

GCE 2004

June Series



Mark Scheme

English Literature B

Unit LTB1

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June 2004**LTB1****Mark Scheme: Skills Descriptors****BAND 1: MARK RANGE 0 – 5**

AO1	technical weaknesses which impede the communication of meaning
AO1	unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO3	very little understanding of language features and structural devices
AO3	very little discussion of how author's techniques shape meanings
AO4	little personal response based on slender evidence or misreading
AO5i	very limited awareness of context

BAND 2: MARK RANGE 6 – 11

AO1	some use of critical vocabulary but some technical weakness
AO1	simple attempt at structuring argument
AO2i	some focus on the task with basic textual knowledge
AO3	some limited understanding of language features and structural devices
AO3	some limited discussion of how author's techniques shape meanings
AO4	reference to different interpretations of text with some evidence of personal response
AO5i	some limited awareness of link between text and context

BAND 3: MARK RANGE 12 – 17

AO1	use of critical vocabulary and generally clear expression
AO1	some structured argument
AO2i	focus on task with some knowledge and understanding of text
AO3	some understanding of language features and structural devices
AO3	some discussion of how author's techniques shape meanings
AO4	some consideration of different interpretations of text with evidence of personal response
AO5i	awareness of the importance of some possible contexts

BAND 4: MARK RANGE 18 – 23

AO1	clear expression and use of accurate critical vocabulary
AO1	clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO3	consideration of language features and structural devices
AO3	consideration of how author's techniques shape meanings
AO4	clear consideration of different interpretations of text with clear evidence of personal response
AO5i	clear consideration of some possible contexts

BAND 5: MARK RANGE 24 – 29

AO1	accurate expression and effective use of appropriate critical vocabulary
AO1	well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO3	exploration of language features and structural devices
AO3	evaluation of how author's techniques shape meanings
AO4	clear consideration of different interpretations of text with evaluation of their strengths and weaknesses and clear evidence of personal response
AO5i	detailed exploration of some possible contexts

BAND 6: MARK RANGE 30 - 35

AO1	technically fluent style and use of appropriate critical vocabulary
AO1	well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO3	exploration and analysis of key language features and structural devices
AO3	perceptive evaluation of how author's techniques shape meanings
AO4	perceptive consideration of different interpretations of text with evaluation of their strengths and weaknesses and clear evidence of confident personal response
AO5i	excellent understanding and explanation of appropriate contexts

Frankenstein: Mary Shelley

- 1(a) Look again at Chapter 14 (XIV). Then respond to the tasks.
- (i) What do you learn about the background of the De Lacey's in this chapter?
 - (ii) Write about the ways that Shelley tells the story in this chapter.
 - (iii) To what extent is *Frankenstein* about the miseries of oppression?

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 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 background of the De Lacey's/ 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 the miseries of oppression/ 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 what is learned about the background of the De Laceys/ beginnings of some ideas about them – 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 how 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 the miseries of oppression/ 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
- AO2 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 background of the De Laceys/ well illustrated list of points about them (e.g. the old man descended from a good family in France, his son and Agatha enjoyed a high social status, ruined by Safie's father, Felix had tried to save Safie's father from prison, Felix fell in love with Safie, Safie's father deceived Felix, De Lacey and Agatha were thrown into prison, eventually they were released but their fortune was lost, etc. – the focus here should be on the De Laceys' moral worth and abhorrence at injustice; reference will be made to their being victims of terrible personal and social injustice)
- AO3 understanding of how Shelley uses language to make the novel interesting (e.g. formal style, emotive language, use of nouns and pronouns, 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, sustained monologue, retrospective narrative position, the creature's story – unusual command of language and grammar, speaks like Frankenstein, 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 about the miseries of oppression
- 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, religion

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 learned of the De Lacey's/ 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 about the miseries of oppression
- 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 kinds of 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 background of the De Lacey's/ 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 about the miseries of oppression/ 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

