



Pearson

Mark Scheme (Results)

January 2019

Pearson Edexcel IAL
In English Language (WET02)
Unit 2: Drama

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your candidates at: www.pearson.com/uk

January 2019

WET02_01_1901_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

Section A:

PRE-1900 DRAMA

Question Number 1	Indicative Content
	<p><i>The Rover</i></p> <p>Candidates may refer to the following in their answers:</p> <ul style="list-style-type: none">• friendships among the men present more as a problem than a source of support• Belvile attempts to take his friends into his confidence, showing them Florinda's letter. But rather than help him achieve his goal of being with her, Belvile's friends seem rather to present as added obstacles to achieving this goal• Willmore's drunken mistreatment of Florinda and Blunt's boorish behaviour towards her following his humiliation by Lucetta are actions inconsistent with true friendship• friendship is used as an excuse for Willmore to escape Angellica: he claims to need to visit a sick friend, suggesting the contempt he has for friendship• despite their supposed friendship, rather than help Don Pedro with his plans to marry his sister, Don Antonio repeatedly causes problems for Don Pedro, leading to threatened violence• Behn structures the play to contrast male and female attitudes to friendship, and thus friendships between the women characters are generally more positive: although Moratta is a servant to Angellica, they appear to be loyal companions, to the point of friendship; Valeria is a good friend to her cousin Florina, remaining close throughout and coming to her assistance when Callis threatens to separate her from Belvile• contexts of relevance might include historical details relating to social codes affecting relations of friendship amongst men and women; the presentation of friendship in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p>These are suggestions only. Accept any valid alternative responses.</p>

Question Number	Indicative Content
2	<p data-bbox="376 353 517 389"><i>The Rover</i></p> <p data-bbox="376 439 1129 474">Candidates may refer to the following in their answers:</p> <ul data-bbox="424 479 1385 1321" style="list-style-type: none"><li data-bbox="424 479 1385 631">• the English Cavaliers constantly bemoan the fact that they do not have sufficient funds, creating a dramatic tension between desire and the ability to purchase. This creates a prevailing mood of cynicism towards love<li data-bbox="424 636 1385 712">• Blunt originally has the most money but loses it after ‘purchasing’ Lucetta who steals everything he has<li data-bbox="424 716 1385 792">• Don Pedro picks a husband for his sister based almost solely on fortune<li data-bbox="424 797 1385 909">• Angellica, too, is obsessed with money, and the audience witnesses her inner conflict, torn between giving her heart to Willmore for free, or holding out for the highest bidder<li data-bbox="424 913 1385 990">• Angellica not only sells her body, but her image – men compete to buy, leading to violence between them<li data-bbox="424 994 1385 1106">• the language of buying and selling – literal and figurative – abounds in the text, as characters speak about purchasing love, or giving each other credit<li data-bbox="424 1111 1385 1321">• contexts of relevance might include historical or theoretical details relating to money and consumerism; the presentation of money, commodities and consumerism in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p data-bbox="376 1388 1295 1424">These are suggestions only. Accept any valid alternative responses.</p>

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO5 = bullet point 5
	0	No rewardable material.			
Level 1	1 – 5	<p>Descriptive</p> <ul style="list-style-type: none"> • Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. • Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. • Shows limited awareness of contextual factors. • Shows limited awareness of links between texts and contexts. • Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response. 			
Level 2	6 – 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> • Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. • Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. • Has general awareness of the significance and influence of contextual factors. • Makes general links between texts and contexts. • Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations. 			
Level 3	11 – 15	<p>Clear relevant application/exploration</p> <ul style="list-style-type: none"> • Offers a clear response using relevant textual examples. Relevant 			

		<p>use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression.</p> <ul style="list-style-type: none"> • Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. • Demonstrates a clear exploration of the significance and influence of contextual factors. • Develops relevant links between texts and contexts. • Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.
Level 4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> • Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. • Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. • Provides a discriminating analysis of the significance and influence of contextual factors. • Makes detailed links between texts and contexts. • Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.
Level 5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. • Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. • Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors. • Makes sophisticated links between texts and contexts.

		<ul style="list-style-type: none">• Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.
--	--	--

Question Number	Indicative Content
3	<p data-bbox="375 353 694 392"><i>She Stoops to Conquer</i></p> <p data-bbox="375 436 1129 474">Candidates may refer to the following in their answers:</p> <ul data-bbox="422 474 1388 1366" style="list-style-type: none"> <li data-bbox="422 474 1388 548">• Mrs Hardcastle wants her son Tony to marry Constance, his social superior, principally to advance her own standing <li data-bbox="422 548 1388 627">• Hastings reveals Marlow's different behaviours in the company of women of different social classes <li data-bbox="422 627 1388 750">• Marlow's snobbery towards Hardcastle and his daughter, believing them to be an innkeeper and his barmaid, is the source of much of the comedy <li data-bbox="422 750 1388 828">• Kate's willingness to play along with Marlow's delusion suggests that, ultimately, she accepts class differences matter <li data-bbox="422 828 1388 952">• Hastings and Sir Charles are much the least snobbish of the characters: they wish primarily for happiness, rather than status or wealth or advantage <li data-bbox="422 952 1388 1108">• Goldsmith uses settings to emphasise the contrast between the scenes in Hardcastle Hall and the supposedly 'lower' company of the tavern. This marks out rural England as a world riven with class difference <li data-bbox="422 1108 1388 1366">• contexts of relevance might include historical or theoretical details relating to social class differences; Goldsmith's own sense of social status, having risen from obscure origins in Ireland; the presentation of class relations in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p data-bbox="375 1411 1300 1449">These are suggestions only. Accept any valid alternative responses.</p>

