links between pastoral imagery and religion; likely to be much discussion of the Lamb, for example
- possible discussion of the links between pastoral imagery and the innocence of childhood, particularly in 'Songs of Innocence' – eg 'The Echoing Green'
- possible discussion of the links between pastoral and concepts of liberty/freedom
- consideration of the ways in which the use of pastoral imagery changes in 'Songs of Experience' with the possible view that it becomes more negative, eg 'The Garden of Love'.

**SHE STOOPS TO CONQUER**

13. Discuss the view that Tony Lumpkin is nothing more than a comic country bumpkin.

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
- Regarding AO2, the terms form, structure and language relate to the way this Assessment Objective has been officially sub-divided. These terms, however, have to be seen as interactive and fluid, so please give careful consideration to how candidates have applied them.

Band 1 (0-5)	AO1 Quality of writing hinders meaning AO1 Unclear line of argument/not always relevant AO2 Very limited discussion of how form and structure shape meanings AO2 Very limited discussion of how aspects of language shape meanings AO3 Little sense of connections between texts through concepts of pastoral AO3 Little understanding of different interpretations of texts AO4 Very limited understanding of ways of contextualising pastoral AO4 Very limited awareness of other contextual factors
Band 2 (6-12)	AO1 Some use of critical vocabulary despite technical weakness AO1 Simple attempt at structuring argument/usually relevant with some focus on task AO2 Some awareness of how form and structure shape meanings AO2 Some awareness of how aspects of language shape meanings AO3 Some connections made between texts through concept of pastoral AO3 Some reference to different interpretations of texts/some textual support AO4 Some consideration of ways of contextualising pastoral AO4 Some consideration of other relevant contextual factors
Band 3 (13-19)	AO1 Use of some critical vocabulary and generally clear expression AO1 Some structured argument though not sustained/relevant with focus on task AO2 Consideration of some features of form and structure and how these features shape meanings AO2 Consideration of some aspects of language and how these aspects shape some meanings AO3 Some consideration of connections between texts through concept of pastoral AO3 Consideration of different interpretations of texts, with general textual support AO4 Consideration of some ways of contextualising pastoral AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising pastoral
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising pastoral
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of pastoral
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising pastoral
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- consideration of the role of Tony Lumpkin in the play with specific references to his enjoyment of country life – eg the pleasures of the Three Pigeons and the company of ‘shabby fellows’ and how he is presented in production
- possible view that he is ‘a good-natured creature at bottom’ and the source of much of the comic action – the mistakes of the night etc
- possible view that Tony is more than just a comic idiot – he could be seen as quite crafty and manipulative ( a different take on the pastoral)
- exploration of the idea that his craftiness is more than ‘a mere composition of tricks and mischief’
- there may be some contextual exploration of comic/dramatic stereotypes and whether Tony fits these stereotypes.



**HUCKLEBERRY FINN**

14. 'A pure, natural friendship, uncorrupted by social prejudices.'

In the light of this comment, consider the relationship between Huck and Jim in the novel.

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
- Regarding AO2, the terms form, structure and language relate to the way this Assessment Objective has been officially sub-divided. These terms, however, have to be seen as interactive and fluid, so please give careful consideration to how candidates have applied them.

Band 1 (0-5)	AO1	Quality of writing hinders meaning
	AO1	Unclear line of argument/not always relevant
	AO2	Very limited discussion of how form and structure shape meanings
	AO2	Very limited discussion of how aspects of language shape meanings
	AO3	Little sense of connections between texts through concepts of pastoral
	AO3	Little understanding of different interpretations of texts
	AO4	Very limited understanding of ways of contextualising pastoral
	AO4	Very limited awareness of other contextual factors
Band 2 (6-12)	AO1	Some use of critical vocabulary despite technical weakness
	AO1	Simple attempt at structuring argument/usually relevant with some focus on task
	AO2	Some awareness of how form and structure shape meanings
	AO2	Some awareness of how aspects of language shape meanings
	AO3	Some connections made between texts through concept of pastoral
	AO3	Some reference to different interpretations of texts/some textual support
	AO4	Some consideration of ways of contextualising pastoral
	AO4	Some consideration of other relevant contextual factors
Band 3 (13-19)	AO1	Use of some critical vocabulary and generally clear expression
	AO1	Some structured argument though not sustained/relevant with focus on task
	AO2	Consideration of some features of form and structure and how these features shape meanings
	AO2	Consideration of some aspects of language and how these aspects shape some meanings
	AO3	Some consideration of connections between texts through concept of pastoral
	AO3	Consideration of different interpretations of texts, with general textual support
	AO4	Consideration of some ways of contextualising pastoral
	AO4	Some consideration of range of other contextual factors with specific links between context/texts/tasks