- 1 (b) Look again at Chapter 2 (II). Then answer the questions.
- (i) What is revealed of Frankenstein's character and desires in this chapter?
 - (ii) How does Shelley engage the reader's interest in the way she tells the story in this chapter?
 - (iii) It has been said that the main interest of *Frankenstein* is in the way it explores the dark side of the human psyche. 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 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 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 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 character and desires/ 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 interest
- AO4 some evidence of personal response not always supported/ mentions some ideas about the novel's main interest being the dark side of the human psyche 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 character and desires/ 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 interest
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on the novel's interest being the dark side of the human psyche/ argument not sustained
- AO5i some awareness of the importance of contextual factors on text/ begins to develop ideas about the psychological 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 character and desires/ well illustrated list of points (e.g. smug, solitary, intellectual, curious, keen learner, scientific mind, ambitious, philosophical, reflective, passionate, intense, uncommon desire for knowledge, 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 scientists and scientific learning, emotive language, 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 monologue, 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 the novel's main interest being the way it explores the dark side of the human psyche (e.g. use of doubles, good and evil, obsession, Shelley's interest in what passionate individuals become when obsessed, ambivalent attitude towards women, ambivalent attitudes towards parents, fascination with death, fascination with the occult, desire to play God, etc.)
- AO5i appropriate connections made between text and contexts/ clearly explains the importance of psychological insight 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 character and desires/ 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 interest in this chapter
- AO4 well supported personal response with appropriate details offered/ discussion of other readers' responses/ offers a clear independent argument about the novel's interest being in the dark side of the human psyche
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of Frankenstein in relation to the psychological context/ 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 character and desires/ 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 creates interest in this chapter
- AO4 evaluative independent viewpoint/evaluation of other readers' interpretations/ ability to construct a cogent argument about the novel's interest being in its exploration of the dark side of the human psyche/ engages with or challenges different views
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response in relation to the psychological context/ good awareness of other relevant contexts/ excellent wide-ranging references to the whole text

Wuthering Heights: Emily Brontë

- 2 (a) Look again at Chapter 4 of the novel. Then respond to the tasks.
- (i) What do you learn about Nelly Dean's character in this chapter?
 - (ii) Write about the ways Brontë tells the story in this chapter.
 - (iii) Some readers have commented on the way that Nelly Dean's character 'gets in the way of the story' in *Wuthering Heights*. How do you respond to Nelly Dean as a narrator?

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 4/ 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 Nelly/ 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 language devices/ 1 or 2 points
- AO4 some evidence of personal response not always supported/ mentions something about the importance of Nelly as a narrator in the whole novel/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ mentions a connection between Chapter 4 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 Nelly– some ideas may be developed/ much will be thin/ beginnings of some ideas about Nelly
- 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 Nelly Dean as a narrator 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 Nelly/ well illustrated list of points (e.g. polite, enjoys telling stories, caring, loyal to the Earnshaws, cowardly, conspiratorial, naive, etc.)
- AO3 understanding of how language contributes to meanings (e.g. use of reporting, descriptive style, figurative language, use of personal pronouns, formal style with some colloquialisms, etc.)
- AO3 clear discussion of some points about how Brontë uses other presentational features (e.g. importance of narrative framework, use of dialogue, direct method of introducing character and setting, 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 Nelly as a narrator in 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 what is learned of Nelly'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 Nelly as a narrator
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of Nelly as a narrator 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 Nelly'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 Nelly as a narrator
- 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

- 2 (b) Look again at Chapter 12. Then answer the questions.
- (i) What is revealed about beliefs and superstition in this chapter?
 - (ii) How does Brontë's method of writing make this chapter interesting to the reader?
 - (iii) What significance do you place on superstition and folklore in the whole novel?

MARK RANGE 0 – 5

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from Chapter 12/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed
- AO3 very little discussion of other presentational devices
- AO4 limited personal response based on slender evidence or misreading/ inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/ unaware of how the given chapters relate to the whole text

MARK RANGE 6 – 11

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only one is developed/ uneven treatment/ thin development/ limited understanding of the given chapter and what is revealed about beliefs and folklore/ largely a description what happens in the chapter
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of how author uses other presentational devices/ 1 or 2 points
- AO4 some evidence of personal response not always supported/ mentions a view about the importance of superstition and folklore in the whole novel/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ mentions a connection between the Chapter 12 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 beliefs and superstition / 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 presentational devices/ 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 superstition and folklore in the novel/ argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas on the relationship between the given chapters and the rest of the novel

MARK RANGE 18 – 23

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on both bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the given chapter and what is learned about beliefs and folklore/ well illustrated list of points about beliefs and folklore (e.g. Catherine's belief that she is dying and that she is haunted, Catherine's belief that the soul cannot free itself if the body is lying on a pillow of pigeon feathers, Catherine's belief that on her deathbed she can see into the future, vision of heaven and hell, fear of seeing herself in the mirror, etc.)
- AO3 understanding of how language contributes to meanings (e.g. use of dialogue, emotive language, violent language, use of questions and exclamations, imagery – religious and natural, language of deference and command, etc.)
- AO3 clear discussion of some points about how Brontë uses other presentational features (e.g. narrative perspective, contrast of Nelly's calm English and Catherine's insane ramblings/ Nelly's frame narrative, dramatic quality of scene, 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 superstition and folklore in the whole novel
- AO5i appropriate connections made between text and contexts/ clearly explains the importance of superstition and belief in the context of the whole novel/ may mention other relevant contexts e.g. social, historical, religious, generic, etc.