Question Number	Indicative Content
4	<p data-bbox="375 353 694 392"><i>She Stoops to Conquer</i></p> <p data-bbox="375 436 1133 474">Candidates may refer to the following in their answers:</p> <ul data-bbox="422 474 1380 1355" style="list-style-type: none"> <li data-bbox="422 474 1380 593">• the play begins with the conventional identification of fools and folly with London, but the action of the play suggests that foolishness is widespread <li data-bbox="422 593 1380 712">• Goldsmith's use of playful language in crafting Kate as a convincing barmaid means that Marlow is easily fooled, while the audience enjoys the dramatic irony <li data-bbox="422 712 1380 795">• Kate's willingness to marry him anyway might suggest a degree of folly in herself, for all her clever trickery <li data-bbox="422 795 1380 913">• Goldsmith's plot reveals male folly at all levels of society, from Sir Charles who indulges his son's follies, to the faithful servant figure who turns out in this play to be a drunken buffoon <li data-bbox="422 913 1380 1075">• Goldsmith's choice of Tony – a stock name for foolish characters – as the name of Mrs Hardcastle's son is ironic: although presented as a fool by others, he is one of the main instigators of tricks on others, revealing his intelligence and single-mindedness <li data-bbox="422 1075 1380 1153">• it is not only the men who are fooled: Mrs Hardcastle comes to realise that the son she has worshipped is a 'graceless varlet' <li data-bbox="422 1153 1380 1355">• contexts of relevance might include historical or theoretical details relating to codes of masculinity and femininity; the presentation of the foolish characters in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p data-bbox="375 1388 1300 1426">These are suggestions only. Accept any valid alternative responses.</p>

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO5 = bullet point 5
	0	No rewardable material.			
Level 1	1 – 5	<p>Descriptive</p> <ul style="list-style-type: none"> • Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. • Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. • Shows limited awareness of contextual factors. • Shows limited awareness of links between texts and contexts. • Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response. 			
Level 2	6 – 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> • Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. • Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. • Has general awareness of the significance and influence of contextual factors. • Makes general links between texts and contexts. • Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations. 			
Level 3	11 – 15	Clear relevant application/exploration			

		<ul style="list-style-type: none"> • Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression. • Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. • Demonstrates a clear exploration of the significance and influence of contextual factors. • Develops relevant links between texts and contexts. • Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.
Level 4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> • Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. • Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. • Provides a discriminating analysis of the significance and influence of contextual factors. • Makes detailed links between texts and contexts. • Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.
Level 5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. • Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. • Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors.

		<ul style="list-style-type: none">• Makes sophisticated links between texts and contexts.• Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.
--	--	--

Question Number 5	Indicative Content
	<p data-bbox="375 353 571 392"><i>Twelfth Night</i></p> <p data-bbox="375 436 1129 474">Candidates may refer to the following in their answers:</p> <ul data-bbox="422 474 1391 1326" style="list-style-type: none"> <li data-bbox="422 474 1332 555">• Feste’s contribution to the plot is slight: his principal role is collaborating with Maria and Sir Toby in the gulling of Malvolio <li data-bbox="422 555 1273 636">• his songs are key ingredients in capturing and shaping the changing moods of the play <li data-bbox="422 636 1364 792">• his reflections on clothing accord with the play’s running theme that language and identity are not fixed: Orsino should wear, he says, a doublet of ‘changeable taffeta’ and language itself is like a ‘cheveril glove’, easily manipulated into different shapes <li data-bbox="422 792 1324 913">• by speaking truth to power, Feste confronts the delusions of powerful figures in Illyrian society – this is also a key aspect of carnival tradition <li data-bbox="422 913 1305 994">• Shakespeare uses Feste to reveal aspects of the principal characters: his comments on Orsino and Olivia are insightful <li data-bbox="422 994 1380 1115">• his use of wordplay/puns adds to the comedy but also establishes the mood of a world where appearance and reality are in an uncertain relationship <li data-bbox="422 1115 1391 1326">• contexts of relevance might include historical or theoretical details relating to licensed fools and jesters; the changing presentation of the fool in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p data-bbox="375 1348 1295 1386">These are suggestions only. Accept any valid alternative responses.</p>

