

**Edexcel GCSE**

# **English Literature**

**Unit 1: Understanding Prose**

**Higher Tier**

Sample Assessment Material

**Time: 1 hour 45 minutes**

Paper Reference

**5ET1H/01**

**Questions and Extract Booklet**

**Do not return this booklet with the Answer Booklet  
Clean copies of set texts may be used**

*Turn over* ►

**S41910A**

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**PEARSON**

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**Answer ONE question from Section A and ONE question from Section B.**

**The extracts for use with Section A are in this question paper.**

**SECTION A: LITERARY HERITAGE**

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**Answer ONE question**

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**SECTION B: DIFFERENT CULTURES AND TRADITIONS**

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## SECTION A: LITERARY HERITAGE

Use this extract to answer Question 1.

### *Animal Farm*

#### Extract taken from Chapter 5

Afterwards Squealer was sent round the farm to explain the new arrangement to the others.

'Comrades,' he said, 'I trust that every animal here appreciates the sacrifice that Comrade Napoleon has made in taking this extra labour upon himself. Do not imagine, comrades, that leadership is a pleasure! On the contrary, it is a deep and heavy responsibility. No one believes more firmly than Comrade Napoleon that all animals are equal. He would be only too happy to let you make your decisions for yourselves. But sometimes you might make the wrong decisions, comrades, and then where should we be? Suppose you had decided to follow Snowball, with his moonshine of windmills – Snowball, who, as we now know, was no better than a criminal?

'He fought bravely at the Battle of the Cowshed,' said somebody.

'Bravery is not enough,' said Squealer. 'Loyalty and obedience are more important. And as to the Battle of the Cowshed, I believe the time will come when we shall find that Snowball's part in it was much exaggerated. Discipline, comrades, iron discipline! That is the watchword for today. One false step, and our enemies would be upon us. Surely, comrades, you do not want Jones back?

Once again this argument was unanswerable. Certainly the animals did not want Jones back; if the holding of debates on Sunday mornings was liable to bring him back, then the debates must stop. Boxer, who had now had time to think things over, voiced the general feeling by saying: 'If Comrade Napoleon says it, it must be right.' And from then on he adopted the maxim, 'Napoleon is always right,' in addition to his private motto of 'I will work harder.'

## ***Animal Farm***

**Spelling, punctuation and grammar will be assessed in part (d).**

**1** Answer all parts of the question.

(a) From the extract, what do you discover about the character of Squealer?

Use **evidence** from the extract to support your answer.

(8)

(b) Comment on how the language in the extract is used to create an impression of Napoleon.

Use examples of the writer's language from the extract.

(10)

(c) Explore the significance of trust in this extract.

Use **evidence** from the extract to support your answer.

(10)

(d) Explore the significance of trust in the society of Animal Farm in **one other** part of the novel.

Use examples of the writer's language to support your answer.

(12)

**(Total for spelling, punctuation and grammar = 3 marks)**

**(Total for Question 1 = 43 marks)**

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## SECTION A: LITERARY HERITAGE

Use this extract to answer Question 2.

### *Dr Jekyll and Mr Hyde*

#### Extract taken from Chapter 2

From that time forward, Mr Utterson began to haunt the door in the bystreet of shops. In the morning before office hours, at noon when business was plenty and time scarce, at night under the face of the fogged city moon, by all lights and at all hours of solitude or concourse, the lawyer was to be found on his chosen post.

'If he be Mr Hyde,' he had thought, 'I shall be Mr Seek.'

And at last his patience was rewarded. It was a fine dry night; frost in the air; the streets as clean as a ballroom floor; the lamps, unshaken by any wind, drawing a regular pattern of light and shadow. By ten o'clock, when the shops were closed, the bystreet was very solitary and, in spite of the low growl of London from all round, very silent. Small sounds carried far; domestic sounds out of the houses were clearly audible on either side of the roadway; and the rumour of the approach of any passenger preceded him by a long time. Mr Utterson had been some minutes at his post, when he was aware of an odd, light footstep drawing near. In the course of his nightly patrols, he had long grown accustomed to the quaint effect with which the footfalls of a single person, while he is still a great way off, suddenly spring out distinct from the vast hum and clatter of the city. Yet his attention had never before been so sharply and decisively arrested; and it was with a strong, superstitious prevision of success that he withdrew into the entry of the court.

The steps drew swiftly nearer, and swelled out suddenly louder as they turned the end of the street. The lawyer, looking forth from the entry, could soon see what manner of man he had to deal with. He was small and very plainly dressed, and the look of him, even at that distance, went somehow strongly against the watcher's inclination. But he made straight for the door, crossing the roadway to save time; and as he came, he drew a key from his pocket like one approaching home.

Mr Utterson stepped out and touched him on the shoulder as he passed. 'Mr Hyde, I think?'

*Dr Jekyll and Mr Hyde*

**Spelling, punctuation and grammar will be assessed in part (d).**

**2** Answer all parts of the question.

(a) From the extract, what do you discover about the character of Utterson?

Use **evidence** from the extract to support your answer.

(8)

(b) Comment on the effect of the language used to create suspense in the extract.

Use examples of the writer's language from the extract.

(10)

(c) Explore the significance of the setting in this extract.

Use **evidence** from the extract to support your answer.

(10)

(d) Explore the significance of the setting in **one other** part of the novel.

Use examples of the writer's language to support your answer.

(12)

**(Total for spelling, punctuation and grammar = 3 marks)**

**(Total for Question 2 = 43 marks)**

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## SECTION A: LITERARY HERITAGE

Use this extract to answer Question 3.

### *The Hound of the Baskervilles*

#### Extract taken from Chapter 7

'It's a wonderful place, the moor,' said he, looking round over the undulating downs, long green rollers, with crests of jagged granite foaming up into fantastic surges. 'You never tire of the moor. You cannot think of the wonderful secrets which it contains. It is so vast, and so barren, and so mysterious.'

'You know it well, then?'

'I have only been here two years. The residents would call me a new-comer. We came shortly after Sir Charles settled. But my tastes led me to explore every part of the country round, and I should think that there are few men who know it better than I do.'

'Is it hard to know?'

'Very hard. You see, for example, this great plain to the north here, with the queer hills breaking out of it. Do you observe anything remarkable about that?'

'It would be a rare place for a gallop.'

'You would naturally think so, and the thought has cost folk their lives before now. You notice those bright green spots scattered thickly over it?'

'Yes, they seem more fertile than the rest.'

Stapleton laughed. 'That is the great Grimpen Mire,' said he. 'A false step yonder means death to man or beast. Only yesterday I saw one of the moor ponies wander into it. He never came out. I saw his head for quite a long time craning out of the boghole, but it sucked him down at last. Even in dry seasons it is a danger to cross it, but after these autumn rains it is an awful place. And yet I can find my way to the very heart of it and return alive. By George, there is another of those miserable ponies!'

Something brown was rolling and tossing among the green sedges. Then a long, agonised, writhing neck shot upwards and a dreadful cry echoed over the moor. It turned me cold with horror, but my companion's nerves seemed stronger than mine.



***The Hound of the Baskervilles***

**Spelling, punctuation and grammar will be assessed in part (d).**

**3** Answer all parts of the question.

(a) From the extract, what do you discover about the character of Stapleton?

Use **evidence** from the extract to support your answer.

(8)

(b) Comment on the effect of the language used to create a sense of danger in the extract.

Use examples of the writer's language from the extract.

(10)

(c) Explore the significance of the setting in this extract.

Use **evidence** from the extract to support your answer.

(10)

(d) Explore the significance of the setting in **one other** part of the novel.

Use examples of the writer's language to support your answer.

(12)

**(Total for spelling, punctuation and grammar = 3 marks)**

**(Total for Question 3 = 43 marks)**

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## SECTION A: LITERARY HERITAGE

Use this extract to answer Question 4.

### *Felicia's Journey*

#### Extract taken from Chapter 6

At five past four, leaving the catering department early, Mr Hilditch drives to the bus station and finds a place in a car park from which he can observe the arrival bays. He is confident she'll come back; as soon as she draws a blank she'll return in order to pursue her search in another direction. That stands to reason, but of course it doesn't preclude the chance that he might have missed her. She might easily have decided that it was all no good after an hour or two of making enquiries. All day he has been jittery on that count; at lunchtime he was in two minds about driving over to Marshring Crescent and hanging about there in the car for a while in case she returned. He drove by Number 19 just now, but naturally you can tell nothing from the outside of a house.

Alert to the buses that come and go, Mr Hilditch presses coins into the pay meter in the car park and waits for a ticket to emerge. Shoppers, laden with their purchases, pass slowly by, young women shouting in frustration at their children, men dour and cross looking. There is so much of that, Mr Hilditch considers as he makes his way back to his car, so much violence in the world, so much prickliness. *Keep your Distance!* a sticker rudely orders on the back window of a car. *Surfers Do It Standing Up!* another informs. *I Want Madonna!* a T-shirt message asserts. Mr Hilditch finds it all unattractive.

A bus draws in and Mr Hilditch watches the passengers stepping off it: schoolchildren, an elderly couple, road repairers with their snap boxes and empty flasks in grimy canvas satchels. A long haired man whom Mr Hilditch often sees on the streets is travelling about in search of work, he guesses. Factory workers, men and women, come in a bunch. The Irish girl is not among them.

Hunched in a doorway, he thinks about her. Where looks are concerned, she's not in the same league as Beth, but then very few girls are.

***Felicia's Journey***

**Spelling, punctuation and grammar will be assessed in part (d).**

**4** Answer all parts of the question.

(a) From the extract, what do you discover about the character of Hilditch?

Use **evidence** from the extract to support your answer.

(8)

(b) Comment on the effect of the language used to present Mr Hilditch's actions in the extract.

Use examples of the writer's language from the extract.

(10)

(c) Explore the significance of Mr Hilditch's views of other people and society in the extract.

Use **evidence** from the extract to support your answer.

(10)

(d) Explore the significance of society in **one other** part of the novel.

Use examples of the writer's language to support your answer.

(12)

**(Total for spelling, punctuation and grammar = 3 marks)**

**(Total for Question 4 = 43 marks)**

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## SECTION A: LITERARY HERITAGE

Use this extract to answer Question 5.

### *Pride and Prejudice*

#### Extract taken from Chapter 17

Elizabeth's impatience to acquaint Jane with what had happened could no longer be overcome; and at length, resolving to suppress every particular in which her sister was concerned, and preparing her to be surprised, she related to her the next morning the chief of the scene between Mr Darcy and herself.

Miss Bennet's astonishment was soon lessened by the strong sisterly partiality which made any admiration of Elizabeth appear perfectly natural; and all surprise was shortly lost in other feelings. She was sorry that Mr Darcy should have delivered his sentiments in a manner so little suited to recommend them; but still more was she grieved for the unhappiness which her sister's refusal must have given him.

"His being so sure of succeeding was wrong," said she, "and certainly ought not to have appeared; but consider how much it must increase his disappointment!"

"Indeed," replied Elizabeth, "I am heartily sorry for him; but he has other feelings, which will probably soon drive away his regard for me. You do not blame me, however, for refusing him?"

"Blame you! Oh, no."

"But you blame me for having spoken so warmly of Wickham?"

"No – I do not know that you were wrong in saying what you did."

"But you *will* know it, when I have told you what happened the very next day."

She then spoke of the letter, repeating the whole of its contents as far as they concerned George Wickham. What a stroke was this for poor Jane! who would willingly have gone through the world without believing that so much wickedness existed in the whole race of mankind, as was here collected in one individual. Nor was Darcy's vindication, though grateful to her feelings, capable of consoling her for such discovery. Most earnestly did she labour to prove the probability of error, and seek to clear one without involving the other.

"This will not do," said Elizabeth; "you never will be able to make both of them good for anything. Take your choice, but you must be satisfied with only one. There is but such a quantity of merit between them; just enough to make one good sort of man; and of late it has been shifting about pretty much. For my part, I am inclined to believe it all Mr Darcy's; but you shall do as you chuse."

It was some time, however, before a smile could be extorted from Jane.

"I do not know when I have been more shocked," said she. "Wickham so very bad! It is almost past belief. And poor Mr Darcy! Dear Lizzy, only consider what he must have suffered."

***Pride and Prejudice***

**Spelling, punctuation and grammar will be assessed in part (d).**

**5** Answer all parts of the question.

(a) From the extract, what do you discover about the character of Elizabeth?

Use **evidence** from the extract to support your answer.

(8)

(b) Comment on the language used to reveal Jane's character in this extract.

Use examples of the writer's language from the extract.

(10)

(c) Explore what the extract reveals about Elizabeth's attitudes to men and marriage.

Use **evidence** from the extract to support your answer.

(10)

(d) Explore Elizabeth's attitudes to men as shown in **one other** part of the novel.

Use examples of the writer's language to support your answer.

(12)

**(Total for spelling, punctuation and grammar = 3 marks)**

**(Total for Question 5 = 43 marks)**

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## SECTION A: LITERARY HERITAGE

Use this extract to answer Question 6.

### *Great Expectations*

#### Extract taken from Chapter 26

Being far too ill to remain in the common prison, he was removed, after the first day or so, into the infirmary. This gave me opportunities of being with him that I could not otherwise have had. And but for his illness he would have been put in irons, for he was regarded as a determined prison-breaker, and I know not what else.

Although I saw him every day, it was for only a short time; hence, the regularly recurring spaces of our separation were long enough to record on his face any slight changes that occurred in his physical state. I do not recollect that I once saw any change in it for the better; he wasted, and became slowly weaker and worse, day by day, from the day when the prison door closed upon him.

