



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

English Literature 3711

Specification B Tier F

Mark Scheme

2007 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.

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Section A – How to Mark

1 The Positive Approach

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

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

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

2 Flexibility

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

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

3 The Text

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

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

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

4 'Narrative'

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

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

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

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

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

5 'Prepared' answers

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

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

6 Use of 'technical terms'

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

7 Use of background material

Biographical information should be given little credit unless it has, by some means, been made relevant. It is no substitute for textual evidence.

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 comments **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. 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 (QWC). 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 mark, 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 Senior Examiners, Script Checker, Awarder and Reviewer. 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 character/episode/poem 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. 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, using the subdivisions at the foot of each 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 expected 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 a fairer result overall.

Assessment Objectives

Assessment objectives will be tested as follows.

Candidates will:

- 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 contexts 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 contexts 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 draw relationships between texts;
- 4) show awareness of 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 total 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 this extract from Act 1 Scene 1:

{EXTRACT}

What do you learn about Antonio's character and attitudes in this 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

Superficial account of Antonio.

Simple judgement of Antonio.

Superficial 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

General account of Antonio.

Some understanding of Antonio's use of language.

Some judgements of his character and attitudes.

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

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

Range 3: 14-19

More developed critical awareness of Antonio.

More understanding of his character and attitudes.

More consideration of his use of language.

14-16 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 Antonio.

Detailed and accurate supporting evidence.

Detailed exploration of the play's language.

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 differences do you notice between Venice and Belmont in this play?

You may wish to consider:

- the characters associated with the two places
- the events that happen in the two places
- the atmosphere of the two places

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 knowledge of the characters.

Simple accounts of events in Venice and Belmont.

Simple comments on atmosphere.

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 appreciation of the characters in the different contexts.

Some knowledge of the events which take place in Venice and Belmont.

Some understanding of the different atmospheres.

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 appreciation of the characters, events and atmosphere in each of the two places.

More thoughtful judgements and sound support.

More exploration of language.

More confident expression of personal opinion.

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

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

Range 4: 20-25

Critical, detailed and sensitive evaluation of Venice and Belmont.

Evaluation of language and its contribution to character and atmosphere.

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 this extract from Act 1, Scene 1 in which Tybalt and Benvolio discuss fighting:

{EXTRACT}

Write about the characters and attitudes of Tybalt and Benvolio 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 narrative accounts of Tybalt and Benvolio.

Simple points of similarity and difference.

Simple judgements on character and attitudes.

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

Generally accurate selective account of Tybalt and Benvolio.

Some understanding of their differences.

Some valid commentary on character and attitudes.

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

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

Range 3: 14-19

More accurate account of the roles and characters of Tybalt and Benvolio.

More valid commentary showing good understanding of character and attitudes.

More developed critical awareness of social, historical issues.

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

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

Range 4: 20-25

Critical, detailed and sensitive appreciation of Tybalt and Benvolio.

Detailed and accurate supportive reference.

Developed critical awareness of the social and historical issues.

20-22 selective, structured, personal, critically aware response in analysis 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 What do you learn about the character and situation of Juliet in this play?

You may wish to consider:

- her relationship with her parents, her nurse and Romeo
- what she says and does
- the way she changes during 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 narrative account of Juliet.

Simple comments on her character and situation.

Simple reference to the way she changes.

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 accurate selective account of Juliet.

Some understanding of her character and situation.

Some valid commentary on the way she changes.

Some evidence of personal awareness and understanding of the text.

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 Juliet.

Valid commentary showing good understanding.

More evidence of critical awareness of language.

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

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

Range 4: 20-25

Critical, detailed and sensitive appreciation of Juliet and her situation.

Detailed, accurate and selective supportive reference.

Detailed exploration of Juliet's language.

20-22 selective, structured, personal, critically aware response in analysis 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 these words by Hardcastle from the beginning of the play:

{EXTRACT}

What do you learn about the differences between town and country in this 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 account of the differences between town and country.
Simple consideration of the evidence.
Selection of appropriate material from the play.

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 response that shows some understanding of the differences between town and country.
Some understanding of the nature of these differences.
Some generally accurate references to other relevant scenes showing social and historical differences.
Higher marks are awarded to more focused answers.

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

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

Range 3: 14-19

More developed critical awareness of the social and historical issues.
More relevant and developed consideration of the differences between town and country.
More reference to valid scenes in the play.

14-16 selective structured, personal, critically aware response re AOs 1, 2, 4

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

Range 4: 20-25

Critical, detailed and sensitive response to the differences between town and country.
Sensitive understanding of the social and historical issues.
Highly focused answer selecting apt evidence for comparison.
Relevant detail 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 does the character of Kate Hardcastle change during the course of this play?

You may wish to consider:

- her relationships with other characters
- what she says and does
- why she is different at the end of this 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 Kate Hardcastle.