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising pastoral
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising pastoral
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of pastoral
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising pastoral
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- consideration of the ways in which Huck accepts Jim for his own sake and the friendly relationship that grows up between them
- contrast between Huck's attitude to Jim and the racist attitudes of other characters in the novel
- exploration of the ways in which Twain could be thought to use this relationship to make moral points in the novel – it is possible to argue that, in spite of its supposed liberalism, there are still racist assumptions underlying the novel
- discussion of the links between the pastoral setting and the relationship – the raft and the river allow for the natural friendship to develop – intrusions demonstrate the social problems involved.

**TESS OF THE D'URBERVILLES**

15. 'Tess's life is inextricably linked to the landscapes in which she lives.'

To what extent do you agree with this view?

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
- Regarding AO2, the terms form, structure and language relate to the way this Assessment Objective has been officially sub-divided. These terms, however, have to be seen as interactive and fluid, so please give careful consideration to how candidates have applied them.

Band 1 (0-5)	AO1 Quality of writing hinders meaning AO1 Unclear line of argument/not always relevant AO2 Very limited discussion of how form and structure shape meanings AO2 Very limited discussion of how aspects of language shape meanings AO3 Little sense of connections between texts through concepts of pastoral AO3 Little understanding of different interpretations of texts AO4 Very limited understanding of ways of contextualising pastoral AO4 Very limited awareness of other contextual factors
Band 2 (6-12)	AO1 Some use of critical vocabulary despite technical weakness AO1 Simple attempt at structuring argument/usually relevant with some focus on task AO2 Some awareness of how form and structure shape meanings AO2 Some awareness of how aspects of language shape meanings AO3 Some connections made between texts through concept of pastoral AO3 Some reference to different interpretations of texts/some textual support AO4 Some consideration of ways of contextualising pastoral AO4 Some consideration of other relevant contextual factors
Band 3 (13-19)	AO1 Use of some critical vocabulary and generally clear expression AO1 Some structured argument though not sustained/relevant with focus on task AO2 Consideration of some features of form and structure and how these features shape meanings AO2 Consideration of some aspects of language and how these aspects shape some meanings AO3 Some consideration of connections between texts through concept of pastoral AO3 Consideration of different interpretations of texts, with general textual support AO4 Consideration of some ways of contextualising pastoral AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising pastoral
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising pastoral
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of pastoral
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising pastoral
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- consideration of some of the different events in Tess's life and the role played by the landscapes in those events – plenty of material here, eg links between Talbothays and Tess's love for Angel, Flintcomb-Ash and his desertion of her, Stonehenge and her sacrifice
- exploration of the symbolic significance of pastoral landscape, pathetic fallacy etc
- possible consideration of whether the landscape actually dictates some of the events of her life
- possible discussion of whether landscape is benign, hostile or indifferent
- discussion of the relationship between Tess's life and the agricultural activities linked to the landscapes in which she moves.

**BRIDESHEAD REVISTED**

16. 'A lament for the disappearance of a traditional way of life.'

To what extent do you agree with this view of the novel?

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
- Regarding AO2, the terms form, structure and language relate to the way this Assessment Objective has been officially sub-divided. These terms, however, have to be seen as interactive and fluid, so please give careful consideration to how candidates have applied them.