The kind of submission or resignation that he showed, was that of a man who was tired out. I sometimes derived an impression, from his manner or from a whispered word or two which escaped him, that he pondered over the question whether he might have been a better man under better circumstances. But, he never justified himself by a hint tending that way, or tried to bend the past out of its eternal shape.

It happened on two or three occasions in my presence, that his desperate reputation was alluded to by one or other of the people in attendance on him. A smile crossed his face then, he turned his eyes on me with a trustful look, as if he were confident that I had seen some small redeeming touch in him, even so long ago as when I was a little child. As to all the rest, he was humble and contrite, and I never knew him complain.

When the Sessions came round, Mr. Jaggers caused an application to be made for the postponement of his trial until the following Sessions. It was obviously made with the assurance that he could not live so long, and was refused. The trial came on at once, and when he was put at the bar, he was seated in a chair. No objection was made to my getting close to the dock, on the outside of it, and holding the hand that he stretched forth to me.

**Great Expectations**

**Spelling, punctuation and grammar will be assessed in part (d).**

**6** Answer all parts of the question.

(a) From the extract, what do you discover about the character of Magwitch?

Use **evidence** from the extract to support your answer.

(8)

(b) Comment on the effect of the language used to show the relationship between Pip and Magwitch in the extract.

Use examples of the writer's language from the extract.

(10)

(c) Explore the significance of justice in this extract.

Use **evidence** from the extract to support your answer.

(10)

(d) Explore the significance of justice in **one other** part of the novel.

Use examples of the writer's language to support your answer.

(12)

**(Total for spelling, punctuation and grammar = 3 marks)**

**(Total for Question 6 = 43 marks)**

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**TOTAL FOR SECTION A = 43 MARKS**

## SECTION B: DIFFERENT CULTURES AND TRADITIONS

There are two questions on each text. Answer ONE question from this section.

Spelling, punctuation and grammar will be assessed in your answer.

### *Anita and Me*

#### EITHER

\*7 Explore the importance of Meena's way of life in Tollington.

You **must** consider the context of the novel.

Use **evidence** to support your answer.

(40)

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 7 = 46 marks)

#### OR

\*8 In what ways is racism explored throughout the novel?

You **must** consider the context of the novel.

Use **evidence** to support your answer.

(40)

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 8 = 46 marks)

### *Balzac and the Little Chinese Seamstress*

#### EITHER

\*9 Explore the importance of the character of the Little Seamstress to the theme of culture in the novel.

You **must** consider the context of the novel.

Use **evidence** to support your answer.

(40)

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 9 = 46 marks)

#### OR

\*10 Explore the importance of Luo's transformation of the Little Seamstress.

You **must** consider the context of the novel.

Use **evidence** to support your answer.

(40)

(Total for spelling, punctuation and grammar = 6 marks)

(Total for Question 10 = 46 marks)



## ***Heroes***

### **EITHER**

**\*11** Explore the importance of events at the Wreck Centre to the novel.

You **must** consider the context of the novel.

Use **evidence** to support your answer.

(40)

**(Total for spelling, punctuation and grammar = 6 marks)**

**(Total for Question 11 = 46 marks)**

### **OR**

**\*12** How is the theme of suffering presented throughout the novel?

You **must** consider the context of the novel.

Use **evidence** to support your answer.

(40)

**(Total for spelling, punctuation and grammar = 6 marks)**

**(Total for Question 12 = 46 marks)**

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## ***Of Mice and Men***

### **EITHER**

**\*13** Explain the importance of the friendship between George and Lennie.

You **must** consider the context of the novel.

Use **evidence** to support your answer.

(40)

**(Total for spelling, punctuation and grammar = 6 marks)**

**(Total for Question 13 = 46 marks)**

### **OR**

**\*14** Explore how dreams and dreaming affect individual characters in the novel.

You **must** consider the context of the novel.

Use **evidence** to support your answer.

(40)

**(Total for spelling, punctuation and grammar = 6 marks)**

**(Total for Question 14 = 46 marks)**

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## SECTION B: DIFFERENT CULTURES AND TRADITIONS

### *Rani and Sukh*

#### EITHER

**\*15** Explain why Rani and Sukh's relationship ends in tragedy.

You **must** consider the context of the novel.

Use **evidence** to support your answer.

(40)

**(Total for spelling, punctuation and grammar = 6 marks)**

**(Total for Question 15 = 46 marks)**

#### OR

**\*16** How is conflict presented throughout the novel?

You **must** consider the context of the novel.

Use **evidence** to support your answer.

(40)

**(Total for spelling, punctuation and grammar = 6 marks)**

**(Total for Question 16 = 46 marks)**

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### *Riding the Black Cockatoo*

#### EITHER

**\*17** Explore how John's experiences on his journey affect him.

You **must** consider the context of the text.

Use **evidence** to support your answer.

(40)

**(Total for spelling, punctuation and grammar = 6 marks)**

**(Total for Question 17 = 46 marks)**

#### OR

**\*18** Explore how John is affected by nature in the text.

You **must** consider the context of the text.

Use **evidence** to support your answer.

(40)

**(Total for spelling, punctuation and grammar = 6 marks)**

**(Total for Question 18 = 46 marks)**

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***To Kill a Mockingbird***

**EITHER**

**\*19** Explore how important the Tom Robinson case is to Atticus.

You **must** consider the context of the novel.

Use **evidence** to support your answer.

(40)

**(Total for spelling, punctuation and grammar = 6 marks)**

**(Total for Question 19 = 46 marks)**

**OR**

**\*20** How is the theme of family life presented in the novel?

You **must** consider the context of the novel.

Use **evidence** to support your answer.

(40)

**(Total for spelling, punctuation and grammar = 6 marks)**

**(Total for Question 20 = 46 marks)**

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**TOTAL FOR SECTION B = 46 MARKS**

**TOTAL FOR PAPER = 89 MARKS**



Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

# English Literature

## Unit 1: Understanding Prose

**Higher Tier**

Sample Assessment Material

**Time: 1 hour 45 minutes**

Paper Reference

**5ET1H/01**

**You must have:**

Questions and Extracts Booklet (enclosed)  
Clean copies of set texts may be used.

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- You must answer **two** questions. Answer **one** question from Section A and **one** question from Section B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 89.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed  
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

### Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

## SECTION A: LITERARY HERITAGE

You must answer ONE question from SECTION A.

Indicate which question you are answering by marking a cross ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Chosen Question Number:

Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

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**The live question paper will contain further pages of lines.**

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**TOTAL FOR SECTION A = 43 MARKS**

**SECTION B: DIFFERENT CULTURES AND TRADITIONS**

**You must answer ONE question from SECTION B.**

**Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .**

Chosen Question Number:

**Question 7**

**Question 8**

**Question 9**

**Question 10**

**Question 11**

**Question 12**

**Question 13**

**Question 14**

**Question 15**

**Question 16**

**Question 17**

**Question 18**

**Question 19**

**Question 20**

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**The live question paper will contain further pages of lines.**

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**TOTAL FOR SECTION B = 46 MARKS**  
**TOTAL FOR PAPER = 89 MARKS**





Mark Scheme

Sample Assessment Material

GCSE English Literature  
(5ET1H/01)

Unit 1: Understanding Prose

### **Edexcel and BTEC Qualifications**

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Sample Assessment Material

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where and which strands of QWC are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

## Mark Scheme

This booklet contains the mark schemes for the English Literature Unit 1: Understanding Prose Higher Tier Question Paper.

The questions on this paper have been designed to enable candidates to show what they can achieve in relation to a detailed study of a text. The specification aims to encourage students to:

- i respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate
- ii explore relationships and comparisons between texts, selecting and evaluating relevant material.

Examiners should allow the candidate to determine her or his own approach, and assess what the candidate has offered, rather than judging it against predetermined ideas about what an answer should contain.

Examiners must assure themselves that, before they score through passages they consider to be completely irrelevant, they have made every effort to appreciate the candidate's approach to the question.

A crossed-out response should be marked if there is no other response on the paper.

### Assessment Objectives

The following Assessment Objectives will be assessed in this unit and are referenced in the mark grids:

<b>A01:</b> Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
<b>A02:</b> Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings
<b>A04:</b> Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times

## Section A: Literary Heritage

### *Animal Farm*

Question Number		
1(a)	From the extract, what do you discover about the character of Squealer? Use <b>evidence</b> from the extract to support your answer.	
	<b>(8 marks)</b>	
Indicative content		
<p><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• Squealer explains new arrangements to the other animals.</li> <li>• He is trusted by Napoleon, which shows he is with the pigs.</li> <li>• Squealer addresses other animals as ‘comrades’, so he appears to be trustworthy and friendly.</li> <li>• Squealer speaks of leadership as ‘extra labour’ and, in doing so, promotes Napoleon by creating an image of Napoleon making a ‘sacrifice’.</li> <li>• Squealer is as corrupt and dishonest as Napoleon.</li> <li>• Squealer speaks of responsibility as a burden.</li> <li>• He is deceitful, because he misleads the animals by telling them that they are all equal but, because they ‘might make the wrong decisions’, they must trust Napoleon, or the alternative is to have Jones back.</li> <li>• Squealer is intelligent and convincing. He is talented, he makes such a good argument that it is ‘unanswerable’. Boxer voices the general feeling, ‘...it must be right’.</li> <li>• Squealer feels no guilt about lying to and misleading the animals in order to profit from them and carry on exploiting them.</li> <li>• Squealer is a persuasive speaker. His speech is effective and Boxer resolves to ‘work harder’, remembering that ‘Napoleon is always right’.</li> </ul> <p><b>Reward any other valid points.</b></p>		
Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> <li>• Generally sound or sound understanding of the character.</li> <li>• Uses relevant evidence from the extract to demonstrate knowledge about the character.</li> </ul>
2	4-5	<ul style="list-style-type: none"> <li>• Thorough understanding of the character.</li> <li>• Uses a good range of evidence from the extract to demonstrate knowledge about the character.</li> </ul>
3	6-8	<ul style="list-style-type: none"> <li>• Perceptive understanding of the character.</li> <li>• Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character.</li> </ul>

Question Number		
1(b)	Comment on how the language in the extract is used to create an impression of Napoleon. Use examples of the writer's language from the extract.	
	<b>(10 marks)</b>	
Indicative content		
<p><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• The writer uses direct speech to emphasise the direct appeal of the theme of trust in Napoleon.</li> <li>• He appeals to the sympathy of the animals by describing Napoleon's sacrifice and implying that Napoleon is suffering.</li> <li>• He addresses the animals as 'Comrades', appealing to them as equals to gain their trust.</li> <li>• He uses rhetorical questions to explain why Napoleon needs to lead, thus attempting to persuade the animals to trust Napoleon.</li> <li>• The writer, however, emphasises the doubts of the animals expressed in the view of Snowball by using a separate paragraph for a defence of Snowball.</li> <li>• The writer uses an exclamation mark to emphasise 'iron discipline'. This shows irony in a speech in which Squealer is promoting Napoleon's sacrifices.</li> </ul> <p><b>Reward any other valid points.</b></p>		
<b>Band</b>	<b>Mark</b>	<b>AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings</b>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>• Generally sound reference to how the writer achieves effects.</li> <li>• Generally sound understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Examples from the extract are generally sound and mostly relevant.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Sound reference to how the writer achieves effects.</li> <li>• Clear understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Examples from the extract are sound and mostly relevant.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Sustained reference to how the writer achieves effects.</li> <li>• Thorough understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Sustained use of relevant examples from the extract.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>• Pertinent reference to how the writer achieves effects.</li> <li>• Assured understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Assured use of relevant examples from the extract.</li> </ul>
5	9-10	<ul style="list-style-type: none"> <li>• Convincing reference to how the writer achieves effects.</li> <li>• Perceptive understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Perceptive use of relevant examples from the extract.</li> </ul>

Question Number		
1(c)	Explore the significance of trust in this extract. Use <b>evidence</b> from the extract to support your answer.	
	<b>(10 marks)</b>	
Indicative content		
<p><b>Candidates will select from a range of material from the extract - these may include:</b></p> <ul style="list-style-type: none"> <li>• Squealer, speaking of Napoleon, makes a speech on the subject of trust and faith.</li> <li>• Squealer stresses the apparent shortcomings of the animals, suggesting that Napoleon’s position is of benefit to them, and implying that they should trust him to make the right decisions.</li> <li>• Squealer threatens the animals by referring to their enemies. This scares them into believing and trusting Napoleon.</li> <li>• Squealer suggests that Napoleon is undertaking a heavy responsibility, thus implying that they should trust him for taking on this responsibility.</li> </ul> <p><b>Reward any other valid points.</b></p>		
<b>Band</b>	<b>Mark</b>	<b>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</b>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>• Mostly sound reference to extract, mostly supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows generally sound understanding.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Sound reference to extract, supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows sound understanding.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Sustained reference to extract, supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows thorough understanding.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>• Pertinent reference to extract, supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows assured understanding.</li> </ul>
5	9-10	<ul style="list-style-type: none"> <li>• Convincing reference to extract, supported by sustained relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows perceptive understanding.</li> </ul>