MARK RANGE 24 – 29

- AO1 well structured argument/ well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2i secure engagement with the bullets and the task/ good understanding of the given chapter and the importance of beliefs and superstition/ 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 Nelly in the narrative frame
- AO4 well supported personal response with appropriate details offered/ offers a clear independent argument about the importance of superstition and folklore in the whole novel
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of the superstition and folklore 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 beliefs and superstition/ 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 chapters
- 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 given interpretations/ ability to construct a cogent argument about the importance of superstition and folklore/ engages with or challenges the significance of superstition and folklore
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response in relation to the context of the given chapters in relation to the whole/ aware of other relevant contexts/ excellent references to other parts of the novel

Huckleberry Finn: Mark Twain

- 3 (a) Look again at Chapter 8. Then answer the questions.
- (i) What does this chapter reveal of the novel's setting?
 - (ii) How does Twain tell the story in this chapter?
 - (iii) *Huckleberry Finn* has been seen as a novel highly dependent on its settings. How do you respond to this reading of 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 little knowledge of the text/ superficial treatment/ some bits of description from Chapter 8/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two 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 what is revealed of the novel's setting/ 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 other narrative devices
- AO4 some evidence of personal response not always supported/ mentions something about settings in the novel/ 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 all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the given chapter/ some focus on settings/ 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 other narrative techniques/ able to see Twain's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on the importance of settings 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 settings/ well illustrated list of points (e.g. natural scene set in sunlight, idyllic scene on the river bank, sense of island life, highly realised sense of the Illinois edge of the island, security of the woods at night, strong sense of river life, etc.)
- AO3 understanding of how language is used in this chapter (use of description in the narrative, use of dialogue, contrast of language used by Huck and Jim, use of dialect, use of imperatives, use of verbs to convey action and Huck's feelings, sense of real speech, use of speech fillers, use of questions and exclamations, etc)
- AO3 clear discussion of some points about other narrative methods (might mention the humour, specific descriptive details, first person narrative, use of simple and complex sentences, how chapter begins and ends, turn taking, descriptive details, use of 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 importance of settings (might consider the settings in what they reveal of the history of the novel, focus may be on the geographical background, may be discussed in pastoral terms, may be looked at in terms of the Romantic novel, may range round the novel to consider a variety of settings, etc)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of settings 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 settings/ range of ideas/proficient selection of supportive references
- AO3 good understanding of how language is used in the narrative and the dialogue/ detailed comments on the effects of language/ some understanding of the imagery (alert to nuance and reference/ ability to comment effectively on particular words and phrases)
- AO3 good discussion of how author uses other narrative devices/ 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 settings in the novel
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of the settings/ good links forged between Chapter 8 and the rest of the novel/ may discuss other relevant contexts/ will range widely throughout the text

MARK RANGE 30 - 35

- AO1 well structured coherent argument/ sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/ confidently ranges round text/ selects material well/excellent understanding what is revealed of the settings in Chapter 8/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used in this chapter/ analysis of how language varies in the chapter
- AO3 conceptualised discussion of how author uses other narrative devices
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about the importance of settings 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

- 3 (b) Look again at Chapter 34. Then respond to the tasks.
- (i) What contrasts are there between Huckleberry Finn and Tom Sawyer in this chapter?
 - (ii) Write about the ways that Twain tells the story in this chapter.
 - (iii) While many readers respond enthusiastically to Huckleberry Finn's character and role in the novel, there is less sympathy for Tom Sawyer's. 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 34/ 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 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 chapters and what contrasts exist between Huckleberry Finn and Tom Sawyer/ largely a description of what is said in the chapter
- AO3 some sketchy understanding of presentational features/ mentions some language features
- AO3 sketchy awareness of how author uses other narrative devices
- AO4 some evidence of personal response not always supported/ mentions something about the contrasts between Huckleberry Finn and Tom Sawyer/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ mentions a connection between Chapter 34 and the rest of the novel

