



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCE

# English Literature B

## Unit LTB1

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**COVERAGE OF ENGLISH LITERATURE ASSESSMENT OBJECTIVES AS UNIT 1**

Question	AO1	AO2i	AO3	AO4	AO5i
1 a/b	✓	✓	✓	✓	✓
2 a/b	✓	✓	✓	✓	✓
3 a/b	✓	✓	✓	✓	✓
4 a/b	✓	✓	✓	✓	✓
5 a/b	✓	✓	✓	✓	✓
6 a/b	✓	✓	✓	✓	✓
7 a/b	✓	✓	✓	✓	✓

**Assessment Objectives**

The examination will assess a candidate's ability to:

- A01            communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression
- A02i            respond with knowledge and understanding to literary texts of different types and periods
- A03            show detailed understanding of the ways in which writer's choices of form, structure and language shape meanings.
- A04            articulate independent opinions and judgements, informed by different interpretations of literary texts by other readers
- A05i            show understanding of the contexts in which literary texts are written and understood.

**Skills Descriptors****Mark Range 0 – 5**

AO1	unclear line of argument
AO1	technical weaknesses which impede the communication of meaning
AO2i	simple account of plot events or some simple statement about character regardless of task
AO3	very little understanding of language features
AO3	very little discussion of how author uses structural devices
AO4	limited personal response based on slender evidence or misreading
AO5i	very limited grasp of what constitutes a context

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**Mark Range 6 – 11**

AO1	simple attempt at structuring argument/ thoughts
AO1	technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
AO2i	some focus on the task with basic understanding of the text
AO3	some sketchy understanding of the use of language
AO3	sketchy awareness of how author uses structural devices
AO4	some evidence of personal response not always supported
AO5i	some limited idea of what constitutes a context

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**Mark Range 12 – 17**

AO1	some argument/structured line of thoughts though not always sustained
AO1	expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary
AO2i	some understanding of task with textual support
AO3	some understanding of some points about language
AO3	some discussion of some points about structural devices

AO4 some personal response supported with general reference to the text

AO5i awareness of the importance of contextual factors on text

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**Mark Range 18 – 23**

AO1 clear straightforward line of argument/presentation of thoughts

AO1 clear written style/ mainly accurate use of critical vocabulary

AO2i clear grasp of task and informed knowledge of the text/ apt supportive references

AO3 understanding of how language contributes to meanings

AO3 clear discussion of some points about how author uses structural devices to influence the reader

AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations

AO5i appropriate connections made between text and contexts

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**Mark Range 24 – 29**

AO1 well structured argument/well thought out sequence of thoughts

AO1 effective and accurate use of appropriate critical vocabulary which shows understanding

AO2i detailed knowledge and understanding of the text and task/proficient selection of supportive references

AO3 good understanding of how language is used and contributes to meanings

AO3 good discussion of how author uses structural devices to influence the reader

AO4 well supported personal response with appropriate details offered/discussion of other readers' responses

AO5i detailed understanding of contextual factors related to the text

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**Mark Range 30 - 35**

AO1 well structured coherent argument/sequence of thoughts supported and developed

AO1 technically accurate style/ mature writing/ articulate, precise expression

- AO2i secure, confident and well informed understanding of the text/ task/  
confidently ranges round text/excellent selection of supportive reference
- AO3 excellent understanding of how language is used and contributes to meanings
- AO3 excellent discussion of how author uses structural devices to influence the  
reader
- AO4 evaluative independent viewpoint/evaluation of other readers' interpretations
- AO5i excellent understanding of links between text and contexts in analytical  
discussion

## *Frankenstein*

- 1(a) Look again at Chapter 1(I) of the novel in which Frankenstein gives an account of his early life. Then respond to the following tasks.
- (i) What do you learn of the characters of Caroline and Elizabeth in this chapter?
  - (ii) Write about Mary Shelley's story-telling methods in this chapter.
  - (iii) Some readers feel that women are idealised in this novel; others focus more on their repression. What is your view of the women in *Frankenstein*?

### Mark Range 0 – 5

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from the novel/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed
- AO3 very little discussion of how Shelley uses other narrative methods
- AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/ unaware of notions of gender

### Mark Range 6 – 11

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of the novel and ideas/ largely a description of Chapter 1
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of how author tells the story to interest the reader
- AO4 some evidence of personal response not always supported/ mentions how different readers might respond to the women in the story but does not do much with expressing a view / likely to respond descriptively
- AO5i some limited idea of gender as context

**Mark Range 12 – 17**

- AO1 some argument/ structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary
- AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the characters of Caroline and Elizabeth/ beginnings of some ideas about themes– some may be developed/ much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain some of Shelley's language effects
- AO3 some discussion of some points about other narrative devices/ able to see Shelley's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on how different readers might respond to the women in the novel
- AO5i awareness of the importance of contextual factors on text/aware of the gender context and the reader context

**Mark Range 18 – 23**

- AO1 clear straightforward line of argument/ presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the characters of Elizabeth and Caroline in Chapter 1 / candidates may well say that the characters are only seen through Frankenstein's biased eyes/ well illustrated list of character traits (e.g. Caroline: virtuous, devoted to the men in her life, charitable, kind, thoughtful, considerate, courageous, sensible, hard-working, stoical, benevolent, dutiful, etc. Elizabeth: radiant, natural, inspiring love and affection in others, praiseworthy, vulnerable, etc); there is far more to say about Caroline than Elizabeth
- AO3 understanding of how language contributes to meanings
- AO3 clear discussion of some points about how Shelley's ways of telling the story interest the reader (e.g. the embedded narrative devices, natural imagery, use of dialogue, emotive language, Latinate words, use of contrast, rhetoric – use of archaic forms, use of personal pronouns, use of header sentences for paragraphs, use of actual names of places to give authenticity, use of Italian, stately opening, movement of chapter from Frankenstein's birth this acquisition of Elizabeth for his sister and future wife, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on the women in the novel/ might consider Shelley's characterisation or lack of it– Agatha, Elizabeth, Caroline/ may focus on the narrator's limitation in viewing women
- AO5i appropriate connections made between text and contexts/clearly explains the importance of the gender context and the importance of the narrator and reader/ refers clearly to other parts of the novel

**Mark Range 24 – 29**

- AO1 well structured argument/ well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2i secure engagement with the bullets and the task/ good understanding of Caroline and Elizabeth as presented by Frankenstein in the chapter/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/detailed use of language in creating interest for the reader (alert to nuance and reference)/ ability to comment effectively on particular words and phrases
- AO3 good discussion of how author uses other story telling techniques to influence the reader/ detailed comments on the chapter's structure
- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses/ offers a clear independent argument about women and Shelley's characterisation
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of women / may discuss other relevant contexts/ detailed references to other parts of the text

**Mark Range 30 - 35**

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/ excellent understanding of the characters of Caroline and Elizabeth in Chapter 1/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning
- AO3 conceptualised discussion of how author uses other story telling methods to influence the reader
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about women in the story
- AO5i coherent understanding of links between text and contexts in analytical discussion/ excellent response in relation to the gender context / excellent wide ranging references to other parts of the text



***Frankenstein***

- 1(b) Look again at Chapter 10(X) in which Frankenstein ascends the summit of Montanvert. Then respond to the tasks.
- (i) What different feelings does Frankenstein experience in this chapter?
  - (ii) Write about Mary Shelley's uses of language and structure in this chapter.
  - (iii) What do you think is important about the different locations in the novel and the way that Shelley uses them?

