



**General Certificate of Secondary  
Education**

**English Literature 47104F**

**Unit 4 Approaching Shakespeare and the  
English Literary Heritage**

**F Tier**

**June 2011**

**Mark Scheme**

**Post Standardisation**

Mark schemes are prepared by the Principal Examiner and then considered and amended, together with the questions, by a panel which includes subject teachers. The mark schemes here include those amendments, and these are the mark schemes used by examiners to assess candidates' responses for this examination. Before candidates' responses are assessed the standardisation process ensures that every examiner understands and applies it in the same way. Unusual answers, which do not seem to fall within the mark scheme, are referred to the Principal Examiner for judgement.

Assumptions about future mark schemes on the basis of one year's document should be avoided. The assessment objectives and skills criteria will remain constant, but details may change, depending on the content of a paper.

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## INTRODUCTION

### How to use the mark schemes

Each section of the mark scheme begins with a template, which is the basis for assessment for every question in the section. It is divided into six mark bands, each with a number of bullets. The bullets relate directly to the assessment objectives being tested in the section, and the number of bullets on each assessment objective in the bands reflects the balance of the objectives being tested.

A mark is reached by deciding how many bullets in a particular band are met, on the basis of what is seen as the response is read. If all the bullets in a band are met, and none in the band above then the response would get the top mark in the band. If there are six marks in the band, and six bullets, and the response hits four of the six bullets, then the response should be awarded four of the six marks available. If two are missing, but the response hits two bullets in the band above, these count instead, and the response should be given all six marks.

Where questions are divided into two parts, (a) and (b), the mark schemes are holistic – i.e. the responses are assessed as a whole, and achievement can be found in either of the parts. There is no requirement for balance between the two parts, but guidance about the amount in each is given in the indicative content for each questions. Each mark band has a QWC descriptor printed at the bottom of each band, which is a descriptor of what writing at that level might look like, but it does not have any weighting.

Examiners are required to annotate responses to show how they have arrived at a mark. To aid in this process, each strand in every mark band has been numbered. Band 6 descriptors are numbered 6.1, 6.2, and so on. When you see that a descriptor has been met, simply annotate the number in the margin, which will be quicker than writing it. At the end the summative comment will indicate why the mark is what it is, based on what has been seen and anything else the examiner may wish to add. This process is exemplified in the Standardising scripts.

Each individual question has a list of indicative content, divided into the sort of material candidates might use to respond to each assessment objective tested by the question. It is important to recognise that these are merely examples, however. The candidates may use any material from the texts to exemplify the skills tested. Where literary terms appear in the content boxes, they do so generally for the sake of brevity. The candidates do not need to use the terms to gain marks, and the terms attract no marks in themselves.

## Assessment Objectives (AOs)

All specifications in English Literature must require candidates to demonstrate their ability to:

### AO1

- respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations

### AO2

- explain how language, structure and form contribute to writers' presentation of ideas, themes and settings

### AO3

- make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects

### 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

	<b>Unit 4: Approaching Shakespeare and The Literary Heritage 35%</b>
AO1	15% Section A: 10% Section B: 5%
AO2	15% Section A: 10% Section B: 5%
AO3	This Unit does not test AO3
AO4	5% Section A: This section does not test AO4 Section B: 5%