MARK RANGE 12 – 17

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/ use of limited critical vocabulary
- AO2i aware of the 3 bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the given chapter/ some focus on what is revealed of the contrasts between Tom Sawyer and Huckleberry Finn / much will be thin
- AO3 some understanding of some points about presentational features/ identifies and begins to explain some of Twain's narrative effects
- AO3 some discussion of some points about other narrative devices/ 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 different reactions to Tom Sawyer and Huckleberry Finn/ 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 contrasts between Tom Sawyer and Huckleberry Finn / well illustrated list of points about them (e.g. Tom – daring, acts as a leader, creative ideas for adventure, arrogant, undeveloped moral sense, etc.: Huck – unassuming, little sense of self worth, sound hearted, prepared to be led by Tom, philosophical, reflective, etc)
- AO3 understanding of how language is used (contrast of the two characters/ use of direct speech/ use of dramatic monologue, use of dramatic pause/ emotive language/ questions, statements, exclamations/ variety of sentence structures/ use of speech fillers/ dialect/ use of the narrative frame and Huck's commentary, etc.)
- AO3 clear discussion of some points about other narrative devices (e.g. use of irony, use of first person narrator, structure of the chapter, mixed genres, 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 whether Huck is more sympathetically received than Tom/ could focus on humour/ could say the story is told by Huck and therefore we are manipulated by Twain/ could relate to the moral issues and overall design
- AO5i appropriate connections made between text and contexts/ clearly explains the importance of Chapter 34 in the context of the whole novel/ may mention other relevant contexts e.g. 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 contrast between Tom and Huck/ 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 other narrative devices
- AO4 well supported personal response with appropriate details offered/ discussion of other readers' responses/ offers a clear independent argument about different readers' responses to Tom and Huck
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of Tom and Huck 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 contrast between Tom and Huck / wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meanings/ analysis of Twain's use of presentational devices
- AO3 conceptualised discussion of how author uses other presentational devices
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about sympathy for Tom and Huck/ engages with or challenges the view that while readers respond enthusiastically to Huck's character and role they are less sympathetic to Tom's
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response in connecting Chapter 34 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 8, 9 and 10 (pages 11 – 16 of the Women’s Press edition). Then answer the questions.
- (i) What is revealed of the attitudes of men towards women in these letters?
 - (ii) How does Walker tell the story in these letters?
 - (iii) It has been claimed that there are no men in the novel with whom readers can sympathise. What do you think?

MARK RANGE 0 – 5

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description about 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 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 gender issues in the novel/ doesn’t move beyond Letters 8, 9 and 10

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 attitudes of men towards women but able to make 2 or 3 points/ could be descriptions of parts of the letters
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of other narrative devices
- AO4 some evidence of personal response not always supported/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions the novel’s cultural background and gender issues/ refers generally to some other parts of the novel though comment will be vague

MARK RANGE 12 – 17

- AO1 some argument/ structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/ use of limited critical vocabulary
- AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the attitudes of men towards women/ 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 Walker's effects
- AO3 some discussion of some points about other narrative devices/ 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 on how different readers might respond to whether or not there are any men with whom the reader can sympathise/ argument not sustained
- AO5i some understanding of the importance of contextual factors on text/ begins to develop ideas about the novel's cultural background and the portrayal of women and men/ some specific references to other parts of the novel but not very deeply analysed

MARK RANGE 18 – 23

- AO1 clear straightforward line of argument/ presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the attitudes of men towards women / well illustrated list of points (e.g. possessive, belittling, contemptuous, men see women as sexual objects, bullying and violent towards women, disrespectful, men treat women like slaves or animals, etc.)
- AO3 understanding of how individual words contributes to meanings (e.g. imagery, focus on particular words, dialect, non- Standard grammatical forms, address to God, use of repetition, emotive language, etc.)
- AO3 clear discussion of other narrative features (e.g. use of first person narrator, use of dialogue, similes, metaphors, direct use of language, use of narrative voice, reporting style, aural details, the background setting, sense of excitement, contrast of mood, build up of tension, use of free indirect speech, 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 lack of sympathy for male characters (some might say they can sympathise – focus on Harpo, possible Albert; some might agree with the given statement; some might say only the women have any real warmth, focus on patriarchal world, some might argue from a feminist perspective, some might see Walker as heavily influencing the reader, etc.)
- AO5i appropriate connections made between text and contexts/ clearly explains the importance of the letters (and other parts where there is a lack of sympathy for male characters either directly or indirectly)/ may mention other relevant contexts e.g. morality, historical, readers, cultural

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 attitudes of the men towards women/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contribute to meanings/ detailed consideration of language effects and the way Walker 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 lack of sympathy for men in the novel
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of males in the context of the whole novel/ may discuss other relevant contexts/ will range widely throughout the novel

MARK RANGE 30 - 35

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

- 4 (b) Look again at Letters 22, 23, 24 and 25 (pages 40 – 47 of the Women’s Press edition). Then answer the questions.
- (i) What do you learn about Shug Avery in these letters?
 - (ii) What do you find interesting about the way that Walker tells the story in these letters?
 - (iii) Some readers focus on Shug Avery as a heroic figure in *The Color Purple*; some focus on her importance in the novel’s design. How do you respond to her character and role in the whole novel?