Question Number	Indicative Content
6	<p data-bbox="376 353 568 389"><i>Twelfth Night</i></p> <p data-bbox="376 439 1129 474">Candidates may refer to the following in their answers:</p> <ul data-bbox="424 479 1382 1245" style="list-style-type: none"><li data-bbox="424 479 1382 591">• Olivia opens the play in (according to Orsino) mourning weeds – Feste claims, convincingly, this is a performance of, rather than genuine, grief<li data-bbox="424 595 1382 676">• Viola, assisted by the Captain, adopts male disguise; many of the play’s confusions regarding gendered identity follow from this<li data-bbox="424 680 1382 757">• in soliloquy, Viola reflects deeply on the ‘proper false’ that is female identity<li data-bbox="424 761 1382 837">• Malvolio wears yellow stockings to please Olivia, signalling his aspiration to a higher social identity<li data-bbox="424 842 1382 918">• Feste playfully disguises himself as a parson for the tormenting of the imprisoned Malvolio<li data-bbox="424 922 1382 999">• Viola’s return to conventional dress in the play’s resolution is a signal that the disrupted order is about to be restored<li data-bbox="424 1003 1382 1245">• contexts of relevance might include historical or theoretical details relating to clothing, including contemporary sumptuary laws dictating dress codes for different social classes; the presentation of clothing and costume in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p data-bbox="376 1272 1295 1308">These are suggestions only. Accept any valid alternative responses.</p>

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO5 = bullet point 5
	0	No rewardable material.			
Level 1	1 – 5	<p>Descriptive</p> <ul style="list-style-type: none"> • Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. • Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. • Shows limited awareness of contextual factors. • Shows limited awareness of links between texts and contexts. • Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response. 			
Level 2	6 – 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> • Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. • Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. • Has general awareness of the significance and influence of contextual factors. • Makes general links between texts and contexts. • Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations. 			
Level 3	11 – 15	<p>Clear relevant application/exploration</p> <ul style="list-style-type: none"> • Offers a clear response using relevant textual examples. Relevant 			

		<p>use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression.</p> <ul style="list-style-type: none"> • Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. • Demonstrates a clear exploration of the significance and influence of contextual factors. • Develops relevant links between texts and contexts. • Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.
Level 4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> • Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. • Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. • Provides a discriminating analysis of the significance and influence of contextual factors. • Makes detailed links between texts and contexts. • Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.
Level 5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. • Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. • Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors. • Makes sophisticated links between texts and contexts.

		<ul style="list-style-type: none">• Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.
--	--	--

Question Number	Indicative Content
7	<p data-bbox="375 353 587 387"><i>Doctor Faustus</i></p> <p data-bbox="375 443 1129 477">Candidates may refer to the following in their answers:</p> <ul data-bbox="427 483 1390 1406" style="list-style-type: none"><li data-bbox="427 483 1294 595">• God as ultimate master is disavowed by his earthly servants indicating an heretical reversal of divine order, a shocking spectacle for its first audiences<li data-bbox="427 602 1390 714">• the principal master-servant relationship is Faustus-Mephistophilis. The former, having summoned the latter, assumes wrongly that this confers mastery on him<li data-bbox="427 721 1353 799">• Wagner is Faustus's student but aspires to be the equal of and superior to the senior scholar, using his books to attempt magic<li data-bbox="427 806 1369 884">• Marlowe uses irony in having Wagner use magic injudiciously, for example to create a servant for himself<li data-bbox="427 891 1369 1115">• comedy is generated when Faustus's book falls into the hands of Robin and Ralph, who seek to create submissive women for their pleasure; linguistic comedy arises from the low characters mispronouncing devils' names, indicating that they do not have the attributes required for the role of master that they have usurped<li data-bbox="427 1122 1390 1200">• others with power, for example the Pope, are undermined by their supposed inferiors<li data-bbox="427 1207 1390 1406">• contexts of relevance might include historical or theoretical details relating to social classes and hierarchies; the presentation of the master-servant dynamic in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p data-bbox="375 1435 1294 1469">These are suggestions only. Accept any valid alternative responses.</p>

Question Number 8	Indicative Content
	<p data-bbox="373 353 587 389"><i>Doctor Faustus</i></p> <p data-bbox="373 443 1129 479">Candidates may refer to the following in their answers:</p> <ul data-bbox="424 479 1391 1568" style="list-style-type: none"> <li data-bbox="424 479 1391 595">• one function of the Chorus is expository: to explain the kind of play the audience is about to witness, and tell 'the story so far' and fill in details of Faustus's birth and early career <li data-bbox="424 595 1391 676">• a further function is to encourage anticipation: for example as Faustus turns towards forbidden knowledge <li data-bbox="424 676 1391 837">• it also serves a transitional function, supplying episodes not represented on the stage and to introduce a new location. (The second choral section is spoken by Wagner but using similar register and vocabulary to the first and third choral sections) <li data-bbox="424 837 1391 913">• the Chorus offers an intimate, almost omniscient, view of the change in Faustus's behaviour as the end of the play approaches <li data-bbox="424 913 1391 1075">• in the final lines of the play, the Chorus serves to voice the play's cathartic function, acting as a moral guide for the audience who ought to avoid being tempted 'To practise more than heavenly power permits' <li data-bbox="424 1075 1391 1312">• the Chorus in Greek tragedy often functioned as a community voice, interpreting the action in terms of the moral and cultural practices of the time; the Christian orthodoxy voiced by Marlowe's Chorus seems consistent with this, although some candidates may argue that the play is not a conventional morality play and offers a more radical vision <li data-bbox="424 1312 1391 1568">• contexts of relevance might include historical or theoretical details relating to the Chorus, both in classical drama and its adaptation in medieval and Renaissance period plays; the presentation of the Chorus in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p data-bbox="373 1594 1295 1630">These are suggestions only. Accept any valid alternative responses.</p>

