



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

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# Mark scheme January 2004

## GCE

### English Literature B

### Unit LTB1

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

<b>Question</b>	<b>AO1</b>	<b>AO2i</b>	<b>AO3</b>	<b>AO4</b>	<b>AO5i</b>
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 writers' 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.

**Mark Scheme: 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

**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: Mary Shelley***

- 1 (a) In the author's introduction to the 1831 edition of the novel, Shelley wrote of *Frankenstein's* being a particular product of the time. Look again at Chapter 3. Then answer the questions.
- (i) What features of this chapter reveal the period in which the novel is set?
  - (ii) How do Shelley's ways of telling the story interest the reader in this chapter?
  - (iii) Some modern reviewers consider the novel interesting only as a 'period piece'. 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 from the 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 how author uses other narrative techniques to interest the reader
- 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 the features that reveal when the novel is set/ largely a description of what is contained in the chapter
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of how author uses other narrative methods to interest the reader
- AO4 some evidence of personal response not always supported/ mentions some ideas about whether the novel is only interesting as a period piece, but doesn't do much with expressing a view/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/mentions a connection between this 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 all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the given chapter and the features that reveal when the novel is set/ beginnings of some ideas about time – 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 techniques/ 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 whether the novel is only interesting as a period piece/ argument not sustained
- AO5i awareness of the importance of contextual factors on text/ aware of 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/ understanding of how language contributes to meanings
- 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 the features that reveal the period in which the novel is set/ well illustrated list of points about the time period (e.g. importance of scarlet fever as a killer disease, nursing care in the hands of relatives at home, expectation of female members of family to care for family if mother dies, decision of father regarding son's university education, method of education, mode of transport, time for travel, importance of Ingolstadt university, details of chemistry and 'modern science', etc.)
- AO3 understanding of how Shelley uses language to make the novel interesting (e.g. formal style, register of science, emotive language, etc.)
- AO3 clear discussion of other narrative techniques to interest reader (e.g. first person narrative, embedded narrative, use of simple and complex sentences, reporting style, use of dialogue for immediacy, retrospective position etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view whether the novel is interesting only as a period piece
- AO5i appropriate connections made between text and contexts/ clearly explains the importance of time setting in the context of the novel/ may mention other kinds of contexts e.g. gender, society, science, parenting

**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 features that reveal when the novel is set/ 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 interesting 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 techniques to influence the reader
- AO4 well supported personal response with appropriate details offered/ discussion of other readers' responses/ offers a clear independent argument about whether the novel is only interesting as a period piece
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of this chapter in the context of the whole novel/ may discuss other relevant contexts

**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 features that reveal when the novel is set/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning/ analysis of Shelley's use of language
- AO3 conceptualised discussion of how author uses other narrative devices to influence the reader
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about whether the novel is only interesting as a period piece/engages with or challenges the given statement
- AO5i coherent understanding of links between text and contexts in analytical discussion/ excellent response in relation to the context of the given chapter in relation to the whole/ aware of other kinds of contexts

***Frankenstein: Mary Shelley***

- 1 (b) Look again at Chapter 23. Then respond to the following questions.
- (i) What is revealed of Frankenstein’s emotional state in this chapter?
  - (ii) How does Shelley create tension in this chapter?
  - (iii) Some readers see the death of Elizabeth as a representation of Victor’s fear of his bride’s sexuality. What do you think about Frankenstein’s relationship with Elizabeth 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 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 how other narrative techniques create tension
- 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 the given chapter relates to 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 2 are developed/ uneven treatment/ thin development/ limited understanding of Frankenstein’s emotional state/ 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 uses other narrative techniques to create tension
- AO4 some evidence of personal response not always supported/ mentions some ideas about Victor’s relationship with Elizabeth but does not do much with expressing a view/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions the gender 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 emotional state/ 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 uses other narrative techniques to create tension
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on the relationship between Frankenstein and Elizabeth/ argument not sustained
- AO5i some awareness of the importance of contextual factors on text/ begins to develop ideas about the gender or romantic 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 emotional state/ well illustrated list of points (e.g. anxious, agitated, fearful, nervous tension, physical terror, agony, despair, guilt, crying, anaesthesia, etc.)
- AO3 understanding of how language is used to contribute to meanings (e.g. use of emotive language, contrasts, use of exclamations, rhetorical questions, Latinate vocabulary, elevated style, self-conscious style, intertextual references, use of first person pronoun, syntactic patterns, references to death, etc.)
- AO3 clear discussion of other ways Frankenstein's emotional state is created (e.g. heavily driven personal narrative, abundance of emotive words, use of dialogue, use of pathetic fallacy, use of masculine and feminine references, retrospective narration, contrast of description and reflection 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 Frankenstein's relationship with Elizabeth in the whole novel (e.g. protective, patronising, sisterly, romantic, unable to see her as a sexual being, unable to describe her as a real person, idealised, may discuss Frankenstein's confused sexuality, lack of passion for women, may see him as a product of 18th century values, may see him as a child wanting to be mothered, etc.)
- AO5i appropriate connections made between text and contexts/ clearly explains the importance of romantic love and marriage in the novel; may mention other contexts e.g. gender, morality, society/ 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 emotional state/ 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 conveys tension in this chapter
- AO4 well supported personal response with appropriate details offered/ discussion of other readers' responses/ offers a clear independent argument about Frankenstein's relationship with Elizabeth
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of Frankenstein in relation to the context of romantic love and marriage/ 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 emotional state/ 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 conveys the tension in this chapter
- AO4 evaluative independent viewpoint/evaluation of other readers' interpretations/ ability to construct a cogent argument about Frankenstein's relationship with Elizabeth/ engages with or challenges different views
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response in relation to the context of romance and marriage/ good awareness of other relevant contexts/ excellent wide-ranging references to the whole text

