

GCSE 2004

June Series



Mark Scheme

English Literature Specification B *(3711/F)*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Dr Michael Cresswell Director General



GCSE

Specification B
ENGLISH LITERATURE

SUMMER 2004

FOUNDATION TIER MARK SCHEME
Paper 3711/F

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Section A - How to Mark

1 The Positive Approach

Always evaluate what is in the answer and reward the candidate appropriately: never look for what is ‘missing’.

The main criterion is quality of comment, displaying, in some degree, knowledge, understanding and insight.

Reward highly any answer which keeps the question firmly in mind and offers textual evidence in support of assertions.

2 Flexibility

Use the mark-range definitions to help you place the answer.

Look out for answers which do not fit neatly into a range. They may show real sensitivity, flair and originality. Your own judgement is of crucial importance.

3 The Text

All questions require reasonably accurate and detailed reference to the text.

Candidates will choose their own references to support their arguments. Reward consistent and confident use of the text.

Beware of the fluent answer full of conjecture and speculation but empty of the reference which shows knowledge.

4 ‘Narrative’

Many answers recount episodes in apparently unpointed narrative. Look for key words which indicate that the question is being answered.

In poetry answers a line-by-line paraphrase has value if accompanied by commentary.

Interest can be implicit through the choice and recounting of incidents.

Do not be quick to condemn ‘mere’ storytelling, look instead for relevance.

If the narrative is rambling, irrelevant and generalised the mark must reflect this.

5 ‘Prepared’ answers

Notes obviously taken from secondary sources should only be credited where they have been properly assimilated by the candidate and made relevant to the question.

You will meet some cover-all accounts. Mark what is relevant to the question.

6 Use of ‘technical terms’

If lists of technical terms are offered instead of fresh response to the effects of words and phrases, mark according to your judgement of the candidate’s understanding.

7 Use of background material

Biographical information should be given little credit unless it has, by some means, been made relevant.

8 Personal response

Reward highly evidence of genuine response which will come through a thoughtful engagement with the text.

Do not be misled by comments of the “I couldn’t put the book down” variety: evidence is needed to make this effective.

9 The process of marking

Check for any rubric infringements (see point 10) and indicate these by writing a large red R clearly on the front of the script.

Show that you have read every page.

If you use ticks they must mean something.

Judge each of the three answers independently. If the script is very unbalanced, comment on this.

Your own comments are vital. They must show clearly why you have given this specific mark rather than, for example, a higher one.

There must be no sarcasm in your comments.

Your comment **must** be appropriate for your mark. Do not write “Good sound answer” and give, say, 9.

There is no point in commenting “There’s much more to say”. There always will be since these are young candidates working against the clock.

Do not judge an answer as if it were coursework.

Show your reasons, particularly if you withhold marks, by indicating errors. Do not routinely award a particular mark.

Having marked the candidate’s script for subject content, recording the question totals for each question, you must review the script as a whole and according to the bands of marks defined on the next page, decide on the mark to be awarded to the candidate for Quality of Written Communication. This mark should be written in the next available mark box on the front of the answer book, and QWC written next to it in the corresponding question number box. Then you should add the question total marks together and add the QWC mark to give the grand total and enter this in the box for the total mark. The grand total for the whole paper (including QWC) is the mark you should write and encode on the Examiner’s Mark Sheet.

Marking Criteria for Quality of Written Communication	
The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.	3 Marks
The candidate presents relevant information in a way which assists with communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2 Marks
The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	1 Mark
The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 Marks

Remember that your work will be seen by others who may include Team Leader, Chief Examiner, Checker, Award Committee, Re-Marker. If any alterations are subsequently required, your own written comments and marks will be scrutinised carefully. Your initials on each script are essential.

10 Rubric Infringements

Check that only one question has been answered from each of the three sections.

Mark everything and award the best combination of marks permitted by the rubric.

If candidates have referred to only one poem or one character when the question requires reference to **two**, the answer is marked on a **reduced scale** of 17 marks instead of 25, as follows:

Mark Range	(Grade)	Reduced mark range
0-1	(U)	0-1
2-4	(G)	2-3
5-7	(F)	4-5
8-10	(E)	6-7
11-13	(D)	8-9
14-16	(C)	10-12
17-19	(B)	13-15
20-22	(A)	16-17
23-25	(A*)	18-19

When candidates use poems from the incorrect era to answer a question they should **not** be penalised as long as the poems are appropriate to the question, for example, using post-1914 nature poems to answer a question on nature in the pre-1914 Poetry Section. Obviously, if the poems are not appropriate, the candidate cannot meet the mark criteria.

If the candidate has used poems from the incorrect era please write ERA on the front of the question paper.

If the candidate chooses to use poems within the correct era but not the prescribed poems, they should **not** be penalised.

Section B - Mark Ranges - Definitions

Range	Grade	Marks
RANGE 1	U,G,F	0- 7
RANGE 2	E,D	8-13
RANGE 3	C,B	14-19
RANGE 4	A,A*	20-25

The Assessment Objectives and Guidance

In order to mark each question on the paper, you will need the specific guidance for the question and the assessment objectives.

The four ranges of marks, used with the assessment objectives, provide an outline of the characteristics which might, in some combination, be associated with specific mark ranges. Answers do not always fit unequivocally and tidily within one range so be positive and flexible in approach.

Assessment Objectives and Ranges

Place the answer in a range by measuring it against the assessment objectives and grades. Start with the middle mark:

Range 1	4
Range 2	10
Range 3	16
Range 4	22

Then move up or down according to the security of the answer within the range.

The full range is to be used for both Foundation Tier and Higher Tier. Individual answers may deserve marks beyond the high or low grade permitted for that Tier. This compensatory grade may balance other marks in the script.

For example, Foundation Tier answers could receive D + E + B, and Higher Tier answers A* + C + F, thus allowing a fairer result overall.

Assessment Objectives

Assessment objectives will be tested as follows.

Candidates:

- 1) respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate;
- 2) explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations;
- 3) explore relationships and comparisons between texts, selecting and evaluating relevant material;
- 4) relate texts to their social, cultural and historical contexts and literary traditions.

Unclassified Marks 0-1

- 1) Candidates provide some writing about text or task;
- 2) no comment on language or form;
- 3) no comment on connections between texts;
- 4) no awareness of context of texts.

Grade G Marks 2-4

- 1) Candidates write simple statements about the text or task;
- 2) candidates write simple comments about the writer's use of words;
- 3) simple connections made between texts;
- 4) basic implicit awareness of context of texts.

Grade F Marks 5-7

- 1) Candidates select some appropriate material;
- 2) show some awareness of the writer's use of words;
- 3) begin to explore obvious connections between texts;
- 4) limited implicit awareness of the context of texts.

Grade E Marks 8-10

- 1) Candidates refer to texts to support their views;
- 2) recognise features of language and structure;
- 3) recognise possible comparisons and relationships between texts, eg connections in themes and ideas and similarities and contrasts in writing style;
- 4) implicit awareness of the contexts of texts.

Grade D Marks 11-13

- 1) Candidates support deductive and personal response to meanings of texts by textual reference;
- 2) recognise and respond to features of language and structure;
- 3) recognise and respond to opportunities to compare texts and show relationships between them;
- 4) show some awareness of the context of texts.

Grade C Marks 14-16

- 1) Candidates make well-chosen and effective references to support a structured personal response to texts;
- 2) begin to show understanding of elements of critical awareness;
- 3) make comparisons and show understanding of relationships between texts;
- 4) show awareness of the context of texts.

Grade B Marks 17-19

- 1) Candidates discriminate in their selection of textual evidence to support personal and analytical response;
- 2) demonstrate critical awareness of texts and analyse meaning;
- 3) analyse perceptively comparisons and relationships between texts;
- 4) refer to the context of texts appropriately.

Grade A Marks 20-22

- 1) Candidates support responses with discriminating textual reference. Their reasoning is clear and effective;
- 2) sustain detailed critical and sensitive analysis of texts;
- 3) sustain perceptive analysis of comparisons and relationships between texts;
- 4) identify and comment on texts in context.

Grade A* Marks 23-25

- 1) Candidates support evaluative responses with textually apposite reference used discriminatingly;
- 2) sustain insight into meanings and stylistics of texts with precision and originality;
- 3) evaluate comparisons and relationships between texts in detail;
- 4) evaluate the place of texts in their context.

Section C - Question Specific Notes, with Mark Ranges

First, decide which of the performance criteria best matches the candidate's response to the question. Second, award a mark within the mark range according to the quality of the response. The full range of marks within each range should be used.

Section A – Drama

Answer **one** question from this Section.

If you choose a question which has a short extract at the beginning, you should use the extract to remind yourself where to look in your text and to give you a starting point for your answer.

The Merchant of Venice – William Shakespeare

Question 1 Read again this extract from Act 1 Scene 2:

{EXTRACT}

In the above extract, Portia is explaining her feelings about her father's will.

