



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

English Literature 3711

Specification B

3711/F Foundation Tier

Mark Scheme

2006 examination – June series

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.



GCSE

Specification B
ENGLISH LITERATURE

SUMMER 2006

FOUNDATION TIER MARK SCHEME
Paper 3711/F

C O N T E N T S

	Page
Section A – How To Mark	4-7
Section B – Mark Ranges – Definitions	8-11
Section C – Question Specific Notes, with Mark Ranges	12-58
Drama	
Pre-1914	
<i>Merchant of Venice</i> – William Shakespeare	12-14
<i>Romeo and Juliet</i> – William Shakespeare	15-16
<i>She Stoops To Conquer</i> – Oliver Goldsmith	17-18
<i>The Importance of Being Earnest</i> – Oscar Wilde	19-20
Post-1914	
<i>Pygmalion</i> – George Bernard Shaw	21-22
<i>An Inspector Calls</i> – J B Priestley	23-24
<i>Hobson’s Choice</i> – Harold Brighouse	25-26
Poetry	
Pre-1914	
<i>The General Prologue</i> – Geoffrey Chaucer	27-29
<i>Poems from Other Centuries</i> – edited Tissier	30-31
<i>A Choice of Poets</i> – edited Hewett/Edwards	32-33
<i>War Poems</i> – edited Martin	34-35
<i>Best Words</i>	36-37
Post-1914	
<i>A Choice of Poets</i> – edited Hewett/Edwards	38-39
<i>War Poems</i> – edited Martin	40-41
<i>Axed Between the Ears</i> –edited Kitchen	42-43
<i>Best Words</i>	44-45
Prose	
Pre-1914	
<i>Pride and Prejudice</i> – Jane Austen	46-48
<i>Wuthering Heights</i> – Emily Brontë	49-50
<i>Far from the Madding Crowd</i> – Thomas Hardy	51-52
Post-1914	
<i>Lord of the Flies</i> – William Golding	53-54
<i>Of Mice and Men</i> – John Steinbeck	55-56
<i>Roll of Thunder, Hear My Cry</i> – Mildred Taylor	57-58
 Assessment Grid	 59

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.

Recording of Marks

When the mark for each question has been recorded at the end of the answer, examiners should enter the marks for each question against the appropriate question number in the e-marker programme. When the total mark is calculated by the software, this should be recorded on the front cover of the script. There is no requirement to record any other marks, such as marks for individual questions, on the front of the script.

Put the total mark for the paper in the box on the top right-hand corner of the cover marked 'For Office Use Only'. Put your initials underneath this total.

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 helpful.

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 19 marks instead of 25, as follows:

Mark Range	Reduced mark range
0-1	0-1
2-4	2-3
5-7	4-5
8-10	6-7
11-13	8-9
14-16	10-12
17-19	13-15
20-22	16-17
23-25	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	Marks
RANGE 1	0-7
RANGE 2	8-13
RANGE 3	14-19
RANGE 4	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 level permitted for that Tier. This compensatory ‘level’ may balance other marks in the script.

For example, Foundation Tier answers could receive Range 2 + Range 2 + Range 3, and Higher Tier answers Range 4 + Range 3 + Range 1, thus allowing for 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.

Range 1 bottom 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.

Range 1 lower 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.

Range 1 higher 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.

Range 2 lower 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, e.g. connections in themes and ideas and similarities and contrasts in writing style;
- 4) implicit awareness of the context of texts.

Range 2 higher 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.

Range 3 lower 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.

Range 3 higher 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.

Range 4 lower **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.

Range 4 higher **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.

Candidates are reminded to:

- answer the question using appropriate evidence from the texts
- explore language and structure
- relate texts to their contexts and traditions.

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

Pre-1914

Question 1 Read again the following lines from the end of Act 2 Scene 3, in which Jessica is saying goodbye to Lancelot:

{EXTRACT}

To what extent is Jessica a typical daughter of her time and how is Portia different? *(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 Jessica and Portia.