***Wuthering Heights: Emily Brontë***

- 2 (a) Look again at Chapter 29. Then respond to the following tasks.
- (i) What do you learn of Heathcliff's character in this chapter?
  - (ii) Write about the ways Brontë tells the story in this chapter.
  - (iii) While some readers have commented on the psychological reality of Heathcliff, others have seen him as a stock hero or Romantic type. What do you think about Heathcliff's role and character in the whole of *Wuthering Heights*?

**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 29/ 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 the given chapter and the character of Heathcliff/ largely a description of what is in the chapter
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of other narrative devices/ 1 or 2 points should be mentioned
- AO4 some evidence of personal response not always supported/ mentions something about the importance of Heathcliff's character and role in the whole novel / likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ mentions a connection between Chapter 29 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 the character of Heathcliff– some ideas may be developed/ much will be thin/ beginnings of some ideas about Heathcliff
- AO3 some understanding of some points about language/ identifies and begins to explain some of Brontë’s language effects
- AO3 some discussion of other narrative devices/ able to see Brontë’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 character of Heathcliff 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 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 the three 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 Heathcliff/ well illustrated list of characteristics (e.g. determined, unceremonious, aggressive, unsympathetic, single-minded, bitter, authoritative, fearless, obsessed etc.)
- AO3 understanding of how language contributes to meanings (e.g. use of reporting, descriptive style, Heathcliff’s violent language, use of Satanic references, biblical references, use of violent verbs, contrast of speech patterns, use of contrast and figurative language, etc.)
- AO3 clear discussion of some points about how Brontë uses other presentational features (e.g. importance of narrative framework, use of dialogue, contrast of Nelly’s style to Heathcliff’s, length of Heathcliff’s ‘monologue’, accumulation of detail, dramatic recreation of events, chronological order, 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 Heathcliff in relation to the whole novel)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of this chapter in the context of the whole novel/ may mention other relevant contexts e.g. gothic, religious, social, 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 all the bullets and the task/ good understanding of the given chapter and Heathcliff'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 to influence the reader/ 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 the importance of Heathcliff
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of Heathcliff's character and role 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 Heathcliff'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 Brontë's use of language
- AO3 conceptualised discussion of how author uses other narrative devices to influence the reader/ analysis of the importance of the structural frame
- AO4 evaluative independent viewpoint/evaluation of other readers' interpretations/ ability to construct a cogent argument about the importance of Heathcliff's role and character
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response in relation to the context of the given chapter in relation to the whole/ aware of other kinds of contexts

***Wuthering Heights: Emily Brontë***

- 2 (b) Look again at Chapter 5 in which Mr Earnshaw dies. Then answer the questions.
- (i) What effects do Mr Earnshaw's illness and death have on the family in this chapter?
  - (ii) How does Brontë's use of language and structure make this chapter interesting to the reader?
  - (iii) In what ways can death be seen as significant in the whole of *Wuthering Heights*?

**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 5 / 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 techniques
- 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 2 are developed/ uneven treatment/ thin development/ limited understanding of the given chapter and the effect of Mr Earnshaw's death / largely a description of what happens in the chapter
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of how author uses other narrative techniques/ 1 or 2 points should be mentioned
- AO4 some evidence of personal response not always supported/ mentions a view about the importance of death in relation to the rest of the novel / likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ mentions a connection between Chapter 5 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 chapter/ some focus on Mr Earnshaw's illness and death / some ideas may be developed/ much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain some of Brontë's language effects
- AO3 some discussion of some points about other narrative techniques/ able to see some importance in the narrative frames/ some reference to narrative viewpoint/ able to see Brontë'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 death 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 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 both bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the given chapters and the effects of Mr Earnshaw's illness and death on the family/ well illustrated list of points about the effects of illness and death (e.g. Earnshaw himself grows irritable and fitful, particularly anxious about Heathcliff, Nelly and the other members of the household indulge the old man by being considerate to Heathcliff, Hindley grows increasingly jealous, Joseph creates an impression on the dying man – instructs him about the future of his soul, Catherine becomes naughty in response to Earnshaw's 'peevish reproofs', Heathcliff and Catherine weep all night when he dies, etc.)
- AO3 understanding of how language contributes to meanings (e.g. use of dialogue, contrast with Nelly's narrative, emotive language, violent language, use of questions and exclamations, etc.)
- AO3 clear discussion of some points about how Brontë uses other presentational features (e.g. narrative perspective, use of time, digressions to explain the characters of the children, use of dialect, structure of the chapter, use of brackets to convey information, 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 death in the novel (may consider it as it reveals the time in which the novel is set, may consider it from a religious or supernatural perspective, may consider how Brontë uses death to structure the novel, may focus primarily on the deaths of Catherine and Heathcliff, etc.)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of death in the context of the whole novel/ may mention other relevant contexts e.g. social, historical, religious, 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 Earnshaw's illness and death on the family/ 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 Earnshaw's death in the narrative frame
- AO4 well supported personal response with appropriate details offered/ offers a clear independent argument about the importance of death in the novel
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of death 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 Earnshaw's illness and death / wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning/ analysis of Brontë's use of language in the chapter
- AO3 conceptualised discussion of how author uses other presentational devices to influence the reader/ analysis of how Brontë structures the chapter
- AO4 evaluative independent viewpoint/ evaluation of the different ideas about death/ ability to construct a cogent argument about the importance of death
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response in relation to the context of the given chapter in relation to the whole/ aware of other relevant contexts/ excellent references to other parts of the novel