Band 1 (0-5)	AO1 Quality of writing hinders meaning
	AO1 Unclear line of argument/not always relevant
	AO2 Very limited discussion of how form and structure shape meanings
	AO2 Very limited discussion of how aspects of language shape meanings
	AO3 Little sense of connections between texts through concepts of pastoral
	AO3 Little understanding of different interpretations of texts
	AO4 Very limited understanding of ways of contextualising pastoral
	AO4 Very limited awareness of other contextual factors
Band 2 (6-12)	AO1 Some use of critical vocabulary despite technical weakness
	AO1 Simple attempt at structuring argument/usually relevant with some focus on task
	AO2 Some awareness of how form and structure shape meanings
	AO2 Some awareness of how aspects of language shape meanings
	AO3 Some connections made between texts through concept of pastoral
	AO3 Some reference to different interpretations of texts/some textual support
	AO4 Some consideration of ways of contextualising pastoral
	AO4 Some consideration of other relevant contextual factors
Band 3 (13-19)	AO1 Use of some critical vocabulary and generally clear expression
	AO1 Some structured argument though not sustained/relevant with focus on task
	AO2 Consideration of some features of form and structure and how these features shape meanings
	AO2 Consideration of some aspects of language and how these aspects shape some meanings
	AO3 Some consideration of connections between texts through concept of pastoral
	AO3 Consideration of different interpretations of texts, with general textual support
	AO4 Consideration of some ways of contextualising pastoral
	AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
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	AO3	Detailed consideration of connections between texts through concept of pastoral
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	AO4	Examination of ways of contextualising pastoral
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Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
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	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising pastoral
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Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of pastoral
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising pastoral
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- discussion of the ways in which the novel could be seen to show a 'traditional, rural way of life' – the landed aristocracy, the significance of the Brideshead estate and its management, Oxford
- possible discussion of such events as the hunt
- possible discussion of Brideshead representing Arcadia for Ryder, a pastoral paradise and therefore desirable
- exploration of the ways in which the novel shows Brideshead to be a legacy of a bygone era and unsustainable in a modern, war-torn world
- engagement with the idea of the novel being a 'lament' – does the novel show the passing of a traditional Brideshead as regrettable?

**PASTORAL POETRY 1945 ONWARDS**

17. How far do you agree that many modern pastoral poems express a nostalgic desire to recapture past rural pleasures?

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
- Regarding AO2, the terms form, structure and language relate to the way this Assessment Objective has been officially sub-divided. These terms, however, have to be seen as interactive and fluid, so please give careful consideration to how candidates have applied them.

Band 1 (0-5)	<p>AO1 Quality of writing hinders meaning</p> <p>AO1 Unclear line of argument/not always relevant</p> <p>AO2 Very limited discussion of how form and structure shape meanings</p> <p>AO2 Very limited discussion of how aspects of language shape meanings</p> <p>AO3 Little sense of connections between texts through concepts of pastoral</p> <p>AO3 Little understanding of different interpretations of texts</p> <p>AO4 Very limited understanding of ways of contextualising pastoral</p> <p>AO4 Very limited awareness of other contextual factors</p>
Band 2 (6-12)	<p>AO1 Some use of critical vocabulary despite technical weakness</p> <p>AO1 Simple attempt at structuring argument/usually relevant with some focus on task</p> <p>AO2 Some awareness of how form and structure shape meanings</p> <p>AO2 Some awareness of how aspects of language shape meanings</p> <p>AO3 Some connections made between texts through concept of pastoral</p> <p>AO3 Some reference to different interpretations of texts/some textual support</p> <p>AO4 Some consideration of ways of contextualising pastoral</p> <p>AO4 Some consideration of other relevant contextual factors</p>
Band 3 (13-19)	<p>AO1 Use of some critical vocabulary and generally clear expression</p> <p>AO1 Some structured argument though not sustained/relevant with focus on task</p> <p>AO2 Consideration of some features of form and structure and how these features shape meanings</p> <p>AO2 Consideration of some aspects of language and how these aspects shape some meanings</p> <p>AO3 Some consideration of connections between texts through concept of pastoral</p> <p>AO3 Consideration of different interpretations of texts, with general textual support</p> <p>AO4 Consideration of some ways of contextualising pastoral</p> <p>AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks</p>

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising pastoral
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising pastoral
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of pastoral
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising pastoral
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- consideration of some of the poems from the selection which look back on the past, either personal or historic, and exploration of the ways in which the past is presented
- analysis of the language – diction, imagery etc. – which the poets use to discuss the past
- engagement with the idea of nostalgia in relation to these poems – some candidates may feel that the view of the past is not necessarily a nostalgic one
- possible view that the views of rural life presented do not show many ‘pleasures’
- possible view that the speakers do not actually want to ‘recapture’ the past.



**BLUE REMEMBERED HILLS**

18. 'What are those blue remembered hills? What spires, what farms are those?  
That is the land of lost content,..'

To what extent do you agree that the play depicts 'a land of lost content'?

