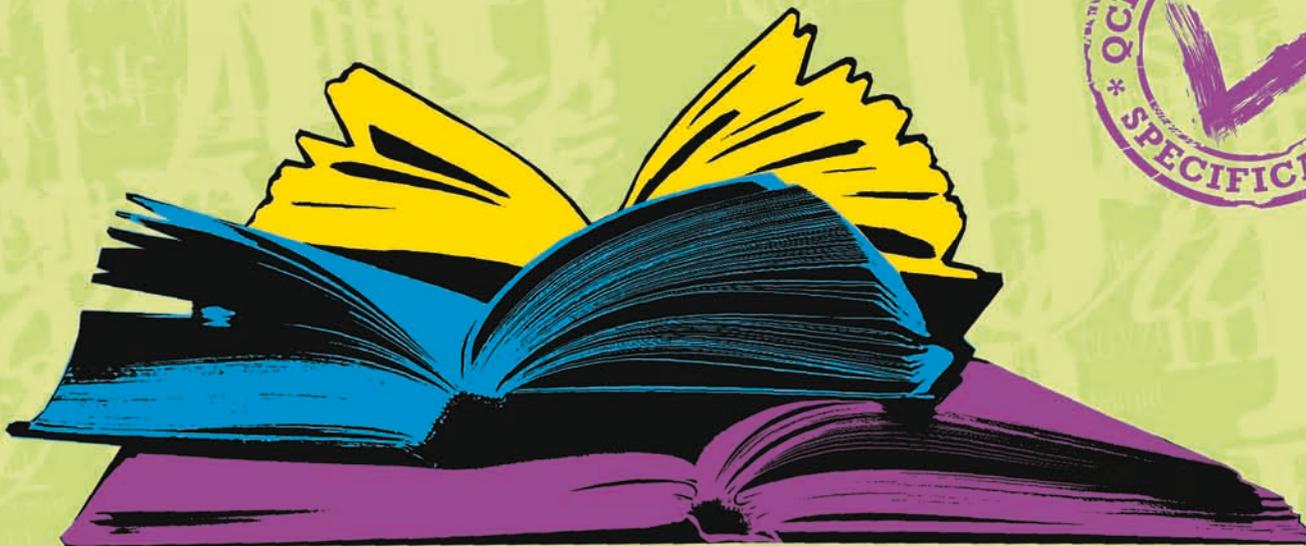


Edexcel GCSE in English Literature



**Accredited Sample
Assessment Materials**

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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.

Edexcel GCSE

English Literature

Unit 1: Understanding Prose

Foundation Tier

Sample Assessment Material

Paper Reference

Time: 1 hour 45 minutes

5ET1F/01

Questions and Extract Booklet

**Clean copies of your set texts may be taken into the examination.
Do not return this booklet with your Answer Booklet.**

Turn over ►

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**You must answer TWO questions.
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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Dr Jekyll and Mr Hyde	06
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SECTION A: LITERARY HERITAGE

Answer ONE question from this section.

Use this extract to answer Question 1.

Animal Farm

Extract taken from pages 37–38

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

1 Answer all parts of the question that follows as fully as possible.

(a) Outline the key events **from** when the milk disappeared **up to** this extract. (10)

(b) Explain how the writer presents the theme of trust in the extract.
Use evidence from the extract to support your answer. (10)

(c) From this extract, what do you learn about the character of Squealer?
Use evidence from the extract to support your answer. (8)

(d) Boxer works hard and trusts the leaders.
Explain how Boxer is treated by the leaders later on in the novel.
Use examples of the writer's language to support your answer. (12)

(Total for Question 1 = 40 marks)

Use this extract to answer Question 2.

Dr Jekyll and Mr Hyde

Extract taken from page 14

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

2 Answer all parts of the question that follows as fully as possible.

(a) Outline the key events that **lead up to** this extract. (10)

(b) Explain how the writer presents suspense in the extract.
Use evidence from the extract to support your answer. (10)

(c) From this extract, what do you learn about the character of Utterson?
Use evidence from the extract to support your answer. (8)

(d) In this extract, Utterson meets Mr Hyde. Explain how Mr Hyde is described in one other part of the novel.
Use examples of the writer's language to support your answer. (12)

(Total for Question 2 = 40 marks)

Use this extract to answer Question 3.

The Hound of the Baskervilles

Extract taken from Chapter 7 pages 67-68

'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

3 Answer all parts of the question that follows as fully as possible.

(a) Outline the key events that **follow on from** this extract **up to** the end of Chapter 11. (10)

(b) Explain how the writer presents the moor in the extract.
Use evidence from the extract to support your answer. (10)

(c) From this extract, what do you learn about the character of Stapleton?
Use evidence from the extract to support your answer. (8)

(d) Describe how Stapleton is presented in one other part of the novel.
Use examples of the writer's language to support your answer. (12)

(Total for Question 3 = 40 marks)

Use this extract to answer Question 4.

Felicia's Journey

Extract taken from pages 41–42

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

4 Answer all parts of the question that follows as fully as possible.

(a) Outline the key events **from** when Hilditch sees Felicia for the first time **up to** this extract. (10)

(b) Explain how the writer presents the Mr Hilditch's actions in this extract.
Use evidence from the extract to support your answer. (10)

(c) From this extract, what do you learn about the character of Hilditch?
Use evidence from the extract to support your answer. (8)

(d) Explain how Hilditch persuades Felicia to stay with him following this extract.
Use examples of the writer's language to support your answer. (12)

(Total for Question 4 = 40 marks)

Use this extract to answer Question 5.

Pride and Prejudice

Extract taken from pages 173–174

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

5 Answer all parts of the question that follows as fully as possible.

(a) Outline the key events **from** this extract **up to** when Lydia and Wickham are found unmarried.

(10)

(b) Explain how the writer presents the attitudes of Elizabeth and Jane to men and marriage in the extract.

Use evidence from the extract to support your answer.

(10)

(c) From this extract, what do you learn about the character of Elizabeth?

Use evidence from the extract to support your answer.

(8)

(d) Explain 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 Question 5 = 40 marks)

Use this extract to answer Question 6.

Great Expectations

Extract taken from Chapter 26, pages 455–456

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 to 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

6 Answer all parts of the question that follows as fully as possible.

(a) Outline the key events that **lead up to** this extract **from** the beginning of Volume 3.

(10)

(b) Explain how the writer presents the relationship between Pip and Magwitch in this extract.

Use evidence from the extract to support your answer.

(10)

(c) From this extract, what do you learn about the character of Magwitch?

Use evidence from the extract to support your answer.

(8)

(d) Explain Pip's attitude to Magwitch in one other part of the novel.

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

(12)

(Total for Question 6 = 40 marks)

TOTAL FOR SECTION A = 40 MARKS

SECTION B: DIFFERENT CULTURES AND TRADITIONS

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

Anita and Me

EITHER

***7** Explain the importance of Meena's relationship with Anita in the novel.

In your answer you must consider:

- the importance of their different family backgrounds
- their way of life in Tollington
- their cultural differences.

You may include other ideas of your own.

(Total for Question 7 = 40 marks)

OR

***8** How is growing up presented through the character of Meena?

In your answer you must consider:

- Meena's home and family life
- what Meena learns from her relationship with Anita
- how Meena grows up by the end of the novel.

You may include other ideas of your own.

(Total for Question 8 = 40 marks)

Balzac and the Little Chinese Seamstress

EITHER

***9** Describe the importance of the Little Seamstress in the novel.

In your answer you must consider:

- her relationship with the Narrator and Luo
- her different cultural experiences and beliefs
- how she changes in the novel.

You may include other ideas of your own.

(Total for Question 9 = 40 marks)

OR

***10** In what ways is the friendship between Luo and the Narrator important to the novel?

In your answer you must consider:

- the reasons why Luo and the Narrator are on Phoenix mountain
- the words and actions of Luo and the Narrator
- the friendship Luo and the Narrator have with the Little Seamstress.

You may include other ideas of your own.

(Total for Question 10 = 40 marks)

Heroes

EITHER

***11** Explain why the Wreck Centre is important in the novel.

In your answer you must consider:

- the importance of Larry LaSalle to the youth community
- the impact of Larry LaSalle on Nicole and on Francis
- the role of the Wreck centre in the lives of the teenagers.

You may include other ideas of your own.

(Total for Question 11 = 40 marks)

OR

***12** How is heroism presented throughout the novel?

In your answer you must consider:

- the reasons why Larry LaSalle is hero-worshipped
- Nicole's courage and ability to look at her own actions
- War heroes.

You may include other ideas of your own.

(Total for Question 12 = 40 marks)

Of Mice and Men

EITHER

***13** Explain the importance of George and Lennie's friendship in the novel.

In your answer you must consider:

- how George and Lennie became friends
- why George and Lennie are together
- their dream to own their own land.

You may include other ideas of your own.

(Total for Question 13 = 40 marks)

OR

***14** Why are anger and violence common themes in the novel?

In your answer you must consider:

- the reasons why individual characters are angry
- incidents of violence in the novel
- how characters survive their difficult lives.

You may include other ideas of your own.

(Total for Question 14 = 40 marks)

Rani and Sukh

EITHER

***15** Explain the importance of Rani's relationship with her brothers in the novel.

In your answer you must consider:

- how much they wish to control her
- Divy's need for revenge
- cultural attitudes concerning how Rani is expected to behave.

You may include other ideas of your own.

(Total for Question 15 = 40 marks)

OR

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

In your answer you must consider:

- the story of Rani's aunt and Sukh's uncle
- Divy's need for revenge
- cultural attitudes towards their relationship.