***Huckleberry Finn: Mark Twain***

- 3 (a) Look again at Chapter 19. Then respond to the tasks.
- (i) What do you learn of Huck's relationship with nature in this chapter?
  - (ii) Comment on the ways Twain writes about the natural environment in this chapter.
  - (iii) T.S. Eliot spoke of a romantic reading of *Huckleberry Finn* in which the uncorrupted child is seen in harmony with nature. What are your views of the relationship between childhood and nature in the novel as a whole?

**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 19/ 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 how the natural environment is revealed
- 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 relationship with nature/ largely a description of what happens in the chapter
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of how the natural environment is revealed
- AO4 some evidence of personal response not always supported/ mentions something about the relationship between childhood and nature in the novel/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ mentions a connection between Chapter 19 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 relationship with the natural environment/ 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 how the natural environment is revealed/ 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 relationship between childhood and nature 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 relationship with nature/ well illustrated list of points (e.g. feeling of contentment, relaxation, sense of harmony, understanding of the environment, sense of nature and the river providing, awe at the mystery of the cosmos, in tune with the rhythms of day and night, joy of life, nature giving Huck a Wordsworthian kind of intelligence, etc.)
- AO3 understanding of how language is used in this chapter (use of description in the narrative, poetic prose, use of imagery, attention to details, emotive language, use of adverbs of time, use of adjectives, etc)
- AO3 clear discussion of some other ways Twain reveals the natural environment (might mention first person narrative, use of simple and complex sentences, heavily punctuated sentences to slow the pace, contrast of how chapter begins and ends, reported speech of Jim and Huck's earlier discussion about the stars, 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 relationship between childhood and nature (might consider Romantic notion of childhood, the concept of innocence in a corrupt world, Twain's love of Huck and childhood, Twain's purpose in writing the novel through Huck, creation of an adventure story, preparation for adulthood, a period of innocence before the corruption of adulthood, simple delight of the child who is unthreatened, contrast of Huck and Tom's relationship with nature, etc)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of childhood and nature 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 relationship with nature/ 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 language to reveal the natural environment/ 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 childhood and nature in the novel
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of nature and childhood/ good links forged between Chapter 19 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 of what is revealed of Huck's relationship with nature in Chapter 19 / 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 techniques to reveal the natural environment
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about the importance of childhood and nature 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: Mark Twain***

- 3 (b) Look again at Chapter 8. Then respond to the tasks.
- (i) What is revealed of the character and attitudes of Jim in this chapter?
  - (ii) Write about Twain’s narrative method in this chapter.
  - (iii) Some readers see Jim as a symbol of the suffering of the runaway black slave in pre-Civil War America. How do you interpret the role of Jim in the novel as a whole?

**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 presentational features/ unable to identify or comment on any language features/ perhaps one or two simple features 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 chapters and what is revealed of the character and attitudes of Jim / largely a description of what is said in the chapter
- AO3 some sketchy understanding of language effects/ mentions some language features
- AO3 sketchy awareness of other narrative techniques
- AO4 some evidence of personal response not always supported/ mentions something about the role of Jim/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ mentions a connection between Chapter 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 Jim / 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 techniques/ able to see some importance of how language is used/ 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 role of Jim/ 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 the character and attitude of Jim/ well illustrated list of points about Jim (e.g. superstitious, sensible, respectful, friendly, practical, resourceful, easy going, naïve, etc.)
- AO3 understanding of how language is used (contrast of the language of Huck and Jim/ use of direct speech/ use of dramatic monologue, use of dramatic pause/ emotive language/ questions, statements, exclamations/ use of speech fillers/ dialect, etc.)
- AO3 clear discussion of some points about other narrative points (e.g. use of first person narrator, structure of chapter, variety of sentence structures/ use of the narrative frame and Huck's commentary, humour 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 role of Jim/ could focus on how Jim reveals Huck's conscience/ could focus on Jim as a victim of slavery/ could focus on moral issues and overall design/ could focus on the theme of friendship/ could comment on Jim as part of the adventure story genre, etc.
- AO5i appropriate connections made between text and contexts/ clearly explains the importance of the Chapter 8 in the context of the whole novel/ may mention other relevant contexts e.g. cultural, religious, historical, biographical, Romantic, adventure story

**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 revealing of Jim's character and attitudes/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/ detailed comments on presentational 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
- AO4 well supported personal response with appropriate details offered/ discussion of other readers' responses/ offers a clear independent argument about the role of Jim
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of Jim 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 character and attitudes of Jim/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meanings
- AO3 analysis of Twain's other narrative techniques
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about the role of Jim/ engages with or challenges the view that Jim is a symbol of the run away black slave
- 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

***The Color Purple: Alice Walker***

- 4 (a) Look again at Letters 37 and 38. Then respond to the tasks.
- (i) What do these letters reveal of the relationships between blacks and whites?
  - (ii) Write about Walker's method of telling the story in these pages.
  - (iii) 'Although slavery had been abolished by the time this novel is set, it still casts a long shadow over characters and events'. To what extent do you agree with this view?