Question Number		
1(d)	<p>Explore the significance of trust in the society of Animal Farm in <b>one other</b> part of the novel. Use examples of the writer’s language to support your answer.</p> <p style="text-align: right;"><b>(12 marks + 3 marks SPaG)</b></p>	
	Indicative content	
	<p><b>Candidates may draw on any relevant part of the novel outside the extract, as long as the focus is on the significance of trust and statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer’s craft: Orwell’s presentation of this theme (A02).</b></p> <p><b>Responses may include:</b></p> <p>There are many different parts of the novel for candidates to select from, because much of the novel is based on the animals’ distrust of humans, which is then replaced by trust in their fellow animals, in particular their leaders, the pigs.</p> <ul style="list-style-type: none"> <li>• Reference may be made to the part in the novel where Boxer dies. Much of the success of the harvest depends on Boxer’s strength. It is only his strength that saves him against the dogs in Chapter 7. He trusts his leaders and follows them without question until he sees the windmill rebuilt, which brings about his death.</li> <li>• Reference may also be made to the start of the novel, when Mr Jones ran the farm. He was often drunk, a ‘hard master’ as well as cruel and lazy. The animals don’t trust him and so they place their trust in the pigs, who often use his name to intimidate the farm animals into doing their bidding.</li> </ul> <p><b>Reward any other valid points.</b></p>	
<b>Band</b>	<b>Mark</b>	<p><b>A01: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</b></p> <p><b>A02: Explain how language, structure and form contribute to writers’ presentation of ideas, themes and settings</b></p>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Mostly uses relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Generally sound understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Generally sound selection of textual detail to support interpretation.</li> </ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Consistently uses relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Clear understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Sound selection of textual detail to support interpretation.</li> </ul>
<b>3</b>	<b>6-7</b>	<ul style="list-style-type: none"> <li>• Sustained use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Thorough understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Thorough selection of textual detail to support interpretation.</li> </ul>

4	8-10	<ul style="list-style-type: none"> <li>Assured use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>Assured understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>Pertinent selection of textual detail to support interpretation.</li> </ul>
5	11-12	<ul style="list-style-type: none"> <li>Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>Perceptive understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>Convincing selection of textual detail to support interpretation.</li> </ul>

Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	2	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	3	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

*Dr Jekyll and Mr Hyde*

Question Number		
2(a)	From the extract, what do you discover about the character of Utterson? Use <b>evidence</b> from the extract to support your answer.	
	<b>(8 marks)</b>	
Indicative content		
	<p><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• Utterson is determined, waiting for Hyde to return to the doorway. The writer uses ‘haunt’ and refers to his ‘chosen post’ to show that he does not go away/is very determined.</li> <li>• Utterson has a sense of humour and plays on words ‘If he be Mr Hyde’ ... ‘I shall be Mr Seek.’</li> <li>• Utterson is attentive and observant, noticing the sounds of footsteps and the domestic sounds from houses, including Hyde’s ‘light footstep’.</li> <li>• The writer refers to Utterson’s ‘patience’.</li> <li>• Utterson is very direct when he approaches Hyde: ‘Mr Hyde, I think?’</li> </ul> <p><b>Reward any other valid points.</b></p>	
<b>Band</b>	<b>Mark</b>	<b>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</b>
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> <li>• Generally sound or sound understanding of the character.</li> <li>• Uses relevant evidence from the extract to demonstrate knowledge about the character.</li> </ul>
2	4-5	<ul style="list-style-type: none"> <li>• Thorough understanding of the character.</li> <li>• Uses a good range of evidence from the extract to demonstrate knowledge about the character.</li> </ul>
3	6-8	<ul style="list-style-type: none"> <li>• Perceptive understanding of the character.</li> <li>• Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character.</li> </ul>

Question Number		
2(b)	Comment on the effect of the language used to create suspense in the extract. Use examples of the writer's language from the extract.	
	<b>(10 marks)</b>	
Indicative content		
<p><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• Utterson haunts the door, suggesting the other-worldliness of the scene.</li> <li>• The description of the fogged city moon suggests other-worldliness.</li> <li>• References made to hearing footsteps on London streets lead up to the appearance of Mr Hyde, linking him with the London setting - 'swelled out suddenly louder'.</li> <li>• Description is made of a range of sounds, including the 'low growl of London', which suggests an air of menace that contributes to the suspense of the scene.</li> <li>• There is a contrast between the hum of the city and Utterson's isolation.</li> <li>• The use of magnification as the footsteps 'swell' when they turn the corner, adds to the anticipation of the meeting.</li> <li>• The writer uses alliteration, 'strong, superstitious' to show how Utterson feels about meeting Hyde. This description links to the earlier use of 'haunt'.</li> <li>• He also describes the 'hum and clatter of the city', the 'low growl of London' and the 'domestic sounds' that have a 'quaint effect'.</li> </ul> <p><b>Reward any other valid points.</b></p>		
Band	Mark	A02: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>• Generally sound reference to how the writer achieves effects.</li> <li>• Generally sound understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Examples from the extract are generally sound and mostly relevant.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Sound reference to how the writer achieves effects.</li> <li>• Clear understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Examples from the extract are sound and mostly relevant.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Sustained reference to how the writer achieves effects.</li> <li>• Thorough understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Sustained use of relevant examples from the extract.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>• Pertinent reference to how the writer achieves effects.</li> <li>• Assured understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Assured use of relevant examples from the extract.</li> </ul>
5	9-10	<ul style="list-style-type: none"> <li>• Convincing reference to how the writer achieves effects.</li> <li>• Perceptive understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Perceptive use of relevant examples from the extract.</li> </ul>

Question Number		
2(c)	Explore the significance of the setting in this extract. Use <b>evidence</b> from the extract to support your answer.	
	<b>(10 marks)</b>	
Indicative content		
<p><b>Candidates will select from a range of material from the extract - these may include:</b></p> <ul style="list-style-type: none"> <li>• The writer uses description of the ‘fogged city moon’ and ‘by all lights’ to show that Mr Utterson is always waiting and sees London at different times of day.</li> <li>• The description of the weather as a ‘fine dry night’ is linked with the appearance of the streets ‘as clean as a ballroom floor’.</li> <li>• The writer uses description to show how the streets change after 10 pm, shops ‘closed’, side street ‘solitary’ and ‘silent’ as London becomes deserted.</li> <li>• The sounds of London are very important to create an atmosphere of a busy city, ‘vast hum’, although Mr Utterson is alone before Mr Hyde appears.</li> <li>• The writer refers to street lighting as ‘unshaken by any wind,’ so the pattern of light and shadow is ‘regular’.</li> </ul> <p><b>Reward any other valid points.</b></p>		
<b>Band</b>	<b>Mark</b>	<b>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</b>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>• Mostly sound reference to extract, mostly supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows generally sound understanding.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Sound reference to extract, supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows sound understanding.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Sustained reference to extract, supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows thorough understanding.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>• Pertinent reference to extract, supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows assured understanding.</li> </ul>
5	9-10	<ul style="list-style-type: none"> <li>• Convincing reference to extract, supported by sustained relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows perceptive understanding.</li> </ul>

Question Number		
2(d)	Explore the significance of the setting in <b>one other</b> part of the novel. Use examples of the writer's language to support your answer.	
	<b>(12 marks + 3 marks SPaG)</b>	
	Indicative content	
	<p>Candidates may draw on any relevant part of the novel outside the extract, as long as the focus is on the significance of the setting and statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: Stevenson's presentation of the setting (A02).  <b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• The writer uses the setting of Victorian London and links it with the dark events surrounding Mr Hyde.</li> <li>• The setting of the London streets allows Hyde to move around so that he can pursue his dual life as Jekyll and Hyde.</li> <li>• The writer uses description of the streets as filled with fog to create mystery/gothic imagery.</li> <li>• The streets provide a setting for Hyde trampling a child running through a London street on her way to fetch a doctor.</li> <li>• The setting could also be explored in Utterson's dreams, where chilling visions of the city appear, 'He would be aware of the great fields of lamps of the nocturnal city...the figure haunted the layer all night...to see it glide more stealthily through the sleeping houses, or move more swiftly through the wider labyrinths of lamp-lighted city, and every corner crush a child and leave her screaming.'</li> </ul> <p>The settings of one of the two homes could be explored: Jekyll's, 'a great air of wealth and comfort', or Hyde's, 'a certain sinister block of building...' to show how it is used to present Jekyll/Hyde.  <b>Reward any other valid points.</b></p>	
<b>Band</b>	<b>Mark</b>	<p>A01: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</p> <p>A02: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings</p>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Mostly uses relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Generally sound understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Generally sound selection of textual detail to support interpretation.</li> </ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Consistently uses relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Clear understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Sound selection of textual detail to support interpretation.</li> </ul>

3	6-7	<ul style="list-style-type: none"> <li>• Sustained use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Thorough understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Thorough selection of textual detail to support interpretation.</li> </ul>
4	8-10	<ul style="list-style-type: none"> <li>• Assured use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Assured understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Pertinent selection of textual detail to support interpretation.</li> </ul>
5	11-12	<ul style="list-style-type: none"> <li>• Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Perceptive understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Convincing selection of textual detail to support interpretation.</li> </ul>

Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>• Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	2	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	3	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

*The Hound of the Baskervilles*

Question Number		
3(a)	From the extract, what do you discover about the character of Stapleton? Use <b>evidence</b> from the extract to support your answer.	
	<b>(8 marks)</b>	
	Indicative content	
	<p><b>Responses may include:</b> Stapleton is:</p> <ul style="list-style-type: none"> <li>• polite - introducing Watson to the moor</li> <li>• an enthusiast - ‘You never tire of the moor. You cannot think of the wonderful secrets it contains’</li> <li>• new to the area but already very familiar with it</li> <li>• enjoying the wonders of the moor - ‘It is so vast, and so barren, and so mysterious’ - talking about all its features</li> <li>• slightly odd - laughing about the moor and almost enjoying the death of the pony, having spent some time watching it - ‘I saw his head for quite a long time craning out of the boghole’. It could be inferred draw out from this that he is rather ghoulish</li> <li>• brave or maybe foolhardy, because as we don’t know much about him yet. He crosses the moor even though it is dangerous</li> <li>• a contrast to Watson, which highlights a hard edge - Watson is cold with horror ‘but my companion’s nerves seemed stronger than mine’.</li> </ul> <p><b>Reward any other valid points.</b></p>	
Band	Mark	A01: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> <li>• Generally sound or sound understanding of the character.</li> <li>• Uses relevant evidence from the extract to demonstrate knowledge about the character.</li> </ul>
2	4-5	<ul style="list-style-type: none"> <li>• Thorough understanding of the character.</li> <li>• Uses a good range of evidence from the extract to demonstrate knowledge about the character.</li> </ul>
3	6-8	<ul style="list-style-type: none"> <li>• Perceptive understanding of the character.</li> <li>• Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character.</li> </ul>



Question Number		
3(b)	<p>Comment on the effect of the language used to create a sense of danger in the extract. Use examples of the writer's language from the extract.</p>	
	<b>(10 marks)</b>	
	Indicative content	
	<p><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• The description of 'jagged granite foaming up in fantastic surges' suggests the danger of the moor.</li> <li>• The moor is dangerous, because animals die there.</li> <li>• Unnatural - 'a long, agonised, writhing neck shot upwards'.</li> <li>• Frightening - 'a dreadful cry echoed over the moor'.</li> <li>• Mysterious - 'something brown was rolling and tossing...'</li> <li>• Stapleton says that 'a false step yonder means death to man or beast', which emphasises the danger.</li> </ul> <p><b>Reward any other valid points.</b></p>	
<b>Band</b>	<b>Mark</b>	<b>A02: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings</b>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>• Generally sound reference to how the writer achieves effects.</li> <li>• Generally sound understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Examples from the extract are generally sound and mostly relevant.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Sound reference to how the writer achieves effects.</li> <li>• Clear understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Examples from the extract are sound and mostly relevant.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Sustained reference to how the writer achieves effects.</li> <li>• Thorough understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Sustained use of relevant examples from the extract.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>• Pertinent reference to how the writer achieves effects.</li> <li>• Assured understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Assured use of relevant examples from the extract.</li> </ul>
5	9-10	<ul style="list-style-type: none"> <li>• Convincing reference to how the writer achieves effects.</li> <li>• Perceptive understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Perceptive use of relevant examples from the extract.</li> </ul>

Question Number		
3(c)	Explore the significance of the setting in this extract. Use <b>evidence</b> from the extract to support your answer.	
	<b>(10 marks)</b>	
Indicative content		
<p><b>Candidates will select from a range of material from the extract - these may include:</b></p> <ul style="list-style-type: none"> <li>• The setting is described as ‘barren’, ‘vast’, ‘mysterious’.</li> <li>• There are unusual features - ‘bright green spots’, ‘queer hills’.</li> <li>• The setting is attractive to some people like Stapleton, who describes it as a ‘wonderful place’, with ‘undulating downs, long green rollers’.</li> <li>• Stapleton declares that few men know the country like he does (he says he can find his way to the ‘very heart and return alive’), which suggests his link to the setting and also suggests a connection with the strange events of the novel.</li> <li>• Stapleton laughs when describing Grimpen Mire. This suggests his disconnection with the threat of the setting, and also suggests callousness when the fate of the pony is considered.</li> <li>• The setting seems threatening to others - like Watson.</li> </ul> <p><b>Reward any other valid points.</b></p>		
Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>• Mostly sound reference to extract, mostly supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows generally sound understanding.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Sound reference to extract, supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows sound understanding.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Sustained reference to extract, supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows thorough understanding.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>• Pertinent reference to extract, supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows assured understanding.</li> </ul>
5	9-10	<ul style="list-style-type: none"> <li>• Convincing reference to extract, supported by sustained relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows perceptive understanding.</li> </ul>