What does this play have to tell you about the position of women at the time it was set? You should consider the words and actions of both Portia and Jessica in your answer. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 4) Relate texts to their social, cultural and historical contexts and literary traditions.

Range 1: 0-7

Simple account of the scene.

Simple judgement of Portia and Jessica.

Simple reference to language.

0 no relevant material

1-4 simple statements re AOs 1, 2, 4

5-7 has beginnings of awareness re: appropriate material, language, contexts re AOs 1, 2, 4

Range 2: 8-13

Superficial account of the position of women.

Some understanding of Portia's use of language.

Some element of contrast.

8-10 supports personal views on meaning, language, contexts re AOs 1, 2, 4

11-13 deductive personal response to meaning, language, contexts re AOs 1, 2, 4

Range 3: 14-19

More developed critical awareness of the position of women.

More understanding of their varying reactions and behaviour.

More detailed consideration of their use of language.

14-16 has a selective, structured, personal, critically aware response to text and context re AOs 1, 2, 4

17-19 discriminating, selective, structured, personal, critically aware analysis of text and context re AOs 1, 2, 4

Range 4: 20-25

Critical, detailed and sensitive response to all aspects of the question.

Discriminating reference to other parts of the play.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text and context re AOs 1, 2, 4

23-25 shows evaluation and insight re AOs 1, 2, 4

Question 2 Does Shylock deserve the treatment he receives in the play?

You may wish to consider:

- the way he is insulted and used by Christians
- the terms of his loan to Antonio
- his behaviour in the courtroom
- his punishment at the end of the play

as well as any other ideas of your own.

(25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 4) Relate texts to their social, cultural and historical contexts and literary traditions.

Range 1: 0-7

Simple accounts of events involving Shylock.
Basic knowledge of the terms of the bond.
Basic knowledge of Shylock's behaviour in the courtroom.
Simple reference to Shylock's punishment.

0 no relevant material

1-4 simple statements re AOs 1, 2, 4

5-7 has beginnings of awareness re: appropriate material, language, contexts re AOs 1, 2, 4

Range 2: 8-13

Superficial understanding of Shylock's treatment and behaviour.
Generally accurate selective accounts of scenes involving Shylock.
Some personal response exploring the words used by Shylock.

8-10 supports personal views on meaning, language, contexts re AOs 1, 2, 4

11-13 deductive, personal response to meaning, language, contexts re AOs 1, 2, 4

Range 3: 14-19

More focus on the way that Shylock is treated.
More thoughtful judgements and sound support.
More exploration of language as it reveals the character of Shylock.
More accurate reference to scenes, words and actions of Shylock.
More confident expression of personal opinion.

14-16 has a selective, structured, personal, critically aware response to text and context re AOs 1, 2, 4

17-19 discriminating, selective, structured, personal, critically aware analysis of text and context re AOs 1, 2, 4

Range 4: 20-25

Critical, detailed and sensitive evaluation of both Shylock and the way he is treated.
Critical evaluation of language and its contribution to character presentation.
Consistently sound and accurate knowledge displayed through clear textual references selected with discrimination.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text and context re AOs 1, 2, 4

23-25 shows evaluation and insight re AOs 1, 2, 4

Romeo and Juliet – William Shakespeare

Question 3 Look again at the end of Act 2 Scene 3:

{EXTRACT}

In the above extract Friar Lawrence agrees to marry Romeo and Juliet secretly.

To what extent do you blame the Friar for the tragic end of the two lovers?

(25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 4) Relate texts to their social, cultural and historical contexts and literary traditions.

Range 1: 0-7

Simple narrative accounts of the role of the Friar.

Simple ideas about his influence.

Simple selection of appropriate material.

0 no relevant material

1-4 simple statements re AOs 1, 2, 4

5-7 has beginnings of awareness re: appropriate material, language, contexts re AOs 1, 2, 4

Range 2: 8-13

Superficial account of the role of the Friar.

Some understanding of the role of other characters.

Some valid commentary.

Some awareness of the social, historical issues

8-10 supports personal views on meaning, language, contexts re AOs 1, 2, 4

11-13 deductive, personal response to meaning, language, contexts re AOs 1, 2, 4

Range 3: 14-19

More accurate account of the role of the Friar.

More valid commentary showing good understanding of the actions of other characters.

More developed critical awareness of social, historical issues.

14-16 has a selective, structured, personal, critically aware response to text and context re AOs 1, 2, 4

17-19 discriminating, selective, structured, personal, critically aware analysis of text and context re AOs 1, 2, 4

Range 4: 20-25

Critical, detailed and sensitive appreciation of the role of the Friar.

Critical detailed and accurate supportive reference.

Developed critical awareness of the social and historical issues.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text and context re AOs 1, 2, 4

23-25 shows evaluation and insight re AOs 1, 2, 4

Question 4 How far do you think that the tragedy of Romeo and Juliet was caused by fate?

You may wish to consider:

- the feud between the two families
- the love of Romeo and Juliet
- the words and actions of other characters

as well as any ideas of your own. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 4) Relate texts to their social, cultural and historical contexts and literary traditions.

Range 1: 0-7

Simple narrative accounts of the effect of fate.
Simple focus on the actions of Romeo and Juliet.
Simple reference to other characters, eg Mercutio, Tybalt, Friar Lawrence.
Simple commentary.

0 no relevant material

1-4 simple statements re AOs 1, 2, 4

5-7 has beginnings of awareness re: appropriate material, language, contexts re AOs 1, 2, 4

Range 2: 8-13

Superficial accounts of relevant scenes or events.
Some understanding of the influence of other characters.
Some valid commentary.
Some evidence of personal awareness and understanding.

8-10 supports personal views on meaning, language, contexts re AOs 1, 2, 4

11-13 deductive, personal response to meaning, language, contexts re AOs 1, 2, 4

Range 3: 14-19

More accurate accounts of selected scenes or events.
More valid commentary showing good understanding.
More developed critical awareness of language.

14-16 has a selective, structured, personal, critically aware response to text and context re AOs 1, 2, 4

17-19 discriminating, selective, structured, personal, critically aware analysis of text and context re AOs 1, 2, 4

Range 4: 20-25

Critical, detailed and sensitive appreciation of the role of fate.
Critical, detailed, accurate and selective supportive reference.
Critical, detailed exploration of the play's language and tragic structure.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text and context re AOs 1, 2, 4

23-25 shows evaluation and insight re AOs 1, 2, 4

She Stoops To Conquer – Oliver Goldsmith

Question 5 Read again the following extract from Act 1 Scene 1:

{EXTRACT}

In the above extract, Kate and her father are discussing her future husband.

Do you think that Kate is a determined young lady who knows what she wants **both** here and in the rest of the play? (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 4) Relate texts to their social, cultural and historical contexts and literary traditions.

Range 1: 0-7

Simple paraphrase of the extract (and the rest of the scene).

Simple reference to Kate.

Simple consideration of the social and historical issues.

Simple narrative with a thin commentary.

Perhaps some selection of appropriate material from any other relevant scene.

0 no relevant material

1-4 simple statements re AOs 1, 2, 4

5-7 has beginnings of awareness re: appropriate material, language, contexts re AOs 1, 2, 4

Range 2: 8-13

Personal responses that shows some understanding of the character and situation.

Some understanding of Kate.

Some generally accurate references to other relevant scenes showing social and historical issues. Higher marks are awarded to more focused answers.

8-10 supports personal views on meaning, language, contexts re AOs 1, 2, 4

11-13 deductive personal response to meaning, language, contexts re AOs 1, 2, 4

Range 3: 14-19

More awareness of the social and historical issues.

More relevant and developed consideration of character.

More reference to other valid scenes.

14-16 has a selective structured, personal, critically aware response to text and context re AOs 1, 2, 4

17-19 discriminating, selective, structured, personal, critically aware analysis of text and context re AOs 1, 2, 4

Range 4: 20-25

Critical, detailed and sensitive response to character.

Critical and sensitive understanding of the social and historical issues.

Highly focused.

Relevant detail from other scenes will be selected with discrimination.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text and context re AOs 1, 2, 4

23-25 shows evaluation and insight re AOs 1, 2, 4

Question 6 What makes *She Stoops to Conquer* a comedy?

You may wish to consider:

- Lumpkin’s silly tricks
- the way young Marlow and Hastings treat Hardcastle
- Constance’s missing jewels
- the mistakes made by Mrs Hardcastle

as well as any ideas of your own.

(25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 4) Relate texts to their social, cultural and historical contexts and literary traditions.

Range 1: 0-7

Simple paraphrase of relevant scenes.

Simple comments on this aspect of the creation of comedy.

Basic awareness of how the words and actions of Tony Lumpkin make some of the play’s comedy.

Award higher marks in this range for selection of appropriate material.

0 no relevant material

1-4 simple statements re AOs 1, 2, 4

5-7 has beginnings of awareness re: appropriate material, language, contexts re AOs 1, 2, 4

Range 2: 8-13

Some personal responses that show some valid appreciation of comedy.