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

Some understanding of the positions of women in the play.

Some knowledge of the words and actions of at least one of Jessica and Portia.

Some judgements of their differences.

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 Jessica and Portia and their differences.

More detailed consideration of their use of language and actions.

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

***The Merchant of Venice* – William Shakespeare**

Pre-1914

Question 2 What is your opinion of Bassanio?

You may wish to consider:

- his reasons for needing money
- his attitude to marriage
- his behaviour at Shylock's trial

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 events involving Bassanio.

Simple knowledge of his reasons for needing money.

Simple understanding of his attitude to marriage.

Simple knowledge of Bassanio's behaviour at Shylock's trial.

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 Bassanio.

Generally accurate selective accounts of some scenes involving Bassanio.

Some personal response exploring the words used by Bassanio.

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 Bassanio's attitudes and behaviour.

More thoughtful judgements with sound support.

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

More accurate references to scenes, words and actions of Bassanio.

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 Bassanio and the way he behaves.

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

Pre-1914

Question 3 Read again the following extract from Act 2 Scene 4 in which the Nurse is looking for Romeo:

{EXTRACT}

How do the Nurse and Mercutio provide humour 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 narrative accounts of the role of the Nurse and Mercutio.
Simple ideas about humour and dramatic relief.
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

Some understanding of the role of the Nurse and Mercutio.
Some understanding of how they provide humour and dramatic relief.
Some valid commentary on scenes involving humour.
Some consideration of their use of 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 accurate account of the role of the Nurse and Mercutio.
More valid commentary showing good understanding of humour and dramatic relief.
More developed critical awareness 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 appreciation of the role of the Nurse and Mercutio.
Critical detailed and accurate supportive reference.
Developed critical awareness of their use of language.

20-22 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

Pre-1914

Question 4 Read again the following lines from the end of Act 1 Scene 4, in which Romeo decides to go to the Capulets' ball.

{EXTRACT}

How far is Romeo to blame for what happens in 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 narrative accounts of events.

Simple focus on the actions of Romeo.

Simple reference to other aspects such as fate.

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

Accounts of some relevant scenes or events.

Some understanding of the influence of Romeo on events in the play.

Some valid commentary on Romeo's contribution to the tragedy.

Some evidence of personal awareness and understanding of blame.

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 relevant scenes or events.

More valid commentary showing good understanding of blame.

More developed critical awareness of language used in chosen 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 appreciation of the contribution of Romeo and/or others.

Critical, detailed, accurate and selective supportive reference.

Critical, detailed exploration of the play's language and tragic structure.

20-22 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

Pre-1914

Question 5 Read again this extract from Act 2 which presents the misunderstanding between Marlow and Hardcastle:

{EXTRACT}

How do misunderstandings between Marlow and Hardcastle add to the comedy, 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.

Simple reference to Marlow and Hardcastle.

Simple narrative with a thin commentary on the misunderstandings.

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 character and situation.

Some understanding of comedy generated by misunderstanding.

Some generally accurate references to other relevant scenes.

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 the misunderstandings contribute to the comedy.

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 characters.

Critical and sensitive understanding of comedy.

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

She Stoops To Conquer – Oliver Goldsmith

Pre-1914

Question 6 How far do you agree that Kate Hardcastle is a stronger character than Constance Neville?

You may wish to consider:

- their words and actions
- their relationships with other characters
- the differences between them

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 at least one character.

Simple comments on ‘stronger’ character.

Simple awareness of their differences.

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 that show some valid appreciation of character.

Superficial comments on ‘stronger’ character.

Some understanding of their differences.

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 character.

More understanding of their differences.

Sensible judgements on ‘stronger’ character.

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.

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

Pre-1914

Question 7 Read again the following extract from Act 1, in which Lady Bracknell is about to question Jack:

{EXTRACT}

How much do you think that the attitudes of Lady Bracknell and **one other** character add to the entertainment 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.
- 3) Relate texts to their social, cultural and historical contexts and literary traditions.