**Mark Range 0 – 5**

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from the given chapter/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed
- AO3 very little understanding of the structure of the chapter
- AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/unaware of any notion of geographical background

**Mark Range 6 – 11**

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of Frankenstein's different feelings/ could be descriptions of relevant parts of the chapter
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of how Shelley structures the chapter
- AO4 some evidence of personal response not always supported/ mentions some ideas about the different locations but does not do much with expressing a view about their uses/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions the geographical context

**Mark Range 12 – 17**

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary
- AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of Frankenstein's different feelings / some ideas may be developed/ much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain some of Shelley's language effects
- AO3 some discussion of some points about how Shelley structures the chapter
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on the possible uses and importance of locations / argument not sustained
- AO5i some awareness of the importance of contextual factors on text/ begins to develop ideas about the geographical context of the whole text

**Mark Range 18 – 23**

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of Frankenstein's feelings/ well illustrated list of points (e.g. joy, awe, elevation, tranquillity, melancholy, rage, horror, fear, fury, contempt for the creature, etc.)
- AO3 understanding of how language is used to contribute to meanings (e.g. use of literary language, Latinate vocabulary, elevated style, masculine authority, natural imagery, egocentric, self conscious style, intertextual references, reference to Percy Shelley's 'Mutability', use of first person pronoun, syntactic patterns, use of dialogue, exclamation, etc.)
- AO3 clear discussion of how chapter begins in a poetic way, use of retrospective narration, dramatisation of the meeting with the creature, use of extract from 'Mutability', changes in mood and tone from the beginning to the end of the chapter, solemnity of the end, use of anticipation at the end of the chapter, etc)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on the possible uses and the importance of the different locations in the story (e.g. to give colour to the story, to make it authentic, for Gothic purposes, links with the themes of voyages, exploration and discovery, links with the French Revolution, etc.)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of the different locations; may mention other contexts e.g. gender, political, scientific/ will range throughout the novel for material

**Mark Range 24 – 29**

- AO1 well structured argument/well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary, which shows understanding
- AO2i secure engagement with the bullets and the task/ good understanding of Frankenstein's feelings/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/ alert to nuance and reference/ability to comment effectively on particular words and phrases
- AO3 good discussion of how author structures the chapter
- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses/ offers a clear independent argument about the significance of the different locations
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the use made of locations / may discuss relevant contexts/ will range widely throughout the novel

**Mark Range 30 - 35**

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of Frankenstein's feelings/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning
- AO3 conceptualised discussion of how author structures the chapter
- AO4 evaluative independent viewpoint/evaluation of other readers' interpretations/ ability to construct a cogent argument about the importance and uses made of locations/ engages with or challenges different views
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response in relation to the geographical context / good awareness of other relevant contexts/excellent wide-ranging references to the whole text

## *Wuthering Heights*

- 2 (a) Look again at the opening pages of Chapter 3 (from: “An awful Sunday” to “... we cannot be damper, or colder, in the rain than we are here”) and the opening pages of Chapter 6 (from: “Mr Hindley came home” to “...and swore nobody should let them in that night”) that focus on Hindley Earnshaw. Then answer the questions.
- (i) What do you learn of the character of Hindley in these pages and how is he presented?
  - (ii) Some readers see Hindley as an odd mixture of strength and weakness, of femininity and masculinity. What do you think about his character and role in the whole novel?

### **Mark Range 0 – 5**

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from the given pages/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed
- AO3 very little discussion of other presentational devices
- AO4 limited personal response based on slender evidence or misreading/ inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/unaware of how the given pages relate to the whole text

### **Mark Range 6 – 11**

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 1 is developed/ uneven treatment/ thin development/ limited understanding of the given pages and the character of Hindley/ largely a description of what is in the given pages
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of other presentational devices/ 1 or 2 points
- AO4 some evidence of personal response not always supported/ mentions something about Hindley’s character in the whole novel / likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ mentions a connection between the given pages and the rest of the novel

**Mark Range 12 – 17**

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/ use of limited critical vocabulary
- AO2i aware of both bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the given pages/ some focus on Hindley's character– some ideas may be developed/ much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain some of Bronte's language effects in revealing Hindley's character
- AO3 some discussion of other presentational devices/ able to see Bronte's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on Hindley's character in the whole novel/ argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas on the relationship between the given pages and the rest of the novel

**Mark Range 18 – 23**

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on the two bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the given pages and what is learned of Hindley's character/ well illustrated list of points (e.g. irreligious, cruel, tyrannical, immature, violent, indulgent of Frances, vindictive, etc.)
- AO3 understanding of how language is used to present Hindley (e.g. use of the imperative, violent language, use of Satanic references, use of endearments to Frances, use of violent verbs, use of active verbs to describe Hindley's actions, figurative language, etc.)
- AO3 clear discussion of some points about how Bronte uses other presentational features (e.g. importance of narrative framework, use of dialogue, direct method of introducing character, accumulation of detail, dramatic recreation of events, chronological order, use of Catherine's diary and direct speech in Chapter 3; use of Nelly's narrative and the more restrained style in Chapter 6, use of contrasts between Hindley and other characters, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on Hindley's character in relation to the whole novel)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of the given pages in the context of the whole novel/ may mention other relevant contexts e.g. gothic, religious, social, gender, etc./ clear references to other parts of the novel

**Mark Range 24 – 29**

- AO1 well structured argument/well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2 secure engagement with the bullets and the task/ good understanding of the given pages and the character of Hindley/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/detailed comments on language (imagery) /alert to nuance and reference/ability to comment effectively on particular words and phrases
- AO3 good discussion of how author uses other presentational devices to reveal Hindley's character/ detailed comments on the importance of the narrative frame, etc.
- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses/ offers a clear independent argument about Hindley's character
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of Hindley in the context of the whole novel / may discuss other relevant contexts/ wide ranging references to other parts of the novel

**Mark Range 30 - 35**

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of Hindley's character / wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning/ analysis of Bronte's use of language
- AO3 conceptualised discussion of how author uses other presentational devices to reveal Hindley's character / analysis of the importance of the structural frame
- AO4 evaluative independent viewpoint/evaluation of other readers' interpretations/ ability to construct a cogent argument about Hindley's character
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response in relation to the context of the given pages in relation to the whole/ aware of other kinds of contexts

## *Wuthering Heights*

2 (b) Look again at Chapter 1 from: “Wuthering Heights is the name” to “... and other dogs haunted other recesses.” and Chapter 6 (from “Don’t you cant, Nelly” to the end of the chapter) in which Wuthering Heights and Thrushcross Grange are described. Then respond to the tasks.