Simple comments on how she changes.

Simple reference in support of points made.

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

0 no relevant material

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

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

Range 2: 8-13

Some understanding of Kate Hardcastle and how she changes.

Some comments with supportive reference.

Higher marks are awarded to answers focusing on how she changes.

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 understanding of Kate and how she changes.

More selective references to support response to the bullets.

More critical awareness of character and action.

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

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

Range 4: 20-25

Critical, detailed and sensitive response to Kate Hardcastle and her change in the play.
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 this extract from towards the end of Act 2 when the conversation is about town and country:

{EXTRACT}

What do you learn about the differences between town and country in this 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 account of the differences between town and country.

Simple consideration of the evidence.

Selection of appropriate material from the play.

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 response that shows some understanding of the differences between town and country.

Some understanding of the nature of these differences.

Some generally accurate references to other relevant scenes showing social and historical 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 social and historical issues.

More relevant and developed consideration of the differences between town and country.

More reference to valid scenes in the play.

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

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

Range 4: 20 – 25

Critical and sensitive analysis of the differences between town and country.

Sensitive understanding of the social and historical issues.

Highly focused answer selecting apt evidence for comparison.

Relevant detail 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 8 What do you learn about the character of Jack Worthing in this play?

You may wish to consider:

- his lifestyle
- what he says and does
- his relationships with other characters

as well as any ideas of your own.

(25 marks)

OBJECTIVES: Candidates should:

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

Range 1: 0 – 7

Simple account of Jack.

Simple comments on his relationships.

Simple reference to lifestyle.

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 appreciation of the character of Jack.

Some understanding of his relationships.

Some supportive reference.

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 appreciation of the character of Jack.

More understanding of his relationships.

More analysis of language with supportive commentary.

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

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

Range 4: 20-25

Critical, detailed and sensitive appreciation of Jack and his relationships.

Textual evidence offered in support is accurate and pertinent.

Critical appreciation of language used in reference to character and action.

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 this extract from near the beginning of Act 3 where Higgins is talking to his mother:

{EXTRACT}

What do you learn about the character of Higgins and his attitude towards women here and elsewhere in this 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 account of Higgins.

Simple consideration of his attitude towards women.

Simple supportive reference.

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 Higgins's character.

Some appreciation of his attitude towards women.

Some evidence from the rest of the play.

Some reference to 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 understanding of Higgins's character.

More appreciation of his attitude towards women.

More analysis of language with valid supportive reference.

14-16 selective, structured, personal, critically aware response re AOs 1, 2, 4

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

Range 4: 20-25

Critical, detailed and sensitive understanding of Higgins's character.

Sensitive awareness of his attitude towards women.

Clear 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 How far do you agree that social class is important to the characters in this play?

You may wish to consider:

- Eliza's ambition
- Doolittle's comments about money in Act 2
- the way Eliza is treated by other characters

as well as any ideas of your own.

(25 marks)

OBJECTIVES: Candidates should:

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

Range 1: 0 – 7

Simple account of social class.

Simple summary of Doolittle's comments about money.

Simple account of how Eliza is treated.

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 Eliza's ambition.

Some understanding of Doolittle's comments about money.

Some appreciation of how Eliza is treated.

Some reference to language.

Some personal judgement.

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 understanding of Eliza's ambition.

More understanding of Doolittle's comments.

More appreciation of how Eliza is treated.

More appreciation of language.

14-16 selective, structured, personal, critically aware response re AOs 1, 2, 4

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

Range 4: 20 – 25

Critical, detailed and sensitive response to the question.

Sensitive awareness of Eliza's treatment in the play.

Clear and apt reference and supporting quotation.

Clear understanding of language.

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 Read again this extract from the beginning of Act 2:

{EXTRACT}

What do you learn about the character and attitudes of Mrs Birling in this 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 account of Mrs Birling.
Simple comment on her attitudes.
Simple supportive reference.

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 Mrs Birling's character.
Some understanding of her attitudes towards her family and others.
Some personal response with supportive detail.
Some reference to 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 understanding of Mrs Birling's character.
More understanding of her attitudes towards her family and others.
More analysis with selective reference.
Confident expression of personal opinion.

14-16 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.
Sensitive evaluation of character and attitudes.
Discriminating reference to valid detail.

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

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

An Inspector Calls – J B Priestley

Post-1914

Question 12 What do you learn about the different social classes in this play?

You may wish to consider:

- the lifestyle of the Birlings and Gerald
- the difficulties experienced by Eva
- the attitudes of different characters

as well as any ideas of your own.

(25 marks)

OBJECTIVES: Candidates should:

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

Range 1: 0-7

Simple account of the social classes and differences.

Simple account of the difficulties experienced by Eva.

Simple comment on the different attitudes.

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 different classes.

Some appreciation of the difficulties experienced by Eva.