Range 1: 0 – 7

Simple judgements on Lady Bracknell’s words and actions.

Simple reference to one other character.

Simple understanding of ‘entertainment’.

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’s words and actions.

Some support from textual reference.

Some consideration of other characters.

Some understanding of ‘entertainment’.

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 and her attitudes.

More accurate textual support including selective reference to key scenes.

More references to her use of language.

More consideration of other characters.

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 and her attitudes.

Accurate textual support including selective reference to key scenes.

Critical evaluation of other characters.

Explicit reference to the contribution of language and structure to 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

The Importance of Being Earnest – Oscar Wilde

Pre-1914

Question 8 To what extent do you think that Algernon Moncrieff is typical of his class and time?

You may wish to consider:

- what he says and does
- his relationships and the way others react to him
- his attitudes and opinions

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 Algernon.

Simple reference to his relationships, attitudes and opinions.

Simple accounts of relevant scenes.

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 knowledge of the scenes involving Algernon.

Some consideration of character, relationships, words and actions.

Some consideration of ‘class and time’.

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 character.

Textual evidence offered in support which is more detailed and accurate.

More comment on language and attitudes.

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 character and attitudes.

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

Post-1914

Question 9 Read again the following extract from Act 2, soon after Eliza’s arrival at the home of Higgins:

{EXTRACT}

What is your opinion of Higgins and the way he treats Eliza, 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 scene it is taken from.

Simple account of Higgins.

Simple consideration of how he treats Eliza.

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 character.

Some evidence from the rest of the play about Higgins’s language and actions.

Some consideration of how he treats Eliza.

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 judgement of Higgins’s personality.

More consideration of how he treats Eliza.

More evidence from the rest of the play about Higgins’s language and actions.

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.

Sensitive consideration of how he treats Eliza.

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

Pygmalion – George Bernard Shaw

Post-1914

Question 10 What is the importance of money in *Pygmalion*?

You may wish to consider:

- Eliza’s determination to make a living and pay Higgins
- the bet between Higgins and Pickering
- Doolittle’s legacy
- the time in which the play is set

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 relevant aspects in relation to bullets.

Simple reference to the bullets.

Simple references to language and behaviour.

Simple understanding of when the play was set.

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 knowledge of relevant aspects in relation to bullets.

Some consideration of the suggestions in the bullets.

Some exploration of character and attitudes at the time the play was set.

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 attitudes as well as other ideas in the bullets.

More understanding of how language and actions contribute to the importance of money as a theme.

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 importance of money.

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

Post-1914

Question 11 Remind yourself of the following quotation from Act 2:

{EXTRACT}

Which character, in your opinion, is the most responsible for what happens to Eva Smith and why? (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 what happens to Eva.
Simple awareness of responsibility.
Simple judgements.

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 what happened to Eva.
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 and their role in Eva's life.

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

An Inspector Calls – J B Priestley

Post-1914

Question 12 Do you admire the character Sheila Birling at all?

You may wish to consider:

- her relationship with her parents
- her reaction to the Inspector
- her treatment of other characters, particularly Eva and Gerald
- the way she changes in the play

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 Sheila.

Simple knowledge of her attitudes and relationships.

Simple account of how she changes.

Simple judgement on 'admire'.

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 Sheila.

Some appreciation of her attitudes and relationships.

Some reference to her use of language.

Some judgement on the way she changes in the play.

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 Sheila.

More appreciation of her attitudes and relationships.

More selective reference and supportive commentary.

More focused judgement.

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

Range 4: 20-25

Critical, detailed and sensitive evaluation of Sheila.

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**

Post-1914

Question 13 Read again the following extract from Act 1, in which Hobson is laying down the law in his household:

{EXTRACT}

What do you think of Hobson's attitude here and elsewhere in 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 accounts of events involving Hobson.
Simple comments on his actions and attitudes.
Simple narrative with thin 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

Some understanding of Hobson's words and actions.
Some knowledge of scenes involving Hobson.
Some judgement of 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.