**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 letters 37 and 38/ 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 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 letters 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 2 are developed/ uneven treatment/ thin development/ limited understanding of the relationship between blacks and whites/ 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 methods/ 1 or 2 points should be mentioned
- AO4 some evidence of personal response not always supported/ mentions the given quotation 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 letters 37 and 38 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 letters 37 and 38/ some focus on the relationships between blacks and whites/ 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 Walker's language effects
- AO3 some discussion of how Walker uses other narrative techniques/ able to see Walker'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 given quotation/ argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas about the background of slavery

**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 relationships between blacks and whites/ well illustrated list of points about those relationships (e.g. Sophia's resentment and defiance, the mayor's brutality and arrogance, police brutality, cruel injustice towards Sophia, Sophia's resilience, etc.)
- AO3 understanding of how language contributes to meanings and influences the reader (e.g. use of dialect, use of childish words, imagery of purple bruise, effects of single words, etc.)
- AO3 clear discussion of how Walker uses other narrative methods (e.g. sentimental tone, naivety of Celie, use of irony, contrast of different registers of speakers, structure of chapter, sentence structures, humour, non-standard grammatical forms, 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 ideas of the given statement/ may argue against them/ may see Alphonso's treatment of Celie as a kind of slavery/ links between the African part of the story with the American part/ Nettie's letters at the end offer some criticism of the Africans who were responsible for selling slaves to the European traders
- AO5i appropriate connections made between text and contexts/clearly explains the importance of this chapter in the context of the whole novel/ may mention other relevant contexts e.g. political, moral, feminist, geographical, historical



**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 letters 37 and 38 and the relationships between the blacks and whites/ 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 methods/ 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 given quotation
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the significance of letters 37 and 38 in relation to 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 relationships between blacks and whites/ 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 methods/ 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 given quotation/ engages with or challenges the given quotation
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response to the context of letters 37 and 38 in relation to the whole/ aware of other relevant contexts/ excellent references to other parts of the novel

***The Color Purple: Alice Walker***

- 4 (b) Look again at Letters 7, 8, and 9. Then respond to the tasks.
- (i) What do you learn about Celie's character from these letters?
  - (ii) Write about Walker's narrative method in these letters.
  - (iii) Many readers feel a mixture of frustration with and sympathy for Celie in *The Color Purple*. How do you respond?

**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 letters/ 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 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 letters 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 2 are developed/ uneven treatment/ thin development/ limited understanding of Celie's character/ 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 methods / 1 or 2 points should be mentioned
- AO4 some evidence of personal response not always supported/ mentions the given statement 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 letters 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 letters 7, 8, 9/ some focus on Celie's character/ 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 Walker's language effects
- AO3 some discussion of how Walker uses other narrative methods/ able to see Walker'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 given statement/ argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas about different reactions to Celie's character

**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 Celie's character/ well illustrated list of points about Celie's character (e.g. resilience, versatility, sense of humour, able to laugh at herself, self-sacrificing, brave, caring, thoughtful, capable of love, becoming more articulate, etc.)
- AO3 understanding of how language contributes to meanings and influences the reader (e.g. use of dialect, non-standard grammatical forms, child language, use of dialogue, use of exaggeration, terms of endearment, direct address to reader, imagery, religious language, etc.)
- AO3 clear discussion of how Walker uses other narrative methods (e.g. sentimental tone, naivety in tone, use of irony, contrast of the different registers of speakers, structure of chapter, use of questions and answers, sentence lengths, 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 Celie's character /may argue against the mixture of frustration and sympathy
- AO5i appropriate connections made between text and contexts/ clearly explains the importance of these letters in the context of the whole novel/ may mention other relevant contexts e.g. racial, feminist, geographical, historical

**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 letters 7, 8 and 9 and Celie'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 methods/ detailed comments on the use of the first person narrative and how it influences the reader
- AO4 well supported personal response with appropriate details offered/ discussion of other readers' responses/ offers a clear independent argument about Celie
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the significance of letters 7, 8 and 9 in relation to 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 Celie's character/ 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 methods/ 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 given statement/ engages with or challenges the given quotation
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response to the context of letters 7, 8 and 9 in relation to the whole/ aware of other relevant contexts/ excellent references to other parts of the novel

