

Version 1.0



**General Certificate of Education
June 2010**

English Literature B

2746

LITB3

Texts and Genres

Mark Scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Set and published by the Assessment and Qualifications Alliance.

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 session.
- 2 Each of the AOs tested has a number of lines of description, depending upon its weighting. Each line is roughly equivalent to a 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 GOTHIC****THE PARDONER'S TALE**

1. 'In spite of the fact that both the Pardoner himself and the Tale that he tells are sinister, they are also comic'.

Consider *The Pardoner's Tale* in the light of this comment.

- 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/task

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 pastoral
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

POSSIBLE CONTENT:

- consideration of the sinister gothic elements of the Pardoner's character – his moral corruption, his stated intentions to con innocent people
- possible view that he is also a comic character – he is an exaggerated caricature – the Host's crude reaction to him etc.
- discussion of the sinister elements of the Tale – its concern with death, moral sterility etc.
- possible view that in spite of its dark themes the Tale has comic aspects – irony, black comedy, even farce!

MACBETH

2. At the end of the play, Malcolm describes Macbeth as ‘a butcher’.

Do you think that Macbeth is merely portrayed as ‘a butcher’?

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	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
Band 2 (6-12)	AO4	Very limited awareness of other contextual factors
	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
Band 3 (13-19)	AO4	Some consideration of ways of contextualising gothic
	AO4	Some consideration of other relevant contextual factors
	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
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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
	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
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	AO4	Examination of ways of contextualising gothic
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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
	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:

- the gothic implications of the word ‘butcher’
- possible agreement with this statement and examination of how Macbeth could be defined by the murders he commits
- possible view that he is more complex – starts off as ‘brave’ Macbeth and descends from there – possible discussion of his wife’s influence, possible reference to Aristotelian concepts of the tragic hero
- discussion of whether it is significant that this is Malcolm’s view of Macbeth
- consideration of how Macbeth might be portrayed in performance
- examiners should be prepared to accept whatever angle candidates choose to take on this.

DOCTOR FAUSTUS

3. To what extent do you think that Faustus's greatest sin is his misuse of the supernatural powers given to him by Mephostophilis?

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	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
Band 2 (6-12)	AO4	Very limited awareness of other contextual factors
	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
Band 3 (13-19)	AO4	Some consideration of ways of contextualising gothic
	AO4	Some consideration of other relevant contextual factors
	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
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	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
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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 gothic notions of sin, supernatural and the devil
- possible agreement with the view that Faustus's greatest sin is his self-indulgence in the ways he uses his supernatural powers for trickery and entertainment etc.
- possible view that other sins are greater than or equal to this – his ambition, his over-reaching, his willingness to endanger his immortal soul etc.
- discussion of the ways in which Faustus uses/misuses his supernatural powers
- consideration of the different types of sin of which Faustus is guilty
- consideration of the ways in which these issues may be staged.

THE WHITE DEVIL4. Consider the view that violence in *The White Devil* is excessive.

- 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	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
Band 2 (6-12)	AO4	Very limited awareness of other contextual factors
	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
Band 3 (13-19)	AO4	Some consideration of ways of contextualising gothic
	AO4	Some consideration of other relevant contextual factors
	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
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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 gothic
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

POSSIBLE CONTENT

- discussion of some of the examples of gothic elements in the play – the many and varied ways of committing murder – shooting, stabbing, poisoned helmets, poisoned pictures, strangulation etc. – women just as violent as the men
- consideration of the violence in the language of the play
- possible view that the violence is excessive– the futility of some of the deaths and suffering
- possible view that, although the violence is excessive, that is the very point of the play – the evils of human existence
- possible consideration of the ways in which violent events may be staged.

PARADISE LOST, BOOKS 1 AND 2

5. 'The mind is its own place, and in itself can make a heaven of hell, a hell of heaven.'

To what extent do you think Milton presents hell as a mental rather than a physical state in *Paradise Lost*?