Some comment on the different attitudes related to social class.

Some reference to 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 understanding of the different social classes.

More appreciation of Eva's difficulties.

More comment on the different attitudes related to social class.

More selective reference and supportive commentary.

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

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

Range 4: 20-25

Critical, detailed and sensitive evaluation of the different classes.

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 this extract from the middle of Act 1:

{EXTRACT}

How does Willie Mossop change during the course 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 account of Willie Mossop.

Simple comment on how he changes.

Simple supportive reference.

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 Willie Mossop.

Some appreciation of how he changes.

Some reference to 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 understanding of Willie Mossop.

More appreciation of how he changes.

More supportive reference and analysis.

14-16 structured, personal, critically aware response 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 Willie and how he changes.

Closely supported detailed and accurate selective reference.

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

Hobson's Choice – Harold Brighouse

Post-1914

Question 14 What do you learn about different attitudes to love and marriage in this play?

You may wish to consider:

- Hobson's treatment of his daughters
- attitudes to Willie Mossop
- Maggie's views on love and marriage

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 Hobson's treatment of his daughters pertaining to love and marriage.

Simple comments on attitude to Willie.

Simple comment on Maggie's views about love and marriage.

Simple supportive reference.

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 treatment of his daughters in respect of love and marriage.

Some appreciation of different attitudes to Willie.

Some reference to language with supporting commentary.

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 understanding of Hobson's treatment of his daughters in respect of love and marriage.

More appreciation of different attitudes to Willie.

More reference to language with analysis re AOs 1, 2, 4.

14-16 structured, personal, critically aware response re AOs 1, 2, 4

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

Range 4: 20-25

Critical, detailed and sensitive evaluation with selected references.

Evaluation of language and its contribution to presentation of attitudes.

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

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

{EXTRACT}

Question 15 What does Chaucer's description of the Maunciple tell you about his character and lifestyle? Compare the Maunciple with **one other** character you think is similar in some ways. (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 pilgrim.

Simple reference to one other pilgrim.

Simple comment on the description of at least one pilgrim.

Simple expression of personal opinion.

0 no mention of text

1-4 narrative treatment

5-7 some interpretation/some understanding importance of language re AOs 1, 2, 3

Range 2: 8-13

Some detail for comment from Maunciple's portrait and another portrait.

Some comparative comment on the two pilgrims.

Some exploration of Chaucer's words.

Some judgements on the two characters.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure re AOs 1, 2, 3

Range 3: 14-19

More focus on two pilgrims 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 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Detailed, critical and sensitive reference and comment on the pilgrims.
Evaluation of language and how it contributes to character presentation.
Exploration of Chaucer's roles - poet/pilgrim and Chaucer's attitude.
Thoughtful judgements on the effects of the poet's intentions and achievements with a firm grasp of irony.
Confident and sensitive comparative comment.

20-22 discriminating reference/critical analysis re AOs 1, 2, 3

23-25 evaluation/insight into meanings re AOs 1, 2, 3

The General Prologue – Geoffrey Chaucer

Pre-1914

Question 16 Compare the Prioress and the Wife of Bath who are the only two women among the pilgrims.

You may wish to consider:

- their characters and appearances
- their lifestyles
- the way Chaucer presents them

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 mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2, 3

Range 2: 8-13

Some narrative detail in support.

Some attempt to refer aptly to character, appearance and way of life.

Some personal opinion with valid reasons.

Some exploration of Chaucer's words.

Some comparative comment on the two woman.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure re AOs 1, 2, 3

Range 3: 14-19

More focus and selection of detail.

More comment on appearance, character and way of life.

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

More convincing expression of personal opinion.

14-16 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Detailed, critical sensitive approach in support of question.

Sound knowledge and comment on character, appearance and way of life.

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 discriminating reference/critical analysis re AOs 1, 2, 3

23-25 evaluation/insight into meanings re AOs 1, 2, 3

Poems from Other Centuries – edited Tissier

Pre-1914

{EXTRACT}

Question 17 In the above poem, Elizabeth Barrett Browning explains the strength of her love. Compare this with **one other** poem from the selection which also expresses a strong feeling. (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 'strong feelings'.

Simple reference to language.

0 no mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2, 3

Range 2: 8-13

Some narrative outline of both chosen poems.

Some reference to 'strong feelings'.

Some exploration of aspects of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure re AOs 1, 2, 3

Range 3: 14-19

More exploration of expression of 'strong feelings'.

More thoughtful judgements: more selective reference.

Sound knowledge of each chosen poem and its presentation.

More comparative comment.

14-16 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Sensitive and detailed evaluation of the expression of 'strong feelings'.

Sound and detailed reference in support of judgements made.

Exploration of linguistic and structural aspects of both poems e.g. effects of lines, stanzas.

Confident and sensitive comparative comment.