You may include other ideas of your own.

(Total for Question 16 = 40 marks)

Riding the Black Cockatoo

EITHER

***17** Explain the importance of John's journey in this text.

In your answer you must consider:

- the importance of the people he meets
- the importance of aboriginal culture
- how John feels at the end of his journey.

You may include other ideas of your own.

(Total for Question 17 = 40 marks)

OR

***18** What does John learn about himself from the experiences he describes in *Riding the Black Cockatoo*?

In your answer you must consider:

- the decisions he makes at the beginning of the text
- the effects of key experiences on him
- the ways he tries to adjust to life after the ceremony.

You may include other ideas of your own.

(Total for Question 18= 40 marks)

To Kill a Mockingbird

EITHER

***19** Explain how the Tom Robinson case affects the whole community in *To Kill a Mockingbird*.

In your answer you must consider:

- 1930 Maycomb society
- attitudes and racial prejudice
- important events linked with the Tom Robinson case.

You may include other ideas of your own.

(Total for Question 19= 40 marks)

OR

***20** How is honesty and goodness presented through the character of Atticus?

In your answer you must consider:

- the words and actions of Atticus during the trial of Tom Robinson
- how other characters in the novel repay Atticus for his goodness
- Atticus' honesty with his children, Jem and Scout.

You may include other ideas of your own.

(Total for Question 20 = 40 marks)

TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 80 MARKS

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

English Literature

Unit 1: Understanding Prose

Foundation Tier

Sample Assessment Material

Time: 1 hour 45 minutes

Paper Reference

5ET1F/01

You must have:

Questions and Extracts Booklet (enclosed)

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 80.
- 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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Mark Scheme

This booklet contains the mark schemes for English Literature Unit 1: Understanding Prose Foundation 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.

Examiners should allow the candidate to determine their own approach, and assess what the candidate has offered, rather than judging it against predetermined ideas of 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:

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 a writers' presentation of ideas, themes and settings.
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

Section A: Literary Heritage

Animal Farm

Question Number	Question	
1(a)	Outline the key events from when the milk disappeared up to this extract.	
	(10 marks)	
	Indicative content	
	<p>Key plot details include:</p> <ul style="list-style-type: none"> • the animals are taught to read and write by Snowball • Napoleon takes the puppies away to bring them up himself • Squealer tells the animals that the pigs have taken the apples and milk for everyone's benefit • the animals try to spread their revolutionary ideas of Animal Farm across the countryside • Jones attempts to recapture Animal Farm • Snowball leads the animals to victory in the Battle of the Cowshed • Mollie vanishes and it is rumoured that she is serving Pilkington • the conflict between Napoleon and Snowball increases • Snowball suggests buying a windmill and the debate brings the farm's divisions out into the open • Snowball is chased by Napoleon's dogs and is never seen again. <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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	1-2	<ul style="list-style-type: none"> • Basic knowledge of the relevant parts of the plot. • Basic understanding of what the key events are. • Selection of appropriate events at a basic level may be evident, without sense of chronology. • Little understanding of how earlier events connect with the extract.
2	3-4	<ul style="list-style-type: none"> • Limited knowledge of the relevant parts of the plot. • Limited understanding of what the key events are. • Selection of appropriate events at a basic level is evident, with limited sense of chronology. • Limited understanding of how earlier events connect with the extract.
3	5-6	<ul style="list-style-type: none"> • Some knowledge of the relevant parts of the plot. • Occasional understanding of what the key events are. • Selection of appropriate events is evident, with occasional sense of chronology. • Some understanding of how earlier events connect with the extract.

4	7-8	<ul style="list-style-type: none"> • Generally sound knowledge of the relevant parts of the plot. • Generally clear understanding of what the key events are. • Selection of appropriate events is evident, with generally sound chronology. • Understanding of how earlier events connect with the extract is generally sound.
5	9-10	<ul style="list-style-type: none"> • Sound knowledge of the relevant parts of the plot . • Sound understanding of what the key events are. • Clear selection of appropriate events with a robust chronology. • Sound understanding of how earlier events connect with the extract.

Question Number	Question	
1(b)	Explain how the writer presents the theme of trust in the extract. Use evidence from the extract to support your answer.	
	(10 marks)	
Indicative content		
<p>Candidates will select from a range of material from the extract - this may include:</p> <ul style="list-style-type: none"> • Squealer, speaking of Napoleon, makes a speech on the subject of trust and faith in Napoleon. • the writer uses direct speech to emphasise the direct appeal of the theme of trust. • he appeals to the sympathy of the animal by describing Napoleon's sacrifice, implying that Napoleon is suffering. • he addresses the animals as 'Comrades', appealing to them as equals, to gain their trust. • he uses rhetorical questions to explain why Napoleon needs to lead, thus attempting to get the animals to trust Napoleon. • the writer, however, emphasises the doubts of the animals by using a separate paragraph for a defence of Snowball. • the writer uses an exclamation mark to emphasise 'iron discipline', this shows irony, in a speech in which Squealer is promoting Napoleon's sacrifices. • Squealer threatens the animals by referring to their enemies, therefore scaring them into believing and trusting Napoleon. 		
Band	Mark	AO2: Explain how language, structure and form contribute to a writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate makes basic reference to use of text by writer to achieve effect. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Examples are not appropriate or candidate may refer to only one relevant example.
2	3-4	<ul style="list-style-type: none"> • Candidate makes limited reference to use of text by writer to achieve effect. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Examples are of limited appropriateness
3	5-6	<ul style="list-style-type: none"> • Candidate makes some reference to use of text by writer to achieve effect. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Examples are occasionally relevant.

4	7-8	<ul style="list-style-type: none"> • Candidate makes generally sound reference to use of text by writer to achieve effect. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples are generally sound and mostly relevant.
5	9-10	<ul style="list-style-type: none"> • Candidate makes sound reference to use of text by writer to achieve effect. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples are sound and mostly relevant.

Question Number	Question	
1(c)	From this extract, what do you learn about the character of Squealer? Use evidence from the extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Squealer explains new arrangements to the other animals • he is trusted by Napoleon which shows he is with the pigs • Squealer addresses other animals as ‘comrades’ appearing to be trustworthy and friendly • Squealer speaks of leadership as ‘extra labour’ and in doing so promotes Napoleon by creating an image of Napoleon making a ‘sacrifice’ • Squealer is as corrupt and dishonest as Napoleon • Squealer speaks of responsibility as a burden • he is deceitful because he misleads the animals by reminding them that they are all equal but he is acting in their own interest, because they ‘might make the wrong decisions’; they must trust Napoleon, or the option is to have Jones back • Squealer feels no guilt about lying and misleading the animals in order to profit from them so that he can carry on exploiting the animals on the farm. 	
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"> • Basic or limited understanding of the character. • Candidate uses unclear and/or limited examples from the text to demonstrate knowledge about the character. • Basic or inconsistent selection of textual detail.
2	4-5	<ul style="list-style-type: none"> • Occasional understanding of the character will be evident. • Candidate mostly uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and mostly appropriate.
3	6-8	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and appropriate.

Animal Farm

Question Number	Question	
1(d)	Boxer works hard and trusts the leaders. Explain how Boxer is treated by the leaders later on in the novel. Use examples of the writer's language to support your answer.	
	(12 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract.</p> <p>Candidates will make reference to the use of language, structure and form in presenting the theme.</p> <ul style="list-style-type: none"> • Boxer is trusting of his leaders, he does not question their actions, but simply accepts and believes decisions are made with the best intentions, Napoleon is always right'. 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 • his loyalty and dedication is ignored by the pigs who use him for their own self gain. The pigs take advantage of his lack of intelligence and understanding, vulnerable to their exploitation. Boxer's self sacrificing, until he sees the windmill rebuilt, brings about his death. 	
Band	Mark	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 a writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate uses basic examples from the text to demonstrate knowledge of theme/character. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Basic selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Candidate uses limited examples from the text to demonstrate knowledge about theme/character. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Limited selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Candidate makes some use of relevant examples from the text which occasionally demonstrate knowledge about theme/character. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Some selection of textual detail to support interpretation.

4	8-10	<ul style="list-style-type: none"> • Candidate mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
5	11-12	<ul style="list-style-type: none"> • Candidate consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.

Dr Jekyll and Mr Hyde

Question Number	Question	
2(a)	Outline the key events that lead up to this extract.	
	(10 marks)	
	Indicative content	
	<p>Key plot details include:</p> <ul style="list-style-type: none"> the reader is introduced to the character/narrator of Utterson and his friend, Enfield whilst walking they come by a sombre building and grimy door and Enfield tells a story a strange man, Hyde, used a key to the door after colliding with a young girl he knocked her to the ground, trampled on her and carried on walking he was stopped by Enfield, a doctor was fetched Hyde was made to pay compensation Hyde had produced cash and a cheque signed by Dr Jekyll Enfield concludes Hyde must be blackmailing Dr Jekyll Utterson examines Dr Jekyll's will and discovers his possessions have been left to Hyde Utterson speaks to Dr Lanyon and decides to seek Hyde and see him for himself. <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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"> Basic knowledge of the relevant parts of the plot. Basic understanding of what the key events are. Selection of appropriate events at a basic level may be evident, without sense of chronology. Little understanding of how earlier events connect with the extract.
2	3-4	<ul style="list-style-type: none"> Limited knowledge of the relevant parts of the plot. Limited understanding of what the key events are. Selection of appropriate events at a basic level is evident, with limited sense of chronology. Limited understanding of how earlier events connect with the extract.
3	5-6	<ul style="list-style-type: none"> Some knowledge of the relevant parts of the plot. Occasional understanding of what the key events are. Selection of appropriate events is evident, with occasional sense of chronology. Some understanding of how earlier events connect with the extract.