### Unit 4F Mark Scheme Template: Section A

<p>Mark Band 6</p>  <p>26-30 marks</p>	<p><b>In response to the task, candidates demonstrate:</b></p> <p>6.1 considered/qualified response to task          6.2 considered/qualified response to text          6.3 details linked to interpretation          6.4 appreciation/consideration of Shakespeare's uses of language and/or structure and/or form and effects on the audience          6.5 thoughtful consideration of ideas/themes          Information is presented in a way which assists with communication of meaning. Syntax and spelling are generally accurate.</p>
<p>Mark Band 5</p>  <p>21-25 marks</p>	<p><b>In response to the task, candidates demonstrate:</b></p> <p>5.1 sustained response to elements of task          5.2 sustained response to elements of text          5.3 effective use of details to support interpretation          5.4 explanation of effect(s) of Shakespeare's uses of language and/or structure and/or form and effects on audience          5.5 understanding of ideas/themes          Information is usually presented in a way which assists with communication of meaning. Syntax and spelling are generally accurate.</p>
<p>Mark Band 4</p>  <p>16-20</p>	<p><b>In response to the task, candidates demonstrate:</b></p> <p>4.1 explained response to element(s) of task          4.2 explained response to element(s) of text          4.3 details used to support a range of comments          4.4 identification of effect(s) of Shakespeare's choices of language and/or structure and/or form intended/achieved          4.5 awareness of ideas/themes/feelings/attitudes          Information is presented in a way which is generally clear. Syntax and spelling have some degree of accuracy.</p>
<p>Mark Band 3</p>  <p>11-15</p>	<p><b>In response to the task, candidates demonstrate:</b></p> <p>3.1 supported response to task          3.2 supported response to text          3.3 comment(s) on detail(s)          3.4 awareness of writer making choice(s) of language and/or structure and/or form          3.5 generalisation(s) about ideas/themes/feelings/attitudes          Despite lapses, information is presented in a way which is usually clear. Syntax and spelling have some degree of accuracy, although there are likely to be frequent errors.</p>
<p>Mark Band 2</p>  <p>6-10</p>	<p><b>In response to the task, candidates demonstrate:</b></p> <p>2.1 some clear responses to task          2.2 some clear response to text          2.3 range of details used          2.4 simple identification of method(s)          2.5 some range of explicit meanings given          Syntax and spelling are sufficiently clear to convey meaning.</p>
<p>Mark Band 1</p>  <p>1-5 marks</p>	<p><b>In response to the task, candidates demonstrate:</b></p> <p>1.1 simple responses to task          1.2 simple responses to text          1.3 familiarity with text/reference to some details          1.4 reference to Shakespeare's methods          1.5 simple comment on meanings          Despite frequent lapses in syntax and spelling, meaning can be derived.</p>
<p>0 marks</p>	<p>Nothing worthy of credit</p>

**01** Answer **part (a)** and **part (b)**.

**Part (a)**

How does Shakespeare present Lady Macbeth's thoughts and feelings in the following extract from Act 1 Scene 5?

You should write about:

- what Lady Macbeth's thoughts and feelings are in this extract
- how Shakespeare presents her feelings by the ways he writes

and then **part (b)**

How does Shakespeare present Lady Macbeth's thoughts and feelings in another part of the play? (30 marks)

**Indicative content**

Answers might include some of the following:

AO1

- Interpretation/response to Lady Macbeth's thoughts and feelings here
- Explanation of her thoughts and attitudes

AO2

- Shakespeare's craft & purpose re. Imagery, diction, contrast, effect of verse form in presenting Lady Macbeth here
- Appropriate details of ideas about power, ambition, persuasion

**Indicative content (b)**

AO1

- Interpretation/response to views about Lady Macbeth in chosen part
- Explanation of different aspects of her thoughts and feelings here

AO2

- Shakespeare's craft and purpose re word choices, effects of sound, imagery, punctuation and sentencing, verse form in chosen part
- Details relevant to ideas featured in chosen part

**02** Answer **part (a)** and **part (b)**.

**Part (a)**

How does Shakespeare present the relationship between Macbeth and Lady Macbeth in the following extract from Act 1 Scene 5?

You should write about:

- what you think their relationship is in this extract
- how Shakespeare presents their relationship by the ways he writes

**and then part (b)**

How does Shakespeare present their relationship in another part of the play?  
(30 marks)

**Indicative content**

Answers might include some of the following:

AO1

- Interpretation/response to relationship here
- Explanation of Lady Macbeth's thoughts and attitudes

AO2

- Shakespeare's craft & purpose re. Imagery, diction, effect of verse form in presenting relationship here
- Appropriate details of ideas about power, ambition, persuasion

**Indicative content (b)**

AO1

- Interpretation/response to views about relationship in chosen part
- Explanation of different aspect of relationship here

AO2

- Shakespeare's craft and purpose re word choices, effects of sound, imagery, punctuation and sentencing, verse form to illustrate relationship in chosen part
- Details relevant to ideas featured in chosen part

**03 Answer part (a) and part (b).**

**Part (a)**

How does Shakespeare show the thoughts and feelings of Don John in the following extract from Act 1 scene 3?