Superficial accounts given of one or more other relevant scenes with some elements of understanding of how the words and actions of Tony help the comedy of situations in which he is involved.

Higher marks are awarded to answers focusing on **comedy**.

8-10 supports personal views on meaning, language, contexts re AOs 1, 2, 4

11-13 deductive personal response to meaning, language, contexts re AOs 1, 2, 4

Range 3: 14-19

More developed critical awareness of the various kinds of humour, wordplay, trickery, character used by Goldsmith.

More selective references to the part played by Tony in the dramatic structure of the play.

Higher marks are awarded to answers focusing on **comedy**.

14-16 has a selective structured, personal, critically aware response to text and context re AOs 1, 2, 4

17-19 discriminating, selective, structured, personal, critically aware analysis of text and context re AOs 1, 2, 4

Range 4: 20-25

Critical, detailed and sensitive response to what makes the play a comedy.

Sustained critical response to selective detail.

The detailed material from relevant scenes will be selected with discrimination.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text and context re AOs 1, 2, 4

23-25 shows evaluation and insight re AOs 1, 2, 4

The Importance of Being Earnest – Oscar Wilde

Question 7 Read again this extract from the opening act:

{EXTRACT}

In the above extract Lady Bracknell questions Jack about his suitability as a husband. What is your opinion of Lady Bracknell **both** here and in the rest of the play?

(25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 4) Relate texts to their social, cultural and historical contexts and literary traditions.

Range 1: 0 - 7

Simple judgements on Lady Bracknell and her questioning of Jack.

Basic narrative account with little or no supporting commentary.

Simple treatment of Lady Bracknell's behaviour with little reference to her words, the details of her relationships nor their overall place in the play.

Simple perhaps inconsistent, personal response to Lady Bracknell is offered.

0 no relevant material

1-4 simple statements re AOs 1, 2, 4

5-7 has beginnings of awareness re: appropriate material, language, contexts re AOs 1, 2, 4

Range 2: 8 - 13

Some thoughtful, generally consistent judgement on Lady Bracknell, her questioning and her ideas.

Some support from textual reference.

Superficial narrative account of key episodes with some supporting commentary.

Some reference to Lady Bracknell's social attitudes.

8-10 supports personal views on meaning, language, contexts re AOs 1, 2, 4

11-13 deductive, personal response to meaning, language, contexts re AOs 1, 2, 4

Range 3: 14 - 19

More considered judgements of Lady Bracknell, her interrogation and her attitudes.

More accurate textual support including selective reference to key scenes.

More references to her use of language.

More implicit or explicit comment on her potential for being taken seriously and her place within the structure of the play.

A more consistent, critical and personal response to Lady Bracknell's social attitudes and the reaction of a modern audience.

14-16 has a selective, structured, personal, critically aware response to text and context re AOs 1, 2, 4

17-19 discriminating, selective, structured, personal, critically aware analysis of text and context re AOs 1, 2, 4

Range 4: 20 – 25

Critical and sensitive judgements of Lady Bracknell, her questioning and attitudes.

Accurate textual support including selective reference to key scenes.

Critical evaluation of what she says, the words she uses and her actions.

Explicit reference to the contribution of language and structure to the play.

Perceptive critical response to Lady Bracknell's social attitudes.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text and context re AOs 1, 2, 4

23-25 shows evaluation and insight re AOs 1, 2, 4

Question 8 Why does this play, which was first performed over a hundred years ago, still appeal to a modern audience?

You may wish to consider:

- the interesting characters
- Cecily and Gwendolin’s actions
- what actually happens
- the humour

as well as any ideas of your own.

(25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 4) Relate texts to their social, cultural and historical contexts and literary traditions.

Range 1: 0-7

Simple statements on *The Importance of Being Earnest*.

Basic reference to its popularity.

Simple narrative accounts of scenes, with perhaps some inaccuracy.

0 no relevant material

1-4 simple statements re AOs 1, 2, 4

5-7 has beginnings of awareness re: appropriate material, language, contexts re AOs 1, 2, 4

Range 2: 8-13

Superficial narrative accounts of scenes from *The Importance of Being Earnest*.

Some consideration of character.

Some statements covering popularity, for example, the confusion of identities or the suggestions in the ‘bullets’.

8-10 supports personal views on meaning, language, contexts re AOs 1, 2, 4

11-13 deductive, personal response to meaning, language, contexts re AOs 1, 2, 4

Range 3: 14-19

More valid appreciation of how the events, characters and the language of the play made it popular.

More textual evidence offered in support, which is detailed and accurate.

More comment on how the language of the characters and the situations in which they find themselves contribute to the play’s entertainment.

14-16 has a selective, structured, personal, critically aware response to text and context re AOs 1, 2, 4

17-19 discriminating, selective, structured, personal, critically aware analysis of text and context re AOs 1, 2, 4

Range 4: 20-25

Critical, detailed and sensitive appreciation of how the events, characters and the language of the play accounted for its popularity.

Textual evidence offered in support is accurate and pertinent.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text and context re AOs 1, 2, 4

23-25 shows evaluation and insight re AOs 1, 2, 4

Pygmalion – George Bernard Shaw

Question 9 Read again this extract from near the beginning of Act 2.

{EXTRACT}

To what extent does Eliza benefit from her time with Higgins and Pickering?

(25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 4) Relate texts to their social, cultural and historical contexts and literary traditions.

Range 1: 0-7

Simple paraphrase of the extract and the scene it is taken from.

Basic treatment of how Eliza changes.

Simple narrative with a thin commentary.

Award higher marks in this range for focus on **benefit**.

0 no relevant material

1-4 simple statements re AOs 1, 2, 4

5-7 has beginnings of awareness re: appropriate material, language, contexts re AOs 1, 2, 4

Range 2: 8-13

Superficial responses that show some understanding of the way she changes.

Some evidence from the rest of the play.

Higher marks are awarded to answers focusing on language.

8-10 supports personal views on meaning, language, contexts re AOs 1, 2, 4

11-13 deductive, personal, response to meaning, language, contexts re AOs 1, 2, 4

Range 3: 14-19

More awareness of how she changes.

More consideration of language.

More focus on benefit with selective reference.

14-16 has a selective, structured, personal, critically aware response to text and context re AOs 1, 2, 4

17-19 discriminating, selective, structured, personal, critically aware analysis of text and context re AOs 1, 2, 4

Range 4: 20-25

Critical, detailed and sensitive response to how Eliza changes.

Sensitive consideration of how she benefits.

Critical understanding of language.

Selective and discriminating reference.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text and context re AOs 1, 2, 4

23-25 shows evaluation and insight re AOs 1, 2, 4

Question 10 How do you account for the success of this play?

You may wish to consider:

- the idea of rags to riches
- the way the characters treat each other
- attitudes to social class at the time
- the way speech and language are used

as well as any other ideas of your own.

(25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 4) Relate texts to their social, cultural and historical contexts and literary traditions.

Range 1: 0 - 7

Simple account of the play's appeal.

Basic reference to the bullets.

Simple references to language and behaviour.

Basic response to **success**.

0 no relevant material

1-4 simple statements re AOs 1, 2, 4

5-7 has beginnings of awareness re: appropriate material, language, contexts re AOs 1, 2, 4

Range 2: 8 - 13

Some detail of the play's appeal.

Some consideration of the suggestions in the bullets.

Some exploration of character and interaction, events and behaviour is included.

8-10 supports personal views on meaning, language, contexts re AOs 1, 2, 4

11-13 deductive, personal response to meaning, language, contexts re AOs 1, 2, 4

Range 3: 14 - 19

More grasp of appropriate ideas and understanding of their significance.

More understanding of characters and interaction as well as other ideas in the bullets.

More understanding of how language and actions contribute.

More personal judgement on success.

More selective structured support from text.

14-16 has a selective, structured, personal, critically aware response to text and context re AOs 1, 2, 4

17-19 discriminating, selective, structured, personal, critically aware analysis of text and context re AOs 1, 2, 4

Range 4: 20 - 25

Critical, detailed and sensitive response to the ways in which the play is successful.

Clear and apt reference and supporting quotation.

Strong critical and personal response to the question is given.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text and context re AOs 1, 2, 4

23-25 shows evaluation and insight re AOs 1, 2, 4

An Inspector Calls – J B Priestley

Question 11 Read again the following extract from Act 3:

{EXTRACT}

Do you think Inspector Goole is successful in convincing the Birling family and Gerald of their responsibility towards others? You must refer to the words and actions of at least **two** characters who respond differently in your answer.

(25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 4) Relate texts to their social, cultural and historical contexts and literary traditions.

Range 1: 0-7

Simple paraphrase of the extract.

Simple awareness of the message of social responsibility.

Basic reference to the reaction of characters to the Inspector's message.

0 no relevant material

1-4 simple statements re AOs 1, 2, 4

5-7 has beginnings of awareness re: appropriate material, language, contexts re AOs 1, 2, 4

Range 2: 8-13

Some understanding of the idea of social responsibility.