4	7-8	<ul style="list-style-type: none"> • Generally sound knowledge of the relevant parts of the plot. • Generally clear understanding of what the key events are. • Selection of appropriate events is evident, with generally sound chronology. • Understanding of how earlier events connect with the extract is generally sound.
5	9-10	<ul style="list-style-type: none"> • Sound knowledge of the relevant parts of the plot. • Sound understanding of what the key events are. • Clear selection of appropriate events with a robust chronology. • Sound understanding of how earlier events connect with the extract.

Question Number	Question	
2(b)	Explain how the writer presents suspense in the extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Candidates will select from a range of material from the extract - this may include:</p> <ul style="list-style-type: none"> • Utterson haunts the door, suggesting the other worldliness of the scene • the description of the fogged city moon suggests other worldliness • references to hearing footsteps on London streets lead up to appearance of Mr Hyde, linking him with the London setting - 'swelled out suddenly louder' • there is description of a range of sounds including the 'low growl of London' which suggests an air of menace, contributing to the suspense of the scene • there is contrast between the hum of the city and Utterson's isolation • the use of magnification as the footsteps 'swell' when they turn the corner adds to the anticipation of the meeting • writer uses alliteration, 'strong, superstitious' to show how Utterson feels about meeting Hyde, this description links to the earlier use of 'haunt' • he describes the 'hum and clatter of the city', the 'low growl of London' and the 'domestic sounds' that have a 'quaint effect'. 	
Band	Mark	A02: Explain how language, structure and form contribute to a writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate makes basic reference to use of text by writer to achieve effect. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Examples are not appropriate or candidate may refer to only one relevant example.
2	3-4	<ul style="list-style-type: none"> • Candidate makes limited reference to use of text by writer to achieve effect. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Examples are of limited appropriateness.
3	5-6	<ul style="list-style-type: none"> • Candidate makes some reference to use of text by writer to achieve effect. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Examples are occasionally relevant.
4	7-8	<ul style="list-style-type: none"> • Candidate makes generally sound reference to use of text by writer to achieve effect. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples are generally sound and mostly relevant.

5	9-10	<ul style="list-style-type: none">• Candidate makes sound reference to use of text by writer to achieve effect.• Clear understanding of linguistic, grammatical, structural and presentational features of language.• Examples are sound and mostly relevant.
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Question Number	Question	
2(c)	From this extract, what do you learn about the character of Utterson? Use evidence from the extract to support your answer.	
	(8 marks)	
Indicative content		
Responses may include: <ul style="list-style-type: none"> • Utterson is determined, waiting for Hyde to return to the doorway, the word 'haunt' has been used to show that he does not go away • Utterson has a sense of humour 'If he be Mr Hyde'... 'I shall be Mr Seek' • Utterson is attentive and observant, noticing the sounds of footsteps, domestic sounds from houses including Hyde's 'light footstep' • reference to Utterson's 'patience' • Utterson is very direct when he approaches Hyde: 'Mr Hyde, I think?' 		
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"> • Basic or limited understanding of the character. • Candidate uses unclear and/or limited examples from the text to demonstrate knowledge about the character. • Basic or inconsistent selection of textual detail.
2	4-5	<ul style="list-style-type: none"> • Occasional understanding of the character will be evident. • Candidate mostly uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and mostly appropriate.
3	6-8	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and appropriate.

Question Number	Question	
2(d)	In this extract, Utterson meets Mr Hyde. Explain how Mr Hyde is described in one other part of the novel. Use examples of the writer's language to support your answer.	
	(12 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract.</p> <p>Candidates will make reference to the use of language, structure and form in presenting the theme.</p> <p>Candidates may refer to the passage in Henry Jekyll's full statement on the Case p61</p> <ul style="list-style-type: none"> • when Jekyll's eye falls upon his hand it is 'lean, corded, knuckly, of a dusky pallor' it is the hand of Edward Hyde • Jekyll describes the 'alteration' in his stature on account of the transformation. • Jekyll describes how Hyde is slowly becoming incorporated into him • Jekyll describes Hyde as having a 'son's indifference' to him. • Jekyll describes the 'comparative youth, light step, leaping pulses and secret pleasures' of Mr Hyde when debating the merits of his persona and Hyde's. 	
Band	Mark	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 a writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate uses basic examples from the text to demonstrate knowledge of theme/character. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Basic selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Candidate uses limited examples from the text to demonstrate knowledge about theme/character. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Limited selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Candidate makes some use of relevant examples from the text which occasionally demonstrate knowledge about theme/character. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Some selection of textual detail to support interpretation.

4	8-10	<ul style="list-style-type: none"> • Candidate mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
5	11-12	<ul style="list-style-type: none"> • Candidate consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.

The Hound of the Baskervilles

Question Number	Question	
3(a)	Outline the key events that follow on from this extract up to the end of Chapter 11.	
	(10 marks)	
	Indicative content	
	<p>Key plot details include:</p> <ul style="list-style-type: none"> • Watson meets Stapleton’s sister Beryl who, thinking him to be Henry Baskerville, warns him to return to London • Watson writes to Holmes and speaks favourably of the Stapleton’s and how they socialise daily with Sir Henry Baskerville • Sir Henry and Miss Stapleton appear close, to the dislike of Stapleton • Watson has met Mr Frankland of Lafter Hall and reports that there has been no sighting of the convict; Barrymore is acting mysteriously in the late hours • Watson follows Sir Henry who secretly meets Miss Stapleton. She warns him yet again. As he proposes to her, Stapleton angrily appears, taking her away • Stapleton later apologises and secures an agreement from Sir Henry to wait for three months in order for him to become accustomed to their relationship • Sir Henry and Watson discover the true identity of Selden, Mrs Barrymore’s brother • Sir Henry promises safe passage for Selden to South America. Watson learns of Sir Charles’s meeting with Miss Laura Lyons. Frankland’s daughter, who married without permission, is later abandoned by her husband. Watson interrogates Miss Lyons • a stranger has been seen on the moor; Watson later discovers a hut and a note that reveals he is being observed. He waits for the stranger, when he appears he has a familiar voice. <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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"> • Basic knowledge of the relevant parts of the plot. • Basic understanding of what the key events are. • Selection of appropriate events at a basic level may be evident, without sense of chronology. • Little understanding of how earlier events connect with the extract.
2	3-4	<ul style="list-style-type: none"> • Limited knowledge of the relevant parts of the plot. • Limited understanding of what the key events are. • Selection of appropriate events at a basic level is evident, with limited sense of chronology. • Limited understanding of how earlier events connect with the extract.

3	5-6	<ul style="list-style-type: none"> • Some knowledge of the relevant parts of the plot. • Occasional understanding of what the key events are. • Selection of appropriate events is evident, with occasional sense of chronology. • Some understanding of how earlier events connect with the extract.
4	7-8	<ul style="list-style-type: none"> • Generally sound knowledge of the relevant parts of the plot. • Generally clear understanding of what the key events are. • Selection of appropriate events is evident, with generally sound chronology. • Understanding of how earlier events connect with the extract is generally sound.
5	9-10	<ul style="list-style-type: none"> • Sound knowledge of the relevant parts of the plot. • Sound understanding of what the key events are. • Clear selection of appropriate events with a robust chronology. • Sound understanding of how earlier events connect with the extract.

Question Number	Question	
3(b)	Explain how the writer presents the moor in the extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Candidates will select from a range of material from the extract - this may include:</p> <ul style="list-style-type: none"> described as ‘barren’, ‘vast’, ‘mysterious’ unusual features - ‘bright green spots’, ‘queer hills’ dangerous - animals die unnatural - ‘a long, agonised, writhing neck shot upwards’ frightening - ‘a dreadful cry echoed over the moor’ mysterious - ‘Something brown was rolling and tossing...’, ‘the wonderful secrets which it contains’. 	
Band	Mark	A02: Explain how language, structure and form contribute to a writers’ presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Candidate makes basic reference to use of text by writer to achieve effect. Basic understanding of linguistic, grammatical, structural and presentational features of language. Examples are not appropriate or candidate may refer to only one relevant example.
2	3-4	<ul style="list-style-type: none"> Candidate makes limited reference to use of text by writer to achieve effect. Limited understanding of linguistic, grammatical, structural and presentational features of language. Examples are of limited appropriateness.
3	5-6	<ul style="list-style-type: none"> Candidate makes some reference to use of text by writer to achieve effect. Occasional understanding of linguistic, grammatical, structural and presentational features of language. Examples are occasionally relevant.
4	7-8	<ul style="list-style-type: none"> Candidate makes generally sound reference to use of text by writer to achieve effect. Generally sound understanding of linguistic, grammatical, structural and presentational features of language. Examples are generally sound and mostly relevant.
5	9-10	<ul style="list-style-type: none"> Candidate makes sound reference to use of text by writer to achieve effect. Clear understanding of linguistic, grammatical, structural and presentational features of language. Examples are sound and mostly relevant.