You should write about:

- what Don John's thoughts and feelings are
- how Shakespeare presents these thoughts and feelings through the way he writes

**and then Part (b)**

Write about how Shakespeare presents Don John's thoughts and feelings in another part of the play. (30 marks)

**Indicative content**

Answers might deal with some of the following:

Indicative content (a)

AO1

- Response to context, exploration of Don John's knowledge of himself, and his regression and malice.
- Explanation of Don John's words reflecting his state of mind & feelings

AO2

- Appropriate comments on Shakespeare's use of word play, imagery, modes of address, emotive language, contrasts, stage action
- Explanation of Shakespeare's portrayal of Don John as a villain, and his place in the play

Indicative content (b)

AO1

- Explanation of context and Don John's situation and thoughts at point in play chosen
- Details of his attitudes, feelings to others and responses to situation

AO2

- Shakespeare's craft reflected in diction, word play, imagery, stage action eg his blunt and unchanging attitudes.

**04 Answer part (a) and part (b).**

**Part (a)**

How does Shakespeare convey what other characters think and feel about Hero in the extract from Act 4 Scene 1?

You should write about:

- what the other characters' thoughts and feelings are in this extract
- how Shakespeare shows these thoughts and feelings by the way he writes

**and then part (b)**

how does Shakespeare show that other characters think and feel differently about Hero in a different part of the play.

*(30 marks)*

**Indicative content**

Answers might include some of the following:

**Indicative content (a)**

AO1

- Response to context, reasons for anger, duplicity and concern in words and actions of Claudio, Leonato, Beatrice, Benedick and Don John
- Explanation of attitudes to Hero, honour, friendship, fathers and daughters

AO2

- Appropriate details of Shakespeare's language to suggest conflict
- Response to Shakespeare's presentation of betrayal, friendship, creation of sympathy for Hero

**Indicative content (b)**

AO1

- Explanation of context and characters' attitudes in scene chosen
- Appropriate details of characters' attitudes and responses to situation

AO2

- Shakespeare's craft reflected in diction, word play, imagery, stage action etc.

**05** Answer **part (a)** and **part (b)**.

**Part (a)**

How does Shakespeare present Romeo's feelings in this extract from Act 1 Scene 4?

You should write about:

- what Romeo's feelings about love are in this extract
- how Shakespeare presents Romeo's feelings by the ways he writes.

**And then part (b)**

How does Shakespeare present Romeo's feelings in another part of the play?  
(30 marks)

**Indicative content**

Answers might include some of the following:

AO1

- Interpretation/response to Romeo's feelings here
- Explanation of Romeo's feelings

AO2

- Shakespeare's craft & purpose re. Imagery, diction, effect of verse form in Romeo's ideas about love
- Appropriate details of ideas of love expressed by Romeo

**Indicative content (b)**

AO1

- Interpretation/response to Romeo's feelings in chosen part
- Appropriate details relevant to Romeo's feelings about love in chosen part

AO2

- Shakespeare's craft and purpose re word choices, effects of sound, imagery, punctuation and sentencing, verse form in chosen part to illustrate Romeo's feelings
- Explanation of Romeo's idea of love as shown in chosen part

**6 Answer part (a) and part (b).**

**Part (a)**

How does Shakespeare present Juliet's feelings in this extract from Act 2 Scene 2?

You should write about:

- what Juliet's feelings are in this extract
- how Shakespeare presents Juliet's feelings by the ways he writes.

