

Mark Scheme (Results)

Summer 2007

GCE

GCE English Literature (6392/01)

This Unit targets Assessment Objective AO5i and also assesses AO1, AO2i, AO3 and AO4.

Answer ONE Question.

1. **HARDY:** *The Return of the Native*

- (a) 'In *The Return of the Native* Hardy above all explores the complex yet inevitable interaction of character and environment.'

What is your response to this view?

AO5i The key contextual area here is the 'interaction of character and environment'. Lower band answers are likely to take this as inviting explanations of setting and of individual characters, with some reference to narrative developments, perhaps. Higher band answers are more likely to respond by assessing Hardy's possible attitudes within the novel, suggested by the way that he has chosen to present and organise his material, and partly prompted by 'complex yet inevitable' which might well lead them to a consideration of Hardy's ideas not just as applicable to the world he creates in the novel, but also as a reflection of his wider sociological, historical and philosophical views.

AO1 What is likely to distinguish between answers is the definition of key terms, and the extent to which they are addressed. Lower band answers may well give examples of individual characters or settings in the novel, while higher band answers pick up on 'explores' and attempt to examine the writer's methods as well as the subject matter. They are also more likely to respond specifically to 'interaction'.

AO2i It is possible that candidates will be aware of the fact that Hardy himself categorised this text as a 'novel of character and environment'. It is the use made of the information that should be a discriminating factor, with lower band answers more likely to give an account of some characters and their eventual fates, whilst higher band answers demonstrate a firmer focus on the idea of a writer deliberately making use of generic features in order to explore a key concern.

AO3 The word 'explores' draws attention to the writer's choices, and could be seen to suggest an assessment of the ways in which particular attitudes or ideas are revealed, particularly taken together with 'above all'. Lower band answers are more likely to be restricted to individual examples of particular features, taking 'complex yet inevitable interaction' in a more limited sense, probably in terms of descriptions of characters' lives in particular places, with some reference to the linear progression of the novel, perhaps linked to the novel's division into 'books'. Higher band answers are more likely to look closely at Hardy's manipulation of events, and perhaps comment on the tone and atmosphere of the novel, linked to Hardy's description of his settings. They might also display evidence of an overview of writer's choices in the novel, with an assessment of their possible effects.

AO4 The proposition requires an assessment of a point of view which privileges one view of the novel, suggested by 'above all'. It is likely that lower band answers will describe various characters and actions within the novel, with perhaps some opinions offered about 'interaction', such as reference to those who prosper on the Heath, and those who do not. Higher band answers are more likely to weigh up possible different interpretations, and respond to 'complex yet inevitable' as linked to Hardy's presentation of his characters within their setting, before arriving at their own balanced judgement.

1. **HARDY:** *The Return of the Native*

- (b) 'In *The Return of the Native* Hardy explores the destructive effects of the pressures of society on those who will not conform or adapt.'

What is your response to this judgement?

AO5i Key phrases here are 'destructive effects', 'pressures of society' and 'those who will not conform or adapt'. Lower band answers are more likely to rely on explanation of the events and characters in the novel, with perhaps particular reference to the characters who do not survive. Higher band answers are more likely to engage with Hardy's implied attitudes, linked to his presentation. They might also explore the links between Hardy's concerns as revealed in this text, and possible authorial comment on the world outside this particular text.

AO1 Lower band answers may be descriptive rather than discursive, with a literal rather than literary response to the key terms in the question. Higher band answers are likely to address 'explores' by linking it to an assessment of Hardy's techniques, and to see 'judgement' as having a literary sense, as well as making distinctions between the different terms in the question.

AO2i The extent to which answers range through the text for evidence is likely to be a discriminator here, with lower band answers more likely to restrict their terms of reference, perhaps commenting descriptively on events within the novel. Higher band answers are more likely to move beyond these comments, and demonstrate a grasp of the ways in which Hardy has deliberately constructed the novel in order perhaps to engage in a wider debate.

AO3 The word 'explores' draws attention to the writer's choices, and could be seen to suggest an assessment of the ways in which particular attitudes or ideas are revealed. Lower band answers are more likely to be restricted to individual examples of particular features, focusing perhaps on an account of events in the plot, with limited comment on it as deliberately manipulated. Higher band answers may well focus on Hardy's use of contrasts, parallels and settings with evidence of an overview of writer's choices in the novel, and an assessment of their possible effects.