Question Number	Question	
3(c)	From this extract, what do you learn about the character of Stapleton? Use evidence from the extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include: Stapleton is:</p> <ul style="list-style-type: none"> • polite - introducing Watson to the moor • an enthusiast - ‘You never tire of the moor. You cannot think of the wonderful secrets which it contains’ • new to the area but already very familiar with it • enjoys the wonders of the moor - ‘It is so vast, and so barren, and so mysterious’ - talking about all its features • brave - crosses the moor even though it is dangerous • slightly odd - laughing about the moor and almost enjoying the death of the pony, spent time watching it - ‘I saw his head for quite a long time craning out of the boghole’. 	
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"> • Basic or limited understanding of the character. • Candidate uses unclear and/or limited examples from the text to demonstrate knowledge about the character. • Basic or inconsistent selection of textual detail.
2	4-5	<ul style="list-style-type: none"> • Occasional understanding of the character will be evident. • Candidate mostly uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and mostly appropriate.
3	6-8	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and appropriate.

Question Number	Question	
3(d)	Describe how Stapleton is presented in one other part of the novel. Use examples of the writer's language to support your answer.	
	(12 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract.</p> <p>Candidates will make reference to the use of language, structure and form in presenting the theme.</p> <ul style="list-style-type: none"> • candidates may refer to the passage later on in Chapter 7 where Watson meets Stapleton and his sister • Miss Stapleton's warning to Watson increases the reader's apprehension concerning Stapleton • Merripit house is described as 'mean and melancholy' - adding to the apprehension in the scene • Stapleton describes his work as a school master, which suggests his former status, and his class • Stapleton's interest in nature is increased by the sinister descriptions on the moor and Stapleton is made to seem sinister 	
Band	Mark	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 a writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate uses basic examples from the text to demonstrate knowledge of theme/character. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Basic selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Candidate uses limited examples from the text to demonstrate knowledge about theme/character. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Limited selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Candidate makes some use of relevant examples from the text which occasionally demonstrate knowledge about theme/character. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Some selection of textual detail to support interpretation.

4	8-10	<ul style="list-style-type: none"> • Candidate mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
5	11-12	<ul style="list-style-type: none"> • Candidate consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.

Felicia's Journey

Question Number	Question	
4(a)	Outline the key events from when Hilditch sees Felicia for the first time up to this extract.	
	(10 marks)	
	Indicative content	
	<p>Key plot details include:</p> <ul style="list-style-type: none"> • Felicia asks Hilditch for directions to the lawnmower factory where she hopes to find Johnny • Felicia recalls how she first met Johnny, 17, when she was a bridesmaid at her brother's wedding • Felicia's search is futile; Hilditch visits the estate and calls her from his car • Felicia tells Hilditch of her search and how she will try another place the following day • Hilditch follows her to the B&B she stays in; he makes a note of the address • Felicia recalls the memorabilia of the 1916 P.O. firing execution; her father is a Republican • on her first date with Johnny, Felicia wanted to tell him she loved him; she had never been kissed • Felicia has another futile search; she thinks of Johnny's mother • Johnny told Felicia his mother would disapprove of their relationship because she had been betrayed in love • Johnny had left without leaving an address; she goes to a police station for help • Felicia is helped by the officers and is told that the lawnmower factory does not exist. <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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	1-2	<ul style="list-style-type: none"> • Basic knowledge of the relevant parts of the plot. • Basic understanding of what the key events are. • Selection of appropriate events at a basic level may be evident, without sense of chronology. • Little understanding of how earlier events connect with the extract.
2	3-4	<ul style="list-style-type: none"> • Limited knowledge of the relevant parts of the plot. • Limited understanding of what the key events are. • Selection of appropriate events at a basic level is evident, with limited sense of chronology. • Limited understanding of how earlier events connect with the extract.
3	5-6	<ul style="list-style-type: none"> • Some knowledge of the relevant parts of the plot. • Occasional understanding of what the key events are. • Selection of appropriate events is evident, with occasional sense of chronology. • Some understanding of how earlier events connect with the extract.

4	7-8	<ul style="list-style-type: none"> • Generally sound knowledge of the relevant parts of the plot. • Generally clear understanding of what the key events are. • Selection of appropriate events is evident, with generally sound chronology. • Understanding of how earlier events connect with the extract is generally sound.
5	9-10	<ul style="list-style-type: none"> • Sound knowledge of the relevant parts of the plot. • Sound understanding of what the key events are. • Clear selection of appropriate events with a robust chronology. • Sound understanding of how earlier events connect with the extract.

Question Number	Question	
4(b)	Explain how the writer presents the Mr Hilditch's actions in this extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Candidates will select from a range of material from the extract - this may include:</p> <ul style="list-style-type: none"> the actions are described in the present tense, suggesting the immediacy of the reactions Hilditch finds a place to park, he remembers the past events of the day, these events being described in past tense Hilditch is alert to the buses as he presses coins into the meter- the language suggests he is constantly aware of others language is detailed and precise, suggesting the quality of Hilditch's observations, and the specificity of his actions the writer uses exclamation marks to emphasise the abrasiveness of the car stickers use of italics helps the car sticker slogans to stand out in the text. 	
Band	Mark	AO2: Explain how language, structure and form contribute to a writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Candidate makes basic reference to use of text by writer to achieve effect. Basic understanding of linguistic, grammatical, structural and presentational features of language. Examples are not appropriate or candidate may refer to only one relevant example.
2	3-4	<ul style="list-style-type: none"> Candidate makes limited reference to use of text by writer to achieve effect. Limited understanding of linguistic, grammatical, structural and presentational features of language. Examples are of limited appropriateness.
3	5-6	<ul style="list-style-type: none"> Candidate makes some reference to use of text by writer to achieve effect. Occasional understanding of linguistic, grammatical, structural and presentational features of language. Examples are occasionally relevant.
4	7-8	<ul style="list-style-type: none"> Candidate makes generally sound reference to use of text by writer to achieve effect. Generally sound understanding of linguistic, grammatical, structural and presentational features of language. Examples are generally sound and mostly relevant.
5	9-10	<ul style="list-style-type: none"> Candidate makes sound reference to use of text by writer to achieve effect. Clear understanding of linguistic, grammatical, structural and presentational features of language. Examples are sound and mostly relevant.

Question Number	Question	
4(c)	From this extract, what do you learn about the character of Hilditch? Use evidence from this extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Hilditch is following Felicia in the hope of speaking to her. 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 • Hilditch is judgemental of others • He does not tolerate or excuse violence, giving the reader the impression that he is a decent, considerate man • Hilditch is an observant and perceptive person, he watches people and reads into their actions, noting every small detail • Hilditch thinks of Beth and compares Felicia with her: she is not ‘in the same league’. The reader gains an impression of Hilditch and that he has known young women in trouble or needing help before. 	
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"> • Basic or limited understanding of the character. • Candidate uses unclear and/or limited examples from the text to demonstrate knowledge about the character. • Basic or inconsistent selection of textual detail.
2	4-5	<ul style="list-style-type: none"> • Occasional understanding of the character will be evident. • Candidate mostly uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and mostly appropriate.
3	6-8	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and appropriate.

Question Number	Question	
4(d)	Explain how Hilditch persuades Felicia to stay with him following this extract. Use examples of the writer's language to support your answer.	
	(12 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract.</p> <p>Candidates will make reference to the use of language, structure and form in presenting the theme.</p> <ul style="list-style-type: none"> the character of Hilditch schemes and carefully persuades Felicia to stay at his, what appears to be, a comfortable, warm and secure home. Hilditch has done this before, when Felicia approaches Hilditch for directions; he is confident and knows what to do Hilditch appears greatly concerned for Felicia, he speaks gently to her, and he offers her just what she needs, at times when she needs him most. Felicia states he is a kind man. Hilditch is clever and knows when to leave her alone he speaks of his non-existent wife Ada in order to gain Felicia's confidence and trust. When Felicia learns that his wife has died, she feels guilty that she did not spend time with him when he was upset as his wife lay ill in hospital, he is a convincing character 	
Band	Mark	<p>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to a writers' presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Candidate uses basic examples from the text to demonstrate knowledge of theme/character. Basic understanding of linguistic, grammatical, structural and presentational features of language. Basic selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> Candidate uses limited examples from the text to demonstrate knowledge about theme/character. Limited understanding of linguistic, grammatical, structural and presentational features of language. Limited selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> Candidate makes some use of relevant examples from the text which occasionally demonstrate knowledge about theme/character. Occasional understanding of linguistic, grammatical, structural and presentational features of language. Some selection of textual detail to support interpretation.

4	8-10	<ul style="list-style-type: none"> • Candidate mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
5	11-12	<ul style="list-style-type: none"> • Candidate consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.

Pride and Prejudice

Question Number	Question	
5(a)	Outline the key events from this extract up to when Lydia and Wickham are found unmarried.	
	(10 marks)	
	Indicative content	
	<p>Key plot details include:</p> <ul style="list-style-type: none"> Elizabeth and Jane decide not to dishonour Wickham Lydia is invited to Brighton and Elizabeth advises her father not to let her go Elizabeth meets Wickham and she conveys her dislike for Darcy Elizabeth visits Derbyshire and, with the Gardiners, resolves to visit Pemberley at Pemberley, Darcy appears and is polite and friendly to Elizabeth Darcy invites Mr Gardiner to fish and Elizabeth to meet his sister Miss Darcy and Bingley visit Elizabeth and the Gardiners and are invited to Pemberley at Pemberley, Miss Bingley attempts to ridicule Elizabeth; this annoys Darcy Lydia runs away with Wickham Elizabeth learns that Wickham left Meryton with many debts outstanding. <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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"> Basic knowledge of the relevant parts of the plot. Basic understanding of what the key events are. Selection of appropriate events at a basic level may be evident, without sense of chronology. Little understanding of how earlier events connect with the extract.
2	3-4	<ul style="list-style-type: none"> Limited knowledge of the relevant parts of the plot. Limited understanding of what the key events are. Selection of appropriate events at a basic level is evident, with limited sense of chronology. Limited understanding of how earlier events connect with the extract.
3	5-6	<ul style="list-style-type: none"> Some knowledge of the relevant parts of the plot. Occasional understanding of what the key events are. Selection of appropriate events is evident, with occasional sense of chronology. Some understanding of how earlier events connect with the extract.
4	7-8	<ul style="list-style-type: none"> Generally sound knowledge of the relevant parts of the plot. Generally clear understanding of what the key events are. Selection of appropriate events is evident, with generally sound chronology. Understanding of how earlier events connect with the extract is generally sound.