- 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	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

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	AO1	Relevant with clear focus on task/informed knowledge and understanding of texts
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	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
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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 language, diction and imagery used by Milton to present hell – references to the physical realities of hell
- possible view that hell is a mental state of separation from God caused by disobedience and pride and sinfulness, rather than a physical place
- possible view that physical references are used as symbols of a metaphysical state – exploration of close links between the physical and metaphysical
- consideration of the Christian context of the poem
- discussion of the gothic sinfulness of the rebels as a form of hell

OR

FRANKENSTEIN

6. To what extent do you agree with the view that the humans in *Frankenstein* are more monstrous than the ‘Monster’?

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	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 ways in which the humans could be seen as behaving ‘monstrously’ – many possibilities here, from Frankenstein’s grisly experiments and treatment of other people to the rejection of the Monster by most humans
- consideration of the gothic elements of Monster’s behaviour
- possible view that the Monster does not behave ‘monstrously’ naturally but only because he is rejected and unloved
- possible view that it is difficult to overlook the Monster’s crimes
- examiners should be prepared to accept any well-argued viewpoint.

WUTHERING HEIGHTS

7. 'In the world of *Wuthering Heights* extremes of behaviour are presented as the norm and moderation is neither known nor desired.'

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 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 pastoral
	AO4	Excellent understanding of a range of other contextual factors with specific, detailed links between context/text/task

POSSIBLE CONTENT

- discussion of any examples of what may be considered to be extreme gothic behaviour (digging up Cathy's dead body may be high on the list here!)
- response to the view that the majority of characters in the novel behave extremely – some may argue that characters such as Nelly and Edgar do not, for example
- some may argue, therefore, that moderation is known
- possible argument that, although characters behave extremely, this is not presented as the norm
- some response to the idea that moderation is not seen as desired – that excessive passion is seen as life's ultimate experience, with the possibility that it may survive death – others may see the more moderate passion of Young Cathy and Hareton at the end of the novel as more desired.

DRACULA

8. 'The role of the female vampires in the novel is to warn of the dangers of female sexuality.'

Consider the role of the female vampires in *Dracula* in the light of this comment.

- 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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	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
Band 2 (6-12)	AO4	Very limited awareness of other contextual factors
	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
Band 3 (13-19)	AO4	Some consideration of ways of contextualising gothic
	AO4	Some consideration of other relevant contextual factors
	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 roles of the three women vampires encountered by Harker at Dracula's castle- their obvious sexual attractions, their voluptuousness
- Harker's reactions to them, his desire to be kissed by them yet his horror of them – the fact that they eat children rather than produce them!
- discussion of Lucy's transformation into a vampire and the reactions of her admirers to this event
- possible discussion of Lucy's veiled sexuality with contextual considerations – 'Why can't they let a girl marry three men, or as many as want her?'
- some possible consideration of the vampire myth in general with its gothic emphasis on blood and penetration – could be references to psychoanalytical theories.

THE BLOODY CHAMBER

9. 'In *The Bloody Chamber*, childhood fairytales become the stuff of adult nightmares.'

With close reference to at least **two** stories from the collection, say how far you agree with this comment.

- 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
Band 2 (6-12)	AO4	Very limited awareness of other contextual factors
	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
Band 3 (13-19)	AO4	Some consideration of ways of contextualising gothic
	AO4	Some consideration of other relevant contextual factors
	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 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 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 ways which Carter reworks childhood fairytales, with close reference to any **two** of the stories
- possible view that the stories are no longer 'comfortable' but address many fears, inhibitions, and problems of an adult nature – sexuality is likely to be frequently considered here, also identity, gender etc.
- possible consideration of the surreal, excessive elements of some of the stories, their exploration of the subconscious
- possible consideration of the gothic imagery and its nightmare qualities.

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

10. To what extent do you agree that pastoral poetry emphasises the importance of living in harmony with 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)	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 poems from the selection where man is seen to be in harmony with nature
- analysis of the extent to which living in harmony with nature is seen to be important/beneficial in some of the poems
- possible view that living in harmony with nature is not essential – it may be enough just to appreciate nature – nature may be seen as a force to be controlled by humans or a force indifferent to humans- is controlling nature living in harmony with it?
- candidates may feel that pastoral poetry considers other, more important aspects of the relationships between man and nature and may discuss these
- there may be some analysis of the language used to depict nature.