MARK RANGE 0 - 5

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from the given 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 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 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 how Shug Avery/ largely a description of what is said in the chapter
- AO3 some sketchy understanding of the use of language and the way it influences the reader / mentions some language features
- AO3 sketchy awareness of how author uses other narrative devices/ 1 or 2 points should be mentioned
- AO4 some evidence of personal response not always supported/ mentions Shug Avery’s character and role and has one or two ideas about her/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ mentions a connection between the given 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 the letters/ some focus on Shug Avery'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 devices in the letters/ 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 Shug Avery's character and role/ argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas on the relationship between the letters 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 Shug Avery's character/ well illustrated list of points about Shug (e.g. flirtatious, cruel to Celie at first, attention seeker, lacks self control (?), sharp tongued, self assured, child-like, sexual, etc.)
- AO3 understanding of how language contributes to meanings and influences the reader (e.g. use of non Standard forms, versatile use of language, rhymes, child language, use of dialogue, use of exaggeration, terms of endearment, direct address to reader, imagery, use of pronouns and names etc.)
- AO3 clear discussion of how Walker uses other narrative devices (e.g. first person narrator, structure of letters, address to God, range of sentence types, gentle poetic rhythm, 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 Shug Avery's character and role/ may argue against this
- AO5i appropriate connections made between text and contexts/ clearly explains the importance of Shug in the context of the whole novel/ may mention other relevant contexts e.g. historical, musical, political, moral, 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 the chapter and Shug Avery/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/ detailed comments on language/ imagery/ alert to nuance and reference/ ability to comment effectively on particular words and phrases
- AO3 good discussion of how author uses other narrative devices/ detailed comments on the use of the first person narrative and how this influences the reader
- AO4 well supported personal response with appropriate details offered/ discussion of other readers' responses/ offers a clear independent argument about Shug Avery's character and role
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the significance Shug in the design 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 Shug Avery/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and influences the reader's reaction
- AO3 conceptualised discussion of how author uses other narrative devices/ full discussion of the use of the first person narrative
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about Shug Avery's character and role/ engages with or challenges the given quotation
- AO5i coherent understanding of links between text and contexts in analytical discussion

A Clockwork Orange: Anthony Burgess

5 (a) Look closely at Chapter 7 in Part I. Then answer the questions.

- (i) What attitudes towards youth and age are revealed in this chapter?
- (ii) How does Burgess use language and form to reveal these attitudes?
- (iii) Burgess said that the 21-chapter structure was symbolic of human development. What do you think the novel has to say about growing up?

MARK RANGE 0 – 5

AO1 unclear line of argument

AO1 technical weaknesses which impede the communication of meaning

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

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

AO3 very little discussion of narrative voice

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 growing up in the novel/ unaware of any notion of the cultural background

MARK RANGE 6 – 11

AO1 simple attempt at structuring argument/ thoughts

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

AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of the contrasts between youth and age but able to make some points/ could be descriptions of characters

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

AO3 sketchy awareness of narrative voice and the novel's form and how it influences the reader

AO4 some evidence of personal response not always supported/ mentions some ideas about growing up

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 background

MARK RANGE 12 – 17

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/ use of limited critical vocabulary
- AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the contrasts between youth and age/ some ideas 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 some points about narrative voice and the novel's form/ 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 what the novel has to say about growing up/ argument not sustained
- AO5i some understanding of the importance of contextual factors on text/ begins to develop links between different parts of the novel/ begins to discuss growing up

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 contrast between youth and age/ well illustrated list of points (Alex disgusted by the habits of the old, patronising attitude towards Alex, Alex aware of his own beauty – the beauty of youth, Alex – naïve, Alex's tearfulness, differences in speech patterns and diction, etc)
- AO3 understanding of how language contributes to meanings (e.g. 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 narrative voice and the novel's form (e.g. first person narrator, retrospective narration, may mention *bildungsroman*, use of poetic style, reference to Ode to Joy, 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 importance of growing up
- AO5i appropriate connections made between text and contexts/ clearly explains the importance of growing up/ may mention other relevant contexts e.g. cultural, political, social

MARK RANGE 24 – 29

- AO1 well structured argument/ well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2 secure engagement with the bullets and the task/ good understanding of the task in relation to youth and age/ 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/ detailed comments on novel's form
- AO4 well supported personal response with appropriate details offered/ discussion of different readers' responses/ offers a clear independent argument about the significance of growing up
- 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 youth and age/ 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 relation to the task
- AO3 conceptualised discussion of how author uses narrative voice and the novel's form 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 what the novel has to say about growing up/ 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