20-22 discriminating reference/critical analysis re AOs 1, 2, 3

23-25 evaluation/insight into meanings re AOs 1, 2, 3

Poems from Other Centuries – edited Tissier

Pre-1914

Question 18 Read again *The Snake* in which Dickinson describes her sympathetic view of the snake. Compare this poem with **one other** poem from the selection in which the poet is also caring towards the subject.

You may wish to consider:

- what each poem is about
- the words and phrases used
- how the poets' feelings are presented

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 text, with selection and evaluation.

Range 1: 0 – 7

Simple narrative account of at least one poem.

Simple reference to 'sympathetic' or 'caring'.

Simple reference to language.

0 no mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation/some understanding of importance of language re AOs 1, 2, 3

Range 2: 8 – 13

Some narrative outline of both poems.

Some recognition of the sympathetic and caring views.

Some comment on the way in which language is used.

Some attempt at comparison of the two poems.

There may be imbalance in the treatment of the poems.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure re AOs 1, 2, 3

Range 3: 14 – 19

More focus on 'sympathetic and caring view'.

More consideration of language and stylistic devices.

More thoughtful and supported comparison.

14-16 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20 – 25

Understanding of terms of question, with good supporting detail.

Perceptive analysis of language and style.

Informed comparison, well illustrated.

Full appreciation of the effects produced in each poem.

20-22 discriminating reference/critical analysis re AOs 1, 2, 3

23-25 evaluation/insight into meanings re AOs 1, 2, 3

A Choice of Poets – edited Hewett/Edwards

Pre-1914

{EXTRACT}

Question 19 In the above poem Blake describes the horrors of life in London at the time. Compare this poem with **one other** poem from the pre-1914 selection which presents a more positive view of life. (25 marks)

OBJECTIVES: Candidates should:

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

Range 1: 0-7

Simple outline of at least one poem.
Some comment on the view of life.
Simple reference to language.

0 no mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2, 3

Range 2: 8-13

Some outline of both chosen poems.
Some reference to horrors of life in London and/or positive views.
Some exploration of language.
Some elements of comparison.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure 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.
Sound knowledge of each chosen poem and its presentation.
More comparative comment.

14-16 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Sensitive and detailed evaluation of the poets' views.
Sound and detailed reference in support of judgements made.
Exploration of linguistic and structural aspects of both poems, e.g. effects of words, lines, stanzas.
Confident and sensitive comparative comment.

20-22 discriminating reference/critical analysis re AOs 1, 2, 3

23-25 evaluation/insight into meanings re AOs 1, 2, 3

A Choice of Poets – edited Hewett/Edwards

Pre-1914

Question 20 Read again *Composed Upon Westminster Bridge* in which Wordsworth describes a beautiful morning in London. Compare this poem with **one other** poem from the pre-1914 selection which describes a different scene.

You may wish to consider:

- what each poem is about
- the kind of scene 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 scenes in at least one of the poems.

Simple reference to language.

0 no mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2, 3

Range 2: 8-13

Some narrative outline of both chosen poems.

Some reference to the effectiveness of the language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure re AOs 1, 2, 3

Range 3: 14-19

More sensitive exploration of language in support of the scenes described.

More thoughtful judgements: more selective reference.

More knowledge of each chosen poem and its presentation.

More comment on effectiveness of language.

14-16 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Sensitive and detailed evaluation of the language.

Sound and detailed reference in support of judgements made.

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

Confident and sensitive comparative comment.

20-22 discriminating reference/critical analysis re AOs 1, 2, 3

23-25 evaluation/insight into meanings re AOs 1, 2, 3

War Poems – edited Martin

Pre-1914

{EXTRACT}

Question 21 In the above poem, Kipling describes a distressing event. Compare this poem with **one other** poem from the pre-1914 selection which also describes something deeply unpleasant. *(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 'distressing' or 'unpleasant'.

Simple reference to language.

0 no mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2, 3

Range 2: 8-13

Some narrative outline of both chosen poems.

Some reference to 'distressing' and/or 'unpleasant'.

Some judgements on how the poets portray the nature of war for people other than soldiers.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure re AOs 1, 2, 3

Range 3: 14-19

More sensitive exploration of the unpleasant side of war.

More thoughtful judgements: more selective reference.

More knowledge of each chosen poem and the language used.

Sensible comparative comment.

14-16 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Sensitive and detailed evaluation of effect of war and its unpleasantness.

Sound and detailed reference in support of judgements made.

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

Confident and sensitive comparative comment.

20-22 discriminating reference/critical analysis re AOs 1, 2, 3

23-25 evaluation/insight into meanings re AOs 1, 2, 3

War Poems – edited Martin

Pre-1914

Question 22 Read again *The Charge of the Light Brigade* in which Tennyson describes bravery in wartime. Compare this poem with **one other** poem from the pre-1914 selection which also describes the bravery of those involved.