AS YOU LIKE IT

11. To what extent do you think the court characters are ‘pursuing a dream of simple country life’ in *As You Like It*?

- 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
Band 2 (6-12)	AO4	Very limited awareness of other contextual factors
	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
Band 3 (13-19)	AO4	Some consideration of ways of contextualising pastoral
	AO4	Some consideration of other relevant contextual factors
	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
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	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 reasons the court characters have for going to live in the Forest
- possible view that the Forest is a place of escape and refuge rather than a means of pursuing an ideal
- some candidates may feel that life in the Forest is far from simple – complexities of disguise etc
- discussion of the ways in which life in the Forest may be considered to be *simple* as opposed to the rules and rigours of court life and its social hierarchies – e.g. Duke Senior's view that he lives 'life more sweet than that of painted pomp'
- some candidates may discuss the significance of the fact that all but Jaques return to court at the end.
- Possible discussion of the effects of the staging of the play

SONGS OF INNOCENCE AND EXPERIENCE

12. Consider the view that, in *Songs of Innocence and Experience*, Blake presents nature as a child's best teacher and moral guide.

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	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
Band 2 (6-12)	AO4	Very limited awareness of other contextual factors
	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
Band 3 (13-19)	AO4	Some consideration of ways of contextualising pastoral
	AO4	Some consideration of other relevant contextual factors
	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 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
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Band 5 (27-33)	AO1	Use of appropriate critical vocabulary and well-structured argument expressed accurately
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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

- consideration of the relationship between children and the pastoral world of nature as presented in the poems
- possible view that if children are allowed freedom to play naturally, they will develop healthily – e.g. ‘Nurse’s Songs’ in ‘Innocence’, ‘The Schoolboy’
- exploration of poems which show where the natural instincts of children have been warped by adult restrictions – ‘The Little Vagabond’, chimney sweeper poems
- some candidates may question the words ‘teacher’ and ‘moral guide’- children are actually presented as their own teachers.

SHE STOOPS TO CONQUER

13. 'In spite of its disadvantages, country life in *She Stoops to Conquer* is essentially presented as good-natured and pleasant.'

How far do you agree with this comment?

- 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
Band 2 (6-12)	AO4	Very limited awareness of other contextual factors
	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
Band 3 (13-19)	AO4	Some consideration of ways of contextualising pastoral
	AO4	Some consideration of other relevant contextual factors
	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 disadvantages of country life as seen by some of the characters in the play – some consider it dull, boring, unfashionable, unsophisticated etc.
- exploration of the ways in which pastoral life may be seen as ‘good-natured’ – the country characters are essentially genial, good-humoured etc and possible reference to the influence of the staging.
- consideration of the pleasures country life has to offer – some may consider the jovialities of the Three Pigeons, the simple domestic pleasures of Mr. Hardcastle etc.
- discussion of the tricks played on certain characters as again essentially good-natured humour – the only thing to be hurt is pride
- possible alternative view that some of the deceptions practised are not good-natured – eg Mrs. Hardcastle’s lie to her son, her materialistic concerns, her ultimate destination in the horse pond!

HUCKLEBERRY FINN

14. Consider the significance of the river in *Huckleberry Finn*.

- 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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	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
Band 2 (6-12)	AO4	Very limited awareness of other contextual factors
	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
Band 3 (13-19)	AO4	Some consideration of ways of contextualising pastoral
	AO4	Some consideration of other relevant contextual factors
	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 various functions of the river in the novel
- discussion of the river as a means of escape, a place of pastoral refuge – taking characters away from the restrictions imposed by society
- discussion of the consequences of allowing the river to take control - drifting with the current
- consideration of the river's symbolic significance
- possible alternative view that the river is not always a place of safety – it does not always take you where you want to go – it can kill – its sinister side e.g. the dead man in the floating house.

TESS OF THE D'URBERVILLES

15. Angel Clare describes Tess as 'a fresh and virginal daughter of nature'.

How accurate do you find his description of Tess?

- 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 pastoral
	AO3	Little understanding of different interpretations of texts
	AO4	Very limited understanding of ways of contextualising pastoral
Band 2 (6-12)	AO4	Very limited awareness of other contextual factors
	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 pastoral
	AO3	Some reference to different interpretations of texts/some textual support
Band 3 (13-19)	AO4	Some consideration of ways of contextualising pastoral
	AO4	Some consideration of other relevant contextual factors
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	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
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	AO3	Some consideration of connections between texts through concept of pastoral
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	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 pastoral
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POSSIBLE CONTENT

- engagement with the idea that Tess could be described as a ‘daughter of nature’ – her close links with the natural pastoral world, the agricultural way of life
- some candidates may define a ‘daughter of nature’ as someone who behaves according to their natural instincts and argue this definition
- discussion of the idea that Tess may be described as ‘fresh’ and ‘virginal’ – candidates may note the changes that she undergoes in the novel in relation to these terms – they may engage with the idea that she remains ‘a pure woman’
- examiners should be prepared to accept agreement, disagreement or partial agreement with the definition in the question and may recognise it as an initial impression of Tess by Angel Clare and all its attendant ironies.