***A Clockwork Orange: Anthony Burgess***

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

- (i) What does Burgess tell us about youth culture in this chapter?
- (ii) Write about Burgess's method of telling the story in this chapter.
- (iii) Some readers see *A Clockwork Orange* as a celebration of youth. 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 from Chapter 1 in Part 1/ 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 youth culture/ largely a description of 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 whether the novel is a celebration of youth/ 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 all 3 bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the given chapter/ some focus on the youth culture in Chapter 1/ beginnings of some ideas about youth culture – 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 whether the novel is a celebration of youth/ 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 the youth culture/ well illustrated list of points (drug-based, special dress code, own language, focus on criminality and violence, gang identity, class based, discontentment with society and its values, need to fight against something, 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, 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 1st 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 different readers' informed interpretations/ states a view on whether Burgess's portrayal of youth is celebratory (could discuss in terms of totalitarian regime, world of violence, intoxication of Alex's personality and his address to the reader, excitement of rebellion, sense of fun, carpe diem, colourful individuals, engagement with nadsat; might challenge the given statement, 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 (may refer to teddy boys and mods, rockers; 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
- AO2 secure engagement with the bullets and the task/ good understanding of the given chapter and what is revealed of the youth culture/ 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 different readers' responses/ offers a clear independent argument about whether Burgess's novel celebrates youth
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of youth 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 the youth culture 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 and how these 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 whether Burgess celebrates youth 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: Anthony Burgess***

- 5 (b) Look again at Chapter 3 in Part II. Then answer the questions.
- (i) What different attitudes to punishment are revealed in this chapter?
  - (ii) How does Burgess’s method of writing make this chapter interesting to the reader?
  - (iii) ‘Although Burgess condemns the Ludovico Technique as a form of punishment in *A Clockwork Orange*, he does not resolve the problem of what to do with criminals’. What is your response to these ideas?

**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 features 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 different attitudes to punishment/ 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 methods / 1 or 2 points should be mentioned
- AO4 some evidence of personal response not always supported/ mentions the given quotation 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 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 3 bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of Chapter 3/ some focus on the different attitudes to punishment/ 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 methods/ 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 given quotation/ argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas about crime and punishment

**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 different attitudes to punishment/ well illustrated list of points about attitudes to punishment (e.g. the governor's belief in 'and eye for an eye', the Chief Chasso's bullying, the prison chaplain's belief in moral redemption, the Minister of the Interior's political desire to kill the criminal reflex, Brodsky's scientific interest and his smug enjoyment, Alex's desire for an easy avoidance of punishment, 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 language of the chaplain, etc.)
- AO3 clear discussion of how Burgess uses other narrative methods(e.g. sentimental tone, naïve certainty in tone, use of irony, contrast of different registers of speakers, structure of chapter, use of quotations and answers, 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 ideas in the given quotation/ may argue against them
- AO5i appropriate connections made between text and contexts/clearly explains the importance of this chapter in the context of the whole novel / may mention other relevant contexts e.g. political, moral, penal

**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 Chapter 3 and the attitudes to punishment / range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contribute 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 methods/ 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 given quotation
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the significance of Chapter 3 in relation to 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 different attitudes to punishment / 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 methods / 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 given quotation / engages with or challenges the given quotation
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response to the context of Chapter 3 in relation to the whole novel / aware of other relevant contexts/ excellent references to other parts of the novel

***Enduring Love: Ian McEwan***

- 6 (a) Look again at Chapter 12 of the novel. Then respond to the following tasks.
- (i) What do you learn about Joe Rose's character in this chapter?
  - (ii) Write about McEwan's narrative method in this chapter.
  - (iii) Although Joe portrays himself as a victim, some readers find it hard to have any sympathy for him. What are your views on Joe Rose 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 about Chapter 12/ possibly some comment but not related to task/ some writing about story or anything known
- AO3 very little understanding of structure/ unable to comment on the language in Chapter 12
- AO3 unable to comment on other narrative methods in Chapter 12
- 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 different responses to Joe Rose in the rest of the 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 2 are developed/ uneven treatment/ thin development/ limited understanding of Joe's character/ could be largely a description of Chapter 12
- AO3 some sketchy understanding of the language in Chapter 12
- AO3 some sketchy understanding of other narrative methods in Chapter 12
- AO4 some evidence of personal response not always supported/ mentions a view of Joe/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions some links between Chapter 12 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 the two bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of Joe's character/ some ideas may be developed/ much will be thin
- AO3 some understanding of the language in Chapter 12
- AO3 some understanding of other narrative methods in Chapter 12
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on Joe Rose
- AO5i some understanding of the importance of contextual factors on text/ begins to develop ideas about Chapter 12 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 all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of Joe's character/ well illustrated list of points (e.g. insecure, self-doubting about science career, reflective, paranoid regarding Clarissa's feelings for him, suspicious, self-loathing, guilt-ridden, etc.)
- AO3 understanding of how language is used in Chapter 12 (e.g. use of descriptive language, focus on first person pronoun, use of reported and direct speech, imagery, etc.)
- AO3 understanding of other narrative methods in Chapter 12 (e.g. use of reflection, retrospective narration, narrative jumps back in time, variation in sentence lengths, structure of chapter, focus on Joe's guilt at the end, 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 Joe's character (e.g. some might feel sympathetic, some might see him as comic, some might see him as dull and self-obsessed, some might take Clarissa's view; better answers will see Joe as a construct, etc)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of Chapter 12 in relation to the whole novel / may mention other relevant contexts e.g. genre, thrillers, science, romance, literary, religious, historical