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 with selected references to show understanding of his personality and attitudes.
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

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

Post-1914

Question 14 To what extent do you think Maggie can take the credit for Willie's success?

You may wish to consider:

- his talent for boot-making
- the ways in which Willie changes
- Maggie's determination to succeed

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 involving Willie.

Simple reference to Maggie.

Simple judgement on Maggie's role and/or Willie's 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 accounts of relevant scenes or events.

Some understanding of character.

Some valid commentary in response to bullets.

Some judgement of Maggie and/or Willie.

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.

More valid commentary showing good understanding.

More accurate judgement of Maggie and Willie.

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 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.

Candidates are reminded to:

- answer the question using appropriate evidence from the texts
- explore language and structure
- look at the relationships between poems.

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 General Prologue - Geoffrey Chaucer

Pre-1914

Question 15 {EXTRACT}

Chaucer describes the Shipman as a good captain but a bad man. Compare the Shipman with **one other** character who is also a mixture of good and bad.

(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 of at least one character.

Simple comment on ‘good and bad’.

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 detail for comment from Shipman’s portrait and another portrait.

Some comparative comment on the two characters.

Some exploration of Chaucer’s words.

Some 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.

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

Detailed, critical and sensitive reference and comment on the Shipman 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 Shipman 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

The General Prologue – Geoffrey Chaucer

Pre-1914

Question 16 What has your reading of *The General Prologue* taught you about the importance of money in fourteenth century England? You should write about **at least two** pilgrims to whom money is important.

You may wish to consider:

- how Chaucer describes their appearance
- how the pilgrims make and spend money
- their characters and attitudes

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 candidates have learnt about the importance of money.

Some attempt to refer to character, behaviour or attitudes.

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 about money.

More comment on attitudes and behaviour.

More widening of detail and appropriate reference.

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

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 about money.

Sound knowledge and comment on attitudes and behaviour.

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

Pre-1914

Question 17 In the above poem [*She Walks In Beauty*], Byron praises his loved one. Compare this poem with **one other** poem from the selection which also praises 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 'praise'.

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

Some narrative outline of both chosen poems.

Some reference to 'praise'.

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 poems.

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.

Sound and detailed reference in support of judgements made.

Critical exploration of linguistic and structural aspects of both poems e.g. 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

Poems from Other Centuries – edited Tissier

Pre-1914

Question 18 Read again *The Village* by Crabbe, in which he presents his views of changing village life. Compare this poem with **one other** poem from the selection which also presents a clear view of its subject.

You may wish to consider:

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

as well as any ideas of your own.

(25 marks)

OBJECTIVES: Candidates should:

- 1) Show critical, sensitive and detailed response in an appropriate way, using textual evidence;
- 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, with selection and evaluation.

Range 1: 0 – 7

Simple narrative account of at least one poem.

Simple reference to ‘view’.

Simple 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 views presented.

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 poets’ ‘view’.

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.

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

Question 19 In the above poem [*The Garden of Love*], Blake shows his disapproval of the Church. Compare this poem with **one other** poem from the pre-1914 selection which also expresses a strong opinion. (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 opinions stated in at least one poem.

Simple reference to language.

0 no relevant material

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

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

Range 2: 8-13

Some narrative outline of both chosen poems.

Some reference to the opinions 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 sensitive exploration of language in support of the views expressed.

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 opinions 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

A Choice of Poets – edited Hewett/Edwards

Pre-1914

Question 20 Read again *The Solitary Reaper* in which Wordsworth clearly remembers a chance meeting. Compare this poem with **one other** poem from the pre-1914 selection in which the poet describes a clear memory.

You may wish to consider:

- what each poem is about
- the memory described
- the words and phrases used

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 memory 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

Some narrative outline of one or 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 memory.