- (i) Compare the two houses and the ways that Emily Brontë presents them.
- (ii) Some readers see the house of Wuthering Heights representing nature and the house of Thrushcross Grange representing civilisation. What do you think is significant about the two houses?

### **Mark Range 0 – 5**

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from the chapters / possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed
- AO3 very little discussion of other presentational devices
- AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/unaware of how the given chapters relate to the whole text

### **Mark Range 6 – 11**

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 1 is developed/ uneven treatment/ thin development/ limited understanding of the given chapters and the differences between the two houses / largely a description what is said in the chapters
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of how author uses other presentational devices/ 1 or 2 points
- AO4 some evidence of personal response not always supported/ mentions a view about the importance of the two houses in the rest of the novel / likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ mentions a connection between the given chapters and the rest of the novel

**Mark Range 12 – 17**

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/ use of limited critical vocabulary
- AO2i aware of both bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the given chapters/ some focus on the description of the two houses / some ideas may be developed/ much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain some of Bronte's language effects
- AO3 some discussion of some points about other presentational devices/ able to see some importance in the narrative frames/ some reference to narrative viewpoint/ able to see Bronte's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on the importance of the two houses in the novel/ argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas on the relationship between the given chapters and the rest of the novel

**Mark Range 18 – 23**

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on both bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the given sections and the two houses / well illustrated list of points about the two houses (e.g. W H –dark, unsociable, remote, exposed, at the mercy of the weather, particularly the wind, strong, resilient, defensive, Gothic, may be comments about the interior – primitive, basic design, hints of violence with the guns, etc. T G – sociable, inviting, well lit; focus will probably be on the interior – splendid colours: crimson, gold, white, silver, exotic furnishings – chandeliers, sofas, lavish curtains/ may be comments on the inhabitants – unresponsive, taciturn, unwelcoming characters in W H; sophisticated, middle class snobbery in T G – with underlying violence, etc.)
- AO3 understanding of how language contributes to meanings (e.g. use of adjectives, adverbs, emotive language, violent language, use of exclamations, imagery, etc.)
- AO3 clear discussion of some points about how Bronte uses other presentational features (e.g. narrative perspective, use of Lockwood and Heathcliff, use of contrast, the structural positions of the descriptions of the two houses, the way the dialogue of the inhabitants reflects the two houses, etc)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on the importance of the two houses in the novel
- AO5i appropriate connections made between text and contexts/clearly explains the importance of the two houses in the context of the whole novel/ may mention other relevant contexts e.g. social, historical, generic, etc.



**Mark Range 24 – 29**

- AO1 well structured argument/ well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2i secure engagement with the bullets and the task/ good understanding of the given chapter and the importance of the two houses/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/detailed comments on language / alert to nuance and reference/ability to comment effectively on particular words and phrases
- AO3 good discussion of how author uses other presentational devices to influence the reader/ detailed comments on the importance of the two houses in the narrative frame
- AO4 well supported personal response with appropriate details offered / offers a clear independent argument about the importance of the two houses in the novel
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of the two houses in the context of the whole novel/ may discuss other relevant contexts/ will range widely through the novel

**Mark Range 30 - 35**

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of the two houses / wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning/ analysis of Bronte's use of language in the 2 chapters
- AO3 conceptualised discussion of how author uses other presentational devices to present the two houses / analysis of how Bronte structures the chapter
- AO4 evaluative independent viewpoint/evaluation of the given interpretations/ ability to construct a cogent argument about the importance of the two houses
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response in relation to the context of the given chapters in relation to the whole/ aware of other relevant contexts/ excellent references to other parts of the novel

## *Huckleberry Finn*

3 (a) Look again at Chapter 3(III). Then respond to the tasks.

- (i) What does this chapter reveal of Huck's attitudes to fantasy and religion?
- (ii) Write about Twain's method of telling the story in this chapter.
- (iii) What importance do you think religion has in the whole of *Huckleberry Finn*?

### **Mark Range 0 – 5**

AO1 unclear line of argument

AO1 technical weaknesses which impede the communication of meaning

AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from Chapter 3/ possibly some comment but not related to task/ some writing about novel or anything known

AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two noticed

AO3 very little discussion of other narrative methods

AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text

AO5i very limited grasp of what constitutes a context/unaware of how the given chapter relates to the whole text

### **Mark Range 6 – 11**

AO1 simple attempt at structuring argument/ thoughts

AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary

AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment / thin development/ limited understanding of the given chapter and what is revealed of Huck's attitudes / largely a description what happens in the chapter

AO3 some sketchy understanding of the use of language/ mentions some language features

AO3 sketchy awareness of other narrative methods

AO4 some evidence of personal response not always supported/ mentions something about religion in the novel/ likely to respond descriptively

AO5i some limited idea of what constitutes a context/ mentions a connection between Chapter 3 and the rest of the novel

**Mark Range 12 – 17**

- AO1 some argument/ structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary
- AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the given chapter/ some focus on Huck's attitudes/ some ideas may be developed/ much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain some of Twain's language effects
- AO3 some discussion of other narrative methods/ able to see Twain's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on the importance of religion in the novel/ argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas on the relationship between the given chapter and the whole novel

**Mark Range 18 – 23**

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the given chapter and what is revealed of Huck's attitudes / well illustrated list of points (e.g. Huck's childlike simplicity, his scepticism, his dismissive attitude, his practical response, his philosophical questioning, his rationality, his disbelief, his empiricism, his disregard, his connecting of religion and Tom's fantasy and seeing it as sham, etc.)
- AO3 understanding of how language is used in this chapter (use of description in the narrative, use of dialogue, contrast of language used by Huck, Tom and the adults, use of dialect, use of imperatives, use of verbs to convey action and Huck's feelings, sense of real speech, use of speech fillers, use of questions and exclamations, references to conventional religion, etc)
- AO3 clear discussion of other narrative methods (might mention the humour, specific descriptive details, first person narrative, use of simple and complex sentences, how chapter begins and ends, turn taking, sense of bravado, etc)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on the importance of religion (might consider Twain's scathing attack on conventional Christianity through Miss Watson and the widow and through the king and duke, might see religion as restrictive and at odds with nature and natural spirituality, might consider pantheism, etc)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of religion in the context of the whole novel/ may mention other relevant contexts e.g. geographical, historical, biographical, Romantic

**Mark Range 24 – 29**

- AO1 well structured argument/ well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2i secure engagement with the bullets and the task/ good understanding of the given chapter and what is revealed of Huck's attitudes/ range of ideas/proficient selection of supportive references
- AO3 good understanding of how language is used in the narrative and the dialogue /detailed comments on the effects of language/some understanding of the imagery (alert to nuance and reference/ability to comment effectively on particular words and phrases)
- AO3 good discussion of how author uses other narrative techniques/ detailed comments on the importance of language in creating meanings
- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses / offers a clear independent argument about the importance of religion in the novel
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of parenting / good links forged between Chapter 3 and the rest of the novel/ may discuss other relevant contexts/ will range widely throughout the text

**Mark Range 30 - 35**

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding what is revealed of Huck's attitudes in Chapter 3 / wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used in this chapter/ analysis of how language varies in the chapter
- AO3 conceptualised discussion of how author uses other narrative devices
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about the importance of religion in the novel
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised discussion of the relationship between the given chapter and the whole novel/ aware of other relevant contexts/ excellent references to other parts of the novel

## *Huckleberry Finn*

- 3 (b) Look again at Chapter 8 (VIII). Then answer the questions.
- (i) What do you learn about the river in this chapter and the attitudes of Huck and Jim towards it?
  - (ii) How does Twain make this chapter interesting to the reader?
  - (iii) Some readers have commented on the Mississippi's power and charm, seeing it as a moral force; others have focused more on the dangers it presents. What significance do you think the river has in the whole of *Huckleberry Finn*?