- 5 (b) Look again at Chapter 2 in Part I. Then answer the questions.
- (i) What do you learn of Alex's character and attitudes in this chapter and how is he presented?
 - (ii) Some readers think that although the first seven chapters are exciting, the rest of the novel is an anti-climax. 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 2 Part I/ 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 Alex is presented
- 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 1 is developed/ uneven treatment/ thin development/ limited understanding of the given chapter and what is revealed of Alex's attitudes and character / largely a description what is said in the chapter
- AO3 some sketchy understanding of the use of language in this chapter/ mentions some language features
- AO3 sketchy awareness of how author uses other narrative devices to present Alex / 1 or 2 points should be mentioned
- AO4 some evidence of personal response not always supported/ mentions whether the loses interest after the first seven chapters/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ mentions a connection between Chapter 2 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 2 bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the given chapter/ some focus on the Alex's character and attitudes in Chapter 2/ beginnings of some ideas about Alex – 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 presents Alex/ 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 loses interest after the first seven chapters/ 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 chapter and what is learned of Alex's character and attitudes/ well illustrated list of points (e.g. confident, fastidious, violent, theatrical, sense of humour, bullying, disrespectful of others, arrogant, smug, contemptuous of women etc.)
- AO3 understanding of how Burgess uses language (e.g. use of nadsat, emotive language, range of sentences, use of imagery, use of repetition, use of onomatopoeia, mock Elizabethan language and sentence structures, use of words from song, 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, contrast of registers, dialogue to dramatise, use of Alex's reflection, use of contrast, opening and closing of the chapter, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on whether the novel loses interest after the first seven chapters (could discuss in terms of genre, Burgess's heavy handed manipulation, the way the novel becomes a critique of scientific experimentation, the way that Alex creates interest only so long as he is of the devil's party and free, some may argue against the given view, etc.)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of Chapter 2 in the context of the whole novel/ may mention other relevant contexts e.g. historical, generic, sociological, religious

MARK RANGE 24 – 29

- AO1 well structured argument/ well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2i secure engagement with the bullets and the task/ good understanding of the given chapter and what is revealed about Alex/ 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 in revealing Alex
- AO4 well supported personal response with appropriate details offered/ discussion of other readers' responses/ offers a clear independent argument about whether the novel loses interest after the first seven chapters
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of the first seven chapters in the novel/ may discuss other relevant contexts/ will range widely throughout novel

MARK RANGE 30 - 35

- AO1 well structured coherent argument/ sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/ confidently ranges round text/ selects material well/ excellent understanding of what is learned of Alex in Chapter 2/ 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 presenting Alex
- AO3 conceptualised discussion of how author uses other narrative devices to present Alex/ 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 the novel loses interest after the first seven chapters
- 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

Enduring Love: Ian McEwan

- 6 (a) Look again at Chapter 20. Then respond to the following questions.
- (i) What is revealed of the attitudes and character of Detective Constable Wallace in this chapter?
 - (ii) How does McEwan tell the story in this chapter?
 - (iii) During Joe's interview with Wallace, Joe feels an increasing frustration about not being believed. What do you think is important in the whole novel about 'being believed'?

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 20/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language effects
- AO3 unable to comment on 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 relationship between Chapter 20 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 Wallace's character/ could be largely a description of Chapter 20
- AO3 some sketchy understanding of McEwan's use of language
- AO3 some sketchy understanding of other narrative devices
- AO4 some evidence of personal response not always supported/ mentions a view about 'being believed'/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions some links between Chapter 20 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 all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of Wallace’s character/ some ideas may be developed/ much will be thin
- AO3 some understanding of the language used in Chapter 20
- AO3 some understanding of other narrative devices
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on ‘being believed’
- AO5i some understanding of the importance of contextual factors on text/ begins to develop ideas about Chapter 20 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 Wallace’s character/ well illustrated list of points (e.g. pedantic, sceptical, patronising, dismissive, arrogant, methodical, professional, smug, etc.)
- AO3 understanding of how language is used in Chapter 20 (e.g. formal English, contrast police register and Joe’s narrative, emotive language, use of dialogue, scientific diction, etc.)
- AO3 understanding of how McEwan uses other narrative devices (e.g. furthering of the narrative, plot driven chapter, first person retrospective narration, use of tension, use of contrast, beginning and end of chapter, stylised police interview, 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 ‘being believed’ (reference might be made to Joe and Clarissa, Jean Logan, Jed and Joe, the police, etc)
- AO5i appropriate connections made between text and contexts/ clearly explains the importance of Chapter 20 in relation to the whole novel/ may mention other relevant contexts e.g. genre, thrillers, science, romance, literary, religious, historical, crime