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
- Regarding AO2, the terms form, structure and language relate to the way this Assessment Objective has been officially sub-divided. These terms, however, have to be seen as interactive and fluid, so please give careful consideration to how candidates have applied them.

Band 1 (0-5)	AO1	Quality of writing hinders meaning
	AO1	Unclear line of argument/not always relevant
	AO2	Very limited discussion of how form and structure shape meanings
	AO2	Very limited discussion of how aspects of language shape meanings
	AO3	Little sense of connections between texts through concepts of pastoral
	AO3	Little understanding of different interpretations of texts
	AO4	Very limited understanding of ways of contextualising pastoral
	AO4	Very limited awareness of other contextual factors
Band 2 (6-12)	AO1	Some use of critical vocabulary despite technical weakness
	AO1	Simple attempt at structuring argument/usually relevant with some focus on task
	AO2	Some awareness of how form and structure shape meanings
	AO2	Some awareness of how aspects of language shape meanings
	AO3	Some connections made between texts through concept of pastoral
	AO3	Some reference to different interpretations of texts/some textual support
	AO4	Some consideration of ways of contextualising pastoral
	AO4	Some consideration of other relevant contextual factors
Band 3 (13-19)	AO1	Use of some critical vocabulary and generally clear expression
	AO1	Some structured argument though not sustained/relevant with focus on task
	AO2	Consideration of some features of form and structure and how these features shape meanings
	AO2	Consideration of some aspects of language and how these aspects shape some meanings
	AO3	Some consideration of connections between texts through concept of pastoral
	AO3	Consideration of different interpretations of texts, with general textual support
	AO4	Consideration of some ways of contextualising pastoral
	AO4	Some consideration of range of other contextual factors with specific links between context/texts/tasks

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising pastoral
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising pastoral
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of pastoral
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising pastoral
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- discussion of the ways in which the play presents the past
- exploration of rural childhood as seen in the play and the ways in which it may be staged
- candidates may either agree or disagree that childhood is essentially presented as contented
- possible view that retrospection allows nostalgia to creep in or alternative view that the children were far from contented – their fights – Donald's death
- possible discussion of the effects of requiring adults to play children and the ironies involved – is the 'land' really 'lost' at all?
- possible interpretations of the word 'land'.

**SECTION B****ELEMENTS OF THE GOTHIC**

19. To what extent do you think gothic literature is characterised by a fascination with death?

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
- Regarding AO2, the terms form, structure and language relate to the way this Assessment Objective has been officially sub-divided. These terms, however, have to be seen as interactive and fluid, so please give careful consideration to how candidates have applied them.

Band 1 (0-5)	AO1 Quality of writing hinders meaning
	AO1 Unclear line of argument/not always relevant
	AO2 Very limited discussion of how form and structure shape meanings
	AO2 Very limited discussion of how aspects of language shape meanings
	AO3 Little sense of connections between texts through concepts of gothic
	AO3 Little understanding of different interpretations of texts
	AO4 Very limited understanding of ways of contextualising gothic
	AO4 Very limited awareness of other contextual factors
Band 2 (6-12)	AO1 Some use of critical vocabulary despite technical weakness
	AO1 Simple attempt at structuring argument/usually relevant with some focus on task
	AO2 Some awareness of how form and structure shape meanings
	AO2 Some awareness of how aspects of language shape meanings
	AO3 Some connections made between texts through concept of gothic
	AO3 Some reference to different interpretations of texts/some textual support
	AO4 Some consideration of ways of contextualising gothic
	AO4 Some consideration of other relevant contextual factors
Band 3 (13-19)	AO1 Use of some critical vocabulary and generally clear expression
	AO1 Some structured argument though not sustained/relevant with focus on task
	AO2 Consideration of some features of form and structure and how these features shape meanings
	AO2 Consideration of some aspects of language and how these aspects shape some meanings
	AO3 Some consideration of connections between texts through concept of gothic
	AO3 Consideration of different interpretations of texts, with general textual support
	AO4 Consideration of some ways of contextualising gothic
	AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising gothic
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising gothic
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of gothic
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising gothic
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- candidates should consider the ways in which death is presented in three texts that they have read
- response to the view that texts show a 'fascination' with death – some may agree, others may dispute the use of 'fascination'
- some supportive analysis of the language used in the texts to refer to death
- some contextual discussion where differing religious attitudes may be relevant.