### Mark Range 0 – 5

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from Chapter 8/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language / unable to identify or comment on any language features / perhaps one or two simple features noticed
- AO3 very little discussion of other narrative methods and how Twain makes the chapter interesting
- AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/unaware of how the given chapter relates to the whole text

### Mark Range 6 – 11

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of the given chapters and what is revealed of the river and the attitudes of Huck and Jim towards it / largely a description what is said in the chapter
- AO3 some sketchy understanding of presentational features/ mentions some language features
- AO3 sketchy awareness of how author uses other narrative devices to make the chapter interesting
- AO4 some evidence of personal response not always supported/ mentions something about the river/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ mentions a connection between Chapters 8 and the rest of the novel

**Mark Range 12 – 17**

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary
- AO2i aware of the 3 bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the given chapter/ some focus on what is revealed of the river and the attitudes of Huck and Jim towards it / much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain some of Twain's language effects
- AO3 some discussion of some points about other narrative devices / able to see some importance of how language is used to engage the reader/ able to see Twain's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed about the significance of the river/ argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas on the relationship between the given chapter and the rest of the novel

**Mark Range 18 – 23**

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the given chapter and what is revealed of the river and the attitudes of Huck and Jim towards it/ well illustrated list of points about the river and the attitudes towards it (e.g. seen as representing life, Huck sees it as beautiful, provides food, gives Huck a spiritual link with God, represents peace and safety: for Jim it represents escape freedom, and hope, etc.)
- AO3 understanding of how language is used (contrast of the speech patterns of Huck and Jim/ use of direct speech/ use of dramatic monologue, use of dramatic pause/ emotive language, language of adventure/ questions, statements, exclamations/ variety of sentence structures/ use of speech fillers/ dialect, etc.)
- AO3 clear discussion of other narrative devices and how they create reader interest (e.g. use of first person narrative, use of the narrative frame and Huck's commentary for ironic purpose, use of humour, poetic style, structure of the chapter, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on the significance of the river/ could focus on the given views/ could relate to the moral issues and overall design
- AO5i appropriate connections made between text and contexts/clearly explains the importance of Chapter 8 in the context of the whole novel/ may mention other relevant contexts e.g. religious, historical, biographical, Romantic, generic

**Mark Range 24 – 29**

- AO1 well structured argument/well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2i secure engagement with the bullets and the task/ good understanding of the given chapter and the importance of the river to Huck and Jim / range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/detailed comments on language features (alert to nuance and reference/ability to comment effectively on particular words and phrases)
- AO3 good discussion of how author uses other narrative devices to interest the reader
- AO4 well supported personal response with appropriate details offered/ discussion of other readers' responses / offers a clear independent argument about the significance of the river
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of the river in the context of the whole novel/ may discuss other relevant contexts/will range widely throughout novel

**Mark Range 30 - 35**

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of the river and the attitudes of Huck and Jim towards it / wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding and analysis of how language is used and contributes to meanings
- AO3 conceptualised discussion of how author uses other narrative devices to interest the reader
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about the significance of the river/ engages with or challenges the views given
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response in connecting Chapter 8 to the whole/ aware of other relevant contexts, excellent references to other parts of the novel

***Things Fall Apart***

- 4 (a) Look again at Chapters 7 and 8. Then answer the questions.
- (i) What is revealed of the character of Nwoye and how is he presented in these chapters?
  - (ii) Although Okonkwo despises his son, many readers admire Nwoye's sensitivity. How do you assess Nwoye?

**Mark Range 0 – 5**

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from Chapters 7 and 8/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language features/ unable to comment on them/ perhaps one or two words singled out
- AO3 very little discussion of other narrative devices
- AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/unaware of any view of Nwoye's character/ doesn't move beyond Chapters 7 and 8

**Mark Range 6 – 11**

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 1 is developed/ uneven treatment/ thin development/ limited understanding of Nwoye's character but able to make 2 or 3 points/ could be descriptions of parts of Chapters 7 and 8
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of other narrative devices
- AO4 some evidence of personal response not always supported/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions the novel's cultural background and context of reader/ refers generally to some other parts of the novel though comment will be vague



**Mark Range 12 – 17**

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/ use of limited critical vocabulary
- AO2i aware of both bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of Nwoye's character/ beginnings of some ideas – some may be developed / much will be thin
- AO3 some understanding of some points about vocabulary/ identifies and begins to explain some of Achebe's effects
- AO3 some discussion of some points about other narrative devices/ able to see Achebe's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on how different readers might respond to Nwoye/ argument not sustained
- AO5i some understanding of the importance of contextual factors on text/ begins to develop ideas about the novel's cultural background and the context of the reader some specific references to other parts of the novel but not very deeply analysed

**Mark Range 18 – 23**

- AO1 clear straightforward line of argument/ presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on both bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of Nwoye's character / well illustrated list of points (e.g. affectionate, desire to please Okonkwo and to be treated as a man, clear affinity with women, hard working, sensitive, emotional, etc.)
- AO3 understanding of how individual words reveal Nwoye's character (e.g. imagery, use of details, use of masculine and feminine words, use of pronouns, proper nouns, use of repetition, etc.)
- AO3 clear discussion of other narrative features (e.g. Achebe's detached unemotional style, use of dialogue, similes, metaphors, lyrical quality of prose, use of narrative voice, reporting style, the background setting, sense of excitement, contrast of mood, build up of tension, use of free indirect speech, irony, structural focus on Nwoye, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on the Nwoye's character (some might say he is interesting –some might focus on his cowardice and betrayal; some might see him as a victim of the patriarchal world and the Christian missionaries / some might argue from a feminist perspective, etc.)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of Chapters 7 and 8 and other parts where there is a focus on Nwoye either directly or indirectly) / may mention other relevant contexts e.g. morality, historical, readers, cultural, tragic genre

**Mark Range 24 – 29**

- AO1 well structured argument/well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2 secure engagement with the bullets and the task/ good understanding of Nwoye's character/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contribute to meanings/detailed consideration of language effects and the way Achebe tells the story/ alert to nuance and reference/ability to comment effectively on particular words and phrases
- AO3 good discussion of how author uses other narrative devices to reveal Nwoye's character/ detailed comments on the perspective of the author
- AO4 well supported personal response with appropriate details offered/ discussion of other readers' responses/ offers a clear independent argument about Nwoye's character
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of females in the context of the whole novel/ may discuss other relevant contexts/ will range widely throughout the novel

**Mark Range 30 - 35**

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/ confidently ranges round text/ selects material well/excellent understanding of Nwoye's character/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning/ analysis of Achebe's use of language in the way he tells the story
- AO3 conceptualised discussion of how author uses other narrative devices to reveal Nwoye's character / analysis of the author's narrative stance
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about how different readers might respond to Nwoye in the novel / engages with and challenges different views
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised discussion of Nwoye in relation to other characters and events / aware of other relevant contexts/ excellent references to other parts of the novel

### ***Things Fall Apart***

4 (b) Look again at Chapters 17 and 18. Then answer the questions.