You may wish to consider:

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

as well as any ideas of your own.

(25 marks)

OBJECTIVES: Candidates should:

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

Range 1: 0-7

Simple outline of at least one poem.

Single comment on bravery.

Simple reference to language.

0 no mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2, 3

Range 2: 8-13

Some narrative outline of both chosen poems.

Some elements of comparison.

Some exploration of language.

There may be imbalance in the treatment of the poems.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure re AOs 1, 2, 3

Range 3: 14-19

More exploration of language in support of their choices.

More thoughtful judgements and elements of comparison.

Sound knowledge of each chosen poem and its presentation.

14-16 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Sensitive and detailed evaluation in reference to 'bravery'.

Sound and detailed reference in support of judgements made about the effective use of language to portray bravery.

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

Confident and sensitive comparative comment.

20-22 discriminating reference/critical analysis re AOs 1,2,3

23-25 evaluation/insight into meaning re AOs 1,2,3

Best Words

Pre-1914

{EXTRACT}

Question 23 In the above poem, Donne explains his strong feelings. Compare this poem with **one other** poem from the pre-1914 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

Simple outline of at least one poem.

Simple judgements on strong feelings.

Simple reference to language.

0 no mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2, 3

Range 2: 8-13

Some narrative outline of both chosen poems.

Some reference to strong feelings.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure re AOs 1, 2, 3

Range 3: 14-19

More exploration of language used to present views on strong feelings.

More thoughtful judgements: more selective reference.

More knowledge of each chosen poem and its presentation.

More comparative comment.

14-16 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Sensitive and detailed evaluation of poems and their content re strong feelings.

Sound and detailed reference in support of judgements made.

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

Confident and sensitive comparative comment.

20-22 discriminating reference/critical analysis re AOs 1, 2, 3

23-25 evaluation/insight into meanings re AOs 1, 2, 3

Best Words

Pre-1914

Question 24 Read again *To Autumn* in which Keats admires the beauty of autumn. Compare this with **one other** poem from the pre-1914 selection in which the poet also describes something the poet admires.

You may wish to consider:

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

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 meaning 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 reference to 'admires' and/or 'the beauty of Autumn'.

Simple reference to language.

0 no mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2, 3

Range 2: 8-13

Some narrative outline of both poems.

Some consideration of 'admires'.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure re AOs 1, 2, 3

Range 3: 14-19

More exploration of language used to present poets' views.

More thoughtful consideration of 'admires' with more selective reference.

More knowledge of each chosen poem and its presentation.

More comparative comment.

14-16 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Sensitive and detailed evaluation of poems and their content.

Sound and detailed reference in support of judgements made.

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

Confident and sensitive comparative comment.

20-22 discriminating reference/critical analysis re AOs 1, 2, 3

23-25 evaluation/insight into meaning re AOs 1, 2, 3

A Choice of Poets – edited Hewett/Edwards

Post-1914

{EXTRACT}

Question 25 In the above poem Frost writes thoughtfully about cutting hay. Compare this poem with **one other** poem from the post-1914 selection which also gives you something to think about. (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 'thoughtful'.
Simple reference to language.

0 no mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation and understanding importance of language re AOs 1, 2, 3

Range 2: 8-13

Some narrative outline of both chosen poems.
Some consideration of 'thoughtful'.
Some exploration of language.
Some elements of comparison.
There may be imbalance in the treatment of the poems.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure re AOs 1, 2, 3

Range 3: 14-19

More exploration of language.
More thoughtful judgements: more selective reference.
More knowledge of each chosen poem and its presentation.
More comparative comment.
There may be some imbalance in the treatment of the poems.

14-16 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Sensitive and detailed evaluation of the poems.
Sound and detailed reference in support of judgements made.
Exploration of linguistic and structural aspects of both poems, e.g. effects of words, lines, stanzas.
Confident and sensitive comparative comment.

20-22 discriminating reference/critical analysis re AOs 1, 2, 3

23-25 evaluation/insight into meanings re AOs 1, 2, 3

A Choice of Poets – edited Hewett/Edwards

Post-1914

Question 26 In the poem *Children’s Song*, Thomas describes a child’s view of the world. Compare this poem with **one other** poem from the post-1914 selection which describes a different view of the world.

You may wish to consider:

- what each poem is about
- how words and phrases are used
- views of the world described

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 view of the world described in at least one poem.

Simple reference to language.

0 no mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2, 3

Range 2: 8-13

Some narrative outline of both chosen poems.

Some reference to the views of the world described.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure re AOs 1, 2, 3

Range 3: 14-19

More exploration of language.

More thoughtful judgements: more selective reference.

More knowledge of each chosen poem and its presentation.

More comparative comment.

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

14-16 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Sensitive and detailed evaluation of the poems.

Sound and detailed reference in support of judgements made.