**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 Jed's character / range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used in Chapter 12
- AO3 good understanding of other narrative methods in Chapter 12
- AO4 well supported personal response with appropriate details offered/ discussion of other readers' responses/ offers a clear independent argument about Joe
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the relationship of Chapter 12 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 Joe's character/ wide range of ideas/excellent choice of supportive references
- AO3 excellent understanding of how language is used in Chapter 12
- AO3 excellent understanding of other narrative methods in Chapter 12
- AO4 evaluative independent viewpoint /evaluation of other readers' interpretations/ ability to construct a cogent argument about Joe's character/ engages with or challenges the given quotation
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response about how Chapter 12 relates to the whole/ aware of other relevant contexts/excellent references to other parts of the novel

***Enduring Love: Ian McEwan***

- 6 (b) Look again at Chapter 14. Then answer the questions.
- (i) What does this chapter reveal of the characters and behaviour of Rachael and Leo?
  - (ii) How does McEwan tell the story in this chapter?
  - (iii) Some readers have commented on the significance of children in the shaping of the novel. What do you think is significant about the children in *Enduring Love*?

**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 14/ 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 children are significant 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 the behaviour and characters of Rachael and Leo 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 children/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions something about children 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 the characters and behaviour of Rachael and Leo/ beginnings of some ideas – some ideas 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 children/ argument not sustained
- AO5i some understanding of the importance of contextual factors on text/ begins to develop ideas about Chapter 14 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 characters and behaviour of Rachael and Leo / well illustrated list of points with supportive reference (e.g. precocious, clever, confident, rude (possibly), defiant, protective of mother, caring, playful, attention seeking, imaginative, etc.)
- AO3 understanding of how language contributes to language (use of scientific jargon, abbreviations, use of dialogue, use of child and adult language, use of imagery, use of pronouns, descriptive details, etc.)
- AO3 clear discussion of other narrative methods (e.g. use of first person narrative, use of irony, structure of chapter, fairy tale motif, use of children to arrive at a conclusion regarding Parry, variation in sentence structure 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 children in the novel (Harry's fear of the balloon at the start of the novel begins the chain of events; some may see Parry as a child; use of Rachael and Leo in the structure of the novel, Clarissa's inability to have children, adopted children at the end, etc.)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of McEwan's manipulation of the reader in the whole novel in the way he has structured the story using children / may mention other relevant contexts e.g. social, thrillers, story telling/ better answers will be aware of the context of reader and generic contexts

**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 Rachael and Leo's character and behaviour/ 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 children in the whole novel
- 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/ 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 characters and behaviour of Rachael and Leo/ 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 children in the whole novel/ engages with or challenges the question
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response about children as characters and constructs in the whole novel/ aware of other relevant contexts/excellent references to other parts of the novel



**Waterland: Graham Swift**

- 7 (a) Look again at Chapter 3. Then answer the questions.
- (i) What do you learn about the Fens in this chapter?
  - (ii) How does Swift's method of writing evoke the atmosphere of the Fens in this chapter?
  - (iii) What do you think is important about location in the novel as a whole?

**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 features 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 what is learned of the Fens/ largely a description of what is said in the chapter
- AO3 some sketchy understanding of the language and the way it influences the reader/ mentions some language features
- AO3 sketchy awareness of how author uses other narrative methods / 1 or 2 points should be mentioned
- AO4 some evidence of personal response not always supported/ mentions location and has one or two ideas about it/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps 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 the 3 bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of Chapter 3 / some focus on the Fens/ 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 Swift's language effects
- AO3 some discussion of how Swift uses other narrative methods/ able to see Swift'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 importance of location / argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas about geographical locations

**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 what is learned about the Fens/ well illustrated list of points about the Fens (e.g. low-lying area in the east of England, edged by the North Sea, etc [reward any point about geographical location]; importance of silt and reclamation [reward points about historical background]; importance of water, flatness of land and folklore, etc)
- AO3 understanding of how language contributes to meaning and influences the reader (e.g. specific details, use of lists, imagery of water, use of questions and answers, metaphors, names, dates, etc.)
- AO3 clear discussion of how Swift uses other narrative methods (e.g. narrative voice, sentence lengths, use of minor sentences, use of assumed audience, variations in pace, 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 location/ may argue against its importance
- AO5i appropriate connections made between text and contexts/clearly explains the importance of this chapter in the context of the whole novel / may mention other relevant contexts e.g. historical, moral, 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 Chapter 3 and what is learned of the Fens / 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 methods/ detailed comments on narrative voice 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 importance of location
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the significance of Chapter 3 in relation to 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 what is learned of the Fens / 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 methods / full discussion of the uses of narrative voice
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about the importance of location
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response to the context of Chapter 3 in relation to the whole/ aware of other relevant contexts/ excellent references to other parts of the novel

**Waterland: Graham Swift**

- 7 (b) Look again at Chapters 10 and 20. Then respond to the tasks.
- (i) What do these chapters reveal of the narrator's view of history?
  - (ii) Write about the language and structure of Chapter 20.
  - (iii) What do you think is interesting about Swift's use of history in the novel as a whole?