- (i) What do you learn about the Christian missionaries?
- (ii) How does Achebe's narrative method engage your interest?
- (iii) Obierika says 'The white man is very clever'. How do you respond to this comment in the light of your reading of the whole novel?

NB. Point (ii) Credit material which refers to the whole novel as well as Chapters 17 and 18.

#### **Mark Range 0 – 5**

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description about the novel/ possibly some comment but not related to task/ some writing about anything known
- AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed
- AO3 very little discussion of other narrative devices
- AO4 limited personal response based on slender evidence or misreading/ inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/unaware of any notion of the culture of the white missionaries

#### **Mark Range 6 – 11**

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of the Christian missionaries but able to make some points/ could be descriptions of characters
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of other narrative devices and how they engage the interest of the reader
- AO4 some evidence of personal response not always supported/mentions some ideas about the white man
- AO5i some limited idea of what constitutes a context/ perhaps mentions something about the novel's cultural and historical background

**Mark Range 12 – 17**

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/ use of limited critical vocabulary
- AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the Christian missionaries / some ideas may be developed/ much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain some of Achebe's language effects
- AO3 some discussion of some points about other narrative devices/ able to see Achebe's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on Obieika's comment/ argument not sustained
- AO5i some understanding of the importance of contextual factors on text/ begins to develop links between different parts of the novel / begins to discuss Africa and white rule and the significance of the white man

**Mark Range 18 – 23**

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the Christian missionaries/ well illustrated list of points (e.g. methodical, determined, persevering, wanting land, ruthless in the desire to colonise, targeting the young, able to construct arguments, etc)
- AO3 understanding of how language contributes to meanings (e.g. clear factual style, rhythmic prose, use of Igbo words and phrases, dialogue, epigrammatic quality, use of simple sentences, etc.)
- AO3 clear discussion of other narrative devices (e.g. the quiet detachment, distanced unemotional tone, reporting style, variety of description and dialogue, creation and build up of tension, pace, dramatic quality, structure of the chapters, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of different readers' informed interpretations/ states a view on the white man
- AO5i appropriate connections made between text and contexts/clearly explains the importance of the white man in the African context / may mention other relevant contexts e.g. morality, historical, cultural, political, religious

**Mark Range 24 – 29**

- AO1 well structured argument/well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding.
- AO2 secure engagement with the bullets and the task/ good understanding of the task in relation to the Christian missionaries / range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used / alert to nuance and reference/ability to comment effectively on particular words and phrases
- AO3 good discussion of use of other narrative devices / detailed comments on Achebe's authorial voice
- AO4 well supported personal response with appropriate details offered/discussion of different readers' responses/ offers a clear independent argument about the white man
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the whole novel / may discuss other relevant contexts/ will range widely throughout the novel

**Mark Range 30 - 35**

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/ excellent understanding of the task in relation to the Christian missionaries / wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning/ analysis of Achebe's use of language in relation to the task
- AO3 conceptualised discussion of how author uses other narrative devices to influence the reader's reaction
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about how different readers might respond to the white man/ engages with and challenges different views
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised discussion of the white man in the novel/ aware of other relevant contexts/ excellent references to particular parts of the novel

## *A Clockwork Orange*

5 (a) Look again at Chapter 1 in Part III. Then answer the questions.

- (i) What is revealed of Alex's parents in this chapter?
- (ii) How does Burgess's method of telling the story create interest in this chapter?
- (iii) What do you think is significant about parenting in the whole novel?

### **Mark Range 0 – 5**

AO1 unclear line of argument

AO1 technical weaknesses which impede the communication of meaning

AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from Chapter 1 Part III/ possibly some comment but not related to task/ some writing about novel or anything known

AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed

AO3 very little discussion of other narrative devices and how reader is engaged

AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text

AO5i very limited grasp of what constitutes a context/unaware of how the given chapter relates to the whole text

### **Mark Range 6 – 11**

AO1 simple attempt at structuring argument/ thoughts

AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary

AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of the given chapter and what is revealed of Alex's parents / largely a description what is said in the chapter

AO3 some sketchy understanding of the use of language in this chapter/ mentions some language features

AO3 sketchy awareness of how author uses other narrative devices to engage the reader / 1 or 2 points should be mentioned

AO4 some evidence of personal response not always supported/ mentions parenting in the novel/ likely to respond descriptively

AO5i some limited idea of what constitutes a context/ mentions a connection between Chapter 1 and the rest of the novel

**Mark Range 12 – 17**

- AO1 some argument/ structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/ use of limited critical vocabulary
- AO2i aware of the 3 bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the given chapter/ some focus on parenting in Chapter 1 / beginnings of some ideas about parenting – some may be developed/ much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain some of Burgess’s language effects
- AO3 some discussion of other narrative devices and the way Burgess engages the reader / able to see Burgess’s hand in the story telling process /slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on the significance of parenting in the novel/ argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas on the relationship between the given chapter and the rest of the novel

**Mark Range 18 – 23**

- AO1 clear straightforward line of argument/ presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the given chapter and what is learned of parenting/ well illustrated list of points (e.g. afraid of Alex, mother responds to Alex in an emotional, hysterical way, inadequate responses, no guidance for Alex, some muted affection, fear of the state and Joe, vulnerable, abdication of responsibility, desirous of an easy, trouble-free life/ some candidates may comment on the lack of realism in their portrayal, etc.)
- AO3 understanding of how Burgess uses language (use of Alex’s emotive vocabulary, use of Alex’s colourful words, use of platitudes, use of Nadsat, simple repetition, children’s discourse features, diminutive endings of words, repetitions, boyish enthusiasm, repetition, etc.)
- AO3 clear discussion of some points about other narrative devices (story told chronologically, like a report to the reader – description of event, reflection upon it, commentary, neat pattern, use of 1<sup>st</sup> person narrator – the victim, contrast of registers, dialogue to dramatise, use of Alex’s reflection, use of contrast, opening and closing of the chapter, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers’ informed interpretations/ states a view on the significance of parenting in the novel (could discuss in terms of totalitarian regime, world of violence, could focus on Alex’s parents and the debate about whether they are responsible for his behaviour, could see the parents as out of touch/ role reversal/ parents afraid of Alex and the state/ robotic responses to work and problems; may consider Alex as prospective parent and his sense that his son will also rebel; may suggest Deltoid and F Alexander are surrogate parents/

may focus on the lack of realism in the portrayal of parents/ candidates may see them as functional, etc.)