Some consideration of the reaction of the characters.

Some supportive detail.

8-10 supports personal views on meaning, language, contexts re AOs 1, 2, 4

11-13 deductive, personal response to meaning, language, contexts re AOs 1, 2, 4

Range 3: 14-19

More focus on the terms of the question.

More thoughtful judgements and sound support.

More exploration of social responsibility.

More understanding of characters' reactions.

More confident expression of personal opinion.

14-16 has a selective, structured, personal, critically aware response to text and context re AOs 1, 2, 4

17-19 discriminating, selective, structured, personal, critically aware analysis of text and context re AOs 1, 2, 4

Range 4: 20-25

Critical, detailed and personal response.

Critical and sensitive evaluation of personal responsibility.

Discriminating reference to valid detail.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text and context re AOs 1, 2, 4

23-25 shows evaluation and insight re AOs 1, 2, 4

Question 12 What is your reaction to Arthur Birling in this play?

You may wish to consider:

- Arthur Birling’s lack of understanding
- his treatment of Eva
- his relationship with his children
- his attitude to the Inspector

as well as any ideas of your own.

(25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 4) Relate texts to their social, cultural and historical contexts and literary traditions.

Range 1: 0-7

Simple account of Birling’s role.

Basic knowledge of his attitudes to people of different social classes.

Simple account of his questioning.

0 no relevant material

1-4 simple statements re AOs 1, 2, 4

5-7 has beginnings of awareness re: appropriate material, language, contexts re AOs 1, 2, 4

Range 2: 8-13

Superficial understanding of Birling’s role.

Some appreciation of his attitudes.

Some reference to his use of language.

More developed understanding of his relationship with the Inspector.

8-10 supports personal views on meaning, language, contexts re AOs 1, 2, 4

11-13 deductive, personal response to meaning, language, contexts re AOs 1, 2, 4

Range 3: 14-19

More thoughtful consideration of Birling’s role and attitudes.

More appreciation of his attitude to the Inspector.

More selective reference and supportive commentary.

14-16 has a selective structured, personal, critically aware response to text and context re AOs 1, 2, 4

17-19 discriminating, selective, structured, personal, critically aware analysis of text and context re AOs 1, 2, 4

Range 4: 20-25

Critical, detailed and sensitive evaluation of Birling’s role.

Discriminating references to scenes, words and actions to support judgements offered.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text and context re AOs 1, 2, 4

23-25 shows evaluation and insight re AOs 1, 2, 4

***Hobson's Choice* – Harold Brighouse**

Question 13 Read again this extract from near the beginning of Act 4:

{EXTRACT}

How far do you think that Hobson is to blame for his own downfall? (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 4) Relate texts to their social, cultural and historical contexts and literary traditions.

Range 1: 0-7

Simple accounts of events involving Hobson.

Simple comments (or none at all) on his actions.

Basic awareness of his words and actions.

Simple narrative with a thin commentary.

Award higher marks in this range for selection of appropriate material, including any comments on blame.

0 no relevant material

1-4 simple statements re AOs 1, 2, 4

5-7 has beginnings of awareness re: appropriate material, language, contexts re AOs 1, 2, 4

Range 2: 8-13

Some personal response with some reference to blame.

Superficial accounts of scenes involving Hobson.

Some personal response exploring the words used by Hobson.

8-10 supports personal views on meaning, language, contexts re AOs 1, 2, 4

11-13 deductive, personal response to meaning, language, contexts re AOs 1, 2, 4

Range 3: 14-19

More focus on the question with thoughtful judgements and sound support.

More exploration of language as it reveals the character of Hobson.

More accurate reference to scenes, words and actions of Hobson to support judgements offered.

More confident expression of personal opinion and consideration of AOs 1, 2, 4.

14-16 has a selective, structured, personal, critically aware response to text and context re AOs 1, 2, 4

17-19 discriminating, selective, structured, personal, critically aware analysis of text and context re AOs 1, 2, 4

Range 4: 20-25

Critical, detailed and sensitive evaluation of Hobson (and others) with selected references to show understanding of his situation.

Critical evaluation of language and its contribution to character presentation.

Consistently sound and accurate knowledge displayed through clear textual references selected with discrimination.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text and context re AOs 1, 2, 4

23-25 shows evaluation and insight re AOs 1, 2, 4

Question 14 Which conflicts in this play do you find interesting and why?

You may wish to consider:

- Hobson’s relationship with Maggie
- Maggie’s proposal to Willie
- the lawsuit for trespass
- Dr Macfarlane’s visit

as well as any ideas of your own.

(25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 4) Relate texts to their social, cultural and historical contexts and literary traditions.

Range 1: 0-7

Simple narrative accounts of events in *Hobson’s Choice*.

Basic reference to the involvement of other characters.

Simple treatment of how the conflict adds to the drama.

Simple commentary.

0 no relevant material

1-4 simple statements re AOs 1, 2, 4

5-7 has beginnings of awareness re: appropriate material, language, contexts re AOs 1, 2, 4

Range 2: 8-13

Superficial accounts of relevant scenes or events that add to the drama.

Superficial understanding of conflict.

Some valid commentary.

Some awareness of conflict and drama.

8-10 supports personal views on meaning, language, contexts re AOs 1, 2, 4

11-13 deductive, personal response to meaning, language, contexts re AOs 1, 2, 4

Range 3: 14-19

More accurate selective accounts of relevant scenes of conflict.

More valid commentary showing good understanding of how conflict adds to the drama.

Award higher marks in this range for personal responses where the commentary shows a more developed critical awareness.

14-16 has a selective, structured, personal, critically aware analysis of text and context re AOs 1, 2, 4

17-19 discriminating, selective, structured, personal, critically aware analysis of text and context re AOs 1, 2, 4

Range 4: 20-25

Critical detailed and sensitive appreciation of the key issues.

Closely supported detailed and accurate reference to selective events, scenes and characters that are involved in conflict.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text and context re AOs 1, 2, 4

23-25 shows evaluation and insight re AOs 1, 2, 4

Section B - Poetry

Answer **one** question from this Section.

Pre-1914

The General Prologue - Geoffrey Chaucer

Question 15 What does Chaucer's description of the Miller suggest about his character and lifestyle? Compare the Miller with **one other** pilgrim who leads a different kind of life. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Simple outline of at least one character.

Choice of one other character.

Simple comment on the description.

Simple comment on personal opinion.

0 no relevant material

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re appropriate material re AOs 1, 2, 3

Range 2: 8-13

Some detailed comment from Miller's portrait and another portrait.

Superficial comparative comment on the two characters.

Superficial exploration of Chaucer's words.

Superficial judgements on the two characters.

8-10 supports personal views on meaning, language re AOs 1, 2, 3

11-13 deductive personal response to meaning, language re AOs 1, 2, 3

Range 3: 14-19

More focus on two characters with detailed commentary.

More exploration of words and phrases as they contribute to character presentation.

More judgements on two characters with relevant textual detail - beginning of appreciation of irony.

More sensible, comparative comment.

14-16 Has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Detailed, critical and sensitive reference and comment on the Miller and chosen character.

Critical evaluation of language and how it contributes to character presentation.

Critical exploration of Chaucer's roles - poet/pilgrim and Chaucer's attitude to the Miller and other chosen pilgrim.

Thoughtful judgements on the effects of the poet's intentions and achievements with a firm grasp of irony.

Critical confident and sensitive comparative comment.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

Question 16 What has your reading of *The General Prologue* taught you about religious life in fourteenth-century England? You should refer to **two** pilgrims in your answer.

You may wish to consider:

- how the pilgrims perform their duties
- the pilgrims' appearance and lifestyles
- Chaucer's use of language in presenting the pilgrims

as well as any ideas of your own. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Simple narrative observations of pilgrims.

Simple knowledge of characters' descriptions and situations.

0 no relevant material

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2, 3

Range 2: 8-13

Some narrative detail in support of what they have learnt.

Superficial attempt to refer aptly to character, behaviour or relationships.

Some personal opinion with valid reasons.

8-10 supports personal views on meaning, language re AOs 1, 2, 3

11-13 deductive, personal response to meaning, language re AOs 1, 2, 3

Range 3: 14-19

More focus and selection of detail to support what they have learnt.

More comment on attitudes and lifestyles.

More widening of detail and appropriate reference.

More exploration of Chaucer's language as he describes pilgrims.

More convincing expression of personal opinion.

14-16 has selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Detailed, critical sensitive approach in support of what they have learnt.

Sound knowledge and comment on attitudes and lifestyles.

Critical awareness and firm grasp of irony.

Exploration of some of Chaucer's language in descriptions of the pilgrims.

Expression of personal opinion with sound judgements.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

Poems from Other Centuries - edited Tissier

{POEM : London}

Question 17 In the above poem Blake presents a depressing view of London. Compare this with **one other** poem from the selection which presents a different view of its subject. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Basic outline of at least one poem.
Simple judgements on ‘depressing’.
Simple reference to language.