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

Confident and sensitive comparative comment.

20-22 discriminating reference/critical analysis re AOs 1, 2, 3

23-25 evaluation/insight into meanings re AOs 1, 2, 3

War Poems – edited Martin

Post-1914

{EXTRACT}

Question 27 In the above poem, West gives a gory description of warfare. Compare this poem with **one other** poem from the post-1914 selection which also presents war as horrible.

(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 'gory' or 'horrible'.

Simple reference to language.

0 no mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation/understanding importance of language re AOs 1, 2, 3

Range 2: 8-13

Some narrative outline of both chosen poems.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure 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 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Sensitive and detailed evaluation.

Sound and detailed reference in support of judgements made.

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

Confident and sensitive comparative comment.

20-22 discriminating reference/critical analysis re AOS 1, 2, 3

23-25 evaluation/insight into meanings Re AOs 1, 2, 3

War Poems – edited Martin

Post-1914

Question 28 Read again *Route March Rest*, in which Scannell writes about soldiers preparing to go to war. Compare the poem with **one other** poem from the post-1914 selection which describes soldiers involved in war.

You may wish to consider:

- what each poem is about
- how words and phrases are used
- the picture of soldiers that is created

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 reference to language.

Simple point about soldiers in war.

0 no mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation/understanding importance of language re AOs 1, 2, 3

Range 2: 8-13

Some narrative outline of both chosen poems.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure 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 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Sensitive and detailed evaluation.

Sound and detailed reference in support of judgements made.

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

Confident and sensitive comparative comment.

20-22 discriminating reference/critical analysis re AOs 1, 2, 3

23-25 evaluation/insight into meanings re AOs 1, 2, 3

***Axed Between the Ears* – edited by Kitchen**

Post-1914

{EXTRACT}

Question 29 In the above poem, Jennings expresses her opinion of friendship. Compare this poem with **one other** poem from the selection, in which the poet also expresses an 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 on the opinion.

Simple reference to language.

0 no mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation/understanding importance of language re AOs 1, 2, 3

Range 2: 8-13

Some narrative outline of both poems.

Some reference to the opinions.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supported, inferential narrative AOs 1, 2, 3

11-13 response to language/structure 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 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Sensitive and detailed evaluation of two poems.

Sound and detailed reference in support of judgements made.

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

Confident and sensitive comparative comment.

20-22 discriminating reference/critical analysis re AOs 1, 2, 3

23-25 evaluation/insight into meanings re AOs 1, 2, 3

***Axed Between the Ears* – edited by Kitchen**

Post-1914

Question 30 Look again at the poem *Peerless Jim Driscoll* in which Scannell presents a positive view of his subject. Compare this poem with **one other** poem from the selection which presents a negative view of its subject.

You may wish to consider:

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

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

Simple narrative account of at least one poem.

Simple reference to 'positive' or 'negative'.

Simple reference to language.

0 no mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation/understanding importance of language re AOs 1, 2, 3

Range 2: 8-13

Some narrative outline of both poems.

Some recognition of the views expressed.

Some comment on the way in which language is used.

Some attempt at comparison.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure re AOs 1, 2, 3

Range 3: 14-19

More focus on 'views' and how they are expressed.

More thoughtful judgements.

More appreciation of language and stylistic devices.

More point of comparison.

14-16 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Understanding of terms of the question, with good supporting detail.

Perceptive analysis of language and style.

Informed and thoughtful comparison, with good reference.

Full appreciation of strong emotions expressed in each poem.

20-22 discriminating reference/critical analysis re AOs 1, 2, 3

23-25 evaluation/insight into meanings re AOs 1, 2, 3

Best Words

Post-1914

{EXTRACT}

Question 31 In the above poem, Frost writes how making choices can affect life. Compare this poem with **one other** poem from the post-1914 selection which also considers life 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

Simple outline of at least one poem.

Simple statement about the poets' views on choices on life in general.

Simple reference to language.

0 no mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation/understanding of importance of language re AOs 1, 2, 3

Range 2: 8-13

Some reference to the views in the poems.

Some judgements on how the poets describe choices or consider life.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure re AOs 1, 2, 3

Range 3: 14-19

More exploration of language in support of how choices about life are presented or life is considered.

More thoughtful judgements: more selective reference.

More knowledge of each chosen poem and its presentation.

More comparative comment.

14-16 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Sensitive and detailed evaluation of life and how it is presented.

Sound and detailed reference in support of judgements made.

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

Confident and sensitive comparative comment.

20-22 discriminating reference/critical analysis re AOs 1, 2, 3

23-25 evaluation/insight into meanings re AOs 1, 2, 3

Best Words

Post-1914

Question 32 In the poem *War Photographer*, Duffy describes the thoughts and feelings of the photographer. Compare this poem with **one other** poem from the post-1914 selection which also describes thoughts and feelings.