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.

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 In the above poem [*Dirge of the Dead Sisters*], Kipling tells of the sad lives and deaths of the nurses during the Boer War. Compare this poem with **one other** poem from the pre-1914 selection which also conveys feelings of sadness.

(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 'sadness'.

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

Some narrative outline of both chosen poems.

Some reference to 'sadness'.

Some exploration of language.

Some elements of 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 sensitive exploration of 'sadness'.

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 sadness.

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

Pre-1914

Question 22 Read again *Come up from the Fields Father* by Whitman which is about the loss of a loved one. Compare this poem with **one other** poem from the pre-1914 selection which is also about loss of life.

You may wish to consider:

- what each poem is about
- the sense of loss
- the words and phrases used

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.

Some reference to their choices.

Some exploration of language to express the sense of loss.

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 to express the sense of loss 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.

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 The above poem [*Ballad*], is about a failed relationship. Compare this poem with **one other** poem from the pre-1914 selection which is also about a difficult relationship. (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 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

Some narrative outline of both chosen poems.
Some reference to the idea of the relationships.
Some judgements on the presentation of the relationships.
Some exploration of language.
Some elements of 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 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

Best Words

Pre-1914

Question 24 Read again *Porphyria's Lover* in which Browning presents an event from one particular point of view. Compare this poem with **one other** poem from the pre-1914 selection which also presents its subject from one particular viewpoint.

You may wish to consider:

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

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.
- 3) Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Range 1: 0-7

Basic outline of at least one poem.

Simple understanding of the views presented.

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 narrative outline of both chosen poems.

Some judgements of the views presented.

Some exploration of language.

Some elements of 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 exploration the views 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 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

A Choice of Poets – edited Hewett/Edwards

Post-1914

Question 25 In the above poem [*The Evacuee*], R S Thomas describes how a young evacuee is affected by her new environment. Compare this poem with **one other** poem from the post-1914 selection which also considers the effect a place can have.

(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 effect of place.

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 narrative outline of both chosen poems.

Some reference to place.

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.

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.

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 26 Read again *Mending Wall* in which Frost describes a boring task in an interesting way. Compare this poem with **one other** poem from the post-1914 selection which you also find interesting.

You may wish to consider:

- what each poem is about
- what makes the poems interesting
- the words and phrases used

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 about what makes the poems interesting.
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 narrative outline of both chosen poems.
Some reference to what makes them interesting.
Some exploration of language.
Some elements of 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 exploration of language.
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 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 In the above poem [*Anthem for Doomed Youth*], Owen considers the way people respond to the death of soldiers. Compare this poem with **one other** poem from the post-1914 selection which is also about the death of soldiers. (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 responses.
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 narrative outline of one or both chosen poems.
Some reference to how the responses are presented.
Some judgements on how feelings are expressed.
Some exploration of language.
Some elements of 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 exploration of language in the presentation of the responses.
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 responses are 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

War Poems – edited Martin

Post-1914

Question 28 Read again *Icarus Allsorts* in which McGough gives a comic tone to the subject of war. Compare this poem with **one other** poem from the post-1914 selection which deals with war in a more serious way.

You may wish to consider:

- what each poem is about
- the way war is presented
- the words and phrases used

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 how war is described.

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 narrative outline of both chosen poems.

Some reference to how war is described.

Some judgements on how feelings are expressed.

Some exploration of language.

Some elements of 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 exploration of language.

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.

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

Axed Between the Ears – edited by Kitchen

Post-1914

Question 29 In the above poem [*Green Beret*], Thien describes feelings of horror. Compare this poem with **one other** poem from the selection which also describes strong feelings. (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 narrative account of at least one poem.

Simple reference to feelings.

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 feelings expressed in the poems.

Some understanding of importance of details.

Some 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

Axed Between the Ears – edited by Kitchen

Post-1914

Question 30 Read again *A Working Mum* by Flood, which describes a woman’s busy life. Compare this poem with **one other** poem from the selection which describes a different way of life.