AO5i appropriate connections made between text and contexts/clearly explains the importance of Chapter 1 in the context of the whole novel/ may mention other relevant contexts e.g. historical, generic, sociological, religious

### Mark Range 24 – 29

AO1 well structured argument/well thought out sequence of thoughts

AO1 effective and accurate use of appropriate critical vocabulary which shows understanding

AO2i secure engagement with the bullets and the task/ good understanding of the given chapter and what is revealed of Alex's parents/ range of ideas/ proficient selection of supportive references

AO3 good understanding of how language is used and contributes to meanings/detailed comments on language (imagery) in engaging the reader/ alert to nuance and reference/ability to comment effectively on particular words and phrases

AO3 good discussion of how author uses other narrative devices to engage the reader / detailed comments on the use of the first person narrative and how this is important

AO4 well supported personal response with appropriate details offered/ discussion of other readers' responses, / offers a clear independent argument about the significance of parenting in the novel

AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of parenting in the novel /may discuss other relevant contexts/ will range widely throughout novel

### Mark Range 30 - 35

AO1 well structured coherent argument/sequence of thoughts supported and developed

AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing

AO2i secure, confident and well informed understanding of the text/ task/ confidently ranges round text/ selects material well/excellent understanding of what is learned of Alex's parents in Chapter 1/ wide range of ideas/ excellent choice of supportive references

AO3 excellent understanding of how language is used and contributes to meaning/ analysis of Burgess's use of language in engaging the reader's interest

AO3 conceptualised discussion of how author uses other narrative devices to influence the reader / analysis of how the chapter is important in the structure of the novel/ full discussion of the use of the first person narrative

AO4 evaluative independent viewpoint/evaluation of other readers' interpretations/ ability to construct a cogent argument about parenting in the novel



AO5i coherent understanding of links between text and contexts in analytical discussion/  
conceptualised response in relation to the context of Chapter 1 in relation to the whole/ aware  
of other relevant contexts/ excellent references to other parts of the novel

## *A Clockwork Orange*

5 (b) Look again at Chapter 1 Part I. Then respond to the tasks.

- (i) What do you learn about Alex's character and attitudes in this chapter?
- (ii) Write about Burgess's method of telling the story in this chapter.
- (iii) Some readers think that part of the pleasure of reading *A Clockwork Orange* consists of translating nadsat and understanding what is being said. How do you respond to the use of nadsat in the whole novel?

### **Mark Range 0 – 5**

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from the first chapter/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed
- AO3 very little discussion of other narrative devices
- AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/ unaware of how the given chapter relates to the whole text

### **Mark Range 6 – 11**

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of Alex's character and attitudes / largely a description of what is said in the chapter
- AO3 some sketchy understanding of the use of language and the way it influences the reader / mentions some language features
- AO3 sketchy awareness of how author uses other narrative devices / 1 or 2 points should be mentioned
- AO4 some evidence of personal response not always supported/ mentions Nadsat and has one or two ideas about it/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ mentions a connection between the first chapter and the rest of the novel

**Mark Range 12 – 17**

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary
- AO2i aware of the 3 bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of Alex's character and attitudes / much will be thin
- AO3 some understanding of some points about language and the way it influences the reader's reaction / identifies and begins to explain some of Burgess's language effects
- AO3 some discussion of how Burgess uses other narrative devices/ able to see Burgess's hand in the story telling process /slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed ideas about the use of nadsat / argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas on the relationship between the first chapter and the rest of the novel

**Mark Range 18 – 23**

- AO1 clear straightforward line of argument/ presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding Alex's character and attitudes / well illustrated list of points about Alex (e.g. Alex confident, arrogant, extrovert, violent, mock humility, joy of life, alert, contempt for those who give up free will to drugs, insensitive to the suffering of others, enjoyment of story telling, enjoyment of manipulating the reader, spiritual dimension, etc.)
- AO3 understanding of how language contributes to meanings and influences the reader (e.g. use of Nadsat, versatile use of language, rhymes, child language, use of dialogue, use of exaggeration, terms of endearment, direct address to reader, imagery, religious imagery, etc.)
- AO3 clear discussion of how Burgess uses other narrative devices (e.g. confident tone, use of question 'What's it going to be then, eh?', structure of chapter, effectiveness of opening to the novel, use of first person narrator, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on the use of Nadsat/ may argue against its lack of success/ may comment on their initial reading of the text and what seemed difficult later changes/ may comment on Burgess's use of subliminal mind control in making readers think in nadsat
- AO5i appropriate connections made between text and contexts/clearly explains the importance of the first chapter in the context of the whole novel/ may mention other relevant contexts e.g. historical, musical, political, moral, youth culture

**Mark Range 24 – 29**

- AO1 well structured argument/ well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2i secure engagement with the bullets and the task/ good understanding of the chapter and Alex's character / range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/detailed comments on language/ imagery /alert to nuance and reference/ability to comment effectively on particular words and phrases
- AO3 good discussion of how author uses other narrative devices/ detailed comments on the use of the first person narrative and how this influences the reader
- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses / offers a clear independent argument about the value of Nadsat
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the use of nadsat in the whole novel / may discuss other relevant contexts/ will range widely throughout the novel

**Mark Range 30 - 35**

- AO1 well structured coherent argument/ sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of Alex's character and attitudes / wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and influences the reader's reaction
- AO3 conceptualised discussion of how author uses other narrative devices / full discussion of the use of the first person narrative
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about the value of nadsat/ engages with Burgess's invented language
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response to the language context chapter in the whole novel/ aware of other relevant contexts/ excellent references to other parts of the novel

## *Enduring Love*

- 6 (a) Look again at Chapter 21. Then respond to the tasks.
- (i) What aspects of the crime genre are shown in this chapter and how are they presented?
  - (ii) Some readers think that the chapters dealing with Johnny B weaken the whole novel. What do you think?

### **Mark Range 0 – 5**

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description about Chapter 21/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of McEwan's use of language
- AO3 unable to comment on other presentational devices in Chapter 21
- AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/unaware of any notion of genre in the whole novel

### **Mark Range 6 – 11**

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 1 is developed/ uneven treatment/ thin development/ limited understanding of the crime genre/ could be largely a description of Chapter 21
- AO3 some sketchy understanding of the use of language
- AO3 some sketchy understanding of other presentational devices in Chapter 21
- AO4 some evidence of personal response not always supported/ mentions a view of the Johnny B chapters/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions some links between Chapter 21 and the whole novel

**Mark Range 12 – 17**

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary
- AO2i aware of both bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the crime genre / some ideas may be developed/ much will be thin
- AO3 some understanding of the use of language in this chapter
- AO3 some understanding of other presentational devices in Chapter 21
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on the weakness of the Johnny B chapters
- AO5i some understanding of the importance of contextual factors on text/ begins to develop ideas about Chapter 21 in relation to the whole text