**and then part (b)**

How does Shakespeare present Juliet's feelings in another part of the play?  
(30 marks)

**Indicative content**

Answers might include some of the following:

AO1

- Interpretation/response to Juliet's feelings at this point
- Explanation of Juliet's feelings

AO2

- Shakespeare's craft & purpose re. imagery, diction, effect of verse form in presenting feelings
- Appropriate details of text relevant to presentation of feelings here

**Indicative content (b)**

AO1

- Interpretation/response to Juliet's feelings in chosen part
- Explanation of Juliet's feelings in chosen part

AO2

- Shakespeare's craft and purpose re word choices, effects of sound, imagery, punctuation and Sentencing, verse form in chosen part
- Appropriate details of text relevant to presentation of feelings in chosen part

**07 Answer part (a) and part (b).**

**Part (a)**

How does Shakespeare show the thoughts and feelings of Viola in this extract from Act 2 Scene 2?

You should write about:

- what Viola's thoughts and feelings are
- how Shakespeare shows these thoughts and feelings by the ways he writes
- 

**and then part (b)**

How does Shakespeare show Viola's thoughts and feelings in another part of the play? (30 marks)

**Indicative content**

AO1

- Response to Viola's situation, her disguise and confusion
- Details and interpretation of her attitude, behaviour and state of mind

AO2

- Comments on Shakespeare's use of language to suggest confusion and strong feeling
- Reference to ideas/ themes of identity, love and loyalty

**Part (b)**

AO1

- Response to Viola (and possibly other characters) in chosen scene; response to situation, mood and theme

AO2

- Details and interpretation of Shakespeare's craft and purpose, re word choices, effects of sounds, imagery, punctuation and sentencing, verse form in chosen part to illustrate Viola's feelings.
- Explanation of Viola's idea of love in chosen part.

**08 Answer part (a) and part (b)**

**Part (a)**

How does Shakespeare make the character of Feste the Clown amusing in the following extract from Act 1 Scene 5?

You should write about:

- what Feste says and does in the extract
- how Shakespeare tries to make him amusing by the ways he writes

**and then part (b)**

How does Shakespeare present Feste in a different part of the play? (30 marks)

**Indicative content**

Answers might include some of the following:

**Part (a)**

AO1

- Response to amusing aspects of Feste in this scene.
- Details and interpretation of attitude, behaviour and manner causing humour

AO2

- Comments on Shakespeare's use of language to convey character and humour
- Reference to themes of mockery of self-importance, vanity and cynicism/ realism

**Part (b)**

AO1

- Response to character, situation, mood and theme, possibly linked to first passage. Perhaps with suggestion of Feste's darkening mood throughout the play eg mockery of Malvolio

AO2

- Details and interpretation of Shakespeare's craft and purpose, including changes in plot and character, with comments on use of language and dramatic devices eg. Songs/ disguise

**09 Answer part (a) and part (b)**

**Part (a)**

How does Shakespeare present the relationship between Brutus and Cassius in the following extract from Act 4 Scene 3?

You should write about:

- what the relationship is like in the extract
- how Shakespeare shows you this by the ways he writes

**and then part (b)**

How does Shakespeare present the relationship between Brutus and another character in the play? (30 marks)

**Indicative content**

Answers might include some of the following:

**Part (a)**

AO1

- Response to thoughts and feelings of Brutus and Cassius in this scene
- Details and interpretation of their attitudes and behaviour towards one another

AO2

- Comments on Shakespeare's use of language to convey their two different characters and attitudes
- Reference to themes of moral rectitude, ambition and friendship

**Part (b)**

AO1

- Response to character, situation, mood and theme, possibly linked to first passage, showing consistency of attitudes

AO2

- Details and interpretation of Shakespeare's craft and purpose, including changes in plot and character, with comments on use of language and dramatic devices eg responses to assassination, plans for battle

**10. Answer part (a) and part (b)**

**Part (a)**

How does Shakespeare show Antony's thoughts and feelings in the following extract from Act 3 Scene 1?