5	9-10	<ul style="list-style-type: none">• Sound knowledge of the relevant parts of the plot.• Sound understanding of what the key events are.• Clear selection of appropriate events with a robust chronology.• Sound understanding of how earlier events connect with the extract.
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Question Number	Question	
5(b)	Explain how the writer presents the attitudes of Elizabeth and Jane to men and marriage in the extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Candidates will select from a range of material from the extract - this may include:</p> <ul style="list-style-type: none"> Elizabeth's impatience to tell Jane what has happened suggests the importance to Elizabeth and Jane of secure relationships with men, especially in the social context in which they live (the family misfortunes) 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 - again evidence of the centrality of marriage Elizabeth has discovered (from the letter) that Darcy's true nature is very different from what she had once believed to be true Jane's opinion about Wickham as an ideal marriage prospect and respectable officer is changed by the revelation from the letter Elizabeth advises Jane to choose her suitor - suggesting she has the power to make this choice (using humour) use of structure by the writer eg conversation, punctuation to emphasise emotions, and italics to denote emphasis in speech Jane gives her views about Wickham and Darcy - lost sympathy for Wickham and more sympathetic to Darcy and what he has suffered. 	
Band	Mark	A02: Explain how language, structure and form contribute to a writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Candidate makes basic reference to use of text by writer to achieve effect. Basic understanding of linguistic, grammatical, structural and presentational features of language. Examples are not appropriate or candidate may refer to only one relevant example.
2	3-4	<ul style="list-style-type: none"> Candidate makes limited reference to use of text by writer to achieve effect. Limited understanding of linguistic, grammatical, structural and presentational features of language. Examples are of limited appropriateness.
3	5-6	<ul style="list-style-type: none"> Candidate makes some reference to use of text by writer to achieve effect. Occasional understanding of linguistic, grammatical, structural and presentational features of language. Examples are occasionally relevant.

4	7-8	<ul style="list-style-type: none"> • Candidate makes generally sound reference to use of text by writer to achieve effect. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples are generally sound and mostly relevant.
5	9-10	<ul style="list-style-type: none"> • Candidate makes sound reference to use of text by writer to achieve effect. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples are sound and mostly relevant.

Question Number	Question	
5(c)	From this extract, what do you learn about the character of Elizabeth? Use evidence from the extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> the reader sees Elizabeth's impatience and eagerness to tell Jane what she has learned Elizabeth is affected by Jane's concern for Darcy's feelings since he has been refused by Elizabeth Elizabeth is sorry to have offended Darcy but more concerned to make sure 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 Elizabeth tells Jane of the contents of the letter, including points on 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 Elizabeth is reminded by Jane that he must have 'suffered', which makes Elizabeth recall her actions. 	
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"> Basic or limited understanding of the character. Candidate uses unclear and/or limited examples from the text to demonstrate knowledge about the character. Basic or inconsistent selection of textual detail.
2	4-5	<ul style="list-style-type: none"> Occasional understanding of the character will be evident. Candidate mostly uses relevant examples from the text to demonstrate knowledge about the character. Selection of textual detail evident and mostly appropriate.
3	6-8	<ul style="list-style-type: none"> Generally sound or sound understanding of the character. Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. Selection of textual detail evident and appropriate.

Question Number	Question	
5(d)	Explain 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 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract.</p> <p>Candidates will make reference to the use of language, structure and form in presenting the theme.</p> <p>Candidates may select any area of the novel which reveals Elizabeth's attitude to men.</p> <ul style="list-style-type: none"> • one example is in Chapter 9 when she challenges Mr Bingley and later Mr Darcy, which suggests that she does not feel at a disadvantage in their company. • Elizabeth feels free to criticise Darcy - on the perceived importance of quickness - suggesting that it leads to imperfection of performance • 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 <p>Other possibilities are:</p> <ul style="list-style-type: none"> • Elizabeth's views on Wickham as expressed elsewhere • Elizabeth and Mr Collins: reasons for rejecting his advances • Elizabeth and her father (his lack of guidance to Lydia) • Elizabeth and Bingley. 	
Band	Mark	
		<p>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to a writers' presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate uses basic examples from the text to demonstrate knowledge of theme/character. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Basic selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Candidate uses limited examples from the text to demonstrate knowledge about theme/character. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Limited selection of textual detail to support interpretation.

3	6-7	<ul style="list-style-type: none"> • Candidate makes some use of relevant examples from the text which occasionally demonstrate knowledge about theme/character. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Some selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> • Candidate mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
5	11-12	<ul style="list-style-type: none"> • Candidate consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.

Great Expectations

Question Number	Question	
6(a)	Outline the key events that lead up to this extract from the beginning of Volume 3.	
	(10 marks)	
	Indicative content	
	<p>Key plot details include:</p> <ul style="list-style-type: none"> • someone else is seen at the same time as Magwitch • Magwitch talks to Pip about making Pip a gentleman • Jaggers warns Pip to be cautious • Herbert advises Pip to get Magwitch out of England • Magwitch tells them his story about Compeyson • Pip visits Miss Havisham and Estella to ask that Herbert is helped and to tell Estella he loves her and that she should not marry Drummle • on return to London, Pip is warned not to go home by Wemmick • Pip learns of Estella's heritage and saves Miss Havisham from a fire • Pip is kidnapped by Orlick and rescued • the attempt to get Magwitch out of the country fails and Magwitch is arrested • Pip decides to stay near Magwitch and look after him. <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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"> • Basic knowledge of the relevant parts of the plot. • Basic understanding of what the key events are. • Selection of appropriate events at a basic level may be evident, without sense of chronology. • Little understanding of how earlier events connect with the extract.
2	3-4	<ul style="list-style-type: none"> • Limited knowledge of the relevant parts of the plot. • Limited understanding of what the key events are. • Selection of appropriate events at a basic level is evident, with limited sense of chronology. • Limited understanding of how earlier events connect with the extract.
3	5-6	<ul style="list-style-type: none"> • Some knowledge of the relevant parts of the plot. • Occasional understanding of what the key events are. • Selection of appropriate events is evident, with occasional sense of chronology. • Some understanding of how earlier events connect with the extract.

4	7-8	<ul style="list-style-type: none"> • Generally sound knowledge of the relevant parts of the plot. • Generally clear understanding of what the key events are. • Selection of appropriate events is evident, with generally sound chronology. • Understanding of how earlier events connect with the extract is generally sound.
5	9-10	<ul style="list-style-type: none"> • Sound knowledge of the relevant parts of the plot. • Sound understanding of what the key events are. • Clear selection of appropriate events with a robust chronology. • Sound understanding of how earlier events connect with the extract.

Question Number	Question	
6(b)	Explain how the writer presents the relationship between Pip and Magwitch in this extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Candidates will select from a range of material from the extract - this may include:</p> <ul style="list-style-type: none"> • use of a 1st person narrative style emphasises closeness and that these are the personal thoughts of Pip • Pip describes increased opportunities to be with Magwitch - again showing closeness • descriptions of Magwitch show his decline eg wasted, worse, weaker - and Pip's pity • Magwitch looks at Pip with a 'trustful' look, indicating his faith. • Pip's sympathy and admiration are emphasised as Pip says that he never knew him to complain • reference is made to a 'redeeming' touch, suggesting that Pip and Magwitch's relationship has not always been so close. 	
Band	Mark	A02: Explain how language, structure and form contribute to a writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate makes basic reference to use of text by writer to achieve effect. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Examples are not appropriate or candidate may refer to only one relevant example.
2	3-4	<ul style="list-style-type: none"> • Candidate makes limited reference to use of text by writer to achieve effect. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Examples are of limited appropriateness.
3	5-6	<ul style="list-style-type: none"> • Candidate makes some reference to use of text by writer to achieve effect. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Examples are occasionally relevant.
4	7-8	<ul style="list-style-type: none"> • Candidate makes generally sound reference to use of text by writer to achieve effect. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples are generally sound and mostly relevant.
5	9-10	<ul style="list-style-type: none"> • Candidate makes sound reference to use of text by writer to achieve effect. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples are sound and mostly relevant.

Question Number	Question	
6(c)	From this extract, what do you learn about the character of Magwitch? Use evidence from the extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • he is very ill - 'wasted', 'weaker and worse' • health getting worse daily; he is reacting to being in prison • Magwitch has given up - 'tired out', 'submission', 'resignation' • words are 'whispered', suggesting suffering • he is thoughtful, wondering if he would have been a better person in 'better circumstances' • 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' • he is grateful - trusting 'smile', 'trustful' • he does not 'complain' • he looks to Pip for support - 'the hand that he stretched forth to me'. 	
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"> • Basic or limited understanding of the character. • Candidate uses unclear and/or limited examples from the text to demonstrate knowledge about the character. • Basic or inconsistent selection of textual detail.
2	4-5	<ul style="list-style-type: none"> • Occasional understanding of the character will be evident. • Candidate mostly uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and mostly appropriate.
3	6-8	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and appropriate.