MARK RANGE 24 – 29

- AO1 well structured argument/ well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2 secure engagement with the bullets and the task/ good understanding of Wallace’s character/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of McEwan’s use of language
- AO3 good understanding of other narrative devices
- AO4 well supported personal response with appropriate details offered/ discussion of other readers’ responses/ offers a clear independent argument about ‘being believed’
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the relationship of Chapter 20 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 Wallace’s character/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of language in Chapter 20
- AO3 excellent understanding of other narrative devices
- AO4 evaluative independent viewpoint/ evaluation of other readers’ interpretations/ ability to construct a cogent argument about ‘being believed’/ engages with or challenges the given statement
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response about how Chapter 20 relates to the whole/ aware of other relevant contexts/ excellent references to other parts of the novel

6 (b) Look again at Chapter 10. Then respond to the tasks.

- (i) What does this chapter reveal of the relationship between Joe Rose and Jed Parry?
- (ii) Write about the ways that McEwan tells the story in this chapter.
- (iii) Some readers feel that the relationship between Joe and Jed is the most compelling aspect of the whole novel. What do you think?

MARK RANGE 0 – 5

AO1 unclear line of argument

AO1 technical weaknesses which impede the communication of meaning

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

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

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

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

AO5i very limited grasp of what constitutes a context/ unaware of any notion of how Chapter 10 relates to 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 relationship between Jed and Joe/ little focus on task but able to make some relevant comment

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

AO3 sketchy awareness of other stylistic devices

AO4 some evidence of personal response not always supported/ mentions views on whether or not the Jed and Joe relationship is the most compelling aspect of the whole novel/ likely to respond descriptively

AO5i some limited idea of what constitutes a context/ perhaps mentions something about Chapter 10 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 relationship between Jed and Joe in relation to the task/ beginnings of some ideas - some may be developed/ much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain some of McEwan's language effects
- AO3 some discussion of some points about other narrative methods and how they engage the reader's interest/ able to see McEwan's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on whether or not the Jed and Joe relationship is the most compelling aspect of the whole novel/ argument not sustained
- AO5i some understanding of the importance of contextual factors on text/begins to develop ideas about the relationship between Chapter 10 and the rest of the novel/ some sense of literary context

MARK RANGE 18 – 23

- AO1 clear straightforward line of argument/ presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the relationship between Jed and Joe/ well illustrated list of points with supportive reference (e.g. curiously obsessed with and dependent on each other/ interested in how the other behaves/ Jed clearly obsessed, Joe less clearly so – at least in his own mind/ both beginning to see their connection/ Jed – very emotional about Joe/ possibly 'in love', etc.)
- AO3 understanding of how language contributes to meanings (use of scientific and medical jargon, abbreviations, use of dates, use of emotional personal, effusive language, use of exclamations, deliberate ornate style of literary romance, use of descriptive detail, use of imagery, etc.)
- AO3 clear discussion of other narrative methods (e.g. use of first person narrator, use of irony, beginning and end of chapter, retrospective narration, formal descriptive style, use of contrast, 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 whether or not the Jed/Joe relationship is the most compelling aspect of the novel, some may agree with opening claim; some may disagree; there may be other ways of looking at the question
- AO5i appropriate connections made between text and contexts/ clearly explains the importance of McEwan's manipulation of the reader the whole novel/ may mention other relevant contexts e.g. thrillers, story telling/ better answers will be aware of 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 Jed and Joe's relationship/ 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 whether the Jed/ Joe relationship is the most compelling aspect of 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 relationship between Joe and Jed/ 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 whether the Jed/ Joe relationship is the most compelling aspect of the whole novel/ engages with or challenges the given view
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response about how Joe and Jed relate to 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 15. Then respond to the tasks.
- (i) What do you learn about the River Ouse in this chapter?
 - (ii) Write about Swift's method of telling the story in this chapter.
 - (iii) How appropriate do you think the title *Waterland* is for this 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 different emotions/ superficial treatment/ some bits of description from Chapter 15/ possibly some comment but not related to task/ some writing about the novel or anything known
- AO3 very little understanding of vocabulary/ unable to identify or comment on it/ perhaps one or two words mentioned
- AO3 very little discussion of other narrative methods
- AO4 limited personal response based on slender evidence or misreading/ inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/ unaware of any notion of the appropriateness of the title