20. 'Gothic settings are desolate, alienating and full of menace'.

In the light of this comment, consider some of the ways in which writers use settings in the gothic texts you have read.

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
- Regarding AO2, the terms form, structure and language relate to the way this Assessment Objective has been officially sub-divided. These terms, however, have to be seen as interactive and fluid, so please give careful consideration to how candidates have applied them.

Band 1 (0-5)	AO1 Quality of writing hinders meaning AO1 Unclear line of argument/not always relevant AO2 Very limited discussion of how form and structure shape meanings AO2 Very limited discussion of how aspects of language shape meanings AO3 Little sense of connections between texts through concepts of gothic AO3 Little understanding of different interpretations of texts AO4 Very limited understanding of ways of contextualising gothic AO4 Very limited awareness of other contextual factors
Band 2 (6-12)	AO1 Some use of critical vocabulary despite technical weakness AO1 Simple attempt at structuring argument/usually relevant with some focus on task AO2 Some awareness of how form and structure shape meanings AO2 Some awareness of how aspects of language shape meanings AO3 Some connections made between texts through concept of gothic AO3 Some reference to different interpretations of texts/some textual support AO4 Some consideration of ways of contextualising gothic AO4 Some consideration of other relevant contextual factors
Band 3 (13-19)	AO1 Use of some critical vocabulary and generally clear expression AO1 Some structured argument though not sustained/relevant with focus on task AO2 Consideration of some features of form and structure and how these features shape meanings AO2 Consideration of some aspects of language and how these aspects shape some meanings AO3 Some consideration of connections between texts through concept of gothic AO3 Consideration of different interpretations of texts, with general textual support AO4 Consideration of some ways of contextualising gothic AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising gothic
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising gothic
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of gothic
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising gothic
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- consideration of the different ways in which writers of gothic texts use setting in three texts
- some analysis of the language used to depict setting to support the points
- engagement with the specific descriptions in the question – ‘desolate’ ‘alienating’ and ‘full of menace’ – candidates may endorse or challenge any of these according to texts or views – they do not have to consider each of these separately in each of the three texts
- some candidates may see settings as possessing their own autonomous power and influence or as a reflection of the inner states or experience of the characters.

21. Consider the view that gothic writing often explores the powerlessness of humanity when faced with the power of the supernatural.

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
- Regarding AO2, the terms form, structure and language relate to the way this Assessment Objective has been officially sub-divided. These terms, however, have to be seen as interactive and fluid, so please give careful consideration to how candidates have applied them.

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Band 2 (6-12)	AO1 Some use of critical vocabulary despite technical weakness AO1 Simple attempt at structuring argument/usually relevant with some focus on task AO2 Some awareness of how form and structure shape meanings AO2 Some awareness of how aspects of language shape meanings AO3 Some connections made between texts through concept of gothic AO3 Some reference to different interpretations of texts/some textual support AO4 Some consideration of ways of contextualising gothic AO4 Some consideration of other relevant contextual factors
Band 3 (13-19)	AO1 Use of some critical vocabulary and generally clear expression AO1 Some structured argument though not sustained/relevant with focus on task AO2 Consideration of some features of form and structure and how these features shape meanings AO2 Consideration of some aspects of language and how these aspects shape some meanings AO3 Some consideration of connections between texts through concept of gothic AO3 Consideration of different interpretations of texts, with general textual support AO4 Consideration of some ways of contextualising gothic AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising gothic
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of gothic
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising gothic
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
	AO2	Exploration and analysis of key features of form and structure with perceptive evaluation of how they shape meanings
	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of gothic
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising gothic
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- exploration of the ways in which humans may be seen as powerless in gothic texts
- possible view that humans are always to be seen as victims of supernatural forces
- some candidates may explore the differing presentations of supernatural power in the texts they have read and assess their differing effects
- possible view that humans are often seen to overcome supernatural forces.