Question Number	Question	
6(d)	Explain Pip's attitude to Magwitch in one other part of the novel. Use examples of the writer's language to support your answer.	
	(12 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract.</p> <p>Candidates may refer to earlier episodes in the novel where Pip meets Magwitch as an escaped convict.</p> <ul style="list-style-type: none"> • Pip meets the convict in the graveyard who seizes hold of him and threatens to cut his throat. The convict demands a file from Pip as he learns he lives with a blacksmith. Pip is frightened and worries that he will be killed • Pip takes a pie for the convict, but is troubled by the experience and feels sorry for the convict who takes the blame for the missing pie • however, Pip does not know Magwitch's identity though his earlier experiences shape his later impressions 	
Band	Mark	A01: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations. A02: Explain how language, structure and form contribute to a writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate uses basic examples from the text to demonstrate knowledge of theme/character. • Basic understanding of linguistic, grammatical, structural and presentational features of language. • Basic selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Candidate uses limited examples from the text to demonstrate knowledge about theme/character. • Limited understanding of linguistic, grammatical, structural and presentational features of language. • Limited selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Candidate makes some use of relevant examples from the text which occasionally demonstrate knowledge about theme/character. • Occasional understanding of linguistic, grammatical, structural and presentational features of language. • Some selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> • Candidate mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
5	11-12	<ul style="list-style-type: none"> • Candidate consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.

SECTION B: DIFFERENT CULTURES

Anita and Me

Question Number	Question	
*7	<p>Explain the importance of Meena’s relationship with Anita in the novel. In your answer you must consider:</p> <ul style="list-style-type: none"> the importance of their different family backgrounds their way of life in Tollington their cultural differences. <p>You may include other ideas of your own.</p>	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (A01) which show appreciation of the social, cultural or historical context (A04).</p> <p>(A01) Candidates’ responses may include:</p> <ul style="list-style-type: none"> Meena admires Anita and her gang as an outsider and wants to be part of it how Meena becomes influenced by Anita because she wants to belong and steals etc to prove she is a gang member how Meena begins to notice the disadvantages of being in a gang such as negative behaviour eg bullying, petty crime how she describes herself as having ‘divided loyalties’ and this leads her later to reject Anita Meena has attention she does not get at home because of the baby. <p>(A04) Candidates’ references to the social/cultural context may include:</p> <ul style="list-style-type: none"> Meena’s parents wanting her to have advantages that they did not have in their own childhood eg education prejudices of some of the neighbours linked with Anita’s mother’s attitude Meena comes from a home where she is safe in contrast to Anita Meena’s friendship with Anita is an act of rebellion against her parents and their culture/values how Anita’s influence leads Meena to upset her family eg the question about virginity. 	
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	1-4	<ul style="list-style-type: none"> Candidate makes basic responses to text with limited textual reference. Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Candidate makes limited responses to text with textual reference which is sometimes appropriate. Selection and comment on textual detail show limited understanding of theme/ideas.

3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.

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"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. • Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. • Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. • Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.
4	16-20	<ul style="list-style-type: none"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
5	21-24	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.

Question Number	Question	
*8	<p>How is growing up presented through the character of Meena? In your answer you must consider:</p> <ul style="list-style-type: none"> • Meena’s home and family life • what Meena learns from her relationship with Anita about her own cultural identity • how Meena grows up by the end of the novel. <p>You may include other ideas of your own.</p>	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Candidates’ responses may include:</p> <ul style="list-style-type: none"> • comment on Meena’s relationship with her parents • how Meena is drawn into Anita’s gang • what makes Meena join in with some of the behaviours of Anita’s gang even though she is uncomfortable eg the need to belong • what aspects of Meena’s experiences make her more mature by the end of the novel such as the friendship with Robert. <p>(A04) Candidates’ references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • comments about Meena’s family and their view about how to behave • how Meena rebels against her cultural background when she joins Anita’s gang • how the racist attack affects Meena • how she finds her own identity as she begins to mature. 	
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	1-4	<ul style="list-style-type: none"> • Candidate makes basic responses to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes limited responses to text with textual reference which is sometimes appropriate. • Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.

5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
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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"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. • Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. • Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. • Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.
4	16-20	<ul style="list-style-type: none"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
5	21-24	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.

Balzac and the Little Chinese Seamstress

Question Number	Question	
*9	<p>Describe the importance of the Little Seamstress in the novel. In your answer you must consider:</p> <ul style="list-style-type: none"> • her relationship with the Narrator and Luo • her different cultural experiences and beliefs • how she changes in the novel. <p>You may include other ideas of your own.</p>	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (A01) which show appreciation of the social, cultural or historical context (A04).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> • her influence on Luo • how Luo believes that he can 'transform' her • how they both fall in love with the Little Seamstress • the effect on their friendship • how she helps them. <p>(A04) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • the contrast between her culture and their experiences before the re-education programme • her lack of education • her reaction to pregnancy because of how her father would behave • her decision to seek out a different life. 	
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	1-4	<ul style="list-style-type: none"> • Candidate makes basic responses to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes limited responses to text with textual reference which is sometimes appropriate. • Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.

5	14-16	<ul style="list-style-type: none">• Candidate makes sound responses to text supported by relevant textual reference.• Selection and evaluation of textual detail show sound understanding of theme/ideas.
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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"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. • Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. • Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. • Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.
4	16-20	<ul style="list-style-type: none"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
5	21-24	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.

Question Number	Question	
*10	<p>In what ways is the friendship between Luo and the Narrator important to the novel? In your answer you must consider:</p> <ul style="list-style-type: none"> • their experiences in the re-education camp • the words and actions of Luo and the Narrator • the friendship Luo and the Narrator have with the Little Seamstress. <p>You may include other ideas of your own.</p>	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> • how they support each other through their experiences in the re-education programme • the importance of the discovery of the books • their different reactions to the Little Seamstress • the lives they have had to leave behind and what they have in common (fathers from medical profession). <p>(A04) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • explanation of the importance of the cultural revolution in the story • awareness of their fear as well as excitement when finding Western literature • how they convince the man that the violin music is from Chairman Mao not Mozart • consideration of how they have to hide anything from Western culture/previous lives that would cause trouble so they can survive. 	
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	1-4	<ul style="list-style-type: none"> • Candidate makes basic responses to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes limited responses to text with textual reference which is sometimes appropriate. • Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.

5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
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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"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. • Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. • Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. • Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.
4	16-20	<ul style="list-style-type: none"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
5	21-24	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.

Heroes

Question Number	Question	
*11	<p>Explain why the Wreck Centre is important in the novel. In your answer you must consider:</p> <ul style="list-style-type: none"> the importance of Larry LaSalle to the youth community the impact of Larry LaSalle on Nicole and on Francis the role of the Wreck Centre in the lives of the teenagers <p>You may include other ideas of your own.</p>	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> comments about Francis's loneliness drawing him to the Wreck Centre how Larry LaSalle makes the young people feel good about themselves the Wreck Centre is where Nicole is attacked and she blames Francis comment about how Francis's feelings of guilt lead him to enlist and he is later wounded his need for revenge. <p>(A04) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> impact of the Second World War on the lives of the characters - gives Francis a means to escape what happened at the Wreck Centre where Nicole is studying and how formal education was - routines, uniforms. 	
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"> Candidate makes basic responses to text with limited textual reference. Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Candidate makes limited responses to text with textual reference which is sometimes appropriate. Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> Candidate makes some responses to text supported by textual reference which is occasionally appropriate. Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. Selection and evaluation of textual detail show generally sound understanding of theme/ideas.

5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
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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"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. • Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. • Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. • Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.
4	16-20	<ul style="list-style-type: none"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
5	21-24	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.

Question Number	Question	
*12	<p>How is heroism presented throughout the novel? In your answer you must consider:</p> <ul style="list-style-type: none"> • the reasons why Larry LaSalle is hero-worshipped • Nicole's courage and ability to look at her own actions • War heroes <p>You may include other ideas of your own.</p>	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Larry LaSalle and his influence on the young people at the centre • how Nicole is able to say sorry to Francis, understanding that he is not to blame • why Francis rejects idea that he is a hero <p>(AO4) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • Larry LaSalle as war hero contrasting with what he did to Nicole • how society responds to heroes and reacts to those disfigured by war wounds • any other relevant comment about the context of the Second World War 	
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"> • Candidate makes basic responses to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes limited responses to text with textual reference which is sometimes appropriate. • Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.

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"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. • Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. • Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. • Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.
4	16-20	<ul style="list-style-type: none"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
5	21-24	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.

Of Mice and Men

Question Number	Question	
*13	<p>Explain the importance of George and Lennie’s friendship in the novel. In your answer you must consider:</p> <ul style="list-style-type: none"> • how George and Lennie became friends • why George and Lennie are together • their dream to own their own land. <p>You may include other ideas of your own.</p>	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (A01) which show appreciation of the social, cultural or historical context (A04).</p> <p>(A01) Candidates’ responses may include:</p> <ul style="list-style-type: none"> • how George looked after Lennie when his Aunt died • explanation that they continue to stay together because George looks out for Lennie and they are companions for each other • shared earnings could lead to them fulfilling their dream. <p>(A04) Candidates’ references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • reference to the dream to own their own land • an understanding that this dream is also known as ‘the American Dream’ • an appreciation that George and Lennie are itinerant workers/an understanding will be shown of 1930s America. 	
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	1-4	<ul style="list-style-type: none"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.