**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 10 and 20/ 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 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 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 2 are developed/ uneven treatment/ thin development/ limited understanding of what is revealed of history/ largely a description of what is said in the chapters
- 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 structures Chapter 20 / 1 or 2 points should be mentioned
- AO4 some evidence of personal response not always supported/ mentions the given quotation 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 Chapters 10 and 20 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 Chapters 10 and 20/ some focus on what is revealed of history/ 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 Swift's language effects
- AO3 some discussion of how Swift structures Chapter 20 / able to see Swift'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 importance of history / argument not sustained
- AO5i begins to understand the importance of contextual factors on text /begins to develop ideas about history

**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 what is revealed of history/ well illustrated list of points about history (e.g. seeking reasons for events, history – born of trouble, to show that to every action there is a reaction, history has its uses, history is a waste of time - Price, etc.)
- AO3 understanding of how language contributes to meanings and influences the reader (e.g. retrospective narration, first person narration, imagery, use of questions and answers, use of direct and indirect speech, use of the present tense, language registers, variety of sentence types and patterns, etc.)
- AO3 clear discussion of how Swift structures Chapter 20 (e.g. beginning and ending, movement between past and present, hints of the future, dramatic opening, ending with direct speech – projecting forward, 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 Swift's use of history in the novel/ may argue against its importance
- AO5i appropriate connections made between text and contexts/clearly explains the importance of these chapters in the context of the whole novel / may mention other relevant contexts e.g. political, moral, geographical, historical

**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 Chapters 10 and 20 and what is revealed about history/ 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 / imagery /alert to nuance and reference/ability to comment effectively on particular words and phrases/
- AO3 good discussion of how author structures Chapter 20/ 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 use made of history
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the significance of Chapters 10 and 20 in relation to 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 what is revealed of history/ 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 structures Chapter 20 / 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 given quotation / engages with or challenges the importance of history
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response to the context of Chapters 10 and 20 in relation to the whole novel/ aware of other relevant contexts/ excellent references to other parts of the novel

***Things Fall Apart: Chinua Achebe***

- 8(a) Remind yourself of Chapter 1 and consider its importance as an opening to the novel. You will need to comment on:
- what is learned of Okonkwo and tribal society;
  - Achebe’s methods of telling the story;
  - the issues that different readers might find in the opening chapter which are important later in the 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 with little knowledge of the text/ superficial treatment/ some bits of description about the opening chapter/ 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 features
- 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 links between the opening chapter and the rest of the 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 2 are developed/ uneven treatment/ thin development/ limited understanding of the character of Okonkwo and tribal society but able to make some points/ could be descriptions of the first chapter
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of other narrative features and how they influence the reader
- AO4 some evidence of personal response not always supported/mentions some issues that appear in Chapter 1 that are important later in the novel
- AO5i some limited idea of what constitutes a context/ one or two links between different parts of the novel/ 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 vocabulary
- AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the character of Okonkwo and tribal society/ 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 narrative voice/ 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 what might be considered important in the opening chapter/ 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 develop ideas about the novel's cultural background

**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 Okonkwo's character and tribal society/ well illustrated list of points (Okonkwo's self knowledge, his courage, his determination, his optimism, powerful, respected, heroic, etc; tribal society – importance of valour, status, fighting, customs, beliefs, etc.)
- AO3 understanding of how language contributes to meanings (e.g. clear factual style, rhythmic prose, use of Ibo words and phrases, animal imagery, dialogue used sparingly, epigrammatic quality, use of simple sentences, etc.)
- AO3 clear discussion of narrative voice (e.g. the quiet detachment, distanced unemotional tone, reporting style, variety of description and dialogue, use of biographical details, different perspectives offered, structure of chapter, dramatic quality, 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 issues that are raised in Chapter 1
- AO5i appropriate connections made between text and context/ clearly explains the importance of the chapter in the novel's structure / may mention other relevant contexts e.g. morality, historical, cultural, political, religious, genre – tragedy



**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 task in relation to Okonkwo's character and tribal society / 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 authorial voice and other narrative features/ 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 issues that are raised in Chapter 1 which are important later in the novel
- 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 Okonkwo's character and tribal society / 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 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 issues in the first chapter that might be important later in the novel / engages with and challenges different views
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised discussion of the links between different parts of the novel/ aware of other relevant contexts/ excellent references to particular parts of the novel

***Things Fall Apart: Chinua Achebe***

- 8 (b) Look again at Chapter 6. Then answer the questions.
- (i) What do you learn of tribal customs and ceremonies in this chapter?
  - (ii) How does Achebe use language and structure in this chapter?
  - (iii) What functions do you think customs and ceremonies have 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 about Chapter 6/ 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 notion of the novel's cultural background/ does not move beyond Chapter 6

**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 different customs and ceremonies but able to make 2 or 3 points/ could be descriptions of parts of Chapter 6
- 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 / 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 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 importance of customs and ceremonies/ 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 the presentation of ceremonies and customs in the whole novel
- AO5i some understanding of the importance of contextual factors on text/ begins to develop idea's about the novel's cultural background / some specific references to other parts of the novel but not very deeply analysed