Question Number		
3(d)	Explore the significance of the setting in <b>one other</b> part of the novel. Use examples of the writer's language to support your answer.	
	<b>(12 marks + 3 marks SPaG)</b>	
Indicative content		
<p>Candidates may draw on any relevant part of the novel outside the extract, as long as the focus is on the setting and statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: Doyle's presentation of the setting (A02).</p> <p><b>Responses may include:</b></p> <p>A wide range of material is available to the candidate:</p> <ul style="list-style-type: none"> <li>• There are many examples within the novel where the setting on the lonely moor creates tension and fear.</li> <li>• In Chapter 7, from which the extract has come, the deaths of some wild horses prefigure Stapleton's own death by drowning in the Grimpen Mire.</li> <li>• Band 4/5 responses are likely to include Doyle's purpose in the creation of tension and fear, and its effect on the reader. Although this is not prerequisite of this range.</li> </ul> <p><b>Reward any other valid points.</b></p>		
Band	Mark	
0	0	No rewardable material
1	1-2	<ul style="list-style-type: none"> <li>• Mostly uses relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Generally sound understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Generally sound selection of textual detail to support interpretation.</li> </ul>
2	3-5	<ul style="list-style-type: none"> <li>• Consistently uses relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Clear understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Sound selection of textual detail to support interpretation.</li> </ul>
3	6-7	<ul style="list-style-type: none"> <li>• Sustained use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Thorough understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Thorough selection of textual detail to support interpretation.</li> </ul>
4	8-10	<ul style="list-style-type: none"> <li>• Assured use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Assured understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Pertinent selection of textual detail to support interpretation.</li> </ul>

5	11-12	<ul style="list-style-type: none"> <li>• Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Perceptive understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Convincing selection of textual detail to support interpretation.</li> </ul>
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Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>• Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	2	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	3	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

*Felicia's Journey*

Question Number		
4(a)	From the extract, what do you discover about the character of Hilditch? Use <b>evidence</b> from the extract to support your answer.	
	<b>(8 marks)</b>	
Indicative content		
	<p><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• The reader learns that Hilditch is following Felicia in the hope of speaking to her, ‘...from which he can observe the arrival bays’. He is ‘confident she’ll come back’ but earlier on in the day he was ‘jittery’ in case she had returned earlier, before he had the chance to wait for her at the bus depot.</li> <li>• Hilditch is judgemental of others, ‘Mr Hilditch finds it all unattractive’</li> <li>• He does not tolerate or excuse violence, which gives the reader the impression that he is a decent, considerate man.</li> <li>• Hilditch is an observant and perceptive person. He watches people and considers their actions, noting every small detail, ‘...a long haired man...in search of work.’</li> <li>• Hilditch thinks of Beth and compares Felicia with her. She is not ‘in the same league’. The reader gains an impression of Hilditch that he has known young women in trouble or needing help before, ‘...but then very few girls are.’</li> </ul> <p><b>Reward any other valid points.</b></p>	
<b>Band</b>	<b>Mark</b>	<b>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Generally sound or sound understanding of the character.</li> <li>• Uses relevant evidence from the extract to demonstrate knowledge about the character.</li> </ul>
<b>2</b>	<b>4-5</b>	<ul style="list-style-type: none"> <li>• Thorough understanding of the character.</li> <li>• Uses a good range of evidence from the extract to demonstrate knowledge about the character.</li> </ul>
<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"> <li>• Perceptive understanding of the character.</li> <li>• Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character.</li> </ul>

Question Number		
4(b)	<p>Comment on the effect of the language used to present Mr Hilditch’s actions in the extract. Use examples of the writer’s language from the extract.</p>	
	<b>(10 marks)</b>	
	Indicative content	
	<p><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• The actions are described in the present tense, which suggests the immediacy of the reactions.</li> <li>• Hilditch finds a place to park and he recalls the past events of the day. Those events are described in the past tense.</li> <li>• Hilditch is alert to the buses as he presses coins into the meter. The language suggests that he is constantly aware of others.</li> <li>• The language is detailed and precise, which suggests the quality of Hilditch’s observations and the specificity of his actions.</li> <li>• The writer uses exclamation marks to emphasise the abrasiveness of the car stickers.</li> <li>• The use of italics helps the car sticker slogans to stand out in the text.</li> </ul> <p><b>Reward any other valid points.</b></p>	
<b>Band</b>	<b>Mark</b>	<b>AO2: Explain how language, structure and form contribute to writers’ presentation of ideas, themes and settings</b>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>• Generally sound reference to how the writer achieves effects.</li> <li>• Generally sound understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Examples from the extract are generally sound and mostly relevant.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Sound reference to how the writer achieves effects.</li> <li>• Clear understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Examples from the extract are sound and mostly relevant.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Sustained reference to how the writer achieves effects.</li> <li>• Thorough understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Sustained use of relevant examples from the extract.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>• Pertinent reference to how the writer achieves effects.</li> <li>• Assured understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Assured use of relevant examples from the extract.</li> </ul>
5	9-10	<ul style="list-style-type: none"> <li>• Convincing reference to how the writer achieves effects.</li> <li>• Perceptive understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Perceptive use of relevant examples from the extract.</li> </ul>

Question Number		
4(c)	Explore the significance of Mr Hilditch’s views of other people and society in the extract. Use <b>evidence</b> from the extract to support your answer.	
	<b>(10 marks)</b>	
	Indicative content	
	<p><b>Candidates will select from a range of material from the extract - these may include:</b></p> <ul style="list-style-type: none"> <li>• Hilditch observes young women shouting at their children, and ‘men dour and cross looking’ - and thinks there is so much violence and prickliness in the world.</li> <li>• Hilditch doesn’t like the assertive nature of the car stickers ‘Keep your distance!’ and the T-shirt ‘I want Madonna!’ He finds them unattractive and they emphasise his disconnection with society.</li> <li>• Hilditch assumes that the long-haired man on the bus is searching for work. This shows that he makes assumptions about people based on their appearance.</li> <li>• He finds the assertiveness of car stickers unattractive, which emphasises his disconnection with abrasive culture.</li> <li>• He is analytical in his assessment of society and his tracing of the movements of the Irish girl. This suggests his disconnectedness with society, because he doesn’t engage with the things he observes.</li> </ul> <p><b>Reward any other valid points.</b></p>	
<b>Band</b>	<b>Mark</b>	<b>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</b>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>• Mostly sound reference to extract, mostly supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows generally sound understanding.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Sound reference to extract, supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows sound understanding.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Sustained reference to extract, supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows thorough understanding.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>• Pertinent reference to extract, supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows assured understanding.</li> </ul>
5	9-10	<ul style="list-style-type: none"> <li>• Convincing reference to extract, supported by sustained relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows perceptive understanding.</li> </ul>

Question Number		
4(d)	Explore the significance of society in <b>one other</b> part of the novel. Use examples of the writer's language to support your answer.	
	<b>(12 marks + 3 marks SPaG)</b>	
	Indicative content	
	<p>Candidates may draw on any relevant part of the novel outside the extract, as long as the focus is on the significance of society and statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: Trevor's presentation of society (A02).</p> <p><b>Responses may include:</b></p> <p>Candidates may choose as an example of 'society', any of Hilditch's observations or experiences, eg Hilditch's home.</p> <ul style="list-style-type: none"> <li>• Although it appears to be a comfortable and secure dwelling, it is in fact a household adorned with framed strangers.</li> <li>• The reader feels tense because he/she learns that Hilditch has made plans like this before, and is then informed that Hilditch has never, until this time, introduced someone in need of help to his own home.</li> </ul> <p><b>Reward any other valid points.</b></p>	
<b>Band</b>	<b>Mark</b>	<p>A01: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</p> <p>A02: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings</p>
<b>0</b>	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Mostly uses relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Generally sound understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Generally sound selection of textual detail to support interpretation.</li> </ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Consistently uses relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Clear understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Sound selection of textual detail to support interpretation.</li> </ul>
<b>3</b>	<b>6-7</b>	<ul style="list-style-type: none"> <li>• Sustained use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Thorough understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Thorough selection of textual detail to support interpretation.</li> </ul>
<b>4</b>	<b>8-10</b>	<ul style="list-style-type: none"> <li>• Assured use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Assured understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Pertinent selection of textual detail to support interpretation.</li> </ul>



5	11-12	<ul style="list-style-type: none"> <li>• Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Perceptive understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Convincing selection of textual detail to support interpretation.</li> </ul>
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Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>• Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	2	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	3	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

*Pride and Prejudice*

Question Number		
5(a)	From the extract, what do you discover about the character of Elizabeth? Use <b>evidence</b> from the extract to support your answer.	
	<b>(8 marks)</b>	
	Indicative content	
	<p><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• The reader sees Elizabeth’s impatience and eagerness to ‘acquaint Jane with what had happened’ and what she has learned.</li> <li>• Elizabeth wants to surprise Jane. She decides to suppress all the details concerning Jane, so that the news of Bingley’s interest has the desired effect planned by Elizabeth.</li> <li>• Elizabeth is affected by Jane’s concern for Darcy’s feelings after he was refused by Elizabeth.</li> <li>• Elizabeth is sorry to have offended Darcy, but she is more concerned that her sister is not upset with her and does not blame her for having spoken well of Wickham. Elizabeth is a responsible and thoughtful person.</li> <li>• Elizabeth tells Jane about the contents of the letter, including references to Wickham (she does not mention Darcy’s comments about Jane). She knows Jane to be a person who thinks well of everyone, more trusting than she is herself.</li> <li>• When Jane becomes aware of Wickham’s actions, ‘Wickham, so very bad!’ she also realises how Darcy has been misunderstood, and she expresses her concern for ‘poor Mr Darcy!’ Elizabeth is told by Jane that Darcy must have ‘suffered’, thus reminding Elizabeth about her own actions.</li> </ul> <p><b>Reward any other valid points.</b></p>	
<b>Band</b>	<b>Mark</b>	<b>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</b>
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> <li>• Generally sound or sound understanding of the character.</li> <li>• Uses relevant evidence from the extract to demonstrate knowledge about the character.</li> </ul>
2	4-5	<ul style="list-style-type: none"> <li>• Thorough understanding of the character.</li> <li>• Uses a good range of evidence from the extract to demonstrate knowledge about the character.</li> </ul>
3	6-8	<ul style="list-style-type: none"> <li>• Perceptive understanding of the character.</li> <li>• Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character.</li> </ul>

Question Number		
5(b)	Comment on the language used to reveal Jane's character in this extract. Use examples of the writer's language from the extract.	
	<b>(10 marks)</b>	
Indicative content		
<p><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• The use of narrative to set the scene prior to the conversation ensures that the dialogue is set in context.</li> <li>• 'Strong sisterly partiality', is evidence of how much Jane loves Elizabeth.</li> <li>• Jane supports Elizabeth but she feels sorry for Darcy and 'grieves' for his unhappiness. She is sympathetic.</li> <li>• Jane always wants to see the best in people, 'poor Jane' is said by Elizabeth to go through the world without recognising 'wickedness' in mankind. Austen's use of exaggeration here emphasises Jane's goodness.</li> <li>• The use of a familiar name 'Lizzy' suggests Jane's familiarity with her sister.</li> <li>• Jane seeks to prove the probability of error and absolve one suitor without involving the other. She tries to resolve the situation.</li> </ul> <p><b>Reward any other valid points.</b></p>		
Band	Mark	A02: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>• Generally sound reference to how the writer achieves effects.</li> <li>• Generally sound understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Examples from the extract are generally sound and mostly relevant.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Sound reference to how the writer achieves effects.</li> <li>• Clear understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Examples from the extract are sound and mostly relevant.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Sustained reference to how the writer achieves effects.</li> <li>• Thorough understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Sustained use of relevant examples from the extract.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>• Pertinent reference to how the writer achieves effects.</li> <li>• Assured understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Assured use of relevant examples from the extract.</li> </ul>
5	9-10	<ul style="list-style-type: none"> <li>• Convincing reference to how the writer achieves effects.</li> <li>• Perceptive understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Perceptive use of relevant examples from the extract.</li> </ul>

Question Number		
5(c)	Explore what the extract reveals about Elizabeth's attitudes to men and marriage. Use <b>evidence</b> from the extract to support your answer.	
	<b>(10 marks)</b>	
Indicative content		
<p><b>Candidates will select from a range of material from the extract - these may include:</b></p> <ul style="list-style-type: none"> <li>Elizabeth's impatience to tell Jane what has happened, suggests the importance of marriage proposals to her.</li> <li>Elizabeth has discovered (from the letter) that Darcy's true nature is very different from that which she had once believed.</li> <li>The fundamental nature of marriage in society is further emphasised by Elizabeth's pity (feeling 'sorry') for Darcy at her rejection of his proposal. The pity suggests that her feelings towards him may change, which is again evidence of the centrality of marriage</li> <li>Elizabeth's independence means that she is willing/able to turn down a proposal</li> </ul> <p><b>Reward any other valid points.</b></p>		
<b>Band</b>	<b>Mark</b>	<b>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</b>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>Mostly sound reference to extract, mostly supported by relevant textual reference.</li> <li>Explanation of significance of theme in the extract shows generally sound understanding.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>Sound reference to extract, supported by relevant textual reference.</li> <li>Explanation of significance of theme in the extract shows sound understanding.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>Sustained reference to extract, supported by relevant textual reference.</li> <li>Explanation of significance of theme in the extract shows thorough understanding.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>Pertinent reference to extract, supported by relevant textual reference.</li> <li>Explanation of significance of theme in the extract shows assured understanding.</li> </ul>
5	9-10	<ul style="list-style-type: none"> <li>Convincing reference to extract, supported by sustained relevant textual reference.</li> <li>Explanation of significance of theme in the extract shows perceptive understanding.</li> </ul>