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO5 = bullet point 5
	0	No rewardable material.			
Level 1	1 – 5	<p>Descriptive</p> <ul style="list-style-type: none"> • Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. • Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. • Shows limited awareness of contextual factors. • Shows limited awareness of links between texts and contexts. • Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response. 			
Level 2	6 – 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> • Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. • Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. • Has general awareness of the significance and influence of contextual factors. • Makes general links between texts and contexts. • Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations. 			
Level 3	11 – 15	Clear relevant application/exploration			

		<ul style="list-style-type: none"> • Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression. • Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. • Demonstrates a clear exploration of the significance and influence of contextual factors. • Develops relevant links between texts and contexts. • Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.
Level 4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> • Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. • Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. • Provides a discriminating analysis of the significance and influence of contextual factors. • Makes detailed links between texts and contexts. • Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.
Level 5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. • Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. • Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors.

		<ul style="list-style-type: none">• Makes sophisticated links between texts and contexts.• Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.
--	--	--

Question Number 9	Indicative Content
	<p><i>Othello</i></p> <p>Candidates may refer to the following in their answers:</p> <ul style="list-style-type: none"> • jealousy is Othello's principal <i>hamartia</i>, in Aristotelian terms • personified as the 'green-eyed monster', jealousy does prevent characters from making clear-sighted judgements thus precipitating the events of the play • Shakespeare uses irony when Iago convinces Othello to be jealous, yet Iago himself is motivated by the jealousy that is an aspect of his psychopathic nature • Iago claims to be jealous of both Othello and Cassio for sleeping with his wife, though there is no evidence for this • Shakespeare uses jealousy in the sub-plot also: Roderigo is also motivated by jealousy, similarly stoked by Iago; Bianca is driven by jealousy when she sees Cassio's acquisition of the handkerchief • soliloquy as a vehicle for the expression of concealed jealous feelings; Shakespeare reveals Othello's changing state of mind under the pressure of jealousy through his altered language • contexts of relevance might include historical or theoretical details relating to jealousy, such as the theological implications of the Seven Deadly Sins; the presentation of jealousy in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p>These are suggestions only. Accept any valid alternative responses.</p>

Question Number 10	Indicative Content
	<p data-bbox="375 353 481 389"><i>Othello</i></p> <p data-bbox="375 436 1129 472">Candidates may refer to the following in their answers:</p> <ul data-bbox="424 477 1385 1323" style="list-style-type: none"><li data-bbox="424 477 1385 591">• Othello's insistence on blaming others for his downfall suggests he has learned little about his own faults: 'one not easily jealous, but being wrought/Perplex'd in the extreme'<li data-bbox="424 595 1385 710">• Othello is well aware of 'loving his own pride and purposes' and that his passions can overwhelm his 'safer guides', but he does little to reform negative traits<li data-bbox="424 714 1385 790">• Iago exploits Othello's inability to learn, knowing that his nature is 'free and open' and that he can be 'led by the nose'<li data-bbox="424 795 1385 909">• Othello benefits from the Duke's discretion but does not learn to apply this quality in his dealings with Cassio, on whom, it might be argued, he exacts instant judgement<li data-bbox="424 913 1385 949">• Othello remains unaware of Iago's nature and his ulterior motives<li data-bbox="424 954 1385 1068">• Othello's belief that he loved not wisely but too well shows he cannot understand that his passion does not exonerate him from responsibility for Desdemona's horrific murder<li data-bbox="424 1072 1385 1323">• contexts of relevance might include historical or theoretical details relating to classical theories of tragedy, including Aristotle's concept of anagnorisis; the presentation of Othello as self-aware or otherwise in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p data-bbox="375 1350 1295 1386">These are suggestions only. Accept any valid alternative responses.</p>

Section B:
POST-1900 DRAMA

Question Number	Indicative Content
11	<p><i>Top Girls</i></p> <p>Candidates may refer to the following in their answers:</p> <ul style="list-style-type: none">• Kit, Angie's younger next-door neighbour and closest friend, is a bright girl with academic ambitions. But her mother appears to actively discourage such hopes• Churchill's use of contrast: while Kit's prospects are potentially blighted by her mother's limited horizons, the fact that she has dreams of being a scientist may be seen as an encouraging sign• Churchill's use of heightened dialogue to prompt anxiety in the audience at the consequences of the generation gap: the first appearance of Angie is somewhat disturbing, as she talks openly of her own plans, to run away and to kill her 'mother'• Angie later appears to have better prospects: she has the initiative to go to London to ask her aunt (actually, her mother) Marlene for a job• Marlene's verdict on her prospects is damning: she isn't going to 'make it'. This may be seen as an indicator of Churchill's bleak prognosis for British feminism when mothers hold back their daughters• Marlene's success is slowly revealed to have been achieved at the expense of truth and integrity; there seems little hope that the younger characters can succeed on better terms• contexts of relevance might include historical or theoretical details relating to the status of women in society over time, and feminist responses to it; the presentation of the younger generation characters in productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p>These are suggestions only. Accept any valid alternative responses.</p>