AO4 The proposition requires an assessment of a particular view of the novel. It is likely that lower band answers will describe characters such as Eustacia and Damon, perhaps contrasted to Thomasin, Clym and Diggory with some opinions offered about the ways in which they might be said to have or have not conformed or adapted. Higher band answers are more likely to look more closely at 'the pressures of society' and to weigh up the possible different interpretations, assessing the presentation of the society Hardy creates in the text before arriving at their own judgement.

2. SHELLEY: *Frankenstein*

- (a) 'In *Frankenstein*, Shelley offers a probing exploration of the nature of freedom and responsibility.'

What is your response to this view?

AO5i The use of the word 'nature' before 'freedom and responsibility' suggests conceptualisation, and taken with 'probing' indicates a focus on a novelist's possible wider purposes, related to the world outside the novel. It is likely that lower band answers will focus on individual actions and characters in the novel, while higher band answers refer to the concepts of 'freedom and responsibility', inferring Shelley's possible authorial purposes and concerns, and perhaps commenting on philosophical issues and Romantic ideas, with perhaps some relevant reference to Shelley's own life, and to the immediate genesis of the novel.

AO1 Lower band answers are likely to show a basic and literal awareness of events in the novel, relying more on description of what happens to individual characters. Higher band answers are more likely to address key words in the proposition in a more literary and conceptualised manner, picking up on key terms such as 'offers' and 'probing'.

AO2i Whilst lower band answers perhaps confine themselves to more explanatory or descriptive comment, with limited acknowledgement of genre, higher band answers are more likely to engage with the text's generic features, picking up on 'offers' and 'probing', and perhaps make some intertextual comments, with accurate and relevant reference to, for example, *Paradise Lost* or the myth of Prometheus.

AO3 The words 'offers' and 'exploration' draw attention to the writer's choices. In addition, 'probing' could be seen to suggest an assessment of the ways in which particular attitudes or ideas are revealed. Lower band answers are more likely to be restricted to individual examples of particular features, referring perhaps to the descriptions of the creation of the Creature, or to Shelley's presentation of Frankenstein's own reactions. Higher band answers are likely to look closely at the writer's organisation of her material, the use of the different narrative voices, and the structuring of the plot, for example. They might well display evidence of an overview of writer's choices in the novel, with an assessment of their possible effects.

AO4 Candidates are invited to produce their own judgement in response to a critical interpretation of the text. Lower band answers are more likely to rely on an exemplification of some or all of the ideas in the proposition, with limited attempts to balance and integrate its varied aspects, choosing for example to focus on freedom or responsibility in the novel. Higher band answers may well explore a range of possible views, linking the issues and ideas in the novel to an assessment of Shelley's methods, and demonstrating and clarifying their own views in a tentative rather than assertive manner.

2. SHELLEY: *Frankenstein*

- (b) 'Shelley presents in *Frankenstein* a shifting and conflict-driven world in which there are no stable moral guidelines.'

Do you agree with this interpretation?

- A05i** The 'shifting and conflict-driven world' is linked in the proposition to 'no stable moral guidelines' which suggests a particular connotation for 'shifting'. It is likely that lower band answers will focus on 'conflict' and offer examples of different kinds of conflict within the novel. Higher band answers, however, are more likely to respond securely to the concept of a world in which there are 'no stable moral guidelines', and consider perhaps how this might be 'shifting', with some reference to Shelley's methods of presentation, and to the ways in which a writer can investigate ethical issues, since they are likely to see 'conflict' as implying more than just disagreements between different characters.
- A01** What is likely to distinguish between answers is the definition of key terms, and the extent to which they are addressed. Lower band answers may well give examples of individual characters or relationships in the novel, while higher band answers pick up on 'presents' and attempt to examine the writer's methods as well as the subject matter, with some engagement with the concept of a fictional 'world'.
- A02i** Lower band answers may well rely on a narrative account in which the novel is seen in terms of character and events, with higher band answers more likely to interpret 'presents' as relating to the genre of the text, with some comments on the generic features, particularly linked to the ways in which these might reveal attitudes, and a wider frame of textual reference.
- A03** Lower band answers might interpret 'conflict-driven' as inviting an account of different conflicts within the novel, and how these are linked to the plot. There may be some reference to different settings in response to 'shifting'. Higher band answers are likely to relate the 'shifting' to Shelley's use of different narrators, and to assess the ways in which the writer's organisation of her material, manipulation of plot and use of different settings might have an impact on the reader.
- A04** The word 'stable' is important here, since it forms a contrast to the word 'shifting' and also links the content of the novel to its exploration of values and ethics. It is likely that lower band answers will rely on a series of examples from the text which might well be used to discuss the conflict of different individuals, with perhaps some reference to 'moral guidelines', interpreted possibly as inviting comment on what constitutes good or bad actions or people. Higher band answers, however, are more likely to conceptualise the terms, and to set them in the context of the novel's narrative structure, seeing them perhaps as complex and problematic ideas. They may acknowledge, for example, that conflict might be internal rather than external, and make clear their own interpretation and attitudes.
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3. AUSTEN: *Emma*