Question Number		
5(d)	Explore Elizabeth's attitudes to men as shown in <b>one other</b> part of the novel. Use examples of the writer's language to support your answer.	
	<b>(12 marks + 3 marks SPaG)</b>	
	Indicative content	
	<p>Candidates may draw on any relevant part of the novel outside the extract, as long as the focus is on Elizabeth's attitudes to men and statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: Austen's presentation of this theme (A02).</p> <p><b>Responses may include:</b></p> <p>Candidates may select any area of the novel which reveals Elizabeth's attitudes to men.</p> <ul style="list-style-type: none"> <li>• One example is in Chapter 9, when she challenges Mr Bingley and later Mr Darcy. This suggests that she does not feel at a disadvantage in their company.</li> <li>• Elizabeth feels free to criticise Darcy - on the perceived importance of quickness - suggesting that it leads to imperfection of performance.</li> <li>• Elizabeth criticises Darcy on the regard he holds for friendship and affection. She alludes to his coldness, implying that she thinks he would benefit from being a warmer character. This suggests her confidence and her view of the male role in society.</li> </ul> <p>Other possibilities are:</p> <ul style="list-style-type: none"> <li>• Elizabeth's views on Wickham as expressed elsewhere</li> <li>• Elizabeth and Mr Collins (reasons for rejecting his advances)</li> <li>• Elizabeth and her father (his lack of guidance to Lydia)</li> <li>• Elizabeth and Bingley.</li> </ul> <p><b>Reward any other valid points.</b></p>	
<b>Band</b>	<b>Mark</b>	<p>A01: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</p> <p>A02: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings</p>
<b>0</b>	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Mostly uses relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Generally sound understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Generally sound selection of textual detail to support interpretation.</li> </ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Consistently uses relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Clear understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Sound selection of textual detail to support interpretation.</li> </ul>

3	6-7	<ul style="list-style-type: none"> <li>• Sustained use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Thorough understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Thorough selection of textual detail to support interpretation.</li> </ul>
4	8-10	<ul style="list-style-type: none"> <li>• Assured use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Assured understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Pertinent selection of textual detail to support interpretation.</li> </ul>
5	11-12	<ul style="list-style-type: none"> <li>• Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Perceptive understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Convincing selection of textual detail to support interpretation.</li> </ul>

Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>• Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	2	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	3	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

**Great Expectations**

Question Number		
6(a)	From the extract, what do you discover about the character of Magwitch? Use <b>evidence</b> from the extract to support your answer.	
	<b>(8 marks)</b>	
	Indicative content	
	<p><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• He is very ill - ‘wasted’, ‘weaker and worse’.</li> <li>• His health is getting worse daily; he is reacting to being in prison.</li> <li>• Magwitch has given up: ‘tired out’, ‘submission’, ‘resignation’.</li> <li>• His words are ‘whispered’, suggesting suffering.</li> <li>• He is thoughtful, wondering if he would have been a better person in ‘better circumstances’.</li> <li>• He accepts responsibility for his actions - ‘never justified himself’ and does not try to change the past. Candidates may refer to the use of the metaphor ‘to bend the past out of its eternal shape’.</li> <li>• He is grateful and trusting: ‘smile’, ‘trustful’.</li> <li>• He does not ‘complain’.</li> <li>• He looks to Pip for support - ‘the hand he stretched forth to me’.</li> </ul> <p><b>Reward any other valid points.</b></p>	
<b>Band</b>	<b>Mark</b>	<b>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</b>
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> <li>• Generally sound or sound understanding of the character.</li> <li>• Uses relevant evidence from the extract to demonstrate knowledge about the character.</li> </ul>
2	4-5	<ul style="list-style-type: none"> <li>• Thorough understanding of the character.</li> <li>• Uses a good range of evidence from the extract to demonstrate knowledge about the character.</li> </ul>
3	6-8	<ul style="list-style-type: none"> <li>• Perceptive understanding of the character.</li> <li>• Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character.</li> </ul>

Question Number		
6(b)	<p>Comment on the effect of the language used to show the relationship of Pip and Magwitch in the extract. Use examples of the writer's language from the extract.</p>	
	<b>(10 marks)</b>	
	Indicative content	
	<p><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• The use of a first-person narrative style emphasises closeness and the fact that these are Pip's personal thoughts.</li> <li>• Pip describes increased opportunities to be with Magwitch - again showing closeness.</li> <li>• The descriptions of Magwitch show his decline eg wasted, worse, weaker - and Pip's pity.</li> <li>• Magwitch looks at Pip with a 'trustful' look, indicating his faith.</li> <li>• Pip's sympathy and admiration are emphasised when he says that he never knew him to complain.</li> <li>• Reference is made to a 'redeeming' touch, suggesting that Pip and Magwitch's relationship has not always been so close.</li> </ul> <p><b>Reward any other valid points.</b></p>	
<b>Band</b>	<b>Mark</b>	<b>AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings</b>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>• Generally sound reference to how the writer achieves effects.</li> <li>• Generally sound understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Examples from the extract are generally sound and mostly relevant.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Sound reference to how the writer achieves effects.</li> <li>• Clear understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Examples from the extract are sound and mostly relevant.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Sustained reference to how the writer achieves effects.</li> <li>• Thorough understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Sustained use of relevant examples from the extract.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>• Pertinent reference to how the writer achieves effects.</li> <li>• Assured understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Assured use of relevant examples from the extract.</li> </ul>
5	9-10	<ul style="list-style-type: none"> <li>• Convincing reference to how the writer achieves effects.</li> <li>• Perceptive understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Perceptive use of relevant examples from the extract.</li> </ul>



Question Number		
6(c)	Explore the significance of justice in this extract. Use <b>evidence</b> from the extract to support your answer.	
	<b>(10 marks)</b>	
	Indicative content	
	<p><b>Candidates will select from a range of material from the extract - these may include:</b></p> <p>Candidates should discuss how the justice and legal system of the time underpins the developing relationship between Pip and Magwitch. They may draw on some of the following events to show the barriers that they face:</p> <ul style="list-style-type: none"> <li>• Only serious illness keeps a prisoner out of a prison cell, which shows that the justice system at that time was harsh.</li> <li>• Pip has opportunities to see Magwitch which he would not normally have had. This suggests that access to prisoners is usually seriously restricted.</li> <li>• Only Magwitch’s illness keeps him out of ‘irons’.</li> <li>• Visits are very brief.</li> <li>• Magwitch’s trial is brought forward immediately, because of his illness, rather than being delayed.</li> <li>• The reference to Magwitch being seated in a chair at the trial suggests that this does not usually happen.</li> <li>• Pip is allowed to hold his hand, which suggests some compassion shown by the justice system.</li> </ul> <p><b>Reward any other valid points.</b></p>	
Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>• Mostly sound reference to extract, mostly supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows generally sound understanding.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Sound reference to extract, supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows sound understanding.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Sustained reference to extract, supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows thorough understanding.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>• Pertinent reference to extract, supported by relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows assured understanding.</li> </ul>
5	9-10	<ul style="list-style-type: none"> <li>• Convincing reference to extract, supported by sustained relevant textual reference.</li> <li>• Explanation of significance of theme in the extract shows perceptive understanding.</li> </ul>

Question Number		
6(d)	Explore the significance of justice in <b>one other</b> part of the novel. Use examples of the writer's language to support your answer.	
	<b>(12 marks + 3 marks SPaG)</b>	
	Indicative content	
	<p>Candidates may draw on any relevant part of the novel outside the extract, as long as the focus is on the significance of justice and statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: Dickens's presentation of this theme (A02).</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• The opening pages of the novel, when Pip first meets Magwitch. He is in irons and is cold, ill and hungry, suggesting that prisoners are not well treated.</li> <li>• References to warning guns and prison hulks may be made.</li> <li>• Magwitch is grateful to Pip, suggesting that conditions on the hulks are poor.</li> <li>• Comments may also focus on Jaggers and his fascination with criminals and the justice system. The encounter with Molly may be considered.</li> <li>• Magwitch's account of his trial and the attitude of the court to Compeyson may be considered. References to different treatments according to social class, such as 'justice' in favour of a 'gentleman' may also be made.</li> </ul> <p>Candidates may also consider the wider theme of justice, eg Orlick feels wronged and regards taking the law into his own hands as his form of justice.</p> <p><b>Reward any other valid points.</b></p>	
<b>Band</b>	<b>Mark</b>	<p>A01: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</p> <p>A02: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings</p>
<b>0</b>	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Mostly uses relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Generally sound understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Generally sound selection of textual detail to support interpretation.</li> </ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Consistently uses relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Clear understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Sound selection of textual detail to support interpretation.</li> </ul>
<b>3</b>	<b>6-7</b>	<ul style="list-style-type: none"> <li>• Sustained use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>• Thorough understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>• Thorough selection of textual detail to support interpretation.</li> </ul>

4	8-10	<ul style="list-style-type: none"> <li>Assured use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>Assured understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>Pertinent selection of textual detail to support interpretation.</li> </ul>
5	11-12	<ul style="list-style-type: none"> <li>Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character.</li> <li>Perceptive understanding of linguistic, grammatical, structural and presentational features of language.</li> <li>Convincing selection of textual detail to support interpretation.</li> </ul>

Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	2	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	3	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

## Section B: Different Cultures and Traditions

### *Anita and Me*

Question Number		
*7	Explore the importance of Meena’s way of life in Tollington. You <b>must</b> consider the context of the novel. Use <b>evidence</b> to support your answer.	
	<b>(40 marks + 6 marks SPaG)</b>	
	Indicative content	
	<p><b>Candidates should include critical and imaginative responses to the novel, supported by textual references (AO1) which show appreciation of the social, cultural or historical context (AO4).</b></p> <p><b>(AO1) Responses may include:</b></p> <ul style="list-style-type: none"> <li>• Meena wants the freedom enjoyed by other children.</li> <li>• The impact of boredom/lack of control leads to petty crime, in which Meena participates.</li> <li>• The impacts of the lack of privacy/small community/people knowing each other.</li> <li>• Meena rejects her family values.</li> </ul> <p><b>(AO4) References to the social/cultural context may include:</b></p> <ul style="list-style-type: none"> <li>• A consideration of Tollington as an insular community.</li> <li>• The conflict between Meena’s behaviour with the other children and the cultural expectations of how her family members should behave.</li> <li>• An exploration of how Meena changes and eventually rejects Anita’s values, as well as the importance of the racial attack.</li> </ul> <p><b>Reward any other valid points for either AO.</b></p>	
Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> <li>• Mostly sound responses to text, mostly supported by textual reference which is often appropriate.</li> <li>• Selection and evaluation of textual detail shows generally sound understanding of theme/ideas.</li> </ul>
2	5-7	<ul style="list-style-type: none"> <li>• Sound responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows sound understanding of theme/ideas.</li> </ul>
3	8-10	<ul style="list-style-type: none"> <li>• Sustained responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows thorough understanding of theme/ideas.</li> </ul>
4	11-13	<ul style="list-style-type: none"> <li>• Pertinent responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows assured understanding of theme/ideas.</li> </ul>
5	14-16	<ul style="list-style-type: none"> <li>• Convincing responses to text, supported by sustained relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows perceptive understanding of theme/ideas.</li> </ul>

<b>Band</b>	<b>Mark</b>	<b>A04: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-5</b>	<ul style="list-style-type: none"> <li>• Mostly sound reference to context, mostly supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows generally sound understanding.</li> </ul> <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning and generally sound control of a range of punctuation devices. Spelling is mostly accurate and any errors do not hinder meaning.</p>
<b>2</b>	<b>6-10</b>	<ul style="list-style-type: none"> <li>• Sound reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows sound understanding.</li> </ul> <p>*Sentences are clearly structured, with sound control of expression and meaning and secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
<b>3</b>	<b>11-15</b>	<ul style="list-style-type: none"> <li>• Sustained reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows thorough understanding.</li> </ul> <p>*Sentences are appropriately structured, with sustained control of expression and meaning and thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
<b>4</b>	<b>16-20</b>	<ul style="list-style-type: none"> <li>• Pertinent reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows assured understanding.</li> </ul> <p>*Sentences are purposefully structured, with assured control of expression and meaning and assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
<b>5</b>	<b>21-24</b>	<ul style="list-style-type: none"> <li>• Convincing reference to context, supported by sustained relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows perceptive understanding.</li> </ul> <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning and precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

Question Number		
*8	In what ways is racism explored throughout the novel? You <b>must</b> consider the context of the novel. Use <b>evidence</b> to support your answer.	
	<b>(40 marks + 6 marks SPaG)</b>	
Indicative content		
<p>Candidates should include critical and imaginative responses to the novel, supported by textual references (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p><b>(AO1) Responses may include:</b></p> <ul style="list-style-type: none"> <li>The Kumar family are no longer happy in Tollington; they often feel anxious and isolated. Eventually, the Kumar family are no longer prepared to accept the prejudice and unfair treatment. They decide to leave the village of Tollington for good, in the hope of a better and fairer life in a community with people of the same race, where they are likely to feel valued.</li> </ul> <p><b>(AO4) References to the social/cultural context may include:</b></p> <ul style="list-style-type: none"> <li>Meena feels trapped and isolated in the village of Tollington. She knows her cultural background makes her different, and she wants to fit in with girls her own age.</li> <li>Racism is explored in the novel in various ways. At the start of the novel, Meena is happy to befriend Anita. But their friendship begins to change when she experiences racist incidents in the company of Anita, whose dog is called a racist name.</li> <li>Meena is later involved in a racist incident at the gurdwara, whilst out with her mother. Incidents at the fete, the abuse by Sam Lowbridge and his gang, and the racist attack on the bank manager, change Meena's perception of Anita and Sam for good.</li> </ul> <p><b>Reward any other valid points for either AO.</b></p>		
Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> <li>Mostly sound responses to text, mostly supported by textual reference which is often appropriate.</li> <li>Selection and evaluation of textual detail shows generally sound understanding of theme/ideas.</li> </ul>
2	5-7	<ul style="list-style-type: none"> <li>Sound responses to text, supported by relevant textual reference.</li> <li>Selection and evaluation of textual detail shows sound understanding of theme/ideas.</li> </ul>
3	8-10	<ul style="list-style-type: none"> <li>Sustained responses to text, supported by relevant textual reference.</li> <li>Selection and evaluation of textual detail shows thorough understanding of theme/ideas.</li> </ul>
4	11-13	<ul style="list-style-type: none"> <li>Pertinent responses to text, supported by relevant textual reference.</li> <li>Selection and evaluation of textual detail shows assured understanding of theme/ideas.</li> </ul>