BRIDESHEAD REVISITED

16. 'There is a snake in Eden; corruption in Paradise.'

To what extent do you agree that the Brideshead estate embodies a corrupted paradise in the novel?

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	AO3	Little understanding of different interpretations of texts
	AO4	Very limited understanding of ways of contextualising pastoral
Band 2 (6-12)	AO4	Very limited awareness of other contextual factors
	AO1	Some use of critical vocabulary despite technical weakness
	AO1	Simple attempt at structuring argument/usually relevant with some focus on task
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	AO3	Some connections made between texts through concept of pastoral
	AO3	Some reference to different interpretations of texts/some textual support
Band 3 (13-19)	AO4	Some consideration of ways of contextualising pastoral
	AO4	Some consideration of other relevant contextual factors
	AO1	Use of some critical vocabulary and generally clear expression
	AO1	Some structured argument though not sustained/relevant with focus on task
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POSSIBLE CONTENT

- consideration of the ways in which Brideshead may be seen as paradise – the pastoral arcadian image – likely view that it is only paradise for the young Ryder, and possibly Cordelia
- examination of the ways in which corruption may have taken root in paradise in the pastoral arcadian image – likely discussion of Sebastian’s view, Lord Marchmain’s escape – and his final return
- discussion of the possible forces of corruption – war, Catholicism, changing economic circumstances and changing social hierarchy
- possible reference to the language Waugh uses to describe Brideshead in the novel: ‘a place of enchantment’
- possible consideration of the novel as satire.

PASTORAL POETRY AFTER 1945

17. 'Many pastoral poems stress that rural life survives in spite of the pressures of the modern world.'

Consider some of the poems from the selection in the light of this comment.

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	AO1	Some use of critical vocabulary despite technical weakness
	AO1	Simple attempt at structuring argument/usually relevant with some focus on task
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	AO3	Some reference to different interpretations of texts/some textual support
Band 3 (13-19)	AO4	Some consideration of ways of contextualising pastoral
	AO4	Some consideration of other relevant contextual factors
	AO1	Use of some critical vocabulary and generally clear expression
	AO1	Some structured argument though not sustained/relevant with focus on task
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AO4	Consideration of some ways of contextualising pastoral	
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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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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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	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 some of the poems where the idea of the continuity of rural life is to be found e.g. 'Show Saturday', 'Welsh Landscape', 'Sparrow'
- possible view that this continuity may not necessarily be a good thing – rural life may be stuck in the past and therefore inadequate – other poets may view it more positively
- possible view that some poems show rural life as succumbing to the pressures of the modern world e.g. 'Going, Going'
- analysis of the language used to describe rural life and its significance
- some candidates may choose to demonstrate how the 'pressures of the modern world' are presented in contrast.

BLUE REMEMBERED HILLS

18. It has been said of this play that, 'In the battle between natural instincts and civilising influences, natural instincts always win.'

How helpful do you find this comment?

- 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 pastoral
	AO3	Little understanding of different interpretations of texts
	AO4	Very limited understanding of ways of contextualising pastoral
Band 2 (6-12)	AO4	Very limited awareness of other contextual factors
	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 pastoral
	AO3	Some reference to different interpretations of texts/some textual support
Band 3 (13-19)	AO4	Some consideration of ways of contextualising pastoral
	AO4	Some consideration of other relevant contextual factors
	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	
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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
	AO2	Consideration of how specific features of form and structure shape meanings
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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

- consideration of the ways in which Potter presents natural instincts in the play
- natural instincts may be seen as positive forces in a pastoral world – energetic, life-enhancing, part of the drive to survive
- alternatively they may be viewed as selfish, cruel and ultimately destructive
- some candidates may comment on how echoes of the adult world and its attendant values can be seen in some of the children’s behaviour – and debate whether these are actually ‘civilizing’ or not
- likely assessment of Donald’s climactic death at the end of the play in the light of the comment.
- Possible discussion of the effects of the staging of the play on these issues

SECTION B ELEMENTS OF THE GOTHIC

19. 'Religion is central to readings of gothic texts.'