- (a) 'In Highbury, Austen presents for the reader's approval an environment which crushes imagination and individuality.'

What is your response to this judgement?

- AO5i** Lower band answers may well respond to 'environment' with a description of what happens in Highbury, with also perhaps some response to 'imagination and individuality', with some particular examples, almost certainly of Emma's behaviour. Higher band answers are more likely to consider what Austen's attitudes might be, whether she is presenting such an 'environment', and also if she is critical or otherwise of the workings of the society of Highbury.
- AO1** Words such as 'presents' and 'for the reader's approval' draw attention to the constructed nature of the text, and it is likely that attention paid to these words will be a discriminator here, with lower band answers relying more on an account, whilst higher band answers attempt to comment on Austen's methods as well as the subject matter.
- AO2i** The question draws attention to genre, with its reference to 'reader'. Lower band answers are more likely to discuss the novel in terms of events and characters, with perhaps some comment on setting, prompted by 'environment' while higher band answers respond more directly and overtly to these prompts, with a range of textual evidence, and some response to the possibility of a reader being invited by a writer to 'approve' some aspect of the created text.
- AO3** The focus on 'approval' in the question should encourage candidates to consider the authorial voice. Lower band answers may well give a limited response to 'presents', with more reliance on an account of individual episodes or characters, though there may well be coverage of those scenes where characters gather together. Higher band answers are more likely to assess the irony within the novel, linked to the creation of the setting, and to Austen's organisation of her material, and they may respond to 'crushes' in terms of tone and impact on the reader.
- AO4** Lower band answers are likely to give individual instances of behaviour linked to 'imagination and individuality', such as Emma's matchmaking, or the kinds of pastimes described in the novel, or to 'crushes', with reference for example to Mr Woodhouse's attitudes to Emma. Higher band answers should explore more fully the complex ideas in the proposition, weighing up its different aspects, and considering the effects of Austen's presentation before arriving at their own judgement, which should include a consideration of the writer's possible attitudes and manipulation of her material.
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3. AUSTEN: *Emma*

- (b) 'What Austen celebrates above all in *Emma* is rational marriage as the foundation of a stable society.'

What is your response to this judgement?

AO5i The contextual areas here are central, and indicated by 'rational marriage' and 'foundation of a stable society', linked to Austen's inferred attitudes. It is likely that lower band answers will focus on only part of this, possibly the marriage, with a description of Emma and Mr Knightley's relationship. Higher band answers, however, should attempt to address the concept of the place of marriage within the society Austen creates, and look closely at 'stable society', the ways in which it might have a 'foundation', and what Austen's own attitude might be.

AO1 What is likely to distinguish between candidates is the definition of key terms. Lower band answers may well give individual examples of 'rational marriage' or describe the 'society' in the novel, whilst higher band answers pick up on 'celebrates' and attempt to examine the writer's methods as well as the subject matter in an argument which is essentially literary.

AO2i The extent to which answers range through the novel for evidence is likely to be a discriminator here, with lower band answers more likely to restrict their terms of reference, commenting descriptively on characters and marriages within the novel. Higher band answers are more likely to move beyond these explanatory comments, and demonstrate an awareness of the necessity to explore the ways in which Austen has deliberately constructed the novel, combined with an awareness of the way that a text might be said to 'celebrate' a concept, and demonstrate it through generic features.

AO3 Lower band answers may well provide individual though limited examples of Austen's structuring of events in the novel, with reference perhaps to the resolution of the plot. Higher band answers are likely to draw upon a range of features throughout the novel, picking up perhaps on the intricacies of the plot, and Austen's manipulation of character and events, with debate on 'celebrates', linked to possible discussion of Austen's ironic tone, and her narrative point of view.