0 no mention of text

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re appropriate language, material re AOs 1, 2, 3

Range 2: 8-13

Superficial narrative outline of both chosen poems.
Some reference to depressing picture.
Some judgements on how the poets present their settings.
Superficial exploration of aspects of language.
Some elements of comparison.
There may be imbalance in the treatment of the poems.

8-10 supports personal views on meaning, language re AOs 1, 2, 3

11-13 deductive personal response to meaning, language re AOs 1, 2, 3

Range 3: 14-19

More sensitive exploration of what makes the picture depressing.
More thoughtful judgements, more selective reference.
More knowledge of each chosen poem and its presentation.
More comparative comment.

14-16 has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Critical, sensitive and detailed evaluation of depressing picture and more positive view.
Sound and detailed reference in support of judgements made.
Critical exploration of linguistic and structural aspects of both poems eg effects of lines, stanzas.
Confident and sensitive comparative comment.

20-22 makes a sustained, discriminating, selective, personal, critically aware response in analysis of text re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

Question 18 Read again *Sonnet 116: Let me not to the marriage of true minds...*, in which Shakespeare considers the nature of love. Compare this poem with **one other** poem from the selection which also considers the nature of love.

You may wish to consider:

- what each poem is about
- the words and phrases used
- the ideas of love explored

as well as any ideas of your own.

(25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches and alternative interpretations.
- 3) Explore relationships and comparisons between text, selecting and evaluating relevant material.

Range 1: 0 - 7

Simple narrative account of at least one poem.

Simple reference to 'love'.

Basic statement of comparison.

Simple reference to language.

0 no relevant material

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2, 3

Range 2: 8 - 13

Some recognition of the strength of love in some form.

Some realisation of importance of the nature of love.

Some comment on the way in which language is used.

Some attempt at comparison of the two poems.

8-10 supports personal views on meaning, language re AOs 1, 2, 3

11-13 deductive personal response to meaning, language re AOs 1, 2, 3

Range 3: 14 - 19

More focus on 'love' and 'the nature of love'.

More perception of emotive language.

More appreciation of stylistic devices.

More thoughtful and supported comparison.

14-16 has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20 - 25

Understanding of terms of question, with good supporting detail.

Critical and perceptive analysis of language and style.

Informed comparison, well illustrated.

Critical appreciation of the effects produced in each poem.

Firm focus on different ways of expressing love, possibly with some judgement, but certainly with personal response.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

A Choice of Poets-edited Hewett/Edwards**Pre-1914**

{POEM : **The World is Too Much With Us**}

Question 19 In the above poem William Wordsworth describes his sadness because people are too busy to appreciate Nature. Compare this poem with **one other** poem from the pre-1914 selection which also describes its subject effectively. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Simple outline of at least one poem.

Simple judgements about the situation in at least one of the poems.

Simple reference to language.

0 no relevant material

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re AOS 1, 2, 3

Range 2: 8-13

Superficial narrative outline of both chosen poems.

Some reference to the views expressed on the particular feelings.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supports personal views on meaning, language re AOs 1, 2, 3

11-13 deductive personal response to meaning, language re AOs 1, 2, 3

Range 3: 14-19

More sensitive exploration of language in support of the views expressed about their feelings.

More thoughtful judgements : more selective reference.

More knowledge of each chosen poem and its presentation.

More comparative comment.

14-16 has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Critical, sensitive and detailed evaluation of the poets' feelings and the ideas they evoke.

Critical and detailed reference in support of judgements made.

Critical exploration of linguistic and structural aspects of both poems, e.g. effects of words, lines, stanzas.

Confident and sensitive comparative comment.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

Question 20 In the poem *The Tyger* William Blake makes good use of language to describe the tiger’s interesting qualities. Compare this poem with **one other** poem in the pre-1914 selection in which effective language is used.

You may wish to consider:

- what each poem is about
- the images and language used
- how effective you think the poem is

as well as any ideas of your own. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Simple outline of at least one poem.
 Simple judgements about the images in at least one of the poems.
 Simple reference to language.
0 no relevant material
1-4 simple statement re AOs 1, 2, 3
5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2, 3

Range 2: 8-13

Superficial narrative outline of both chosen poems.
 Some reference to the effectiveness of the language.
 Some elements of comparison.
 There may be imbalance in the treatment of the poems.
8-10 supports personal views on meaning, language re AOs 1, 2, 3
11-13 deductive personal response to meaning, language re AOs 1, 2, 3

Range 3: 14-19

More sensitive exploration of language in support of the views of the language.
 More thoughtful judgement, more selective reference.
 More knowledge of each chosen poem and its presentation.
 More comment on effectiveness of language.
14-16 has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3
17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Critical sensitive and detailed evaluation of imagery.
 Sound and detailed reference in support of judgements made.
 Critical exploration of linguistic and structural aspects of both poems, e.g. effects of words, lines, stanzas.
 Confident and sensitive comparative comment.
20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text re AOs 1, 2, 3
23-25 shows evaluation and insight re AOs 1, 2, 3

War Poems-edited Martin**Pre-1914****Question 21** {POEM : War}

In the above poem Edgar Wallace describes the experience of a medical orderly who worked close to the battlefield even though he did not fight. Compare this poem with **one other** poem from the pre-1914 selection which also describes the effect of war on someone who did not go into battle. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Simple outline of at least one poem.

Simple comment on effect of war.

Simple reference to language.

0 no relevant material

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re AOs 1, 2, 3

Range 2: 8-13

Superficial narrative outline of both chosen poems.

Some reference to effect of war.

Superficial judgements on how the poets make real the nature of war for people other than soldiers.

Superficial exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supports personal views on meaning, language re AOs 1, 2, 3

11-13 deductive personal response to meaning, language re AOs 1, 2, 3

Range 3: 14-19

More sensitive exploration of effect of war.

More thoughtful judgements, more selective reference.

More knowledge of each chosen poem and its presentation of characters' experiences.

More comparative comment.

14-16 has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Sensitive and detailed evaluation of effect of war.

Critical and detailed reference in support of judgements made.

Critical exploration of linguistic and structural aspects of both poems, e.g. effects of words, lines, stanzas.

Confident and sensitive comparative comment.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

Question 22 In the poem *The Battle of Blenheim*, Robert Southey uses simple language to tell the story of the battle. Compare this poem with **one other** poem in the pre-1914 selection which also uses language in an interesting way.

You may wish to consider:

- what each poem is about
- how words and phrases are used
- how the events and characters are made interesting

as well as any ideas of your own. (25 marks)

OBJECTIVES : Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Simple outline of at least one poem.

Simple judgements on the choice.

Simple reference to language.

0 no relevant material

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2, 3

Range 2: 8-13

Superficial narrative outline of both chosen poems.

Superficial reference to their choices.

Some judgements on why style and rhythm are important.

Some exploration of language.

There may be imbalance in the treatment of the poems.

8-10 supports personal views on meaning, language re AOs 1, 2, 3

11-13 deductive personal response to meaning language re AOs 1, 2, 3

Range 3: 14-19

More sensitive exploration of language in support of their choices.

More thoughtful judgements on the effectiveness of style and rhythm.

More knowledge of each chosen poem and its presentation.

14-16 has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Sensitive and detailed evaluation.

Critical and detailed reference in support of judgements made about why the style and rhythm are effective.

Critical exploration of linguistic and structural aspects of both poems, e.g. effects of words, lines, stanzas.

Confident and sensitive comparative comment.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

Best Words**Pre-1914****Question 23** {POEM : **The Flea**}

In *The Flea* Donne describes his attempt to seduce his mistress. Compare this poem with **one other** poem from the pre-1914 selection that considers the relationship between a man and a woman. (25 marks)

OBJECTIVES : Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Basic outline of at least one poem.

Simple judgements on the relationship.

Simple reference to language.

0 no relevant material

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2, 3

Range 2: 8-13

Superficial narrative outline of both chosen poems.

Some reference to the idea of the relationship.

Some judgements on the presentation of the relationship.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supports personal views on meaning, language re AOS 1, 2, 3

11-13 deductive personal response to meaning, language re AOs 1, 2, 3

Range 3: 14-19

More exploration of language used to present views on the relationships.

More thoughtful judgements, more selective reference.

More knowledge of each chosen poem and its presentation.

More comparative comment.

14-16 has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Critical, sensitive and detailed evaluation of poems and their content re the theme of the relationships.

Critical and detailed reference in support of judgements made.

Critical exploration of linguistic and structural aspects of both poems, e.g. effects of words, lines, stanzas.

Confident and sensitive comparative comment.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

Question 24 In the poem *Amen* Christina Rossetti gives us her views on life. Compare this poem with **one other** poem from pre-1914 selection in which the poet gives us a message about life.

You may wish to consider:

- what each poem is about
- how words and phrases are used to present the messages
- the messages presented

as well as any ideas of your own.

(25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Basic outline of at least one poem.