5	14-16	<ul style="list-style-type: none"> • Candidate makes convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.
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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"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. • Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. • Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. • Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.
4	16-20	<ul style="list-style-type: none"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
5	21-24	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.

Question Number	Question	
*14	Why are anger and violence common themes in the novel? In your answer you must consider: <ul style="list-style-type: none"> the reasons why individual characters are angry incidents of violence in the novel how characters survive their difficult lives. You may include other ideas of your own.	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (A01) which show appreciation of the social, cultural or historical context (A04).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> explaining why itinerant workers are frustrated by the lack of security and permanent base consideration of how Crooks feels when threatened/taunted Curly's wife in an unhappy marriage Curly is angry because he is insecure. <p>(A04) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> the unsettled lives of itinerant workers contributing to feelings of anger/unrest comment about the 'American Dream' showing an understanding of the dream and why those who cannot fulfil it are angry/disillusioned an appreciation of life in 1930s America 	
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	1-4	<ul style="list-style-type: none"> Candidate makes basic responses to text with limited textual reference. Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Candidate makes limited responses to text with textual reference which is sometimes appropriate. Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> Candidate makes some responses to text supported by textual reference which is occasionally appropriate. Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> Candidate makes sound responses to text supported by relevant textual reference. Selection and evaluation of textual detail show sound understanding of theme/ideas.

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"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. • Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. • Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. • Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.
4	16-20	<ul style="list-style-type: none"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
5	21-24	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.

Rani and Sukh

Question Number	Question	
*15	<p>Explain the importance of Rani's relationship with her brothers in the novel. In your answer you must consider:</p> <ul style="list-style-type: none"> • how much they wish to control her • Divy's need for revenge • cultural attitudes concerning how Rani is expected to behave. <p>You may include other ideas of your own.</p>	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (A01) which show appreciation of the social, cultural or historical context (A04).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> • comment on Rani's conflicts with her brothers and how this builds up throughout the novel • how they discover her relationship with Sukh and the tragedy that follows • how they seize the opportunity to imprison her in her own home • disapproval of her choice of friends. <p>(A04) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • Divy's belief that she should have no freedom and marriage as soon as possible • conflict between the freedom of Western culture and the expectations of how Rani should behave • their belief that Rani should not have the same freedoms as males • their desire to control every aspect of her life and that this is supported by her father. 	
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	1-4	<ul style="list-style-type: none"> • Candidate makes basic responses to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes limited responses to text with textual reference which is sometimes appropriate. • Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.

5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
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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"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. • Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. • Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. • Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.
4	16-20	<ul style="list-style-type: none"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
5	21-24	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.

Question Number	Question	
*16	Explain why Rani and Sukh's relationship ends in tragedy. In your answer you must consider: <ul style="list-style-type: none"> the story of Rani's aunt and Sukh's uncle Divy's need for revenge cultural attitudes towards their relationship. You may include other ideas of your own.	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> comment about Rani's brother and his inability to let go of family history description of the story of the aunt and uncle Divy's violent tendencies and need for revenge Divy's need to control Rani. <p>(AO4) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> history repeating itself Divy holding onto a previous culture Rani's traditional family background contrast between Rani's life and the freedom of her school friends contributing to Divy's anger. 	
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"> Candidate makes basic responses to text with limited textual reference. Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Candidate makes limited responses to text with textual reference which is sometimes appropriate. Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> Candidate makes some responses to text supported by textual reference which is occasionally appropriate. Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> Candidate makes sound responses to text supported by relevant textual reference. Selection and evaluation of textual detail show sound understanding of theme/ideas.

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"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. • Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. • Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. • Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.
4	16-20	<ul style="list-style-type: none"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
5	21-24	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.

Riding the Black Cockatoo

Question Number	Question	
*17	<p>Explain the importance of John's journey in this text. In your answer you must consider:</p> <ul style="list-style-type: none"> the importance of the people he meets the importance of aboriginal culture how John feels at the end of his journey. <p>You may include other ideas of your own.</p>	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> comments about the influence of others who meets on his journey his respect for 'Mary's' remains his sense of belonging as he completes his journey how the journey affects John as a person. <p>(AO4) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> a clear understanding of the cultural context of the text John's growing understanding and appreciation of aboriginal culture how he reacts to the points of views of others. 	
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"> Candidate makes basic responses to text with limited textual reference. Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Candidate makes limited responses to text with textual reference which is sometimes appropriate. Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> Candidate makes some responses to text supported by textual reference which is occasionally appropriate. Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> Candidate makes sound responses to text supported by relevant textual reference. Selection and evaluation of textual detail show sound understanding of theme/ideas.

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"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. • Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. • Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. • Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.
4	16-20	<ul style="list-style-type: none"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
5	21-24	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.

Question Number	Question	
*18	<p>What does John learn about himself from the experiences he describes in <i>Riding the Black Cockatoo</i>?</p> <p>In your answer you must consider:</p> <ul style="list-style-type: none"> • the decisions he makes at the beginning of the text • the effects of key experiences on him • the ways he tries to adjust to life after the ceremony. <p>You may include other ideas of your own.</p>	
(40 marks)		
Indicative content		
<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • how John is clearly looking for something more from life at the beginning of the text • the different people who he meets and their views • that he has a stronger sense of belonging at the end of his story • he learns to think more before he interacts with others. <p>(AO4) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • description of 'Mary' and the reactions of the people he meets • an understanding of aboriginal culture • how John grows in understanding of an aboriginal person's view of this world and their beliefs about another world • how John rejects modern medicine after he absorbs aboriginal culture. 		
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"> • Candidate makes basic responses to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes limited responses to text with textual reference which is sometimes appropriate. • Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.

5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
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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"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. • Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. • Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. • Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.
4	16-20	<ul style="list-style-type: none"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
5	21-24	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.

To Kill a Mockingbird

Question Number	Question	
*19	<p>Explain how the Tom Robinson case has affected the whole community in <i>To Kill a Mockingbird</i>. In your answer you must consider:</p> <ul style="list-style-type: none"> • 1930 Maycomb society • attitudes and racial prejudice • important events linked with the Tom Robinson case. <p>You may include other ideas of your own.</p>	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (A01) which show appreciation of the social, cultural or historical context (A04).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> • different examples of impact of case on community • the missionary circle • the fixed views in the community about how people should/do behave • the lynch mob • the gratitude to Atticus even after he loses the case • how other characters, including family members oppose the decision of Atticus to take the case. <p>(A04) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • an understanding of the Ku Klux Klan • racial and social prejudice of the community • the rise of Nazi Germany and how the reader makes connections but the teacher does not • an understanding of the attitudes of that time - social and historical context. 	
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	1-4	<ul style="list-style-type: none"> • Candidate makes basic responses to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes limited responses to text with textual reference which is sometimes appropriate. • Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes some responses to text supported by textual reference which is occasionally appropriate. • Selection and evaluation of textual detail show some understanding of theme/ideas.

4	11-13	<ul style="list-style-type: none"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.

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"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. • Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. • Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. • Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.
4	16-20	<ul style="list-style-type: none"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
5	21-24	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.

Question Number	Question	
*20	<p>How is honesty and goodness presented through the character of Atticus? In your answer you must consider:</p> <ul style="list-style-type: none"> the words and actions of Atticus during the trial of Tom Robinson how other characters in the novel repay Atticus for his goodness Atticus' honesty with his children, Jem and Scout. <p>You may include other ideas of your own.</p>	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> Atticus as a source of moral and cultural values how Atticus speaks to his children/reacts to them - answers with honesty however awkward the question how Atticus behaves at the trial how Atticus responds to extreme pressure eg the lynch mob his sense of duty to Helen Robinson his appreciation of different types of courage eg Mrs Dubose. <p>(A04) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> Atticus takes the case even as a matter of conscience though he has no hope of winning - candidates should show understanding of the entrenched attitudes at this time Atticus is in contrast with the racism and prejudice around him his goodness is appreciated by the black community, who leave many gifts outside his home following Tom Robinson's trial his courage when faced with lynch mob. 	
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"> Candidate makes basic responses to text with limited textual reference. Selection of textual detail shows basic understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Candidate makes limited responses to text with textual reference which is sometimes appropriate. Selection and comment on textual detail show limited understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> Candidate makes some responses to text supported by textual reference which is occasionally appropriate. Selection and evaluation of textual detail show some understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. Selection and evaluation of textual detail show generally sound understanding of theme/ideas.

5	14-16	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
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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"> • Candidate reference to context is basic and unsupported. • Explanation of importance of theme/idea shows little understanding. • Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate reference to context is limited and seldom supported by relevant textual reference. • Explanation of importance of theme/idea shows limited understanding. • Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.
3	11-15	<ul style="list-style-type: none"> • Candidate makes some reference to context occasionally supported by relevant textual reference. • Explanation of importance of theme/idea in the extract shows occasional understanding. • Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.
4	16-20	<ul style="list-style-type: none"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
5	21-24	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.

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

**Clean copies of your set texts may be taken into the examination.
Do not return this booklet with your Answer Booklet.**

Turn over ►

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**You must answer TWO questions.
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 **Page**

Animal Farm 04

Dr Jekyll and Mr Hyde 06

The Hound of the Baskervilles 08

Felicia's Journey 10

Pride and Prejudice 12

Great Expectations 14

Section B: Different Cultures and Traditions **Page**

Anita and Me 16

Balzac and the Little Chinese Seamstress 16

Heroes 17

Of Mice and Men 17

Rani and Sukh 18

Riding the Black Cockatoo 18

To Kill a Mockingbird 19

SECTION A: LITERARY HERITAGE

Answer ONE question from this section.