You should write about:

- what Antony's thoughts and feelings are
- how Shakespeare shows these thoughts and feelings by the ways he writes

**and then part (b)**

How does Shakespeare present Antony's thoughts and feelings in another part of the play? (30 marks)

**Indicative content**

Answers might include some of the following:

**Part (a)**

AO1

- Response to thoughts and feelings of Antony in this scene
- Details and interpretation of his attitudes and future plans

AO2

- Comments on Shakespeare's use of language to convey the depth of his feeling and the planned violence of his revenge
- Reference to themes of friendship, loyalty, ambition and revenge

**Part (b)**

AO1

- Response to character, situation, mood and theme, possibly linked to first passage, showing different aspects of his character

AO2

- Details and interpretation of Shakespeare's craft and purpose, including changes in plot and character, with comments on use of language and dramatic devices eg response to assassination and Antony's personal ambition and ruthlessness

### Unit 4F Mark Template: Section B

<p>Mark Band 6</p> <p>21-24 marks</p>	<p><b>In response to the task, candidates demonstrate:</b></p> <p>6.1 considered/qualified response to ideas/themes          6.2 appreciation/consideration of writer's uses of language and/or structure and/or form and effects on reader          6.3 considered/qualified response to contexts          6.4 details linked to interpretation/response          Information is presented in a way which assists with communication of meaning. Syntax and spelling are generally accurate.</p>
<p>Mark Band 5</p> <p>17-20 marks</p>	<p><b>In response to the task, candidates demonstrate:</b></p> <p>5.1 sustained response to ideas/themes          5.2 explanation of effect(s) of writer's uses of language and/or structure and/or form and effects on reader          5.3 sustained response to contexts          5.4 effective use of details          Information is usually presented in a way which assists with communication of meaning. Syntax and spelling are generally accurate.</p>
<p>Mark Band 4</p> <p>13-16 marks</p>	<p><b>In response to the task, candidates demonstrate:</b></p> <p>4.1 explained response to ideas/themes/feelings/attitudes          4.2 identification of effect(s) of writer's choices of language and/or structure and/or form intended/achieved          4.3 explained response to contexts          4.4 details used to support a range of comments          Information is presented in a way which is generally clear. Syntax and spelling have some degree of accuracy.</p>
<p>Mark Band 3</p> <p>9-12 marks</p>	<p><b>In response to the task, candidates demonstrate:</b></p> <p>3.1 supported response to ideas/themes/feelings/attitudes          3.2 awareness of writer making choice(s) of language and/or structure and/or form          3.3 supported response to contexts          3.4 comment(s) on detail(s)          Despite lapses, information is presented in a way which is usually clear. Syntax and spelling have some degree of accuracy, although there are likely to be frequent errors.</p>
<p>Mark Band 2</p> <p>5-8 marks</p>	<p><b>In response to the task, candidates demonstrate:</b></p> <p>2.1 some clear responses to ideas/themes          2.2 simple identification of method(s)          2.3 some awareness of context          2.4 range of details used          Information is presented in a way which is generally clear. Syntax and spelling have some degree of accuracy.</p>
<p>Mark Band 1</p> <p>1-4 marks</p>	<p><b>In response to the task, candidates demonstrate:</b></p> <p>1.1 simple responses          1.2 reference to Shakespeare's methods          1.3 simple comment on context          1.4 familiarity with text/reference to some details          Despite lapses, information is presented in a way which is usually clear. Syntax and spelling have some degree of accuracy, although there are likely to be frequent errors.</p>
<p>0 marks</p>	<p>Nothing worthy of credit</p>

**11. Answer part (a) and part (b)**

**Part (a)**

How do you respond to Mrs Bennet in the novel, and how does Austen make you respond by the ways she writes?

You should write about:

- what you think about what Mrs Bennet says and does
- how Austen makes you feel as you do by the ways she writes

**and then part (b)**

How do Mrs Bennet's attitudes show some of the values of the society in which she lives?