Simple judgements on structure and rhyme scheme.

Simple reference to language.

0 no relevant material

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2, 3

Range 2: 8-13

Superficial narrative outline of both chosen poems.

Superficial reference to structure and rhyme scheme.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supports personal views on meaning, language re AOs 1, 2, 3

11-13 deductive personal response to meaning, language re AOs 1, 2, 3

Range 3: 14-19

More exploration of language used to present views on structure and rhyme scheme.

More thoughtful judgements, more selective reference.

More knowledge of each chosen poem and its presentation.

More comparative comment.

14-16 has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Critical, sensitive and detailed evaluation of poems and their content re structure & rhyme scheme.

Critical and detailed reference in support of judgements made.

Critical exploration of linguistic and structural aspects of both poems, e.g. effects of words, lines, stanzas.

Confident and sensitive comparative comment.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

A Choice of Poets – edited Hewett/Edwards**Post-1914****Question 25** {POEM: **Mowing**}

In the above poem Frost writes about a regular farming activity. Compare this poem with **one other** from the post-1914 selection, which is also concerned with everyday activities. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Basic outline of at least one poem.

Simple judgements about the activity in at least one of the poems.

Simple reference to language.

0 no relevant material

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2, 3

Range 2: 8-13

Superficial narrative outline of both chosen poems.

Superficial reference to the activities.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supports personal views on meaning, language re AOs 1, 2, 3

11-13 deductive personal response to meaning, language re AOs 1, 2, 3

Range 3: 14-19

More exploration of language.

More thoughtful judgements, more selective reference.

More knowledge of each chosen poem and its presentation.

More comparative comment.

There may be some imbalance in the treatment of the poems.

14-16 has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Critical, sensitive and detailed evaluation of the poems.

Critical and detailed reference in support of judgements made.

Critical exploration of linguistic and structural aspects of both poems, e.g. effects of words, lines, stanzas.

Confident and sensitive comparative comment.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of texts re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

Question 26 In the poem *A Blackbird Singing* R S Thomas captures a particular moment – the moment he saw and heard the blackbird. Compare this poem with **one other** poem from the post-1914 selection which captures a special moment in time. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Basic outline of at least one poem.

Simple judgements about the special moment in at least one of the poems.

Simple reference to language.

0 no relevant material

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2, 3

Range 2: 8-13

Superficial narrative outline of both chosen poems.

Superficial reference to the moments.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supports personal views on meaning, language re AOs 1, 2, 3

11-13 deductive personal response to meaning, language re AOs 1, 2, 3

Range 3: 14-19

More exploration of language.

More thoughtful judgements, more selective reference.

More knowledge of each chosen poem and its presentation.

More comparative comment.

There may be some imbalance in the treatment of the poems.

14-16 has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Critical, sensitive and detailed evaluation of the poems.

Critical and detailed reference in support of judgements made.

Critical exploration of linguistic and structural aspects of both poems, e.g. effects of words, lines, stanzas.

Confident and sensitive comparative comment.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

War Poems – edited Martin**Post-1914****Question 27** {POEM : **Exposure**}

In the above poem Owen writes about the suffering of soldiers. Compare this poem with **one other poem** from the post-1914 selection which also describes the suffering caused by war. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Basic outline of at least one poem.

Simple judgements on the suffering.

Simple reference to language.

0 no relevant material

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2, 3

Range 2: 8-13

Superficial narrative outline of both chosen poems.

Superficial reference to how the suffering is presented.

Some judgements on how feelings are expressed.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supports personal views on meaning, language re AOs 1, 2, 3

11-13 deductive personal response to meaning, language re AOs 1, 2, 3

Range 3: 14-19

More exploration of language in the presentation of the suffering.

More thoughtful judgements, more selective reference.

More knowledge of each chosen poem and its presentation.

More comparative comment.

14-16 has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Critical, sensitive and detailed evaluation about how the suffering is expressed.

Critical and detailed reference in support of judgements made.

Critical exploration of linguistic and structural aspects of both poems, e.g. effects of words, lines, stanzas.

Confident and sensitive comparative comment.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

Question 28 In his poem *Does it Matter?* Sassoon is bitter about the effects of war. Compare the poem with **one other** poem from the post-1914 selection in which the poet also expresses bitterness about war.

You may wish to consider:

- what each poem is about
- the attitudes conveyed
- how words and phrases are used to present bitterness about war

as well as any ideas of your own. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Basic outline of at least one poem.

Simple judgements on bitterness.

Simple reference to language.

0 no relevant material

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2, 3

Range 2: 8-13

Superficial narrative outline of both chosen poems.

Superficial reference to the bitterness of the poem.

Some judgements on how feelings are expressed.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supports personal views on meaning, language re AOs 1, 2, 3

11-13 deductive personal response to meaning, language re AOs 1, 2, 3

Range 3: 14-19

More exploration of language in the presentation of bitterness.

More thoughtful judgements, more selective reference.

More knowledge of each chosen poem and its presentation.

More comparative comment.

14-16 has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Critical sensitive and detailed evaluation about the bitterness expressed.

Critical and detailed reference in support of judgements made.

Critical exploration of linguistic and structural aspects of both poems, e.g. effects of words, lines, stanzas.

Confident and sensitive comparative comment.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

Post-1914***Axed Between the Ears* – edited by Kitchen****Question 29** {POEM : **Geriatric Ward**}

In the above poem Hesketh presents a depressing picture of old age. Compare this poem with **one other** poem from the selection which also presents a view of old age. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Basic outline of at least one poem.

Simple judgements on the picture of old age.

Simple reference to language.

0 no relevant material

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2, 3

Range 2: 8-13

Superficial narrative outline of both chosen poems.

Superficial reference to presentation of old age.

Some judgements on how the cruel nature of the subjects is portrayed.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supports personal views on meaning, language re AOs 1, 2, 3

11-13 deductive personal response to meaning, language re AOs 1, 2, 3

Range 3: 14-19

More exploration of language and presentation of old age.

More thoughtful judgements, more selective reference.

More knowledge of each chosen poem and its presentation.

More comparative comment.

14-16 has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Critical, sensitive and detailed evaluation of how the picture of old age is presented.

Critical and detailed reference in support of judgements made.

Critical exploration of linguistic and structural aspects of both poems, e.g. effects of words, lines, stanzas.

Confident and sensitive comparative comment.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

Question 30 Look again at *The Song of the Battery Hen* by Edwin Brock, which makes the reader think about our treatment of animals. Compare this poem with **one other** poem from the selection which also gives the reader something to think about.

You may wish to consider:

- what each poem is about
- the words and phrases used
- how the poems make you think and feel

as well as any ideas of your own.

(25 marks)

OBJECTIVES : Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches and alternative interpretations.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Basic narrative account of at least one poem.

Simple reference to ‘think about’.

Simple reference to language.

0 no relevant material

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2, 3

Range 2: 8-13

Some recognition of role of emotions in the poems.

Superficial realisation of importance of details.

Superficial comment on the way in which language is used.

Some attempt at comparison.

8-10 supports personal views on meaning, language re AOs 1, 2, 3

11-13 deductive personal response to meaning, language re AOs 1, 2, 3

Range 3: 14-19

More focus on ‘feelings’ and how they are expressed.

More perception of emotive description.

More appreciation of language and stylistic devices.

More comparative comment.

14-16 has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Critical understanding of terms of the question, with good supporting detail.

Critical and perceptive analysis of language and style.

Informed and thoughtful comparison, with good reference.

Full appreciation of strong emotions expressed in each poem.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

Best Words**Post-1914****Question 31** {POEM : **Long Distance**}

In the above poem Harrison considers the relationships within his family.
Compare this poem with **one other** poem from the post-1914 selection which also considers relationships. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 3) Explore relationships and comparisons between texts selecting and evaluating relevant material.

Range 1: 0-7

Basic outline of at least one poem.

Simple statement about relationships.

Simple reference to language.

0 no relevant material

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re material, language re AOs 1, 2, 3

Range 2: 8-13

Superficial narrative outline of both chosen poems.

Superficial reference to relationships identified in the poems.

Some judgements on how the poets describe relationships.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supports personal views on meaning, language re AOs 1, 2, 3

11-13 deductive personal response to meaning, language re AOs 1, 2, 3

Range 3: 14-19

More exploration of language in support of how the relationships are presented.

More thoughtful judgements: more selective reference.

More knowledge of each chosen poem and its presentation.

More comparative comment.

14-16 has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Critical, sensitive and detailed evaluation of the changes and how they are conveyed.

Critical and detailed reference in support of judgements made.

Critical exploration of linguistic and structural aspects of both poems, e.g. effects of words, lines, stanzas.

Confident and sensitive comparative comment.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of texts re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

Question 32 In *Bedtime Story* George Macbeth gives an unusual view of the human race. Compare this poem with **one other** poem from the post-1914 selection which also offers an unusual view of its subject.