How far do you agree with this statement?

- 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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	AO1	Unclear line of argument/not always relevant
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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
Band 2 (6-12)	AO4	Very limited awareness of other contextual factors
	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
Band 3 (13-19)	AO4	Some consideration of ways of contextualising gothic
	AO4	Some consideration of other relevant contextual factors
	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

- possible view that conventional Christian beliefs are central to readings of all gothic texts, perhaps with particular discussion of concepts of heaven/hell/the afterlife/the devil
- possible view that Christian morality – and its subversion – are addressed in gothic texts
- possible argument that texts challenge Christianity in their use of such elements as the occult/supernatural etc.
- possible discussion of how the context of production alters attitudes e.g. some candidates may see older texts as more 'religious' than modern ones
- some candidates may examine the role of religious figures as representatives of their religion
- examiners should be open to how candidates choose to interpret 'religion' – it doesn't necessarily imply Christianity.

20. Consider the view that gothic writing explores the ‘nightmarish terrors’ that lie beneath the orderly surface of the ‘civilised mind’.

- 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 what may be defined as ‘nightmarish terrors’ in the **three texts** studied
- consideration of the ways in which gothic texts explore the hidden terrors in the depths of the human psyche
- possible discussion of contextual influences on these terrors – attitudes to science, insurrection, sexuality etc.
- examination of what may be defined as the orderly surfaces of the ‘civilised mind’, discussion of accepted codes of behaviour, social norms etc.

OR

21. 'In gothic writing, women are presented as either innocent victims or sinister predators or are significantly absent.'

Consider the place of women in gothic writing in light of this comment.

- 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
Band 2 (6-12)	AO4	Very limited awareness of other contextual factors
	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
Band 3 (13-19)	AO4	Some consideration of ways of contextualising gothic
	AO4	Some consideration of other relevant contextual factors
	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 differing ways in which women are presented in the three texts studied
- response to the view that women are sometimes presented as innocent victims – pure, virginal creatures to be preyed upon by gothic monsters of varying types
- response to the view that sometimes women are presented in gothic texts as predatory monsters – e.g. the vampires and the Portress at the gates of Hell – some, candidates may address psycho-analytical theories
- response to the view that women are sometimes ‘significantly absent’ – the role of Mother Earth in the *Pardoner’s Tale*.

ELEMENTS OF THE PASTORAL

22. Do you agree that writers in the pastoral tradition always show great admiration for rural life?

- 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
Band 2 (6-12)	AO4	Very limited awareness of other contextual factors
	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
Band 3 (13-19)	AO4	Some consideration of ways of contextualising pastoral
	AO4	Some consideration of other relevant contextual factors
	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 some of the texts demonstrate admiration for the beauties of nature and/or the rural way of living
- analysis of the language which demonstrates an admiration of rural life
- possible view that not all texts show an admiration for rural life-in some nature is seen as hostile, harsh or indifferent and rural life as equally harsh
- candidates may bring in some contextual discussion where the view of rural life presented may be dependent upon status.

23. 'Pastoral writing is concerned with imagined and idealised worlds.'

How relevant is this comment to the 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
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	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
Band 2 (6-12)	AO4	Very limited awareness of other contextual factors
	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
Band 3 (13-19)	AO4	Some consideration of ways of contextualising pastoral
	AO4	Some consideration of other relevant contextual factors
	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
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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
	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
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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
	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

- response to the idea that the picture of rural life presented in pastoral writing is an imaginary ideal which has nothing to do with the harsh realities of rural living, together with consideration of appropriate examples
- response to the idea that country life is idealised in pastoral writing with possible supportive analysis of language
- discussion of social, historical contexts may well be relevant to the argument
- possible view that some texts show the harsh realities of pastoral life.

24. How far do you agree that love is always presented in pastoral writing as natural and idyllic?

- 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
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	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
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	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 ways in which love is presented in pastoral writing, with supportive analysis of language
- there may be some definition of what is understood by the terms 'natural' and 'idyllic'
- possible view that love is shown as natural and /or idyllic when free from the restraints and corruption of the urban environment
- possible alternative view that love is are not presented in such a way in pastoral texts – love is often seen to have problems, difficulties and a need to compromise.
- Love may be defined as sexual, familial or in the form of close friendship.