Question Number 12	Indicative Content
	<p><i>Top Girls</i></p> <p>Candidates may refer to the following in their answers:</p> <ul style="list-style-type: none"> • the historical characters enjoy mobility: Joan travels to Rome and ascends to the papacy; Isabella Bird is a traveller; Lady Nijo travels around Japan • of the modern characters, Marlene is the most geographically mobile: she travels from humble origins in East Anglia to the United States • she is also socially mobile, rising from working-class roots to become a successful businesswoman. Her lack of connection with her daughter and lack of empathy with her sister suggest she is trapped in a loveless life • Joyce, Marlene's sister, is both geographically and socially trapped – restricted by the maternal responsibilities she has taken on, as well as by lack of education and opportunity • Kit and Angie, the play's youngest characters, have aspirations of sorts but are trapped by their parents' low expectations for them • Churchill's use of dialogue, parallelism, symbolism and other techniques to reveal aspirations and entrapments • contexts of relevance might include historical or theoretical details relating to women's geographical and social mobility; the presentation of such mobility in contemporary productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p>These are suggestions only. Accept any valid alternative responses.</p>

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO5 = bullet point 5
	0	No rewardable material.			
Level 1	1 – 5	<p>Descriptive</p> <ul style="list-style-type: none"> • Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. • Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. • Shows limited awareness of contextual factors. • Shows limited awareness of links between texts and contexts. • Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response. 			
Level 2	6 – 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> • Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. • Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. • Has general awareness of the significance and influence of contextual factors. • Makes general links between texts and contexts. • Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations. 			
Level 3	11 – 15	Clear relevant application/exploration			

		<ul style="list-style-type: none"> • Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression. • Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. • Demonstrates a clear exploration of the significance and influence of contextual factors. • Develops relevant links between texts and contexts. • Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.
Level 4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> • Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. • Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. • Provides a discriminating analysis of the significance and influence of contextual factors. • Makes detailed links between texts and contexts. • Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.
Level 5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. • Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. • Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors.

		<ul style="list-style-type: none">• Makes sophisticated links between texts and contexts.• Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.
--	--	--

Question Number 13	Indicative Content
	<p data-bbox="373 318 635 349"><i>A Raisin in the Sun</i></p> <p data-bbox="373 398 1129 430">Candidates may refer to the following in their answers:</p> <ul data-bbox="424 439 1385 1424" style="list-style-type: none"> <li data-bbox="424 439 1385 510">• overall, darker moods are predominant in the play; Walter irresponsibly puts his family at risk by investing unwisely <li data-bbox="424 519 1385 667">• it begins gloomily, in the aftermath of the death of the family patriarch, though the prospect of receiving the life insurance cheque is generating some optimism amongst the family members <li data-bbox="424 676 1385 824">• Walter is the source of many of the play's brighter moods: his optimism that he can buy into the American Dream, his drunken discovery of his African heritage in a scene of crafted physical comedy <li data-bbox="424 833 1385 949">• Walter's defence of his family and its values to Karl Lindner strikes a very positive mood; the audience nonetheless senses that the move to a white-dominated district is fraught with danger <li data-bbox="424 958 1385 1075">• Ruth is at the core of many of the play's darker moods: her pessimistic cast of mind means she struggles under the burden of poverty and parenthood <li data-bbox="424 1084 1385 1227">• Beneatha's choices help to create Hansberry's ambivalent mood – we fear that she will fall for the unsuitable George, but are encouraged by her commitment to education and progressive change <li data-bbox="424 1236 1385 1424">• contexts of relevance might include historical or theoretical details relating to the various aspects of life that prompt feelings of optimism or pessimism in the play: poverty, identity, and freedom; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p data-bbox="373 1433 1295 1464">These are suggestions only. Accept any valid alternative responses.</p>

Question Number 14	Indicative Content
	<p data-bbox="373 353 635 389"><i>A Raisin in the Sun</i></p> <p data-bbox="373 439 1129 474">Candidates may refer to the following in their answers:</p> <ul data-bbox="424 479 1385 1326" style="list-style-type: none"> <li data-bbox="424 479 1385 555">• Walter’s journey to self-discovery is the most profound – he learns that integrity is more important than business success <li data-bbox="424 560 1385 636">• integral to this self-discovery is his understanding of the importance of family <li data-bbox="424 640 1385 761">• Hansberry’s use of props with symbolic value to enable Walter to encounter, through Beneatha’s music and tribal headwear, his own African heritage <li data-bbox="424 766 1385 842">• Beneatha also goes on a journey of self-discovery, via her weighing up of the merits of her two suitors, George and Joseph <li data-bbox="424 846 1385 922">• her discovery of her African heritage is more profound than her father’s: she plans to move to Nigeria to work as a doctor <li data-bbox="424 927 1385 1075">• Hansberry’s structuring of the plot results in the Younger family experiencing a moment of collective self-discovery in rejecting white racist attempts to prevent them from moving into a white-dominated district of Chicago <li data-bbox="424 1079 1385 1326">• contexts of relevance might include historical or theoretical details relating to how individuals might locate fulfilment and establish one’s identity in mid-20th-century USA; the presentation of the characters’ values in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p data-bbox="373 1352 1295 1388">These are suggestions only. Accept any valid alternative responses.</p>