You may wish to consider:

- what each poem is about
- how words and phrases are used
- the unusual views presented

as well as any ideas of your own. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Basic outline of at least one poem.

Simple statement about the unusual view.

Simple reference to language.

0 no relevant material

1-4 simple statements re AOs 1, 2, 3

5-7 has beginnings of awareness re material, language re AOs 1, 2, 3

Range 2: 8-13

Superficial narrative outline of both chosen poems.

Superficial reference to the unusual views.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supports personal views on meaning, language re AOs 1, 2, 3

11-13 deductive personal response to meaning, language re AOs 1, 2, 3

Range 3: 14-19

More exploration of language in support of how the poets present an unusual view.

More thoughtful judgements, more selective reference.

More knowledge of each chosen poem and its presentation.

More comparative comment.

14-16 has a selective, structured, personal, critically aware response to text re AOs 1, 2, 3

17-19 discriminating, selective, structured, personal, critically aware analysis of text re AOs 1, 2, 3

Range 4: 20-25

Critical, sensitive and detailed evaluation of the poets' presentation of an unusual view.

Critical and detailed reference in support of judgements made.

Critical exploration of linguistic and structural aspects of both poems, e.g. effects of words, lines, stanzas.

Confident and sensitive comparative comment.

20-22 makes a sustained, discriminating, selective, structured, personal, critically aware response in analysis of text re AOs 1, 2, 3

23-25 shows evaluation and insight re AOs 1, 2, 3

Section C - Prose

Answer **one** question from this Section.

If you choose a question which has a short extract out the beginning, you should use the extract to remind yourself where to look in your text and to give a starting point for your answer.

Pride and Prejudice – Jane Austen

Question 33 Read again this passage in which Jane and Elizabeth talk about Wickham and Darcy.

{EXTRACT}

Do you believe that Darcy is a better man than Wickham? You should refer to the words and actions of **both** characters in your answer. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.

Range 1: 0-7

Basic narrative outline of at least one character.

Simple comment in relation to character.

Simple personal judgement.

0 no relevant material

1-4 simple statements re AOs 1,2

5-7 has beginnings of awareness re appropriate material re AOs 1, 2

Range 2: 8-13

Superficial narrative account of the characters and some consideration of ‘better’.

Some comment related to the differences in characters.

Some expression of personal opinion with some evidence.

8-10 supported, inferential narrative re AOs 1, 2

11-13 response to language/structure re AOs 1, 2

Range 3: 14-19

More detailed and well chosen reference to characters’ actions and words.

More focus on key aspects of character with awareness of textual detail.

More judgements on whether Darcy or Wickham is the ‘better’ man.

More exploration of differences of character.

14-16 selective reference with elements of critical awareness re AOs 1, 2

17-19 critical awareness of whole text/subtleties of meaning re AOs 1,2

Range 4: 20-25

Critical, sensitive and detailed reference, comment and evaluation of character.

Critical and confident judgements on the question posed in the title.

Critical exploration of the differences in the characters.

20-22 discriminating reference/critical analysis re AOs 1, 2

23-25 evaluation/insight into meanings re AOs 1, 2

Question 34 To what extent do you consider Mr and Mrs Bennet to be good parents?

You may wish to consider:

- the relationship between Mr and Mrs Bennet
- Mrs Bennet's attitude to Elizabeth
- Lydia's elopement

as well as any ideas of your own.

(25 marks)

OBJECTIVES : Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.

Range 1: 0-7

Basic narrative outline of aspects of the plot concerning the Bennet family.

Basic knowledge of events.

Simple mention of structure/plot.

0 no relevant material

1-4 simple statements re AOs 1, 2

5-7 has beginnings of awareness re appropriate material re AOs 1, 2

Range 2: 8-13

Superficial narrative account of the Bennet family and their relationships.

Superficial exploration of events which support judgements made.

Some expression of personal opinion with justification.

8-10 supported, inferential narrative re AOs 1, 2

11-13 response to language/structure re AOs 1, 2

Range 3: 14-19

More sensitive use of well chosen reference.

More exploration of events concerning the Bennet family with detailed reference and supporting commentary.

More evaluation of the idea of good parents with sense of structure used.

14-16 selective reference with elements of critical awareness re AOs 1, 2

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2

Range 4: 20-25

Critical, detailed and sensitive exploration of events concerning the Bennet family.

Close reference to novel in support of judgements made.

Clear and critical understanding of the Bennets' success as parents.

Critical exploration of structure/plot with perception and insight.

20-22 discriminating reference/critical analysis re AOs 1, 2

23-25 evaluation/insight into meanings re AOs 1, 2

Wuthering Heights – Emily Brontë

Question 35 Read again this passage from just after Hindley’s return to Wuthering Heights with his wife Frances.

{EXTRACT}

To what extent do you feel sorry for Heathcliff here and elsewhere in the novel?
You should consider the way he is treated as well as the way he treats others.

(25 marks)

OBJECTIVES : Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.

Range 1: 0-7

Basic narrative outline of character.

Simple comment in relation to question posed.

Simple comment on language.

0 no relevant material

1-4 simple statements re AOs 1, 2

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2

Range 2: 8-13

Superficial narrative account of character.

Some comment related to the actions of Heathcliff.

Some expression of personal opinion with some evidence.

Some comment on the use of language.

8-10 supported, inferential narrative re AOs 1, 2

11-13 response to language/structure re AOs 1, 2

Range 3: 14-19

More detailed and well chosen reference to the character.

More focus on key aspects of language with awareness of textual detail.

More judgements on whether language is effective.

14-16 selective reference with elements of critical awareness re AOs 1, 2

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2

Range 4: 20-25

Critical, sensitive and detailed reference, comment and evaluation of the character.

Thoughtful and confident judgements on the question posed.

Critical evaluation and understanding of language used.

20-22 discriminating reference/critical analysis re AOs 1, 2

23-25 evaluation/insight into meanings re AOs 1, 2

Question 36 Linton asks, “Is Wuthering Heights as pleasant a place as Thrushcross Grange?”
What is your opinion?

You may wish to consider:

- the descriptions of both houses
- the different characters who live in the two houses
- the contrasting atmospheres

as well as any ideas of your own.

(25 marks)

OBJECTIVES : Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.

Range 1: 0-7

Basic narrative outline of the novel.

Simple comment in relation to setting.

Simple personal judgement.

0 no relevant material

1-4 simple statements re AOs 1, 2

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2

Range 2: 8-13

Superficial narrative account of the plot in the two houses.

Some comment related to the characters and events in the two houses.

Some expression of personal opinion with some evidence.

8-10 supported, inferential narrative re AOs 1,2

11-13 response to language/structure re AOs 1, 2

Range 3: 14-19

More detailed and well chosen reference to the setting and atmosphere and the effect on character.

More focus on key aspects with awareness of textual detail.

14-16 selective reference with elements of critical awareness re AOs 1, 2

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2

Range 4: 20-25

Critical, sensitive and detailed reference, comment and evaluation of the importance and influence of the setting and atmosphere.

Thoughtful and confident judgements on the question posed.

Critical evaluation of the effects the two settings.

20-22 discriminating reference/critical analysis re AOs 1, 2

23-25 evaluation/insight into meanings re AOs 1, 2

Far from the Madding Crowd – Thomas Hardy

Question 37 Oak asks the locals, “What sort of a mis’ess is she to work under?”

How well does Bathsheba Everdene cope as mistress of the farm at Weatherbury?
You should write about **two** difficult situations which she has to face.

(25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.

Range 1: 0-7

Basic narrative outline of plot.

Simple comment in relation to Bathsheba.

Simple personal judgement on how well she copes.

0 no relevant material

1-4 simple statement re AOs 1, 2

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2

Range 2: 8-13

Superficial narrative account of the plot.

Some comment related to Bathsheba’s behaviour and personality.

Some expression of personal opinion with some evidence.

8-10 supported, inferential narrative re AOs 1, 2

11-13 response to language/structure re AOs 1, 2

Range 3: 14-19

More detailed and well chosen reference to key points in the plot relative to the question.

More focus on key aspects with awareness of textual detail.

More judgements on the character and situation.

14-16 selective reference with elements of critical awareness re AOs 1, 2

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2

Range 4: 20-25

Critical, sensitive and detailed reference, comment and evaluation of Bathsheba.

Thoughtful and confident judgements on character and situation with sound comment.

20-22 discriminating reference/critical analysis re AOs 1, 2

23-25 evaluation/insight into meanings re AOs 1, 2

Question 38 What do you learn about the nature of love in this novel?

You may wish to consider:

- Oak's feelings for Bathsheba
- the effect of the Valentine on Boldwood
- Bathsheba's feelings for Troy
- Troy's relationship with Fanny Robin

as well as any ideas of your own.

(25 mark)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.

Range 1: 0-7

Basic narrative outline of the actions of at least one character.

Simple comment on the question posed.

0 no relevant material

1-4 simple statements re AOs 1, 2

5-7 beginnings of awareness re appropriate material re AOs 1, 2

Range 2: 8-13

Superficial reference to the effect of love.