You may wish to consider:

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

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 statement about thoughts and feelings.

Simple reference to language.

0 no mention of text

1-4 narrative treatment re AOs 1, 2, 3

5-7 some thematic interpretation/understanding of importance of language re AOs 1, 2, 3

Range 2: 8-13

Some narrative outline of both poems.

Some reference to the thoughts and feelings described.

Some exploration of language.

Some elements of comparison.

There may be imbalance in the treatment of the poems.

8-10 supported, inferential narrative re AOs 1, 2, 3

11-13 response to language/structure 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 selective reference with elements of critical awareness re AOs 1, 2, 3

17-19 critical awareness of whole text/subtleties of meaning re AOs 1, 2, 3

Range 4: 20-25

Sensitive and detailed evaluation of how the poets present thoughts and feelings.

Sound and detailed reference in support of judgements made.

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

Confident and sensitive comparative comment.

20-22 discriminating reference/critical analysis re AOs 1, 2, 3

23-25 evaluation/insight into meanings 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 from the beginning of Chapter 18:

{EXTRACT}

What sort of character is Elizabeth Bennet 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 character.

Simple comment in relation to character.

Simple personal judgement.

0 no mention of text

1-4 narrative treatment re AOs 1, 2

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2

Range 2: 8-13

Some detailed narrative account of Elizabeth Bennet's character.

Some expression of personal opinion with some evidence.

Some 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 and well chosen reference to Elizabeth Bennet's actions and words.

More focus on key aspects of character.

More supportive 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 reference, comment and evaluation of character.
Thoughtful and confident judgements on the question posed in the title.

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 How important is Charlotte Lucas to the events of this novel?

You may wish to consider:

- what she says and does
- her personality and appearance
- her marriage to Mr Collins

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 character.

Simple knowledge of her actions and marriage.

Simple textual reference.

0 no mention of text

1-4 narrative treatment re AOs 1, 2

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2

Range 2: 8-13

Some detailed narrative account of Charlotte Lucas.

Some exploration of actions and marriage.

Some 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 understanding of character and importance of her role.

More exploration of events concerning Charlotte Lucas with detailed reference.

More supporting 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

Detailed and sensitive exploration of events concerning Charlotte Lucas and her importance to the novel.

Close reference to novel in support of judgements made.

Clear understanding of her actions and relationships.

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 the following extract from Chapter 24 in which Linton Heathcliff talks to Catherine when she visits:

{EXTRACT}

What do you learn about Linton Heathcliff here and elsewhere 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 character.

Simple comment in relation to question posed.

Simple supportive reference.

0 no mention of text

1-4 narrative treatment re AOs 1, 2

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2

Range 2: 8-13

Some detailed narrative account of character.

Some comment related to the question posed.

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 character of Linton Heathcliff.

More focus on his words and actions.

More judgements with supportive reference.

14-16 selective reference with elements of critical awareness

17-19 critical awareness of whole text/subtleties of meaning

Range 4: 20-25

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

Thoughtful and confident judgements on the question posed.

Clear 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 Nellie Dean in this novel.

You may like to consider:

- her character and behaviour
- her knowledge of past events
- the way she presents her views of events

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 character.

Simple comment what she does in the novel.

Simple personal judgement.

0 no mention of text

1-4 narrative treatment re AOs 1, 2

5-7 some thematic interpretation/some understanding of importance of language re AOs 1, 2

Range 2: 8-13

Some detailed narrative account of character.

Some comment related to Nellie Dean's knowledge and presentation of events.

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 character and behaviour.

More focus on knowledge of past events and presentation of her views.

More supportive 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 reference, comment and evaluation of character.

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

Clear 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

***Far from the Madding Crowd* – Thomas Hardy**

Pre-1914

Question 37 Read again the opening words of this novel:

{EXTRACT}

What do you learn about Gabriel Oak 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 character.

Simple comment in relation to words and actions.

Simple supportive reference.

0 no mention of text

1-4 narrative treatment re AOs 1, 2

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2

Range 2: 8-13

Some detailed narrative account of character.

Some comment in relation to words and actions.

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 consideration of character.

More focus on key aspects with awareness of textual detail.

Judgements on the character and situation.

14-16 selective reference with elements of critical awareness

17-19 critical awareness of whole text/subtleties of meaning

Range 4: 20-25

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

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

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

23-25 evaluation/insight re AOs 1, 2

***Far from the Madding Crowd* – Thomas Hardy**

Pre-1914

Question 38 Write about Bathsheba's workers in this novel.

You may wish to consider:

- what they say and do
- their views on events
- their traditional way of life
- the importance of their actions

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 some of the things they say and do.

Simple comment on their way of life.

Simple comment on the importance of their actions.

Simple reference to one or more character.