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO5 = bullet point 5
	0	No rewardable material.			
Level 1	1 – 5	<p>Descriptive</p> <ul style="list-style-type: none"> • Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. • Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. • Shows limited awareness of contextual factors. • Shows limited awareness of links between texts and contexts. • Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response. 			
Level 2	6 – 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> • Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. • Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. • Has general awareness of the significance and influence of contextual factors. • Makes general links between texts and contexts. • Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations. 			
Level 3	11 – 15	Clear relevant application/exploration			

		<ul style="list-style-type: none"> • Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression. • Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. • Demonstrates a clear exploration of the significance and influence of contextual factors. • Develops relevant links between texts and contexts. • Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.
Level 4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> • Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. • Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. • Provides a discriminating analysis of the significance and influence of contextual factors. • Makes detailed links between texts and contexts. • Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.
Level 5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. • Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. • Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors.

		<ul style="list-style-type: none">• Makes sophisticated links between texts and contexts.• Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.
--	--	--

Question Number 15	Indicative Content
	<p data-bbox="375 353 667 389"><i>Death of a Salesman</i></p> <p data-bbox="375 436 1129 472">Candidates may refer to the following in their answers:</p> <ul data-bbox="424 477 1385 1525" style="list-style-type: none"> <li data-bbox="424 477 1385 551">• many secrets are revealed, and many lies are exposed during the play <li data-bbox="424 555 1385 748">• examples of secrets include Linda's harbouring of knowledge of Willy's suicide attempts; Willy's secret affairs while working as a travelling salesman; Biff's silence about what he saw in Boston allows the audience to realise, on its revelation, what a formative experience this was <li data-bbox="424 752 1385 904">• examples of lies told include Willy's lying about losing his job; Willy's claims about his popularity and success; the incremental revelations require the audience to re-evaluate the characters and their situations <li data-bbox="424 909 1385 1025">• Biff, unlike his father, voices his self-awareness: 'I realised what a ridiculous lie my whole life has been' – a rare moment in which language is used with sincerity and directness <li data-bbox="424 1030 1385 1146">• Miller's strategies for allowing revelation of secrets and lies include the use of flashbacks in which truths are exposed and the use of self-contradiction in dialogue <li data-bbox="424 1151 1385 1225">• Willy's story is emblematic – Miller reveals that 'the American Dream' is a lie and built on self-deception <li data-bbox="424 1229 1385 1525">• contexts of relevance might include historical or theoretical details relating to the status of private individuals within family and work institutions, and the perceived need to preserve secrets or tell lies in such contexts; the presentation of characters who lie and the consequences of lies and secrets in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p data-bbox="375 1554 1295 1590">These are suggestions only. Accept any valid alternative responses.</p>

Question Number 16	Indicative Content
	<p data-bbox="375 353 667 389"><i>Death of a Salesman</i></p> <p data-bbox="375 436 1129 472">Candidates may refer to the following in their answers:</p> <ul data-bbox="454 477 1385 1682" style="list-style-type: none"> <li data-bbox="454 477 1385 589">• Miller's play does not conform to the classical unities or the Aristotelian requirement that the tragic hero be a man of high standing <li data-bbox="454 593 1385 790">• the quotation in the question asserts that tragedy is universal and can be located in ordinary as well as noble lives. (Miller's argument in his 1949 essay insists that since the 'common man' can feel the pain of classical tragic heroes, they can feel it in their own lives) <li data-bbox="454 795 1385 871">• Willy's <i>hamartia</i> is his obsession with success and his self-delusion that he and his sons will succeed <li data-bbox="454 875 1385 1149">• the play partially conforms to the Aristotelian requirement that tragedy inspires pity and fear (catharsis). Willy inspires pity and to some extent fear, and thus the play fulfils the cathartic function that is conventional in classical and neo-classical tragedy. Fear is inspired in the audience by the realisation that like Willy, we too may be powerless to cheat fate (represented here by capitalism) <li data-bbox="454 1153 1385 1305">• Willy lacks a moment of <i>anagnorisis</i>: classical heroes typically announce a recognition of their crimes and the justice of their punishment – only Biff in this play comes close to such self-awareness <li data-bbox="454 1310 1385 1462">• despite Linda's closing insistence that such a man as Willy ought to be listened to, Willy never expresses any deep reflection on his condition. Audiences can only learn from his example, not from his reflection on his experience <li data-bbox="454 1467 1385 1682">• contexts of relevance might include historical or theoretical details relating to the genre of tragedy; the emphasis on the tragic aspects of the play in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p data-bbox="375 1709 1294 1744">These are suggestions only. Accept any valid alternative responses.</p>