*(24 marks)*

**Indicative content**

Answers might include some of the following:

AO1

- Response to Mrs Bennet's words and actions, e.g. towards D'Arcy
- Specific details of Mrs Bennet's behaviour and effect on others
- Interpretation / response to Mrs Bennet's behaviour

AO2

- Authorial craft re Austen's use of dialogue/narrative to portray her attitudes and behaviour
- Mrs Bennet's role in demonstrating ideas about money, marriage, position

AO4

- Explicit and implicit aspects of Mrs Bennet's attitudes and behaviour in the context of nineteenth century England
- Views about e.g. money, marriage, position in early nineteenth century society

## 12. Answer **part (a)** and **part (b)**

### **Part (a)**

How do you respond to Wickham and Lydia's relationship, and how does Jane Austen present the relationship?

Write about:

- how Wickham and Lydia behave
- how Jane Austen presents their relationship by the ways she writes

### **and then part (b)**

What do other characters's responses to Wickham and Lydia tell you about the society they live in?

#### **Indicative content**

Answers might include some of the following:

##### AO1

- Response to Wickham, Lydia, their actions and attitudes
- Specific details of their behaviour, and the attitudes of others to them, to their elopement

##### AO2

- Authorial craft re Austen's use of irony/realism/the ways speech and behaviour reveal character and attitudes
- Aspects of ideas about marriage, male/female relationships, sexual indiscretion

##### AO4

- Explicit aspects of relationships in time and place, perhaps related to today
- Interpretation/response to social/economic/cultural aspects of marriage and sexual indiscretion

**13. Answer part (a) and part (b)**

**Part (a)**

How do you respond to the idea that Heathcliff is an angry character? How does Bronte make you feel as you do?

You should write about:

- what you think about what Heathcliff says and does
- how Bronte makes you feel as you do by the ways she writes

**and then part (b)**

How does Heathcliff react to the society in which he lives?

**Indicative content**

Answers might include some of the following:

**AO1**

- Response to Heathcliff's character with regard to anger and love
- Details and interpretation of personal and/or social causes of his behavior, and effects of what he says and does

**AO2**

- Response to Bronte's creation of Heathcliff, through e.g. character, narrative, dialogue, background, relationships
- Details and interpretation of Bronte's use of incidents, plot, aspects of character, changes over time

**AO4**

- Details and interpretation of personal and/or social causes of his behaviour, and effects of what he says and does

**14** Answer **part (a)** and **part (b)**

How is life at Thrushcross Grange different from life at Wuthering Heights?  
How does Bronte show the differences between life in the two places?

You should write about:

- what the characters who live in the two places are like
- how Bronte presents the places by the ways she writes

**and then part (b)**

What do the differences between the two places tell you about the values of the people who live there?

*(24 marks)*

**Indicative content**

Answers might include some of the following:

AO1

- Aspects of life in the two places, e.g. wildness of behaviour, cultured behaviour
- Specific details of characters' behaviour and attitudes, brutal behaviour/etiquette and good manners
- Interpretation/response to Bronte's portrayal of life in the two places

AO2

- Authorial craft re Bronte's use of idiom and imagery and contrast in dialogue or in places associated with characters

AO4

- Explicit and implicit aspects of social and cultural aspects of speech, status and personality, settings to show values

- 15** Answer **part (a)** and **part (b)**  
How does Dickens present Pip at the start of the novel?

You should write about:

- what Pip is like at the start of the novel
- how Dickens shows you what Pip is like by the ways he writes

**and then part (b)**

How does living in London affect Pip?

*(24 marks)*

**Indicative content**

Answers might include some of the following:

AO1

- Response to aspects of Pip's character in the early part of the novel (naïve, vulnerable, honest) and in the London sections (proud, aloof)
- Specific details of attitude and behaviour according to place and age

AO2

- Details and interpretation of Dickens's purpose in showing the effects of great expectations on Pip and how the changes are reflected in attitude and behaviour
- Details and interpretation of Dickens's use of incidents and speech to convey character and change, e.g. treatment of Joe

AO4

- Ideas about how London society has an effect on Pip's behaviour

**16** Answer **part (a)** and **part (b)**

How does Dickens present Magwitch in the first chapter of the novel?