0 no mention of text

1-4 narrative treatment re AOs 1, 2

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2

Range 2: 8-13

Some detailed consideration of their words and actions.

Some comment on their way of life.

Some comment on the importance of their actions.

Some consideration of their characters.

Some 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 consideration of their words and actions.

More comment on their way of life.

More comment on the importance of their actions.

More exploration of the characters involved.

More supportive 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

Sensitive, 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 Look again at the following two extracts that describe Ralph.

One from the beginning of the novel:

{EXTRACT}

and the other from the end of the novel:

{EXTRACT}

How is Ralph changed by the events on the island? (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 description of Ralph.

Simple comment on how he is changed.

Simple supportive reference.

0 no mention of text

1-4 narrative treatment re AOs 1, 2

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2

Range 2: 8-13

Some detailed narrative description of Ralph.

Some consideration of how he is changed by the events on the island.

Some 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 Ralph.

More understanding of how he is changed by the events on the island.

More judgements with supportive 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

Well chosen and succinct description of Ralph.

Personal and well informed judgements.

Perception and insight into Ralph's experiences.

Apt supportive detail.

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 Write about the littluns and Simon in this novel.

You may wish to consider:

- what happens to them on the island
- what they say and do
- how the other boys treat them

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 littluns and/or Simon.

Simple reference to what happens to them.

Simple consideration of how they are treated.

Simple supportive reference.

0 no mention of text

1-4 narrative treatment re AOs 1, 2

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2

Range 2: 8-13

Some detailed narrative account of the littluns and Simon.

Some exploration of what happens to them.

Some consideration of how others treat them.

More 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 sensitive use of well chosen reference.

More exploration with detailed reference and supporting commentary.

More evaluation of Simon and the littluns and what happens to them.

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 sensitive exploration of the littluns and Simon.

Close reference to the novel in support of judgements made.

Evaluation of events with clear understanding of implications.

Exploration of relevance of setting with perception and insight.

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

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

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

Post-1914

Question 41 Read again this passage from Chapter 2:

{EXTRACT}

How important is Curley's wife to the events of 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 character.

Simple comment on 'important'.

Simple supportive reference.

0 no mention of text

1-4 narrative treatment re AOs 1, 2

5-7 some thematic interpretation/understanding of importance of language re AOs 1, 2

Range 2: 8-13

Some appreciation of the character of Curley's wife.

Some judgements on 'important' to the events in the novel.

Some 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 consideration of her character.

More focus on 'important' with relevant judgements.

More supportive 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

Well chosen and succinct reference to character and relationships.

Detailed exploration of the question posed in the title.

Personal and well informed judgements on character.

Evaluation of language used to highlight aspects of character and relationship.

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

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

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

Post-1914

Question 42 What do you learn about George Milton in this novel?

You may wish to consider:

- what he says and does
- his relationship with Lennie Small
- how other characters treat him

as well as any ideas of your own.

(25 marks)

OBJECTIVES: Candidates should:

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

Range 1: 0-7

Simple narrative accounts of character.

Simple consideration of his relationships with Lennie.

Simple supportive reference to how he is treated.

0 no mention of text

1-4 narrative treatment re AOs 1, 2

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2

Range 2: 8-13

Some detailed narrative account of George.

Some consideration of his relationships with Lennie.

Some supportive reference to how he is treated.

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

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

Range 3: 14-19

More understanding of his character.

More consideration of his relationships.

More supportive reference.

There is some reference to use of language to present character, relationships and attitudes.

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 understanding of George.

The textual evidence offered in support is detailed, accurate and apposite.

There is perceptive evaluation of how Steinbeck's use of language contributes to their understanding.

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 the following extract from the end of Chapter 1:

{EXTRACT}

What do you learn about Cassie and Little Man both here and elsewhere 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 at least one character.

Simple comments on events.

Simple supportive reference.

0 no mention of text

1-4 narrative treatment re AOs 1, 2

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2

Range 2: 8-13

Some detailed consideration of Cassie and Little Man.

Some reference beyond the extract.

Some supportive detail.

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 consideration of what is learned about Cassie and Little Man.

More consideration of both characters in the text.

More supportive 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

Sensitive, detailed and accurate comment; sound knowledge of relevant details.

Sensitive and sustained views of characters.

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 difficulties are faced by black families in this novel? You should consider at **least two** episodes in your answer.

You may wish to consider:

- school and education
- homes and towns
- how they are treated

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 response.

Simple reference to the bullets.

Simple supportive reference.

0 no mention of text

1-4 narrative treatment re AOs 1, 2

5-7 some thematic interpretation/some understanding importance of language re AOs 1, 2

Range 2: 8-13

Some detailed narrative in response to bullets.

Some judgements about difficulties faced by black families.

Some 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 understanding in response to bullets.

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

Sensitive and detailed evaluation.

Sound and detailed 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 2007
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 | | | |