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO5 = bullet point 5
	0	No rewardable material.			
Level 1	1 – 5	<p>Descriptive</p> <ul style="list-style-type: none"> • Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. • Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. • Shows limited awareness of contextual factors. • Shows limited awareness of links between texts and contexts. • Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response. 			
Level 2	6 – 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> • Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. • Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. • Has general awareness of the significance and influence of contextual factors. • Makes general links between texts and contexts. • Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations. 			
Level 3	11 – 15	<p>Clear relevant application/exploration</p> <ul style="list-style-type: none"> • Offers a clear response using relevant textual examples. Relevant 			

		<p>use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression.</p> <ul style="list-style-type: none"> • Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. • Demonstrates a clear exploration of the significance and influence of contextual factors. • Develops relevant links between texts and contexts. • Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.
Level 4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> • Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. • Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. • Provides a discriminating analysis of the significance and influence of contextual factors. • Makes detailed links between texts and contexts. • Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.
Level 5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. • Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. • Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors. • Makes sophisticated links between texts and contexts.

		<ul style="list-style-type: none">• Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.
--	--	--

Question Number 17	Indicative Content
	<p data-bbox="373 353 738 387"><i>A Streetcar Named Desire</i></p> <p data-bbox="373 436 1129 470">Candidates may refer to the following in their answers:</p> <ul data-bbox="424 477 1385 1559" style="list-style-type: none"> <li data-bbox="424 477 1331 551">• the opening scene of the play reveals to us Stella and Stanley's tempestuous marriage <li data-bbox="424 557 1377 631">• its violence terrifies and excites Blanche, but Mitch describes their conflicts as evidence of deep shared passion <li data-bbox="424 638 1339 792">• Blanche's first marriage ends disastrously with the discovery of her husband's homosexual affair and his subsequent suicide; audiences may have had strong reactions to this 'scandalous' revelation as the truth gradually unfolds <li data-bbox="424 799 1372 1070">• Williams shows the audience that Blanche and Stella have radically different outlooks on marriage and relationships: Blanche seeks security in hoping to marry Mitch, but is enthralled by unattainable fantasies as reflected in her romanticised language; Stella, by contrast, appears to have simpler, more realistic expectations of her marriage, but, in doing so, she performs a complex series of self-denials <li data-bbox="424 1077 1372 1229">• Williams uses the marriage of Steve and Eunice as a mirror of Stanley and Stella's: the similarity of the two couples may suggest Williams is commenting on the institution generally as one in which violence and conflict are commonplace <li data-bbox="424 1236 1348 1350">• significantly it is Eunice who convinces Stella at the end that she had made the right decision to believe her husband rather than the sister who accuses him of rape <li data-bbox="424 1357 1385 1559">• contexts of relevance might include historical or theoretical details relating to marriage as an institution and in practice; the presentation of the marriages in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p data-bbox="373 1588 1295 1621">These are suggestions only. Accept any valid alternative responses.</p>

Question Number 18	Indicative Content
	<p><i>A Streetcar Named Desire</i></p> <p>Candidates may refer to the following in their answers:</p> <ul style="list-style-type: none"> • Stanley is referred to as an animal, a brute and a pig by Blanche and sometimes by Stella. The reference to him as an ape is particularly significant in a play that pits values of primitivism vs forces of progress • Stanley's association with animals is emphasised in Williams' stage directions: he is described as a proud 'male bird among the hens' to highlight his masculine sexuality. He 'stalks fiercely' into the bedroom and 'charges after' her when she calls him an 'animal thing' • later when Stella has fled to Eunice's apartment he is 'like a baying hound' and the couple reunite with 'low, animal moans' • Stella is 'as plump as a little partridge', associating her with Stanley's male bird • Blanche's manner and clothing are suggestive of a moth, indicating the delicate fragility of her psyche and her fatal attraction to light • when cornered, Blanche retaliates by describing herself as a spider, aptly lodging at the 'Tarantula Arms' since this is where she devoured her 'victims' • contexts of relevance might include Williams' use of such imagery elsewhere, for example <i>Cat on a Hot Tin Roof</i>, <i>Sweet Bird of Youth</i>, <i>The Glass Menagerie</i>; debates about the USA's progress in the post-WWII period; stereotypes of immigrants and codes of masculinity and femininity; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p>These are suggestions only. Accept any valid alternative responses.</p>

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO5 = bullet point 5
	0	No rewardable material.			
Level 1	1 – 5	<p>Descriptive</p> <ul style="list-style-type: none"> • Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. • Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. • Shows limited awareness of contextual factors. • Shows limited awareness of links between texts and contexts. • Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response. 			
Level 2	6 – 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> • Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. • Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. • Has general awareness of the significance and influence of contextual factors. • Makes general links between texts and contexts. • Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations. 			
Level 3	11 – 15	<p>Clear relevant application/exploration</p> <ul style="list-style-type: none"> • Offers a clear response using relevant textual examples. Relevant 			

		<p>use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression.</p> <ul style="list-style-type: none"> • Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. • Demonstrates a clear exploration of the significance and influence of contextual factors. • Develops relevant links between texts and contexts. • Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.
Level 4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> • Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. • Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. • Provides a discriminating analysis of the significance and influence of contextual factors. • Makes detailed links between texts and contexts. • Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.
Level 5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. • Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. • Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors. • Makes sophisticated links between texts and contexts.