<b>5</b>	<b>14-16</b>	<ul style="list-style-type: none"> <li>• Convincing responses to text supported by sustained relevant textual reference.</li> <li>• Selection and evaluation of textual detail show perceptive understanding of theme/ideas.</li> </ul>
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<b>Band</b>	<b>Mark</b>	<b>A04: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-5</b>	<ul style="list-style-type: none"> <li>• Mostly sound reference to context, mostly supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows generally sound understanding.</li> </ul> <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning and generally sound control of a range of punctuation devices. Spelling is mostly accurate and any errors do not hinder meaning.</p>
<b>2</b>	<b>6-10</b>	<ul style="list-style-type: none"> <li>• Sound reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows sound understanding.</li> </ul> <p>*Sentences are clearly structured, with sound control of expression and meaning and secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
<b>3</b>	<b>11-15</b>	<ul style="list-style-type: none"> <li>• Sustained reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows thorough understanding.</li> </ul> <p>*Sentences are appropriately structured, with sustained control of expression and meaning and thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
<b>4</b>	<b>16-20</b>	<ul style="list-style-type: none"> <li>• Pertinent reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows assured understanding.</li> </ul> <p>*Sentences are purposefully structured, with assured control of expression and meaning and assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>



<b>5</b>	<b>21-24</b>	<ul style="list-style-type: none"> <li>• Convincing reference to context, supported by sustained relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows perceptive understanding.</li> </ul> <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning and precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>
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Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>• Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

**Balzac and the Little Chinese Seamstress**

Question Number		
<b>*9</b>	Explore the importance of the character of the Little Seamstress to the theme of culture in the novel. You <b>must</b> consider the context of the novel. Use <b>evidence</b> to support your answer.	
	<b>(40 marks + 6 marks SPaG)</b>	
Indicative content		
<p><b>Candidates should include critical and imaginative responses to the novel, supported by textual references (AO1) which show appreciation of the social, cultural or historical context (AO4).</b></p> <p><b>(AO1) Responses may include:</b></p> <ul style="list-style-type: none"> <li>• How Luo makes assumptions that she needs to be transformed.</li> <li>• The contrast between the Little Seamstress’s life experiences with Luo and the Narrator, including education.</li> <li>• How her embarking on her own shows an independence possibly not expected in a girl at that time.</li> </ul> <p><b>(AO4) References to the social/cultural context may include:</b></p> <ul style="list-style-type: none"> <li>• How she represents those denied a formal education.</li> <li>• How her beliefs and values stem from a rural culture.</li> <li>• How her decision to start a new life for herself is courageous, given the political/cultural unrest - a clear appreciation of the context of the novel.</li> </ul> <p><b>Reward any other valid points for either AO.</b></p>		
Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> <li>• Mostly sound responses to text, mostly supported by textual reference which is often appropriate.</li> <li>• Selection and evaluation of textual detail shows generally sound understanding of theme/ideas.</li> </ul>
2	5-7	<ul style="list-style-type: none"> <li>• Sound responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows sound understanding of theme/ideas.</li> </ul>
3	8-10	<ul style="list-style-type: none"> <li>• Sustained responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows thorough understanding of theme/ideas.</li> </ul>
4	11-13	<ul style="list-style-type: none"> <li>• Pertinent responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows assured understanding of theme/ideas.</li> </ul>
5	14-16	<ul style="list-style-type: none"> <li>• Convincing responses to text, supported by sustained relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows perceptive understanding of theme/ideas.</li> </ul>

Band	Mark	AO4: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> <li>• Mostly sound reference to context, mostly supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows generally sound understanding.</li> </ul> <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning and generally sound control of a range of punctuation devices. Spelling is mostly accurate and any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> <li>• Sound reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows sound understanding.</li> </ul> <p>*Sentences are clearly structured, with sound control of expression and meaning and secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> <li>• Sustained reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows thorough understanding.</li> </ul> <p>*Sentences are appropriately structured, with sustained control of expression and meaning and thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> <li>• Pertinent reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows assured understanding.</li> </ul> <p>*Sentences are purposefully structured, with assured control of expression and meaning and assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> <li>• Convincing reference to context, supported by sustained relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows perceptive understanding.</li> </ul> <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning and precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

Question Number		
*10	Explore the importance of Luo’s transformation of the Little Seamstress. You <b>must</b> consider the context of the novel. Use <b>evidence</b> to support your answer.	
	<b>(40 marks + 6 marks SPaG)</b>	
	Indicative content	
	<p><b>Candidates should include critical and imaginative responses to the novel, supported by textual references (AO1) which show appreciation of the social, cultural or historical context (AO4).</b></p> <p><b>(AO1) Responses may include:</b></p> <ul style="list-style-type: none"> <li>• Luo states, ‘With these books I shall transform the Little Seamstress.’ He believes that he will refine her, but in fact he is the one that transforms her. It is evident from his shock at learning that she had left her father’s home without even saying goodbye, that he had neither foreseen nor considered the Little Seamstress’s dreams and goals.</li> <li>• When the two youths first meet the Little Seamstress, the Narrator asks Luo if he is in love with her and he says that the Little Seamstress is not civilised enough for him. This now seems rather an arrogant and foolish statement.</li> <li>• The Little Seamstress gained and learned and bravely took charge of her own destiny. She adapted her clothing and outgrew her lover.</li> </ul> <p><b>(AO4) References to the social/cultural context may include:</b></p> <ul style="list-style-type: none"> <li>• The transformation is important to the novel, because it represents the importance of being educated. Education gave the characters in this novel choice and a better chance of surviving the unreasonable regime that was imposed by Chairman Mao.</li> <li>• The books made life bearable and enthused those who read and listened. They were worth fighting for.</li> </ul> <p><b>Reward any other valid points for either AO.</b></p>	
<b>Band</b>	<b>Mark</b>	<b>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<ul style="list-style-type: none"> <li>• Mostly sound responses to text, mostly supported by textual reference which is often appropriate.</li> <li>• Selection and evaluation of textual detail shows generally sound understanding of theme/ideas.</li> </ul>
<b>2</b>	<b>5-7</b>	<ul style="list-style-type: none"> <li>• Sound responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows sound understanding of theme/ideas.</li> </ul>
<b>3</b>	<b>8-10</b>	<ul style="list-style-type: none"> <li>• Sustained responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows thorough understanding of theme/ideas.</li> </ul>
<b>4</b>	<b>11-13</b>	<ul style="list-style-type: none"> <li>• Pertinent responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows assured understanding of theme/ideas.</li> </ul>

<b>5</b>	<b>14-16</b>	<ul style="list-style-type: none"> <li>• Convincing responses to text supported by sustained relevant textual reference.</li> <li>• Selection and evaluation of textual detail show perceptive understanding of theme/ideas.</li> </ul>
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<b>Band</b>	<b>Mark</b>	<b>A04: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-5</b>	<ul style="list-style-type: none"> <li>• Mostly sound reference to context, mostly supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows generally sound understanding.</li> </ul> <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning and generally sound control of a range of punctuation devices. Spelling is mostly accurate and any errors do not hinder meaning.</p>
<b>2</b>	<b>6-10</b>	<ul style="list-style-type: none"> <li>• Sound reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows sound understanding.</li> </ul> <p>*Sentences are clearly structured, with sound control of expression and meaning and secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
<b>3</b>	<b>11-15</b>	<ul style="list-style-type: none"> <li>• Sustained reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows thorough understanding.</li> </ul> <p>*Sentences are appropriately structured, with sustained control of expression and meaning and thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
<b>4</b>	<b>16-20</b>	<ul style="list-style-type: none"> <li>• Pertinent reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows assured understanding.</li> </ul> <p>*Sentences are purposefully structured, with assured control of expression and meaning and assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>

<b>5</b>	<b>21-24</b>	<ul style="list-style-type: none"> <li>• Convincing reference to context, supported by sustained relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows perceptive understanding.</li> </ul> <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning and precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>
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Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>• Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

## Heroes

Question Number		
*11	Explore the importance of events at the Wreck Centre to the novel. You <b>must</b> consider the context of the novel. Use <b>evidence</b> to support your answer.	
	<b>(40 marks + 6 marks SPaG)</b>	
	Indicative content	
	<p><b>Candidates should include critical and imaginative responses to the novel, supported by textual references (AO1) which show appreciation of the social, cultural or historical context (AO4).</b></p> <p><b>(AO1) Responses may include:</b></p> <ul style="list-style-type: none"> <li>• The Wreck Centre is a focal point for the local teenagers.</li> <li>• Larry LaSalle wins trust and adulation from the teenagers.</li> <li>• The attack on Nicole and the consequences for both her and Francis, as guilt makes him enlist and be on 'self destruct'.</li> <li>• The events have a lasting impression, because Francis intends to kill Larry LaSalle.</li> </ul> <p><b>(AO4) References to the social/cultural context may include:</b></p> <ul style="list-style-type: none"> <li>• An exploration of the importance of the Wreck Centre to the emerging teenage culture that will, post war, be a dominant part of American society.</li> <li>• The impact of war on the youth culture of the 1940s.</li> <li>• How events at the Wreck Centre led Francis to go to war, and how the impact of war is explored through characters in the novel.</li> <li>• How Jerry LeBlanc's view of the Wreck Centre is represented.</li> </ul> <p><b>Reward any other valid points for either AO.</b></p>	
Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> <li>• Mostly sound responses to text, mostly supported by textual reference which is often appropriate.</li> <li>• Selection and evaluation of textual detail shows generally sound understanding of theme/ideas.</li> </ul>
2	5-7	<ul style="list-style-type: none"> <li>• Sound responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows sound understanding of theme/ideas.</li> </ul>
3	8-10	<ul style="list-style-type: none"> <li>• Sustained responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows thorough understanding of theme/ideas.</li> </ul>
4	11-13	<ul style="list-style-type: none"> <li>• Pertinent responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows assured understanding of theme/ideas.</li> </ul>
5	14-16	<ul style="list-style-type: none"> <li>• Convincing responses to text, supported by sustained relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows perceptive understanding of theme/ideas.</li> </ul>



Band	Mark	AO4: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> <li>• Mostly sound reference to context, mostly supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows generally sound understanding.</li> </ul> <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning and generally sound control of a range of punctuation devices. Spelling is mostly accurate and any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> <li>• Sound reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows sound understanding.</li> </ul> <p>*Sentences are clearly structured, with sound control of expression and meaning and secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> <li>• Sustained reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows thorough understanding.</li> </ul> <p>*Sentences are appropriately structured, with sustained control of expression and meaning and thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> <li>• Pertinent reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows assured understanding.</li> </ul> <p>*Sentences are purposefully structured, with assured control of expression and meaning and assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> <li>• Convincing reference to context, supported by sustained relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows perceptive understanding.</li> </ul> <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning and precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

Question Number		
*12	How is the theme of suffering presented throughout the novel? You <b>must</b> consider the context of the novel. Use <b>evidence</b> to support your answer.	
	<b>(40 marks + 6 marks SPaG)</b>	
Indicative content		
<p>Candidates should include critical and imaginative responses to the novel, supported by textual references (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p><b>(AO1) Responses may include:</b></p> <ul style="list-style-type: none"> <li>Francis suffers guilt and anger because he didn't do anything to stop LaSalle's attack on Nicole. It is this guilt that fuels his need for revenge</li> <li>How Nicole and Francis suffer through the unfolding of events</li> <li>The impact of Larry LaSalle on the lives of others.</li> </ul> <p><b>(AO4) References to the social/cultural context may include:</b></p> <ul style="list-style-type: none"> <li>Nicole's words of forgiveness, and her apology for the things she said following the attack, may have relieved Francis from his burden of feeling so much guilt. Unlike Francis, LaSalle never expresses any feelings of guilt for his actions. He simply sees his attraction to young girls as a flaw, although Francis' reappearance does prompt him to take his own life.</li> <li>Physical suffering as an outcome of the war and the view of Arthur Rivier.</li> </ul> <p><b>Reward any other valid points for either AO.</b></p>		
Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> <li>Mostly sound responses to text, mostly supported by textual reference which is often appropriate.</li> <li>Selection and evaluation of textual detail shows generally sound understanding of theme/ideas.</li> </ul>
2	5-7	<ul style="list-style-type: none"> <li>Sound responses to text, supported by relevant textual reference.</li> <li>Selection and evaluation of textual detail shows sound understanding of theme/ideas.</li> </ul>
3	8-10	<ul style="list-style-type: none"> <li>Sustained responses to text, supported by relevant textual reference.</li> <li>Selection and evaluation of textual detail shows thorough understanding of theme/ideas.</li> </ul>
4	11-13	<ul style="list-style-type: none"> <li>Pertinent responses to text, supported by relevant textual reference.</li> <li>Selection and evaluation of textual detail shows assured understanding of theme/ideas.</li> </ul>
5	14-16	<ul style="list-style-type: none"> <li>Convincing responses to text, supported by sustained relevant textual reference.</li> <li>Selection and evaluation of textual detail shows perceptive understanding of theme/ideas.</li> </ul>