You should write about:

- how you respond to Magwitch
- how Dickens makes you respond to Magwitch by the ways he writes

**and then part (b)**

How is Magwitch's life affected by the society he lives in?

*(24 marks)*

**Indicative content**

Answers might include some of the following:

AO1

- Interpretation/response to Magwitch in the first chapter of the novel
- Specific details of actions and words, and his effect on Pip

AO2

- Details and interpretation of Dickens's methods in presenting Magwitch to reader, through e.g. his words and actions, Pip's reactions to him
- Details and interpretation of Dickens's purpose in presenting Magwitch in this way

AO4

- Ideas about how Magwitch is affected by society, e.g. how he is treated in the hulks and in prison, how he is viewed by others, e.g. by Pip in London

**17. Answer part (a) and part (b)**

**Part (a)**

Do you feel sorry for the characters in 'The Withered Arm'? How are the characters forced to behave in the ways they do by the society in which they live?

You should write about:

- what happens to the characters
- how the characters are affected by the society in which they live.

**and then part (b)**

What methods does Hardy use to make you feel sorry for a character in **one** other story?

*(24 marks)*

**Indicative content**

Answers might include some of the following:

**AO1**

- Response to Gertrude's situation and its eventual sadness, and the situation and characters of the second story chosen
- Details and interpretation of incidents and speech suggesting the sad aspects of the story and one other

**AO2**

- Response to Hardy's craft in use of dialogue, settings, plot and diction

**AO4**

- Ideas about how rural communities' values and beliefs affect the progress of the story and the characters' fates

**18** Answer **part (a)** and **part (b)**

How is village life as described in 'Absent-mindedness in a Parish Choir' different from life in the society you live in? What does this tell you about village life then?

You should write about:

- what characters say or do in the story
- what this tells you about society then and now.

**and then part (b)**

How does Hardy present life in the country in **one** other story, by the ways he writes about it?

*(24 marks)*

**Indicative content**

Answers might include some of the following:

AO1

- Response to events of the stories
- Specific details about the 'choir', the responses of other characters, e.g. the squire, the parson, details of country life in second story
- Interpretation/response to comic portrayal of 'choir'

AO2

- Authorial craft re use of dialogue, incident, setting to show country life

AO4

- Details and views about life in Hardy's time and today

**19. Answer part (a) and part (b) Part (a)**

How does Orwell present Napoleon in *Animal Farm*?

You should write about:

- what Napoleon says and does
- how Orwell presents Napoleon by the ways he writes

**and then part (b)**

How does Orwell use Napoleon to suggest ideas about leaders in society?

(24 marks)

**Indicative content**

Answers might include some of the following:

AO1

- Response to Napoleon and how he changes through the novel
- Details and interpretation of incidents and speech revealing Napoleon's true nature and his abuse of power

AO2

- Response to Orwell's craft in showing change in Napoleon and his use of the character as representative of human behaviour

AO4

- Ideas about how society on farm affects Napoleon and the kind of society represented there. Ideas about leaders in society.

**20** Answer **part (a)** and **part (b)**

How does the behaviour of the pigs change during the story? How does Orwell show the ways that they change?

You should write about:

- how the pigs change
- how Orwell shows the changes by the ways he writes.

**and then part (b)**

What do you think Orwell is saying about society by showing these changes?

*(24 marks)*

**Indicative content**

Answers might include some of the following:

AO1

- Response to pigs as a group and to the ways in which they become more powerful
- Details and interpretation of incidents and speech revealing the change in the pigs and their grasp and use of power

AO2

- Response to Orwell's purpose in writing the story and use of pigs to represent aspects of human behaviour
- Details and interpretation of Orwell's use of incidents and speech to present the character and changes in pigs and their use of power, e.g. commandments

AO4

- Ideas about how society has an effect on the pigs' behaviour or about the kind of society represented on the farm