AO4 Lower band answers may focus on one aspect of the question at the expense of another, and rely more on a series of individual examples, rather than a conceptualised overview. Higher band answers may well focus on the juxtaposition of 'rational marriage' and 'a stable society', and debate the significance of 'foundation' in this context, linked to an assessment of Austen's methods, and demonstrating balance and integration, making their own reading clear.

4. DICKENS: *Hard Times*

- (a) 'In *Hard Times* Dickens suggests that true moral goodness lies only in individuals, and not in any system or organisation.'

Do you agree?

AO5i Answers will need to define and engage with key terms here, in 'true moral goodness' and 'system or organisation'. Lower band answers may well respond by focusing on the actions of individuals, contrasted perhaps to 'systems' such as education or factories. Higher band answers are more likely to focus on Dickens's own attitudes and values as revealed or suggested by his methods of presenting his material. They might also perhaps refer to his criticisms of trades union, or utilitarianism.

AO1 'In *Hard Times* Dickens suggests' draws attention to the constructed nature of the text, and it is likely that attention paid to these words will be a discriminator here, with lower band answers relying more on an explanatory account, whilst higher band answers attempt to comment on Dickens's methods as well as the subject matter, and to construct an argument based on both.

AO2i The extent to which answers range through the novel for appropriately selected evidence is likely to be a discriminator here, with lower band answers more likely to restrict their terms of reference, commenting descriptively on characters, and perhaps contrasts of setting, within the novel. Higher band answers are more likely to move beyond these comments, and demonstrate an awareness of the necessity to explore the ways in which Dickens has deliberately constructed the novel in order to express his own views and ideas.

AO3 The proposition draws attention to Dickens's structuring of his material, in order to convey a particular point of view. Lower band answers may well be restricted to narrative points, with some additional comment on characters rather than characterisation. Higher band answers, however, are more likely to look closely at the way the narrative is constructed in terms perhaps of parallels, oppositions and contrasts, and Dickens's use of recurring images and motifs.

AO4 The word 'only' is important here, since it forms the basis of a debate about the values within the novel. It is likely that lower band answers will rely on a series of examples from the text which might well be used to discuss the moral worth of different individuals or actions: an example would be Stephen Blackpool's opposition to the union. Higher band answers, however, are more likely to conceptualise the terms, and to set them in the context of the novel's narrative structure, seeing them perhaps as complex and problematic ideas, and making clear their own interpretation and attitudes.

4. **DICKENS:** *Hard Times*

- (b) 'In *Hard Times* Dickens primarily explores the social rather than personal consequences of the lack of imagination and wonder.'

What is your response to this judgement?

AO5i Key here is the idea of the 'consequences of the lack of imagination and wonder' and the distinction between 'social' and 'personal'. It is likely that all candidates will refer to 'fancy' in the novel, identified with imagination and wonder. Lower band answers, however, are likely to rely on an account of the consequences for individual characters, whilst higher band answers pick up on the idea of 'social', and focus on the points that Dickens might be considered to be making about the importance of such values within the society he creates in the novel, and also perhaps by implication, on Victorian society as a whole.

AO1 Lower band answers are likely to show a basic and literal awareness of events in the novel, relying more on description of what happens to characters in the novel who are deprived of imagination and wonder, such as the Gradgrinds. Higher band answers are more likely to address key words in the proposition in a literary manner, picking up on key terms such as 'primarily explores'.

AO2i Lower band answers may well rely on a narrative account in which the novel is seen in terms of character and events, with higher band answers more likely to interpret 'explores' as relating to the genre of the text, with some comments on the generic features, particularly linked to the ways in which these might reveal attitudes, and a wider frame of textual reference.

AO3 Lower band answers may well confine themselves to a more descriptive account of 'consequences' seen in linear terms and linked to the eventual fates of a number of selected characters. They may make some more limited comments on Dickens's choice of metaphor or metonymy, with a few examples. Higher band answers are more likely to look closely at the narrative structure, for example, with perhaps a focus on the different 'books' of the novel. In response to 'primarily', there might be some comment on the time frame of the text, and the ways that Dickens has organised his narrative, with particular comment on the uses of juxtaposition and contrast: for example, the deliberate placing of the circus people in the plot. Rather than identify individual examples of metaphor or metonymy, higher band answers are more likely to assess the effects of their patterned repetition.