**Mark Range 18 – 23**

- AO1 clear straightforward line of argument/ presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on both bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of crime motifs/ well illustrated list of points (e.g. wad of money, guns, staccato practical speech, description of Johnny with his American style moustache, the journey to the criminal's den, figure of Daisy, disputes amongst the gang, swearing, fighting, use of names, etc.)
- AO3 understanding of how language is used to present the aspects of the crime genre (e.g. fragmented dialogue, register of guns, money, dealing, swearing, imagery, active verbs, use of adjectives, etc)
- AO3 understanding of other presentational devices (e.g. first person narration, use of retrospect, creation of mysterious atmosphere, turn taking in dialogue, structure of the chapter, build up of suspense, variations in sentence lengths, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states and develops a view on the Johnny B chapters (e.g. some might find them exciting/ some might see them as contrived, some might see them as comic, some might see them as terrifying/ some may interpret them from a feminist perspective or possibly Marxist, etc)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of Chapter 21 in relation to the whole novel / may mention other relevant contexts e.g. genre, thrillers, science, romance, literary, religious, historical, or the context of real life crime

**Mark Range 24 – 29**

- AO1 well structured argument/well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding

- AO2 secure engagement with the bullets and the task/ good understanding of aspects of the crime genre/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of use of language in Chapter 21
- AO3 good understanding of other presentational devices in Chapter 21
- AO4 well supported personal response with appropriate details offered/ discussion of other readers' responses/ offers a clear independent argument about the Johnny B chapters
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the relationship of Chapter 21 to the whole novel / may discuss other relevant contexts/will range widely through the whole novel

**Mark Range 30 - 35**

- AO1 well structured coherent argument/ sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/ confidently ranges round text/ selects material well/ excellent understanding of the crime genre/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used in Chapter 21
- AO3 excellent understanding of how other presentational devices are used in Chapter 21
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about the Johnny B chapters/ engages with or challenges the given view
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response about how Chapter 21 relates to the whole/ aware of other relevant contexts/ excellent references to other parts of the novel

## *Enduring Love*

6 (b) Look again at Chapter 24. Then answer the questions.

- (i) What do you learn about Joe's relationships with other characters in this chapter?
- (ii) How does McEwan's method of writing engage your interest?
- (iii) Some readers have commented on the significance of picnics and meals in the design of *Enduring Love*. What do you think is significant about them?

NB. Point (ii) Credit material which refers to the whole novel as well as Chapter 24.

### **Mark Range 0 – 5**

AO1 unclear line of argument

AO1 technical weaknesses which impede the communication of meaning

AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from the novel/ possibly some comment but not related to task/ some writing about novel or anything known

AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed

AO3 very little discussion of other stylistic features and how they engage the reader's interest

AO4 limited personal response based on slender evidence or misreading/ inability to argue a view/ may misread question or text

AO5i very limited grasp of what constitutes a context/unaware of any notion of how picnics and meals are used in the novel as a whole

### **Mark Range 6 – 11**

AO1 simple attempt at structuring argument/ thoughts

AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary

AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of Joe's relationships with other characters in relation to the task but able to make some relevant comment

AO3 some sketchy understanding of the use of language/ mentions some language features

AO3 sketchy awareness of other stylistic devices

AO4 some evidence of personal response not always supported/ mentions views on the significance of picnics and meals in the design of the novel/ likely to respond descriptively

AO5i some limited idea of what constitutes a context/ perhaps mentions something about meals and picnics in relation to the whole novel



**Mark Range 12 – 17**

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary
- AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of Joe's relationships with other characters in this chapter / beginnings of some ideas - some may be developed/ much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain some of McEwan's language effects
- AO3 some discussion of some points about other narrative methods and how they engage the reader's interest / able to see McEwan's hand in the story telling process / slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on the significance of meals and picnics in the design of the novel/ argument not sustained
- AO5i some understanding of the importance of contextual factors on text/begins to develop ideas about the relationship between the given chapter and the rest of the novel/ some sense of context of story telling

**Mark Range 18 – 23**

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of Joe's relationships / well illustrated list of points with supportive reference (e.g. awkwardness with Clarissa revealing his enduring love, fear and dread of the collapse of the relationship, growing sense of isolation, sadness at lack of communication, desire to help Jean Logan revealing a sense of caring and a desire to tie up loose ends, natural response to Leo and Rachel, relates well to children, able to speak to them without being patronizing/ joy at being reunited with Clarissa/ easy practical relationship with Bonnie and the Professor, etc.)
- AO3 understanding of how language contributes to meanings (use of scientific and romantic language, abbreviations, use register of food/ natural imagery, descriptive language to set scene, child language, the academic style of the professor etc.)
- AO3 clear discussion of other narrative methods (e.g. use of first person narrator, use of irony, the use of varied sentences, use of dialogue, structure of the chapter, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states and develops a view on the significance of picnics and meals in the design of the novel (some may look at the picnics at the start and end of the novel and the way that one opens up conflict and the other leads to resolution and forgiveness; there may be a focus on the restaurant scene and the shooting; some may argue that there is too much contrivance, some may think the picnics are not significant/ there may be other ways of looking at the question)

AO5i appropriate connections made between text and contexts/clearly explains the importance of meals and picnics in the whole novel

### Mark Range 24 – 29

AO1 well structured argument/well thought out sequence of thoughts

AO1 effective and accurate use of appropriate critical vocabulary which shows understanding

AO2 secure engagement with the bullets and the task/ good understanding of Joe's relationships/ range of ideas/ proficient selection of supportive references

AO3 good understanding of how language is used and contributes to meanings/detailed comments on use of language in telling the story /alert to nuance and reference/ability to comment effectively on particular words and phrases/

AO3 good discussion of how author uses other narrative methods to engage the reader

AO4 well supported personal response with appropriate details offered/discussion of other readers' responses/ offers a clear independent argument about the significance of meals and picnics

AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the task in relation to the whole novel / may discuss other relevant contexts e.g. thrillers, story telling/ better answers will be aware of context of reader and generic contexts / will range widely throughout the novel

### Mark Range 30 - 35

AO1 well structured coherent argument/sequence of thoughts supported and developed

AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing

AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of Joe's relationships with other characters/ wide range of ideas/excellent choice of supportive references

AO3 excellent understanding of how language is used and contributes to meaning/ analysis of McEwan's use of language in engaging the reader

AO3 conceptualised discussion of how author uses other narrative methods and the effects he achieves / analysis of how McEwan engages the reader

AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about the significance of picnics and meals / engages with or challenges the given view

AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response about characters and events relate to the whole novel/ aware of other relevant contexts/ excellent references to other parts of the novel

## The Pangs of Love

- 7 (a) Look again at the story 'The Pangs of Love'. Then respond to the tasks.
- (i) What different attitudes towards men are revealed in this story?
  - (ii) Write about the ways Gardam makes this story interesting to the reader.
  - (iii) At the end of this story the seventh little mermaid says that men are all the same. How far do you find this view is supported in at least **two** other stories in the collection?