You may wish to consider:

- what each poem is about
- the kinds of life presented
- the words and phrases used

as well as any ideas of your own.

(25 marks)

OBJECTIVES : Candidates should:

- 1) Show critical, sensitive and detailed response in an appropriate way, using textual evidence.
- 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, selection and evaluation.

Range 1: 0-7

Basic outline of at least one poem.

Simple judgements on the life presented.

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 narrative outline of both chosen poems.

Some reference to the presentation of the life presented.

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

Some exploration of language.

Some elements of 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 exploration of language and presentation of the life 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.

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

Best Words

Post-1914

Question 31 In the above poem [*Afternoons*], Larkin describes how life has changed for the mothers. Compare this poem with **one other** poem from the post-1914 selection which also considers change in some way. (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 changes.

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

Some narrative outline of both chosen poems.

Some reference to the changes identified in the poems.

Some judgements on how the poets describe relationships.

Some exploration of language.

Some elements of 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 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

Best Words

Post-1914

Question 32 Read again *An Advancement of Learning* in which Heaney gives a vivid description of his memory. Compare this poem with **one other** poem from the post-1914 selection which also describes its subject clearly.

You may wish to consider:

- what each poem is about
- how the descriptions are made vivid or clear
- the words and phrases used

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 clear descriptions.

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

Some narrative outline of both chosen poems.

Some reference to the clear descriptions.

Some exploration of language.

Some elements of 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 exploration of language in support of how the descriptions are made clear.

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.

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.

Candidates are reminded to:

- answer the question using appropriate evidence from the texts
- explore language and structure.

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.

Pride and Prejudice – Jane Austen

Pre-1914

Question 33 Read again this extract in which Darcy's rude behaviour at the Bingley ball is being described:

{EXTRACT}

Do you think that this is an accurate description of Darcy both here 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 interpretation.

Range 1: 0-7

Basic narrative outline of Darcy.

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

Some narrative account of Darcy.

Some comment on accuracy of description.

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 Darcy's actions and words.

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

More judgements on whether description is accurate.

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 character.

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

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

Pride and Prejudice – Jane Austen

Pre-1914

Question 34 What do you learn about the importance of marriage and money in this novel?

You may wish to consider:

- Mrs Bennet’s hopes for her daughters
- the marriage of Charlotte Lucas
- Wickham’s wasteful ways

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 aspects of the plot concerning wealth.

Simple 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

Some narrative account of the relevant events.

Some 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 importance of wealth.

More evaluation of the idea of the importance of marriage and money.

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 importance of wealth.

Close reference to novel in support of judgements made.

Clear and critical understanding of the importance of marriage and money.

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**

Pre-1914

Question 35 Read again this extract in which Heathcliff talks about his treatment of Hareton:

{EXTRACT}

Do you feel sorry for Hareton Earnshaw both here 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

Simple 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

Some narrative account of character.

Some comment related to the actions of Hareton.

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 Hareton.

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

Wuthering Heights – Emily Brontë

Pre-1914

Question 36 Write about revenge in this novel.

You may wish to consider:

- Hindley's treatment of Heathcliff
- Heathcliff's marriage to Isabella
- Heathcliff's acts of revenge

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 novel.

Simple comment in relation to revenge.

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

Some narrative account of events concerned with revenge.

Some comment and judgement.

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 importance of revenge.

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 of revenge.

Thoughtful and confident judgements on the question posed.

Critical evaluation of theme and character.

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

Pre-1914

Question 37 Read again this extract from the beginning of the chapter *Rain – One Solitary Meets Another*:

{EXTRACT}

Write about the effect of Nature on some of the characters and events 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

Simple narrative outline of plot.

Simple comment in relation to Nature.

Simple personal judgement on their importance.

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

Some narrative account of the plot.

Some comment related to Nature.

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 effect of Nature.

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 their effect.

Thoughtful and confident judgements with sound comment.