AO4 The proposition requires an assessment of a point of view which supports one interpretation of the novel. It is likely that lower band answers will describe individual characters and actions within the novel, with perhaps some opinions offered, but quite possibly with a focus on the personal rather than the social. Higher band answers are more likely to weigh up the possible different interpretations, and look closely at the presentation of the society Dickens creates in the text, balancing 'social' against 'personal', and debating the significance of 'imagination and wonder' as presented by Dickens before arriving at their own judgement.

5. JAMES: *Washington Square*

- (a) 'James suggests in *Washington Square* that a society in the midst of social and economic change will be based on cruelty rather than kindness.'

What is your response to this view?

- A05i** Lower band answers are likely to provide some comment on 'social and economic change' which is key here, but their main focus is more likely to be on 'cruelty rather than kindness', with some explanation and description. Higher band answers are likely to make the links between the change, and the kind of society it produces, in the light of, for example, the very deliberate placing of period and setting within the novel, and with some response to James's possible attitudes, prompted by 'suggests', and linked to his methods of presentation.
- A01** What is likely to distinguish between candidates is the definition of key terms. Lower band answers may well give individual examples of cruelty or kindness in the novel, and perhaps some more limited comment on change, whilst higher band answers pick up on 'James suggests' and attempt to examine the writer's methods as well as the subject matter.
- A02i** The extent to which answers range through the novel for evidence is likely to be a discriminator here, with lower band answers more likely to restrict their terms of reference, commenting descriptively on characters, and perhaps settings, within the novel. Higher band answers are more likely to move beyond these comments, and demonstrate an awareness of the necessity to explore the ways in which James has deliberately constructed the novel, and his particular use of generic features.
- A03** Lower band answers may be restricted to a more narrative account, with some comment perhaps on individual scenes or particular aspects of the plot, perhaps including descriptions of acts of cruelty or kindness. Higher band answers are more likely to comment specifically on ways in which James has presented the interaction of wider setting and characterisation, with some more overt response to 'suggests'.
- A04** There are several aspects in the proposition which need to be addressed here, and it is likely that lower band answers will be more limited in the way that they cover the different parts of the question, placing emphasis on one more than another in a less balanced and integrated response which might perhaps have as its focus Dr Sloper's or Morris's treatment of Catherine, for example. Higher band answers, however, should weigh up the various aspects, picking up on the links between the society and the behaviour which it produces, and having some comment on the word 'rather', in a more balanced and integrated response.
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5. JAMES: *Washington Square*

- (b) 'In *Washington Square* James writes of "Catherine's moral purity", but what he reveals in the novel as a whole is that "moral purity" is valued less than superficial attractiveness.'

Do you agree?

AO5i The key phrase here is 'moral purity', and the proposition sets it against 'superficial attractiveness' in relation to the values within the novel. Lower band answers are more likely to rely on an assessment of Catherine's character, or to describe the attitudes of other characters such as Dr Sloper, Morris Townsend and Mrs Penniman to her. Higher band answers, however, should engage with the ways in which James might be exposing and exploring the values of the society he has created, and may possibly relevantly argue that these reflect the values of a wider society outside the novel.

AO1 Words such as 'writes of' and 'in the novel as a whole' draw attention to the constructed nature of the text, and it is likely that attention paid to these words will be a discriminator here, with lower band answers relying more on an account or explanation, whilst higher band answers attempt to comment on James's methods as well as the subject matter, particularly in relation to 'reveals'.

AO2i The proposition draws attention to genre, with its references to James as a writer and 'the novel as a whole'. Lower band answers are more likely to discuss the novel in terms of events and characters, while higher band answers respond more directly and overtly to these prompts, with a range of textual evidence, and consider the ways in which a novelist can reveal points of view, and explore values.

AO3 'Reveals' draws attention to the writer's choices, and to his possible authorial purposes, especially taken across the novel as a whole, which draws attention to structure. Lower band answers may identify individual features of language, perhaps focusing mainly on the plot, without the overview of higher band answers. Higher band answers are likely to assess the impact of the language and structure of the novel on the reader, looking, for example, at the ways in which James contrasts different views, and manipulates the structure of the novel, perhaps also pointing out significant uses of setting and dialogue.

AO4 There are a number of terms here which suggest a need to weigh up and debate, such as 'but...in the novel as a whole' and 'valued less'. It is likely that lower band answers will include some assessment of key ideas, but these may well be in more limited terms of, for example, how pure or moral Catherine is, set against how attractive she is perceived to be by other characters. Higher band answers are more likely to set this within the context of James's presentation and his possible analysis of values within the whole novel.