		<ul style="list-style-type: none">• Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.
--	--	--

Question Number 19	Indicative Content
	<p data-bbox="376 353 628 389"><i>Waiting for Godot</i></p> <p data-bbox="376 439 1129 474">Candidates may refer to the following in their answers:</p> <ul data-bbox="424 479 1385 1442" style="list-style-type: none"><li data-bbox="424 479 1385 591">• in several respects their appearances and personalities appear interchangeable: especially significant is the similarity of their costumes (baggy clothes, oversized boots, and bowler hats)<li data-bbox="424 595 1385 752">• like the vaudeville ‘double acts’ that their costumes suggest, the straight man Vladimir (interested in ideas, the decision-maker, the one who wishes to wait for Godot) is distinct from the ‘fall guy’ Estragon (less intelligent, more physical, victim of slapstick)<li data-bbox="424 757 1385 913">• the nicknames Didi and Gogo are often interpreted as meaning <i>to speak</i> and <i>to go</i> respectively, and Beckett incorporates in Vladimir the tendency to talk more than act, and in Estragon the yearning to leave<li data-bbox="424 918 1385 985">• Vladimir displays a far greater awareness of, and susceptibility to, spirituality and biblical narrative than Estragon<li data-bbox="424 990 1385 1102">• the relationship is in some respects one of parent and child: Vladimir organises the food they eat, helps Estragon with his boots<li data-bbox="424 1106 1385 1173">• Estragon often wants to leave, and even be separated from, Vladimir but is essentially dependent and cannot break the bond<li data-bbox="424 1178 1385 1442">• contexts of relevance might include historical or theoretical details relating to individualism; the film and stage traditions on which Beckett draws widely; the presentation of the men in contemporary and modern productions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p data-bbox="376 1469 1295 1505">These are suggestions only. Accept any valid alternative responses.</p>

Question Number 20	Indicative Content
	<p data-bbox="375 353 628 392"><i>Waiting for Godot</i></p> <p data-bbox="375 443 1129 477">Candidates may refer to the following in their answers:</p> <ul data-bbox="424 483 1385 1646" style="list-style-type: none"> <li data-bbox="424 483 1385 674">• candidates may quote from a variety of reviews and other responses to the play (for example by actors, audience members, members of the arts establishment), both positive and negative. (Over 100 such responses were recently digitised by the British Library.) <li data-bbox="424 680 1385 873">• the play's originality may account for the strong and divided opinions: the abandonment of the well-made play and domestic realism styles may seem fresh, or bewildering; the play's use of meaningless, unprovoked violence, for example between Pozzo and Lucky, may thrill or disturb <li data-bbox="424 880 1385 994">• the play may be memorable for a variety of reasons: the fresh use of music hall tradition, its existential questioning, the spectacular physicality, the fusion of comedy and tragedy <li data-bbox="424 1001 1385 1151">• the use of provocative/taboo language may also explain the strong reactions of audiences, for example references to masturbation and suicide – this a feature of the Lord Chamberlain's objections <li data-bbox="424 1158 1385 1272">• Estragon's identification of himself with the suffering Christ was considered, by the Lord Chamberlain's reviewer, as potentially blasphemous <li data-bbox="424 1279 1385 1393">• the structural repetition, in which Act II largely reprises Act I, may account for audience fascination or confusion, as might the concluding implication that the repetition may stretch to infinity <li data-bbox="424 1400 1385 1646">• contexts of relevance might include historical or theoretical details relating to social mores regarding acceptable uses of language and behaviour; the genres of modernism, post-modernism and absurdism and Beckett's awareness of these related but different traditions; reference may also be made to a variety of critical opinions and interpretations of the text and its performance. <p data-bbox="375 1675 1295 1709">These are suggestions only. Accept any valid alternative responses.</p>

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO5 = bullet point 5
	0	No rewardable material.			
Level 1	1 – 5	<p>Descriptive</p> <ul style="list-style-type: none"> • Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. • Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. • Shows limited awareness of contextual factors. • Shows limited awareness of links between texts and contexts. • Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response. 			
Level 2	6 – 10	<p>General understanding/exploration</p> <ul style="list-style-type: none"> • Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. • Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. • Has general awareness of the significance and influence of contextual factors. • Makes general links between texts and contexts. • Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations. 			
Level 3	11 – 15	Clear relevant application/exploration			

		<ul style="list-style-type: none"> • Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression. • Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. • Demonstrates a clear exploration of the significance and influence of contextual factors. • Develops relevant links between texts and contexts. • Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.
Level 4	16 – 20	<p>Discriminating controlled application/exploration</p> <ul style="list-style-type: none"> • Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. • Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. • Provides a discriminating analysis of the significance and influence of contextual factors. • Makes detailed links between texts and contexts. • Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.
Level 5	21 – 25	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. • Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. • Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors.

		<ul style="list-style-type: none">• Makes sophisticated links between texts and contexts.• Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.
--	--	--