Some comment on a particular relationship.

Some expression of personal opinion with some justification.

8-10 supported, inferential narrative re AOs 1, 2

11-13 response to language/structure re AOs 1, 2

Range 3: 14-19

More detailed and unified approach to task with selected and relevant supporting detail.

More sustained focus with succinct personal view.

More exploration of some of Hardy's description.

14-16 selective reference with elements of critical awareness re AOs 1, 2

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2

Range 4: 20-25

Critical, detailed and accurate comment; sound knowledge, wide ranging reference.

Sensitive and sustained views with focused and relevant supportive reference.

20-22 discriminating reference/critical analysis re AOs 1, 2

23-25 evaluation/insight into meanings re AOs 1, 2

Lord of the Flies – William Golding

Question 39 Read again the following passage near the beginning of the chapter *Painted Faces and Long Hair*.

{EXTRACT}

What makes Piggy an outsider in this novel? (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.

Range 1: 0-7

Basic narrative description of Piggy.

Simple judgements on why he was an outsider.

Simple comment on his actions/relationships.

0 no relevant material

1-4 simple statements re AOs 1, 2

5-7 has beginnings of awareness re appropriate material re AOs 1, 2

Range 2: 8-13

Superficial narrative description of Piggy.

Superficial judgements on why he was an outsider.

Some evaluation of his personality.

8-10 supported, inferential narrative re AOs 1, 2

11-13 response to language/structure re AOs 1, 2

Range 3: 14-19

More detailed description of Piggy.

More exploration of several aspects of his personality, behaviour and relationships.

More judgements on his position.

14-16 selective reference with elements of critical awareness re AOs 1, 2

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2

Range 4: 20-25

Well chosen and succinct reference to Piggy.

Critical exploration of the question posed in the title.

Personal and critical judgements.

Critical perception and insight into Piggy's situation.

20-22 discriminating reference/critical analysis re AOs 1, 2

23-25 evaluation/insight into meanings re AOS 1, 2

Question 40 How important is the island setting to the events in this novel?

You may wish to consider:

- the island's good features
- how the island is unwelcoming and perhaps threatening
- settings for the different activities of the boys
- the isolation from the outside world

as well as any ideas of your own.

(25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.

Range 1: 0-7

Simple narrative outline of the setting.

Superficial reference to importance.

Simple expression of personal opinion.

0 no relevant material

1-4 simple statements re AOs 1, 2

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2

Range 2: 8-13

Superficial narrative account of the setting.

Some exploration of aspects of importance.

Some expression of personal opinion.

8-10 supported, inferential narrative re AOs 1, 2

11-13 response to language/structure re AOs 1, 2

Range 3: 14-19

More sensitive use of well chosen reference.

More exploration of the term 'important' with detailed reference and supporting commentary.

More evaluation of different settings and isolation.

14-16 selective reference with elements of critical awareness re AOs 1, 2

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2

Range 4: 20-25

Detailed and critical exploration of setting.

Close reference to the novel in support of judgements made.

Critical evaluation of term 'importance' with clear understanding of implications.

Critical exploration of relevance of setting with perception and insight.

20-22 discriminating reference/critical analysis re AOs 1, 2

23-25 evaluation/insight into meanings re AOs 1, 2

***Of Mice and Men* – John Steinbeck**

Question 41 Read again the following paragraph:

{EXTRACT}

What do you learn about Crooks in this extract and elsewhere in the novel?
(25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.

Range 1: 0-7

Basic narrative of character.

Simple judgements on the question posed in the title.

Simple comment on what is learnt.

0 no relevant material

1-4 simple statements re AOs 1, 2

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2

Range 2: 8-13

Superficial narrative account of character.

Superficial judgements on what is understood about Crooks.

8-10 supported, inferential narrative re AOs 1, 2

11-13 response to language/structure re AOs 1, 2

Range 3: 14-19

More analysis of the character.

More detailed reference to Crooks with supporting reference.

More exploration of the presentation of the character.

More judgements on Crooks' actions.

14-16 selective reference with elements of critical awareness re AOs 1, 2

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2

Range 4: 20-25

Well chosen and critical reference to character and relationships.

Critical exploration of the question posed.

Personal and well informed judgements on character.

Critical evaluation of language used to highlight aspects of character and relationship.

20-22 discriminating reference/critical analysis re AOs 1, 2

23-25 evaluation/insight into meanings re AOs 1, 2

Question 42 How important are dreams to this novel?

You may wish to consider:

- George and Lennie’s dream of their own place
- Candy’s offer
- Curley’s wife’s hopes

as well as any ideas of your own. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.

Range 1: 0-7

Simple narrative accounts of dreams.

Simple discussion of their importance.

0 no relevant material

1-4 simple statements re AOs 1, 2

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2

Range 2: 8-13

Superficial consideration of the importance of dreams.

Some textual evidence offered in support.

Superficial consideration of language.

8-10 supported, inferential narrative re AOs 1, 2

11-13 response to language/structure re AOs 1, 2

Range 3: 14-19

More valid and insightful comments on the importance of dreams.

More accurate and detailed textual evidence.

More reference to the language and style of the novel.

14-16 selective reference with elements of critical awareness re AOs 1, 2

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2

Range 4: 20-25

Perceptive and critical understanding is shown of the importance of dreams.

Detailed, accurate and apposite textual reference.

Critical and perceptive evaluation of how Steinbeck’s use of language contributes to their understanding of the importance of dreams.

20-22 discriminating reference/critical analysis re AOs 1, 2

23-25 evaluation/insight into meanings re AOs 1, 2

Roll of Thunder, Hear My Cry – Mildred Taylor

Question 43 Read again this passage from near the end of the first chapter which shows how unfair life is in Spokane County.

{EXTRACT}

How does the Logan family react to this unfairness? You should refer to **at least two** episodes in this novel in your answer. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.

Range 1: 0-7

Basic narrative outline of educational provision.
Simple comment about the treatment of the black community.
Simple reference to the Logans' reaction.

- 0** no relevant material
1-4 simple statements re AOs 1, 2
5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2

Range 2: 8-13

Superficial consideration of education.
Some judgement on fairness.
Superficial awareness of the problems faced by the black community.
Some expression of personal opinion with some justification.

- 8-10** supported, inferential narrative re AOs 1, 2
11-13 response to language/structure re AOs 1, 2

Range 3: 14-19

More detailed and unified approach to task with selected and relevant supporting detail.
More accurate knowledge of how education discriminated against the black community.
More focus on the treatment of the black community.
More expression of personal opinion.

- 14-16** selective reference with elements of critical awareness re AOs 1, 2
17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2

Range 4: 20-25

Critical, detailed and accurate comment; sound knowledge of relevant details.
Sensitive and sustained views of the treatment of the black community.
Critical and perceptive personal opinion.

- 20-22** discriminating reference/critical analysis re AOs 1, 2
23-25 evaluation/insight into meanings re AOs 1, 2

Question 44 Do you agree that TJ Avery has only himself to blame for the trouble he gets into?

You may wish to consider:

- his character and attitudes
- his family background
- his choice of friends

as well as any ideas of your own. (25 marks)

OBJECTIVES: Candidates should:

- 1) Respond to texts critically, sensitively and in detail using textual evidence as appropriate.
- 2) Explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations.

Range 1: 0-7

Basic knowledge of character.

Simple judgements.

Simple comment perhaps related to the bullet points.

0 no relevant material

1-4 simple statements re AOs 1, 2

5-7 has beginnings of awareness re appropriate material, language re AOs 1, 2

Range 2: 8-13

Superficial narrative outline of TJ's personality and behaviour.

Superficial reference to relevant events.

Superficial judgements on TJ's behaviour.

Some comment in relation to the title.

8-10 supported, inferential narrative re AOs 1, 2

11-13 response to language/structure re AOs 1, 2

Range 3: 14-19

More sensitive judgements about TJ's behaviour.

More thoughtful judgements: more selective reference.

More awareness of TJ's situation.

14-16 selective reference with elements of critical awareness re AOs 1, 2

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2

Range 4: 20-25

Critical, sensitive and detailed evaluation of TJ's personality and behaviour.

Critical reference in support of judgements made.

Critical exploration of TJ's motives.

Confident and sensitive analytical comment.

20-22 discriminating reference/critical analysis re AOs 1, 2

23-25 evaluation/insight into meanings re AOs 1, 2

ASSESSMENT GRID**SPECIFICATION B ENGLISH LITERATURE
SUMMER 2004****Foundation Tier – 3711/F**

Assessment Objective	AO1	AO2	AO3	AO4
SECTION A				
All Questions	✓	✓	-	✓
SECTION B				
All Questions	✓	✓	✓	-
SECTION C				
All Questions	✓	✓	-	-
Overall % weightings for Foundation Tier paper	25%	25%	10%	10%
Total number of marks for Foundation Tier paper	78			
Quality of Written Communication (QWC)	5% of total marks			