Bands/ Marks	AO5i show understanding of the contexts in which literary texts are written and understood	AO1 communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression	AO2i respond with knowledge and understanding to literary texts of different types and periods	AO3 show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings	AO4 articulate independent opinions and judgements, informed by different interpretations of literary texts by other readers
Band 1 1-10	<ul style="list-style-type: none"> make general comment on context make basic links between text and context show limited awareness of effects of context on responses to text 	<ul style="list-style-type: none"> indicate only limited grasp of the nature of literary study make limited and sometimes inappropriate use of literary terms display frequent lapses in spelling, punctuation, grammar and sentence structure lack clear argument with minimal or no textual reference 	<ul style="list-style-type: none"> make simple comment on text, perhaps with focus on narrative show limited knowledge of text show little or no awareness of genre or period 	<ul style="list-style-type: none"> identify some simple features of language show limited understanding of their effects show little or no awareness of form or structure 	<ul style="list-style-type: none"> assert personal response show basic understanding that there are different ways to interpret texts make some references to meaning of texts
Band 2 11-20	<ul style="list-style-type: none"> make specific comment on context make connections between text and context show awareness of effects of context on responses to text 	<ul style="list-style-type: none"> indicate some grasp of the nature of literary study make some appropriate use of literary terms display some lapses in spelling, punctuation, grammar and sentence structure show partly clear argument with often limited textual reference 	<ul style="list-style-type: none"> comment on text perhaps identifying some limited features show some knowledge of text show awareness of text as construct show understanding of generic or period features 	<ul style="list-style-type: none"> identify and comment on particular features of language and structure demonstrate some understanding of their effects show some awareness of form 	<ul style="list-style-type: none"> offer some opinions based on personal response show some understanding of different critical approaches attempt to examine text's meaning
Band 3 21-30	<ul style="list-style-type: none"> make specific and detailed comments on context make detailed connections between text and context show understanding of effects of context on responses to text 	<ul style="list-style-type: none"> show knowledge and understanding of the nature of literary study make appropriate use of literary terms show generally accurate written expression with few lapses in spelling, punctuation, grammar and sentence structure show generally clear argument with some appropriate textual reference 	<ul style="list-style-type: none"> comment on text and its literary features show knowledge and some understanding of text examine some generic or period features 	<ul style="list-style-type: none"> examine in detail a variety of particular features of language and structure demonstrate an understanding of their individual effects and function show a clear awareness of form 	<ul style="list-style-type: none"> shape opinions into consistent argument show awareness of relevant and varied critical approaches make a coherent attempt to explore text's meaning
Band 4 31-40	<ul style="list-style-type: none"> explore relevant contextual factors examine detailed connections between text and context assess effects of context on responses to text 	<ul style="list-style-type: none"> demonstrate proficient knowledge and understanding of the nature of literary study make appropriate and effective use of literary terms display generally accurate and fluent written expression show clear developing argument with appropriate detailed textual reference 	<ul style="list-style-type: none"> engage with text and explore its literary features show applied knowledge and understanding of text examine some generic and period features 	<ul style="list-style-type: none"> explore the writer's selection of particular features of language and choice of form and structure demonstrate a detailed understanding of their varied effects and function consider the writer's purpose in making this selection 	<ul style="list-style-type: none"> shape opinions and judgements into sustained and consistent argument show a clear understanding of implications of differing critical approaches make exploration of text's meaning based on grasp of appropriate detail
Band 5 41-50	<ul style="list-style-type: none"> analyse relevant contextual factors make sustained, detailed and productive connections between text and context analyse and assess effects of context on responses to text 	<ul style="list-style-type: none"> demonstrate sustained perceptive knowledge and understanding of the nature of literary study make discriminating and pertinent use of literary terms display accurate and fluent written expression show perceptive, cogent argument with clearly directed and detailed use of the text 	<ul style="list-style-type: none"> comment confidently on text and its literary characteristics show sustained knowledge and understanding of text explore and analyse its generic and period generic features 	<ul style="list-style-type: none"> analyse the writer's use of particular features of language, choice of form and exploitation of structure demonstrate a detailed understanding of their effects consider the contribution they make to its meaning 	<ul style="list-style-type: none"> articulate confident opinions and judgements in sustained and consistent argument explore significance of differing critical approaches analyse text's meaning based on confident use of appropriate detail

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