**MARK RANGES 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 different customs and ceremonies and their purpose in the community / well illustrated list of points (e.g. excitement of the wrestling match, community spirit, tightly organised event, link with superstition, importance of dancing and music, special jobs for the old and young, masculine events, etc.)
- AO3 understanding of how individual words contribute to meanings (e.g. imagery, focus on particular words, use of Ibo words, use of repetition, use of description 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, aural details, the background setting, sense of excitement, contrast of mood, build up of tension, use of poem at end of chapter, irony, 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 presentation of ceremonies and customs (some might say they are interesting; some might see them as a representation of a highly organised community, some might focus on the primitiveness; some might say only the men have any real impact on the story, focus on patriarchal world, some might argue from a feminist perspective, etc.)
- AO5i appropriate connections made between text and contexts/ clearly explains the importance of Chapter 6 / 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
- AO2i secure engagement with the bullets and the task/ good understanding of the customs and ceremonies in the chapter/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes 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 influence the reader/ 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 the importance of ceremonies and customs in the novel
- 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 SCHEME 30 – 35**

- AO1 well structured coherent arguments/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 ceremonies and customs/ 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 influence the reader / analysis of the narrator'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 the presentation of customs and ceremonies in the novel / engages with and challenges different views
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised discussion of customs and ceremonies in relation to other parts of the novel / aware of other relevant contexts/ excellent references to other parts of the novel

***The Pangs of Love: Jane Gardam***

- 9 (a) Look again at ‘Ball Game’. Then answer the questions.
- (i) What do you learn of the character of Auntie Pansy?
  - (ii) How does Gardam’s method of telling the story create interest?
  - (iii) ‘Underlying the humour there is a deep sense of sadness’. How far do you agree with this statement in relation to ‘Ball Game’ 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 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 humour and sadness in this or any other story

**MARK RANGE 6 – 11**

- AO1 simple attempt at structuring argument/ thought
- 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 character of Auntie Pansy/ 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 a link between humour and sadness in 2 stories/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions some connections between characters 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 two bullets/ patchy answer /quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of character of Auntie Pansy/ 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 whether sadness does underlie humour 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 humour and sadness 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 Auntie Pansy's character/ well illustrated list of points (e.g. eccentric, loves houses and possessions, generous, friendly, childlike, caring, vulnerable, in love with the vicars (possibly), etc.)
- AO3 understanding of how language contributes to meaning (e.g. contrast of formal English and colloquialisms, use of questions to further narrative, irony of title, puns, imagery, sexual undertones, use of exaggeration, middle class diction, etc.)
- AO3 clear discussion of other narrative techniques (e.g. minor sentences, simple sentences, direct opening, first person narrative, use of bathos, structure of chapter, use of humour, 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 Gardam's use of humour and sadness
- 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

**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 character of Auntie Pansy / 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 Gardam's use of humour and sadness in this and another story
- AO5i detailed understanding of contextual factors relating 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 character of Auntie Pansy / 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 use of humour and sadness/ 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: Jane Gardam***

- 9 (b) Look again at ‘The Pig Boy’. Then respond to the questions.
- (i) What different feelings does Veronica experience in this story?
  - (ii) How does Gardam’s narrative method create interest in the story?
  - (iii) ‘The setting is always important in Gardam’s stories’. Examine this statement in relation to ‘The Pig Boy’ 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 Veronica’s feelings/ 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 other narrative methods and how interest is created
- AO4 limited personal response based on slender evidence or misreading/ inability to argue a view/ may misread question of text
- AO5i very limited grasp of what constitutes a context/ unaware of any notion of setting

**MARK RANGES 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 Veronica’s feelings – 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 other narrative methods
- AO4 some evidence of personal response not always supported/ mentions some response about the importance of settings/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions some connections between settings in the 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 Veronica’s feelings/ beginnings of some ideas about her 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 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 about the importance of settings/ argument not sustained
- AO5i some understanding of the importance of contextual factors on the text/ begins to develop ideas about settings 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 Veronica’s feelings/ well illustrated list of points about her feelings (e.g. loathing, hatred for the smell of Hong Kong, fearful about what she will find, anxious, bored, anger, ashamed, contemptuous, growing warmth for the pig boy, relaxed, etc.)
- AO3 understanding of how language is used (comment needed on specific words/specific registers, sentence constructions, use of adjectives, repetition, figurative language, use of questions and exclamations, use of colloquialisms, use of dialogue etc.)
- AO3 clear discussion of other narrative methods (e.g. satire, irony, bathos, narrative voice, contrasts between different registers, sentence variations, ironic tone, structure of story, narrative shifts, interior monologue, etc.)
- AO4 personal response supported with detailed reference to the text/ beginnings of an awareness of other readers’ informed interpretations/ states and develops a view on the importance of locations
- AO5i appropriate connections made between text and contexts/clearly explains the importance of locations/ may mention other relevant contexts e.g. social class, geographical location, culture, gender

**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 Veronica's feelings/ 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/ 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 create interest
- AO4 well supported personal response with appropriate details offered/ discussion of other readers' responses/ offers a clear independent argument about the importance of locations in 2 stories
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the link between locations in the 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 the text/ selects material well/excellent understanding of Veronica's feelings/ 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 uses other narrative techniques / analysis of how Gardam engages the reader
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about the importance of location/ may challenge the given quotation
- AO5i coherent understanding of the links between text and contexts in analytical discussion/ conceptualised response about location in the 2 stories / aware of other relevant contexts/ excellent references to the stories