MARK RANGE 6 – 11

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of what is learned of the Ouse/ 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 the appropriateness of the title/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions some connections between the title and 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 two bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of what is learned of the Ouse/ 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 Swift's language effects
- AO3 some discussion of 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 on the appropriateness of the title/ argument not sustained
- AO5i some understanding of the importance of contextual factors on text/ begins to link ideas about the title and 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 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the Ouse/ well illustrated list of points (e.g. historical links with the Rhine, unknown history in terms of its people in the early ages, use made of it by the Romans, geographical details may be given, links with Vermuyden, links with towns, flows out at the Wash, etc.)
- AO3 understanding of how language contributes to meanings (e.g. use of proper nouns, use of modal verbs, emotive language, use of onomatopoeia, repetition, sensuous description, etc.)
- AO3 clear discussion of other narrative techniques (e.g. minor sentences, simple sentences, some complex sentences, stream of consciousness, use of fact, opinion and speculation, first person narrator, structure of chapter, use of chapter heading, irony, assumed audience, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states and develops a view on the appropriateness of the title
- AO5i appropriate connections made between text and contexts/ clearly explains the importance of the title in relation to the whole text/ may mention other relevant contexts e.g. gender, pedagogic, geographical location, 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 the Ouse/ 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 the appropriateness of the title
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the relationships between the title and the whole novel/ may discuss other relevant contexts/ wide ranging references

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 Ouse / wide range of ideas/excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning/ analysis of Swift's use of language in developing reader's interest
- AO3 conceptualised discussion of how author uses other narrative techniques and the effects he achieves / analysis of how Swift engages the reader
- AO4 evaluative independent viewpoint /evaluation of other readers' interpretations/ ability to construct a cogent argument about the appropriateness of the title/ will engage with the given quotation
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response about the significance of the title/ aware of other relevant contexts/ excellent references to the whole novel

- 7 (b) Look again at Chapter 1 and at the beginning of Chapter 5 up to ‘And more curses, more curses perhaps, as yet unknown’. Then respond to the tasks.
- (i) What do you learn of the narrator’s father in these chapters?
 - (ii) Write about the ways Swift opens the novel in Chapter 1.
 - (iii) What do you think is important about the relationships between fathers and sons in the whole of *Waterland*?

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 narrator’s father/ superficial treatment/ some bits of description about the chapters/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed
- AO3 very little discussion of other 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 any notion of the relationships between fathers and sons

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 narrator’s father– but able to make some points/ could be largely a description of what happens in the chapters
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of other narrative techniques
- AO4 some evidence of personal response not always supported/ mentions some response to the relationships between fathers and sons/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions some connections between fathers and sons in 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 narrator's father/ beginnings of some ideas about him– some ideas may be developed/ much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain some of Swift's language effects
- AO3 some discussion of other narrative techniques / 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 about the relationships between fathers and sons/ argument not sustained
- AO5i some understanding of the importance of contextual factors on text/ begins to develop ideas about fathers and sons in 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 narrator's father in these chapters/ well illustrated list of points about him (e.g. sensitive, caring, has parental responsibility, in tune with nature, at one with his work, good understanding of nature and the river, some notion of the metaphysical world, religious, imaginative, good story teller, clumsy, perhaps fatalistic, 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 mixture of colloquial and formal style, use of lists, etc.)
- AO3 clear discussion of other narrative devices (e.g. direct addresses, dialogue, first person narrator, irony, bathos, narrative voice, contrasts between different registers, sentence variations, ironic tone, structure of chapter, chapter heading, 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 importance of father/ son relationships in the whole novel (references perhaps to the narrator and his father, to Henry Crick and Dick, Freddie Parr and his father, the Atkinsons, the Cricks, etc)
- AO5i appropriate connections made between text and contexts/ clearly explains the importance of the given chapters to the rest of the novel/ may mention other relevant contexts e.g. social class, geographical location, cultural, gender, 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 the narrator's father/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/ detailed use of language/ alert to nuance and reference/ ability to comment effectively on particular words and phrases/
- AO3 good discussion of how author uses other narrative methods
- AO4 well supported personal response with appropriate details offered/ discussion of other readers' responses/ offers a clear independent argument about the relationships between fathers and sons
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the link between the opening chapters and the rest of the novel/ may discuss other relevant contexts/ wide ranging references to 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 narrator's father/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meanings/ analysis of Swift's use of language
- AO3 conceptualised discussion of how author uses other narrative devices/ analysis of how Swift engages the reader
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about the relationships between fathers and sons/ may challenge their importance
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response about the importance of father/ son relationships/ aware of other relevant contexts/ excellent references to the whole novel