### Mark Range 0 – 5

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the different emotions/ superficial treatment/ some bits of description about the story/ possibly some comment but not related to task/ some writing about story or anything known
- AO3 very little understanding of vocabulary/ unable to identify or comment on it/ perhaps one or two words mentioned
- AO3 very little discussion of other narrative methods
- AO4 limited personal response based on slender evidence or misreading/ inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/ unaware of any notion of the view that men are all the same in this or any other story

### Mark Range 6 – 11

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of different attitudes towards men/ could be largely a description of the story
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of effects of other narrative techniques and how they contribute to the interest
- AO4 some evidence of personal response not always supported/ mentions view that men are all the same in 2 stories/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions some connections between characters and their attitudes towards men in the two stories

**Mark Range 12 – 17**

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary
- AO2i aware of the three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of different attitudes towards men/ some ideas may be developed/ much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain 2 or 3 of Gardam's language effects
- AO3 some discussion of other narrative methods/ able to see Gardam's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on the view that men are all the same in this and one other story/ argument not sustained
- AO5i some understanding of the importance of contextual factors on text/ begins to link ideas about men in the two stories

**Mark Range 18 – 23**

- AO1 clear straightforward line of argument/ presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on the 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of different attitudes towards men/ well illustrated list of points (e.g. the view of the good little mermaid in Anderson's tale who allowed herself to die for love, a view supported on the whole by the grandmother and the sisters/ the view of the seventh little mermaid – largely contemptuous, scornful, particularly shown in the sneering of male love poets/ general mockery of the seventh mermaid who believes in her own superiority/ some candidates may comment on the ambivalence of her attitude: she is sexually attracted to the prince and while disclaiming she is free of the pangs of love, she may be as besotted as her sister, etc.)
- AO3 understanding of how language contributes to meanings (e.g. colloquial language, parody of the stately style of the Anderson story, use of swearing, language of romantic love, deliberate ornate poetic style in places, use of question and exclamation, etc.)
- AO3 clear discussion of other narrative techniques (e.g. minor sentences, simple sentences, structure of the story, use of free indirect speech, authorial standpoint, use of literary allusions, use of dialogue, contrast of the romantic register and the scathing debunking of it, use of abbreviations for comic effect, use of Italian, French, Spanish, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states and develops a view on men being all the same (may agree and refer to this story and 'The First Adam', 'The Easter Lilies', 'Stone Trees', 'Ball Game' etc./ may challenge the idea and refer to 'The Kiss of Life', 'An Unknown Child' etc.)/ allow for any plausible interpretation of the question

AO5i appropriate connections made between text and contexts/clearly explains the importance of the stories in relation to each other/ may mention other relevant contexts e.g. gender, social class, geographical location, genre

### Mark Range 24 – 29

AO1 well structured argument/well thought out sequence of thoughts

AO1 effective and accurate use of appropriate critical vocabulary which shows understanding

AO2 secure engagement with the bullets and the task/ good understanding of different attitudes towards men/ range of ideas/ proficient selection of supportive references

AO3 good understanding of how language is used and contributes to meanings/ detailed comments on use of language in telling the story/ alert to nuance and reference/ability to comment effectively on particular words and phrases

AO3 good discussion of how author uses other narrative techniques

AO4 well supported personal response with appropriate details offered/discussion of other readers' responses/ offers a clear independent argument about men being all the same in this and one other story

AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the relationships between the two stories/ may discuss other relevant contexts/ wide ranging references to this and another story

### Mark Range 30 - 35

AO1 well structured coherent argument/sequence of thoughts supported and developed

AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing

AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of the different attitudes towards men / wide range of ideas/excellent choice of supportive references

AO3 excellent understanding of how language is used and contributes to meaning/ analysis of Gardam's use of language in developing reader's interest

AO3 conceptualised discussion of how author uses other narrative techniques and the effects she achieves / analysis of how Gardam engages the reader

AO4 evaluative independent viewpoint /evaluation of other readers' interpretations/ ability to construct a cogent argument about men being all the same/ will engage with the given quotation

AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response about how the two stories can be connected/ aware of other relevant contexts/excellent references to the other story

### *The Pangs of Love*

- 7 (b) Gardam's characters experience intense emotions in *The Pangs of Love*. Using 'A Seaside Garden' write about:
- (i) what emotional experiences are revealed;
  - (ii) how Gardam uses language and structure to make the story interesting;
  - (iii) how appropriate the title of the whole collection is to 'A Seaside Garden' and **one** other story.

#### **Mark Range 0 – 5**

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of emotional experiences in the story/ superficial treatment/ some bits of description about the story/ possibly some comment but not related to task/ some writing about story or anything known
- AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed
- AO3 very little discussion of how the story is structured
- AO4 limited personal response based on slender evidence or misreading/ inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/ unaware of any notion of the appropriateness of the title

#### **Mark Range 6 – 11**

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of emotional experiences in the story– but able to make some points/ could be largely a description of what happens in the story
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of author's structuring of the story
- AO4 some evidence of personal response not always supported/ mentions some response to the appropriateness of the title of the collection/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions some connections between 2 stories

**Mark Range 12 – 17**

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary
- AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of emotional experiences in the story / beginnings of some ideas about emotional experiences– some ideas may be developed/ much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain some of Gardam’s language effects
- AO3 some discussion of the structure of the story / able to see Gardam’s hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on the appropriateness of the title / argument not sustained
- AO5i some understanding of the importance of contextual factors on text/ begins to develop ideas about love in the stories

**Mark Range 18 – 23**

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of emotional experiences in the story/ well illustrated list of points about emotional experiences (e.g. care and love of the narrator for Helen Gibb when she was 14 years old, the narrator’s passion for literature and nature, narrator’s fascination and awe in relation to Helen’s eccentricity, Helen’s cruelty to her parents, their pain and confusion Helen’s fury and contempt for her [parents solicitations, narrator’s humiliation and embarrassment, etc.]
- AO3 understanding of how language is used (comment needed on specific words/specific registers, sentence constructions/ irony, bathos, use of adjectives, repetition, figurative language, use of questions and exclamations, use of colloquialisms, use of retrospective narration, use of dialogue, etc.)
- AO3 clear discussion of how the story is structured (e.g. direct opening and abrupt ending, begins with a projection backwards in time – when the narrator was 14; ends with the narrator at 40/ twist at the end/ descriptive beginning, then the action, dramatised with direct speech; then the time shift and the final twist, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers’ informed interpretations/ states and develops a view on the appropriateness of the title of the collection
- AO5i appropriate connections made between text and contexts/clearly explains the importance of the stories to each other/ may mention other relevant contexts e.g. social class, geographical location, culture, gender, genre

**Mark Range 24 – 29**

- AO1 well structured argument/ well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2 secure engagement with the bullets and the task/ good understanding of the emotional experiences in the story/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/ detailed use of language / alert to nuance and reference/ability to comment effectively on particular words and phrases/
- AO3 good discussion of how author structures the story
- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses/ offers a clear independent argument about whether the title of the collection is appropriate
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the link between two stories/ may discuss other relevant contexts/ wide ranging references to the stories

**MARK RANGE 30 - 35**

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of emotional experience in the story/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meanings/ analysis of Gardam's use of language
- AO3 conceptualised discussion of how author structures the story / analysis of how Gardam engages the reader
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about the appropriateness of the title/ may challenge the appropriateness
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response about pangs of love in the 2 stories / aware of other relevant contexts/excellent references to the stories