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**

Pre-1914

Question 38 Do you think Troy is wholly bad or does he have some good qualities?

You may wish to consider:

- the way he treats Bathsheba
- his behaviour as master of the farm
- his treatment of Boldwood
- his response to Fanny's death

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 actions of Troy.

Simple comment on the question posed.

Simple response to the bullets.

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

Simple reference to the actions of Troy.

Some comment in relation to bullets.

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 Troy's personality.

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

Post-1914

Question 39 Read again this extract from near the beginning of the chapter – *Beast from Water*:

{EXTRACT}

What do you learn about different types of leadership 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

Simple narrative account of leadership types.

Simple judgements on style and qualities.

Simple comment with reference.

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

Some narrative description of leaders and their styles of leadership.

Some judgements on qualities.

Some evaluation with supportive reference.

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 leadership styles.

More exploration of qualities of leaders/leadership.

More judgements with supportive 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

Well chosen and succinct reference to leadership types.

Critical exploration of the question posed in the title.

Personal and critical judgements.

Critical perception and insight.

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**

Post-1914

Question 40 What is your opinion of Ralph?

You may wish to consider:

- his appearance and attitudes
- his treatment of Piggy
- his relationship with Jack
- his fight for survival at the end of the novel

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 Ralph.

Simple reference in relation to bullets.

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

Some narrative account of Ralph's character and role.

Some exploration of ideas in bullets.

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 question with detailed reference and supporting commentary.

More evaluation of his character and behaviour.

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 character.

Close reference to the novel in support of judgements made.

Critical exploration of character 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**

Post-1914

Question 41 Read again the following extract in which Curley’s wife complains to Lennie about the way she is treated:

{EXTRACT}

How do the attitudes and behaviour of the men on the ranch harm other characters 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

Simple narrative of attitudes and behaviour.

Simple judgement on the question posed.

Simple comment on its effect.

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

Some understanding of the treatment of Curley’s wife.

Some narrative account of characters’ attitudes and behaviour.

Some judgements on what is understood about its effect.

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 characters’ attitudes and behaviour.

More detailed reference to characters and events with supporting reference.

More exploration of the effect of prejudice/harm.

More judgements.

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 characters’ attitudes and behaviour.

Critical exploration of the question posed.

Personal and well informed judgements on effect of prejudice.

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

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**

Post-1914

Question 42 Who do you think is most to blame for Lennie’s death? You must refer to at least **two** characters in your answer.

You may wish to consider:

- Lennie’s own words and actions
- what George says and does
- the 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 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 account of Lennie.

Simple discussion of George’s words and actions.

Simple discussion of blame.

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 Lennie and George.

Some textual evidence offered in support.

Some judgement of blame.

Some 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 Lennie’s words and actions.

More detailed consideration of blame.

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 Lennie.

Critical analysis of blame.

Detailed, accurate and apposite textual reference.

Critical and perceptive evaluation of Steinbeck’s use of language.

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

Post-1914

Question 43 Read again this extract in which Uncle Hammer arrives for Christmas:

{EXTRACT}

How does Uncle Hammer affect the events of 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

Simple account of relevant scene.

Simple narrative outline of Hammer's role.

Simple comment on his role.

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

Some consideration of Hammer and his effect on events.

Some judgement on his role.

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 his effect.

More focus.

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 on his effect.

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

Roll of Thunder, Hear My Cry – Mildred Taylor

Post-1914

Question 44 What is your opinion of the Simms family?

You may wish to consider:

- Jeremy's attempts at friendship
- the incident in Strawberry
- Lillian Jean's 'friendship' with Cassie
- the way R.W. and Melvin treat T.J.

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 knowledge of characters.

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

Some narrative outline of the Simms family.

Some reference to relevant events.

Some judgements on their 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 the Simms family.

More thoughtful judgements.

More selective reference.

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 the Simms family.

Critical reference in support of judgements made.

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 2006

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			