Band	Mark	AO4: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> <li>• Mostly sound reference to context, mostly supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows generally sound understanding.</li> </ul> <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning and generally sound control of a range of punctuation devices. Spelling is mostly accurate and any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> <li>• Sound reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows sound understanding.</li> </ul> <p>*Sentences are clearly structured, with sound control of expression and meaning and secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> <li>• Sustained reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows thorough understanding.</li> </ul> <p>*Sentences are appropriately structured, with sustained control of expression and meaning and thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> <li>• Pertinent reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows assured understanding.</li> </ul> <p>*Sentences are purposefully structured, with assured control of expression and meaning and assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> <li>• Convincing reference to context, supported by sustained relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows perceptive understanding.</li> </ul> <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning and precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

*Of Mice and Men*

Question Number		
*13	Explain the importance of the friendship between George and Lennie. You <b>must</b> consider the context of the novel. Use <b>evidence</b> to support your answer.	
	<b>(40 marks + 6 marks SPaG)</b>	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel, supported by textual references (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p><b>(AO1) Responses may include:</b></p> <ul style="list-style-type: none"> <li>• They support each other as they travel from place to place.</li> <li>• They share the money earned towards their dream.</li> <li>• George looks after Lennie.</li> <li>• Their friendship means that George saves Lennie from suffering at the end of the novel.</li> </ul> <p><b>(AO4) References to the social/cultural context may include:</b></p> <ul style="list-style-type: none"> <li>• That their friendship is an unusual feature of the itinerant worker.</li> <li>• An exploration of the ‘American Dream’ shared by George and Lennie, and part of the 1930s society/culture.</li> <li>• That the story of their travels, and the men’s working environment, reflects the socio-economic situation of the time: the Great Depression.</li> </ul> <p><b>Reward any other valid points for either AO.</b></p>	
Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> <li>• Mostly sound responses to text, mostly supported by textual reference which is often appropriate.</li> <li>• Selection and evaluation of textual detail shows generally sound understanding of theme/ideas.</li> </ul>
2	5-7	<ul style="list-style-type: none"> <li>• Sound responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows sound understanding of theme/ideas.</li> </ul>
3	8-10	<ul style="list-style-type: none"> <li>• Sustained responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows thorough understanding of theme/ideas.</li> </ul>
4	11-13	<ul style="list-style-type: none"> <li>• Pertinent responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows assured understanding of theme/ideas.</li> </ul>
5	14-16	<ul style="list-style-type: none"> <li>• Convincing responses to text, supported by sustained relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows perceptive understanding of theme/ideas.</li> </ul>

Band	Mark	A04: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> <li>• Mostly sound reference to context, mostly supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows generally sound understanding.</li> </ul> <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning and generally sound control of a range of punctuation devices. Spelling is mostly accurate and any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> <li>• Sound reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows sound understanding.</li> </ul> <p>*Sentences are clearly structured, with sound control of expression and meaning and secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> <li>• Sustained reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows thorough understanding.</li> </ul> <p>*Sentences are appropriately structured, with sustained control of expression and meaning and thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> <li>• Pertinent reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows assured understanding.</li> </ul> <p>*Sentences are purposefully structured, with assured control of expression and meaning and assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> <li>• Convincing reference to context, supported by sustained relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows perceptive understanding.</li> </ul> <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning and precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>



Question Number		
*14	Explore how dreams and dreaming affect individual characters in the novel. You <b>must</b> consider the context of the novel. Use <b>evidence</b> to support your answer.	
	<b>(40 marks + 6 marks SPaG)</b>	
	Indicative content	
	<p><b>Candidates should include critical and imaginative responses to the novel, supported by textual references (AO1) which show appreciation of the social, cultural or historical context (AO4).</b></p> <p><b>(AO1) Responses may include:</b></p> <ul style="list-style-type: none"> <li>• That dreams support characters through their most difficult moments. People are often lonely, and dreams offer them hope of better things to come.</li> <li>• That despite their efforts to realise their dreams, they remain unfulfilled. The death of Curley’s wife ends any chance of making the characters’ dreams come true.</li> </ul> <p><b>(AO4) References to the social/cultural context may include:</b></p> <ul style="list-style-type: none"> <li>• Many different characters have a dream of some sort. Although there may be references to other characters, the main focus will be on the characters of George, Lennie, Curley’s wife and Candy - and how they dream of a better life, ultimately representing the ‘American Dream’.</li> <li>• The shifting nature of work as an itinerant ranch hand means that most men have no stability, home, possessions, friendships or relationships. So the dream of owning a piece of land often keeps the men going.</li> </ul> <p><b>Reward any other valid points for either AO.</b></p>	
<b>Band</b>	<b>Mark</b>	<b>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</b>
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> <li>• Mostly sound responses to text, mostly supported by textual reference which is often appropriate.</li> <li>• Selection and evaluation of textual detail shows generally sound understanding of theme/ideas.</li> </ul>
2	5-7	<ul style="list-style-type: none"> <li>• Sound responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows sound understanding of theme/ideas.</li> </ul>
3	8-10	<ul style="list-style-type: none"> <li>• Sustained responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows thorough understanding of theme/ideas.</li> </ul>
4	11-13	<ul style="list-style-type: none"> <li>• Pertinent responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows assured understanding of theme/ideas.</li> </ul>
5	14-16	<ul style="list-style-type: none"> <li>• Convincing responses to text, supported by sustained relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows perceptive understanding of theme/ideas.</li> </ul>

Band	Mark	A04: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> <li>• Mostly sound reference to context, mostly supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows generally sound understanding.</li> </ul> <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning and generally sound control of a range of punctuation devices. Spelling is mostly accurate and any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> <li>• Sound reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows sound understanding.</li> </ul> <p>*Sentences are clearly structured, with sound control of expression and meaning and secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> <li>• Sustained reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows thorough understanding.</li> </ul> <p>*Sentences are appropriately structured, with sustained control of expression and meaning and thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> <li>• Pertinent reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows assured understanding.</li> </ul> <p>*Sentences are purposefully structured, with assured control of expression and meaning and assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> <li>• Convincing reference to context, supported by sustained relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows perceptive understanding.</li> </ul> <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning and precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

*Rani and Sukh*

Question Number		
*15	<p>Explain why Rani and Sukh’s relationship ends in tragedy. You <b>must</b> consider the context of the novel. Use <b>evidence</b> to support your answer.</p> <p style="text-align: right;"><b>(40 marks + 6 marks SPaG)</b></p>	
	Indicative content	
	<p><b>Candidates should include critical and imaginative responses to the novel, supported by textual references (AO1) which show appreciation of the social, cultural or historical context (AO4).</b></p> <p><b>(AO1) Responses may include:</b></p> <ul style="list-style-type: none"> <li>• The hostility from some of Rani’s family, because of the story of her aunt’s love affair with Sukh’s uncle.</li> <li>• The opposition of Rani’s brothers to her enjoying the freedoms of Western society, including having friends and a boyfriend.</li> <li>• Divy’s anger, violent tendencies and desire for revenge.</li> </ul> <p><b>(AO4) References to the social/cultural context may include:</b></p> <ul style="list-style-type: none"> <li>• The conflict between Rani and her brothers in terms of cultural beliefs is in contrast to Sukh’s more Westernised family.</li> <li>• The scandal and shame of the love affair between Rani’s aunt and Sukh’s uncle has had a lasting impact on Rani’s family.</li> <li>• History repeats itself, when Divy finds Rani’s relationship with Sukh completely intolerable. He is determined to exact revenge.</li> <li>• Candidates may draw parallels between the end of the novel and the tragedy of Romeo and Juliet, where similar attitudes from another culture play a significant role as a barrier to happiness.</li> </ul> <p><b>Reward any other valid points for either AO.</b></p>	
Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> <li>• Mostly sound responses to text, mostly supported by textual reference which is often appropriate.</li> <li>• Selection and evaluation of textual detail shows generally sound understanding of theme/ideas.</li> </ul>
2	5-7	<ul style="list-style-type: none"> <li>• Sound responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows sound understanding of theme/ideas.</li> </ul>
3	8-10	<ul style="list-style-type: none"> <li>• Sustained responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows thorough understanding of theme/ideas.</li> </ul>
4	11-13	<ul style="list-style-type: none"> <li>• Pertinent responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows assured understanding of theme/ideas.</li> </ul>

<b>5</b>	<b>14-16</b>	<ul style="list-style-type: none"> <li>• Convincing responses to text, supported by sustained relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows perceptive understanding of theme/ideas.</li> </ul>
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<b>Band</b>	<b>Mark</b>	<b>A04: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-5</b>	<ul style="list-style-type: none"> <li>• Mostly sound reference to context, mostly supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows generally sound understanding.</li> </ul> <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning and generally sound control of a range of punctuation devices. Spelling is mostly accurate and any errors do not hinder meaning.</p>
<b>2</b>	<b>6-10</b>	<ul style="list-style-type: none"> <li>• Sound reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows sound understanding.</li> </ul> <p>*Sentences are clearly structured, with sound control of expression and meaning and secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
<b>3</b>	<b>11-15</b>	<ul style="list-style-type: none"> <li>• Sustained reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows thorough understanding.</li> </ul> <p>*Sentences are appropriately structured, with sustained control of expression and meaning and thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
<b>4</b>	<b>16-20</b>	<ul style="list-style-type: none"> <li>• Pertinent reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows assured understanding.</li> </ul> <p>*Sentences are purposefully structured, with assured control of expression and meaning and assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>

<b>5</b>	<b>21-24</b>	<ul style="list-style-type: none"> <li>• Convincing reference to context, supported by sustained relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows perceptive understanding.</li> </ul> <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning and precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>
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Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>• Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

Question Number		
*16	How is conflict presented throughout the novel? You <b>must</b> consider the context of the novel. Use <b>evidence</b> to support your answer.	
	<b>(40 marks + 6 marks SPaG)</b>	
Indicative content		
<p><b>Candidates should include critical and imaginative responses to the novel, supported by textual references (AO1) which show appreciation of the social, cultural or historical context (AO4).</b></p> <p><b>(AO1) Responses may include:</b></p> <ul style="list-style-type: none"> <li>Rani's brother Divy's rage and determination to seek revenge becomes so great that despite the last-minute efforts from the fathers, it is all too late and Divy escapes the clutches of all around him, including the police, to fatally wound Sukh and tragically end a beautiful relationship.</li> <li>Some responses may relate the effect of the ending on the reader, as well as the futility of conflict.</li> </ul> <p><b>(AO4) References to the social/cultural context may include:</b></p> <ul style="list-style-type: none"> <li>The theme of conflict and violence is present throughout the novel. Violence and conflict stem from past generations, where hatred now lives very much in its place.</li> <li>Most of the younger generation fight for no good reason. Even at a football match a vicious fight breaks out. No one really knows why; they just know that they are rivals.</li> </ul> <p><b>Reward any other valid points for either AO.</b></p>		
Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> <li>Mostly sound responses to text, mostly supported by textual reference which is often appropriate.</li> <li>Selection and evaluation of textual detail shows generally sound understanding of theme/ideas.</li> </ul>
2	5-7	<ul style="list-style-type: none"> <li>Sound responses to text, supported by relevant textual reference.</li> <li>Selection and evaluation of textual detail shows sound understanding of theme/ideas.</li> </ul>
3	8-10	<ul style="list-style-type: none"> <li>Sustained responses to text, supported by relevant textual reference.</li> <li>Selection and evaluation of textual detail shows thorough understanding of theme/ideas.</li> </ul>
4	11-13	<ul style="list-style-type: none"> <li>Pertinent responses to text, supported by relevant textual reference.</li> <li>Selection and evaluation of textual detail shows assured understanding of theme/ideas.</li> </ul>
5	14-16	<ul style="list-style-type: none"> <li>Convincing responses to text, supported by sustained relevant textual reference.</li> <li>Selection and evaluation of textual detail shows perceptive understanding of theme/ideas.</li> </ul>

Band	Mark	A04: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> <li>• Mostly sound reference to context, mostly supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows generally sound understanding.</li> </ul> <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning and generally sound control of a range of punctuation devices. Spelling is mostly accurate and any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> <li>• Sound reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows sound understanding.</li> </ul> <p>*Sentences are clearly structured, with sound control of expression and meaning and secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> <li>• Sustained reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows thorough understanding.</li> </ul> <p>*Sentences are appropriately structured, with sustained control of expression and meaning and thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> <li>• Pertinent reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows assured understanding.</li> </ul> <p>*Sentences are purposefully structured, with assured control of expression and meaning and assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> <li>• Convincing reference to context, supported by sustained relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows perceptive understanding.</li> </ul> <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning and precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>



Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

***Riding the Black Cockatoo***

Question Number		
*17	<p>Explore how John’s experiences on his journey affect him. You <b>must</b> consider the context of the text. Use <b>evidence</b> to support your answer.</p> <p style="text-align: right;"><b>(40 marks + 6 marks SPaG)</b></p>	
	Indicative content	
	<p><b>Candidates should include critical and imaginative responses to the novel, supported by textual references (AO1) which show appreciation of the social, cultural or historical context (AO4).</b></p> <p><b>(AO1) Responses may include:</b></p> <ul style="list-style-type: none"> <li>• An exploration of how John is influenced by the different characters that John encounters.</li> <li>• Consideration of John’s different experiences on his journey.</li> <li>• How John’s previous life contrasts with all that he has learned/become.</li> <li>• How John’s mental health is restored.</li> </ul> <p><b>(AO4) References to the social/cultural context may include:</b></p> <ul style="list-style-type: none"> <li>• How exposure to the aboriginal culture enlightens John.</li> <li>• John’s growing understanding of the aboriginal perspective, which gives him a sense of belonging.</li> <li>• How John’s experiences increase his respect for another culture.</li> <li>• How exposure to the aboriginal culture, and acceptance of it, are beneficial to his sense of well-being.</li> </ul> <p><b>Reward any other valid points for either AO.</b></p>	
Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> <li>• Mostly sound responses to text, mostly supported by textual reference which is often appropriate.</li> <li>• Selection and evaluation of textual detail shows generally sound understanding of theme/ideas.</li> </ul>
2	5-7	<ul style="list-style-type: none"> <li>• Sound responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows sound understanding of theme/ideas.</li> </ul>
3	8-10	<ul style="list-style-type: none"> <li>• Sustained responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows thorough understanding of theme/ideas.</li> </ul>
4	11-13	<ul style="list-style-type: none"> <li>• Pertinent responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows assured understanding of theme/ideas.</li> </ul>
5	14-16	<ul style="list-style-type: none"> <li>• Convincing responses to text, supported by sustained relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows perceptive understanding of theme/ideas.</li> </ul>

Band	Mark	A04: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> <li>• Mostly sound reference to context, mostly supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows generally sound understanding.</li> </ul> <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning and generally sound control of a range of punctuation devices. Spelling is mostly accurate and any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> <li>• Sound reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows sound understanding.</li> </ul> <p>*Sentences are clearly structured, with sound control of expression and meaning and secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> <li>• Sustained reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows thorough understanding.</li> </ul> <p>*Sentences are appropriately structured, with sustained control of expression and meaning and thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> <li>• Pertinent reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows assured understanding.</li> </ul> <p>*Sentences are purposefully structured, with assured control of expression and meaning and assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> <li>• Convincing reference to context, supported by sustained relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows perceptive understanding.</li> </ul> <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning and precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

Question Number		
*18	Explore how John is affected by nature in the text. You <b>must</b> consider the context of the text. Use <b>evidence</b> to support your answer.	
	<b>(40 marks + 6 marks SPaG)</b>	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel, supported by textual references (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p><b>(AO1) Responses may include:</b></p> <ul style="list-style-type: none"> <li>John uses nature at the start of his story to describe the effect of his actions, a secret is ‘like a bright blue jelly fish’, and his story is described as a ‘distant storm’.</li> <li>Nature is depicted as being very beautiful and calming in its effects. John refers to the sounds of birds and the exotic flowers of his garden, and the ‘neutral space’ it creates for him to think and to ‘understand the perfect synchronicity’ of the news that a reburial is about to occur and that the skull of Mary can be part of this.</li> </ul> <p><b>(AO4) References to the social/cultural context may include:</b></p> <ul style="list-style-type: none"> <li>Nature has spiritual powers - John talks about the leafy boughs of the gum trees ‘raised to the heaven’s like shamans’ arms’.</li> <li>Nature is shown by John to have a powerful place in his life and in the lives and ceremonies of aboriginal people, eg birds are messengers, the black cockatoo of his bike ride, the headdress, the way John uses leaves from his favourite tree, the lemon-scented myrtle, to prepare Mary for the return, and Jason’s use of the black cockatoo’s call at the ceremony, all show nature in its actual and in its symbolic role. John says, ‘Mother Nature had primacy now’.</li> <li>The effects of John’s experiences and research on his mental health. To recover from depression he rejects modern medicines and encounters the healing effects of the green smoking eucalyptus sapling at Camp Sovereignty. He also visits the burial site of Mary, ‘under the clean Wamba Wamba sky’, where he feels at home.</li> </ul> <p><b>Reward any other valid points for either AO.</b></p>	
<b>Band</b>	<b>Mark</b>	<b>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</b>
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> <li>Mostly sound responses to text, mostly supported by textual reference which is often appropriate.</li> <li>Selection and evaluation of textual detail shows generally sound understanding of theme/ideas.</li> </ul>
2	5-7	<ul style="list-style-type: none"> <li>Sound responses to text, supported by relevant textual reference.</li> <li>Selection and evaluation of textual detail shows sound understanding of theme/ideas.</li> </ul>
3	8-10	<ul style="list-style-type: none"> <li>Sustained responses to text, supported by relevant textual reference.</li> <li>Selection and evaluation of textual detail shows thorough understanding of theme/ideas.</li> </ul>

4	11-13	<ul style="list-style-type: none"> <li>• Pertinent responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows assured understanding of theme/ideas.</li> </ul>
5	14-16	<ul style="list-style-type: none"> <li>• Convincing responses to text, supported by sustained relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows perceptive understanding of theme/ideas.</li> </ul>

Band	Mark	AO4: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> <li>• Mostly sound reference to context, mostly supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows generally sound understanding.</li> </ul> <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning and generally sound control of a range of punctuation devices. Spelling is mostly accurate and any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> <li>• Sound reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows sound understanding.</li> </ul> <p>*Sentences are clearly structured, with sound control of expression and meaning and secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> <li>• Sustained reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows thorough understanding.</li> </ul> <p>*Sentences are appropriately structured, with sustained control of expression and meaning and thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> <li>• Pertinent reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows assured understanding.</li> </ul> <p>*Sentences are purposefully structured, with assured control of expression and meaning and assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>

<b>5</b>	<b>21-24</b>	<ul style="list-style-type: none"> <li>• Convincing reference to context, supported by sustained relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows perceptive understanding.</li> </ul> <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning and precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>
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Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>• Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

*To Kill a Mockingbird*

Question Number		
*19	Explore how important the Tom Robinson case is to Atticus. You <b>must</b> consider the context of the novel. Use <b>evidence</b> to support your answer.	
	<b>(40 marks + 6 marks SPaG)</b>	
	Indicative content	
	<p><b>Candidates should include critical and imaginative responses to the novel, supported by textual references (AO1) which show appreciation of the social, cultural or historical context (AO4).</b></p> <p><b>(AO1) Responses may include:</b></p> <ul style="list-style-type: none"> <li>• Atticus' sense of duty and conscience make him take what will be a difficult case.</li> <li>• Atticus sees this as a case that will test him as a person as well as a lawyer.</li> <li>• Atticus wants to see true justice for Tom Robinson and mounts a real case, rather than just going through the motions of presenting a defence.</li> <li>• Atticus brings in his sister because he knows that his family needs the extra support. The fact that he is exposing his children to the consequences of the case, emphasises his commitment, so he brings in another adult to care for them.</li> </ul> <p><b>(AO4) References to the social/cultural context may include:</b></p> <ul style="list-style-type: none"> <li>• An exploration of racial prejudice in 1930s Maycomb that will prevent justice from being carried out.</li> <li>• How Atticus supports Tom and his family as fellow human beings - not a strong point of view at this time.</li> <li>• How much Atticus seeks to move the jury to acquit Tom Robinson with a strong case for the defence, going beyond what would ordinarily be acceptable for 1930s Maycomb society.</li> </ul> <p><b>Reward any other valid points for either AO.</b></p>	
Band	Mark	AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> <li>• Mostly sound responses to text, mostly supported by textual reference which is often appropriate.</li> <li>• Selection and evaluation of textual detail shows generally sound understanding of theme/ideas.</li> </ul>
2	5-7	<ul style="list-style-type: none"> <li>• Sound responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows sound understanding of theme/ideas.</li> </ul>
3	8-10	<ul style="list-style-type: none"> <li>• Sustained responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows thorough understanding of theme/ideas.</li> </ul>
4	11-13	<ul style="list-style-type: none"> <li>• Pertinent responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows assured understanding of theme/ideas.</li> </ul>



<b>5</b>	<b>14-16</b>	<ul style="list-style-type: none"> <li>• Convincing responses to text, supported by sustained relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows perceptive understanding of theme/ideas.</li> </ul>
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<b>Band</b>	<b>Mark</b>	<b>A04: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-5</b>	<ul style="list-style-type: none"> <li>• Mostly sound reference to context, mostly supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows generally sound understanding.</li> </ul> <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning and generally sound control of a range of punctuation devices. Spelling is mostly accurate and any errors do not hinder meaning.</p>
<b>2</b>	<b>6-10</b>	<ul style="list-style-type: none"> <li>• Sound reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows sound understanding.</li> </ul> <p>*Sentences are clearly structured, with sound control of expression and meaning and secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
<b>3</b>	<b>11-15</b>	<ul style="list-style-type: none"> <li>• Sustained reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows thorough understanding.</li> </ul> <p>*Sentences are appropriately structured, with sustained control of expression and meaning and thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
<b>4</b>	<b>16-20</b>	<ul style="list-style-type: none"> <li>• Pertinent reference to context, supported by relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows assured understanding.</li> </ul> <p>*Sentences are purposefully structured, with assured control of expression and meaning and assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>

<b>5</b>	<b>21-24</b>	<ul style="list-style-type: none"> <li>• Convincing reference to context, supported by sustained relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows perceptive understanding.</li> </ul> <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning and precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>
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Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>• Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>

Question Number		
*20	<p>How is the theme of family life presented in the novel?          You <b>must</b> consider the context of the novel.          Use <b>evidence</b> to support your answer.</p>	
	<b>(40 marks + 6 marks SPaG)</b>	
	Indicative content	
	<p><b>Candidates should include critical and imaginative responses to the novel, supported by textual references (AO1) which show appreciation of the social, cultural or historical context (AO4).</b></p> <p><b>(AO1) Responses may include:</b></p> <ul style="list-style-type: none"> <li>• Family life is a central theme in this novel. It is portrayed successfully through the Finch family. The Finch family is like the Ewell family, in that they are both motherless, but beyond that fact there is no other obvious resemblance.</li> <li>• Atticus speaks to his children in such a way that they can understand, respond and ask questions. His words are carefully chosen and he speaks with honesty. The children look up to him, respect him and feel safe and secure with him.</li> <li>• The Ewell family is what we now term ‘dysfunctional’. Its relationships are portrayed as a foil to those of the ‘idealised’ Finch family.</li> <li>• Events in the Radley and Cunningham families have significance for the plot and the narrator.</li> </ul> <p><b>(AO4) References to the social/cultural context may include:</b></p> <ul style="list-style-type: none"> <li>• How Jem and Scout have a happy and secure family life with only their father as their ‘single parent’, in contrast with the expectations of the times.</li> <li>• How Atticus is direct in his answers to all their questions, whatever their nature. This indicates trust and openness at a time when ‘Victorian’ values were still evident.</li> <li>• A consideration of the Radley family and how superstitions about Boo reflect society at that time.</li> <li>• A consideration of the Cunningham family and their struggles with 1930s poverty.</li> <li>• The Ewell family is described as ‘white trash’, which shows their status in Maycomb and how the family represent negative family life.</li> </ul> <p><b>Reward any other valid points for either AO.</b></p>	
<b>Band</b>	<b>Mark</b>	<b>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<ul style="list-style-type: none"> <li>• Mostly sound responses to text, mostly supported by textual reference which is often appropriate.</li> <li>• Selection and evaluation of textual detail shows generally sound understanding of theme/ideas.</li> </ul>
<b>2</b>	<b>5-7</b>	<ul style="list-style-type: none"> <li>• Sound responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows sound understanding of theme/ideas.</li> </ul>
<b>3</b>	<b>8-10</b>	<ul style="list-style-type: none"> <li>• Sustained responses to text, supported by relevant textual reference.</li> <li>• Selection and evaluation of textual detail shows thorough understanding of theme/ideas.</li> </ul>

4	11-13	<ul style="list-style-type: none"> <li>Pertinent responses to text, supported by relevant textual reference.</li> <li>Selection and evaluation of textual detail shows assured understanding of theme/ideas.</li> </ul>
5	14-16	<ul style="list-style-type: none"> <li>Convincing responses to text, supported by sustained relevant textual reference.</li> <li>Selection and evaluation of textual detail shows perceptive understanding of theme/ideas.</li> </ul>

Band	Mark	AO4: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> <li>Mostly sound reference to context, mostly supported by relevant textual reference.</li> <li>Explanation of the importance of theme/idea shows generally sound understanding.</li> </ul> <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning and generally sound control of a range of punctuation devices. Spelling is mostly accurate and any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> <li>Sound reference to context, supported by relevant textual reference.</li> <li>Explanation of the importance of theme/idea shows sound understanding.</li> </ul> <p>*Sentences are clearly structured, with sound control of expression and meaning and secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> <li>Sustained reference to context, supported by relevant textual reference.</li> <li>Explanation of the importance of theme/idea shows thorough understanding.</li> </ul> <p>*Sentences are appropriately structured, with sustained control of expression and meaning and thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> <li>Pertinent reference to context, supported by relevant textual reference.</li> <li>Explanation of the importance of theme/idea shows assured understanding.</li> </ul> <p>*Sentences are purposefully structured, with assured control of expression and meaning and assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>

<b>5</b>	<b>21-24</b>	<ul style="list-style-type: none"> <li>• Convincing reference to context, supported by sustained relevant textual reference.</li> <li>• Explanation of the importance of theme/idea shows perceptive understanding.</li> </ul> <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning and precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>
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Band	Mark	Spelling, punctuation and grammar performance descriptions
0	0	<ul style="list-style-type: none"> <li>• Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</li> </ul>
1	1-2	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</li> </ul>
2	3-4	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</li> </ul>
3	5-6	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>• Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</li> </ul>