**ELEMENTS OF THE PASTORAL**

22. Do you agree that pastoral writing explores the benefits of living in the country as opposed to the town?

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
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Band 1 (0-5)	AO1 Quality of writing hinders meaning AO1 Unclear line of argument/not always relevant AO2 Very limited discussion of how form and structure shape meanings AO2 Very limited discussion of how aspects of language shape meanings AO3 Little sense of connections between texts through concepts of pastoral AO3 Little understanding of different interpretations of texts AO4 Very limited understanding of ways of contextualising pastoral AO4 Very limited awareness of other contextual factors
Band 2 (6-12)	AO1 Some use of critical vocabulary despite technical weakness AO1 Simple attempt at structuring argument/usually relevant with some focus on task AO2 Some awareness of how form and structure shape meanings AO2 Some awareness of how aspects of language shape meanings AO3 Some connections made between texts through concept of pastoral AO3 Some reference to different interpretations of texts/some textual support AO4 Some consideration of ways of contextualising pastoral AO4 Some consideration of other relevant contextual factors
Band 3 (13-19)	AO1 Use of some critical vocabulary and generally clear expression AO1 Some structured argument though not sustained/relevant with focus on task AO2 Consideration of some features of form and structure and how these features shape meanings AO2 Consideration of some aspects of language and how these aspects shape some meanings AO3 Some consideration of connections between texts through concept of pastoral AO3 Consideration of different interpretations of texts, with general textual support AO4 Consideration of some ways of contextualising pastoral AO4 Some consideration of range of other contextual factors with specific links between context/texts/tasks

Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
	AO2	Consideration of how specific features of form and structure shape meanings
	AO2	Consideration of how specific aspects of language shape meanings
	AO3	Detailed consideration of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with apt supportive references
	AO4	Examination of ways of contextualising pastoral
	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
	AO1	Relevant with sharp focus on task/detailed knowledge and understanding of texts
	AO2	Exploration of several features of form and structure with evaluation of how they shape meanings
	AO2	Exploration of several aspects of language with evaluation of how they shape meanings
	AO3	Detailed and evaluative discussion of connections between texts through concept of pastoral
	AO3	Clear consideration of different interpretations of texts with evaluation of their strengths and weaknesses and with significant supportive references
	AO4	Detailed exploration of ways of contextualising pastoral
	AO4	Detailed exploration of a range of other contextual factors with specific, detailed links between context/texts/task
Band 6 (34-40)	AO1	Use of appropriate critical vocabulary and technically fluent style/well structured and coherent argument
	AO1	Always relevant with very sharp focus on task and confidently ranging around texts
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	AO2	Exploration and analysis of key aspects of language with perceptive evaluation of how they shape meanings
	AO3	Detailed and perceptive understanding of issues raised in connecting texts through concept of pastoral
	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising pastoral
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- consideration of the ways in which pastoral writing presents country life in the three texts studied, with examination of the possible benefits shown
- discussion of the ways in which town life is presented, some of the views may be implied by default
- analysis of some of the language used to present town and country in support of the argued views
- discussion of contextual consideration and possible changing attitudes.

23. To what extent do you think writers in the pastoral tradition present their readers with perfect but mythical worlds?

- The line descriptors in the grid below where Assessment Objectives are detailed have to be applied to the given question as specified above.
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	AO3	Detailed consideration of connections between texts through concept of pastoral
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	AO4	Examination of a range of other contextual factors with specific, detailed links between context/texts/task
Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
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	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising pastoral
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- response to the idea that the world presented in pastoral writing is sometimes presented as idyllic and perfect
- possible view that, although this type of world may seem attractive, it is a myth and far removed from reality
- possible view that pastoral writing does not always present the world in this way, rural life is frequently seen to have its disadvantages, together with discussion of appropriate examples
- the question does not necessitate the assumption that it is the rural world which is perfect and mythical – candidates may see the perfect world as encompassing both town and country life.

24. 'Pastoral writing shows that a rural way of life is the best way of avoiding moral corruption.'

How far does your reading of pastoral writing support this view?

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Band 4 (20-26)	AO1	Use of accurate critical vocabulary and clear argument expressed accurately
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	AO3	Perceptive consideration of different interpretations of texts with sharp evaluation of their strengths and weakness and with excellent selection of supportive references
	AO4	Excellent understanding of ways of contextualising pastoral
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

**Possible Content:**

- consideration of the view that living close to nature may assert its own moral influence on people
- possible discussion of the moral corruption which is often associated with urban life in some pastoral texts
- possible view that both urban and rural life show evidence of moral corruption with supportive textual evidence
- some candidates may feel that rural life promotes instinctive animal behaviour which lacks the civilizing influence of a structured society.