Use this extract to answer Question 1.

Animal Farm

Extract taken from pages 37–38

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

1 Answer all parts of the question that follows as fully as possible.

(a) Explain how the author presents the character of Squealer in this extract.

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 evidence from the extract to support your answer.

(10)

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

Use evidence from the extract to support your answer.

(10)

(d) Explore the importance 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 Question 1 = 40 marks)

Use this extract to answer Question 2.

Dr Jekyll and Mr Hyde

Extract taken from page 14

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

2 Answer all parts of the question that follows as fully as possible.

(a) Explain how the author presents the character of Utterson in this extract.

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 evidence from the extract to support your answer.

(10)

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

Use evidence from the extract to support your answer.

(10)

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

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

(12)

(Total for Question 2 = 40 marks)

Use this extract to answer Question 3.

The Hound of the Baskervilles

Extract taken from Chapter 7 pages 67–68

'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

3 Answer all parts of the question that follows as fully as possible.

(a) Explain how the author presents the character of Stapleton in this extract.

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 evidence from the extract to support your answer.

(10)

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

Use evidence from the extract to support your answer.

(10)

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

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

(12)

(Total for Question 3 = 40 marks)

Use this extract to answer Question 4.

Felicia's Journey

Extract taken from pages 41–42

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

4 Answer all parts of the question that follows as fully as possible.

(a) Explain how the author presents the character of Hilditch in this extract.

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 evidence from the extract to support your answer.

(10)

(c) Explore the importance 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 importance of society in one other part of the novel.

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

(12)

(Total for Question 4 = 40 marks)

Use this extract to answer Question 5.

Pride and Prejudice

Extract taken from pages 173–174

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

5 Answer all parts of the question that follows as fully as possible.

(a) Explain how the author presents the character of Elizabeth in the extract.

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 evidence from the extract to support your answer.

(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 Question 5 = 40 marks)

Use this extract to answer Question 6.

Great Expectations

Extract taken from Chapter 26, pages 455–456

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

6 Answer all parts of the question that follows as fully as possible.

(a) Explain how the writer presents the character of Magwitch in this extract.

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 evidence from the extract to support your answer.

(10)

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

Use evidence from the extract to support your answer.

(10)

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

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

(12)

(Total for Question 6 = 40 marks)

TOTAL FOR SECTION A = 40 MARKS

SECTION B: DIFFERENT CULTURES AND TRADITIONS

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

Anita and Me

EITHER

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

Remember to consider the impact of society and culture in your answer.

(Total for Question 7 = 40 marks)

OR

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

Remember to consider the impact of society and culture in your answer.

(Total for Question 8 = 40 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.

Remember to consider social, cultural and historical context in your answer.

(Total for Question 9 = 40 marks)

OR

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

Remember to consider social, cultural and historical context in your answer.

(Total for Question 10 = 40 marks)

Heroes

EITHER

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

Remember to consider youth culture and the impact of war in your answer.

(Total for Question 11 = 40 marks)

OR

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

Remember to consider the impact of war on the survivors in your answer.

(Total for Question 12 = 40 marks)

Of Mice and Men

EITHER

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

Remember to consider the impact of the Depression in 1930s America in your answer.

(Total for Question 13 = 40 marks)

OR

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

Remember to consider how the American Dream is represented in your answer.

(Total for Question 14 = 40 marks)

Rani and Sukh

EITHER

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

Remember to consider social, cultural and historical context in your answer.

(Total for Question 15 = 40 marks)

OR

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

Remember to consider social, cultural and historical context in your answer.

(Total for Question 16 = 40 marks)

Riding the Black Cockatoo

EITHER

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

Remember to consider social, cultural and historical context in your answer.

(Total for Question 17 = 40 marks)

OR

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

Remember to consider social, cultural and historical context in your answer.

(Total for Question 18 = 40 marks)

To Kill a Mockingbird

EITHER

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

Remember to consider social, cultural and historical context in your answer.

(Total for Question 19 = 40 marks)

OR

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

Remember to consider social, cultural and historical context in your answer.

(Total for Question 20 = 40 marks)

TOTAL FOR SECTION B = 40 MARKS

TOTAL FOR PAPER = 80 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)

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 80.
- 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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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 of 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:

A01: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
A02: Explain how language, structure and form contribute to a writers' presentation of ideas, themes and settings.
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

SECTION A: LITERARY HERITAGE

Animal Farm

Question Number	Question	
1(a)	Explain how the author presents the character of Squealer in this extract. Use evidence from the extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Squealer explains new arrangements to the other animals • he is trusted by Napoleon which shows he is with the pigs • Squealer addresses other animals as ‘comrades’ appearing to be trustworthy and friendly • Squealer speaks of leadership as ‘extra labour’ and in doing so promotes Napoleon by creating an image of Napoleon making a ‘sacrifice’ • Squealer is as corrupt and dishonest as Napoleon • Squealer speaks of responsibility as a burden • he is deceitful because he misleads the animals by reminding them that they are all equal but that in their interest, because they ‘might make the wrong decisions’ they must trust Napoleon, or the option is to have Jones back • Squealer is intelligent and convincing; he is talented, he makes such a good argument that it was ‘unanswerable’. Boxer voices the general feeling, ‘...it must be right’ • Squealer feels no guilt lying and misleading the animals in order to profit from them so that he can carry on exploiting the animals on the farm • Squealer is a persuasive speaker, his speech is effective and Boxer resolves to ‘work harder’, remembering that ‘Napoleon is always right’. <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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"> • Generally sound or sound understanding of the character. • Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and appropriate.
2	4-5	<ul style="list-style-type: none"> • Thorough understanding of the character. • Candidate uses a good range of examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and consistently appropriate.
3	6-8	<ul style="list-style-type: none"> • Perceptive understanding of the character. • Candidate uses a variety of discriminating examples from the text to demonstrate knowledge about the character. • Selection of textual detail consistently appropriate and discriminating.

Question Number	Question	
1(b)	Comment on how the language in the extract is used to create an impression of Napoleon. Use evidence from the extract to support your answer.	
	(10 marks)	
Indicative content		
<p>Candidates will select from a range of material from the extract - these may include:</p> <ul style="list-style-type: none"> the writer uses direct speech to emphasise the direct appeal of the theme of trust in Napoleon he appeals to the sympathy of the animals by describing Napoleon's sacrifice, implying that Napoleon is suffering he addresses the animals as 'Comrades', appealing to them as equals, to gain their trust he uses rhetorical questions to explain why Napoleon needs to lead, thus attempting to get the animals to trust Napoleon 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 the writer uses an exclamation mark to emphasise 'iron discipline', this shows irony, in a speech in which Squealer is promoting Napoleon's sacrifices. 		
Band	Mark	AO2: Explain how language, structure and form contribute to a writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Candidate makes generally sound reference to use of text by writer to achieve effect. Generally sound understanding of linguistic, grammatical, structural and presentational features of language. Examples are generally sound and mostly relevant.
2	3-4	<ul style="list-style-type: none"> Candidate makes sound reference to use of text by writer to achieve effect. Clear understanding of linguistic, grammatical, structural and presentational features of language. Examples are sound and mostly relevant.
3	5-6	<ul style="list-style-type: none"> Candidate makes sustained reference to use of text by writer to achieve effect. Thorough understanding of linguistic, grammatical, structural and presentational features of language. Sustained use of relevant examples.
4	7-8	<ul style="list-style-type: none"> Candidate makes pertinent reference to use of text by writer to achieve effect. Assured understanding of linguistic, grammatical, structural and presentational features of language. Assured use of relevant examples.

5	9-10	<ul style="list-style-type: none">• Candidate makes convincing reference to use of text by writer to achieve effect.• Perceptive understanding of linguistic, grammatical, structural and presentational features of language.• Perceptive use of relevant examples.
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Question Number	Question	
1(c)	Explore the importance of trust in this extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract:</p> <ul style="list-style-type: none"> • Squealer, speaking of Napoleon, makes a speech on the subject of trust and faith in Napoleon • Squealer stresses the apparent shortcomings of the animals, suggesting that Napoleon's position is of benefit to them and implying that they should trust Napoleon to make the right decisions • Squealer threatens the animals by referring to their enemies, therefore scaring them into believing and trusting Napoleon • Squealer suggests that Napoleon is undertaking a heavy responsibility, implying that they should trust him for taking on this responsibility. 	
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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme in the extract shows generally sound understanding.
2	3-4	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme in the extract shows sound understanding.
3	5-6	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme in the extract shows thorough understanding.
4	7-8	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme in the extract shows assured understanding.
5	9-10	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme in the extract shows perceptive understanding.

Question Number	Question	
1(d)	Explore the importance 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 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract.</p> <p>Candidates will make reference to the use of language, structure and form in presenting the theme.</p> <p>There are many different parts of the novel for the candidates to select from as much of the novel is based on the distrust of humans which is replaced with the trust of their fellow animals, in particular their leaders, the pigs.</p> <ul style="list-style-type: none"> • Candidates may make reference 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 • Candidates may also refer 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. 	
Band	Mark	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 a writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Candidate consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Sustained use of relevant examples from the text to demonstrate knowledge about theme/character. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Thorough selection of textual detail to support interpretation.

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

Dr Jekyll and Mr Hyde

Question Number	Question	
2(a)	Explain how the author presents the character of Utterson in this extract. Use evidence from the extract to support your answer.	
	(8 marks)	
Indicative content		
<p>Responses may include:</p> <ul style="list-style-type: none"> • Utterson is determined, waiting for Hyde to return to the doorway; writer uses ‘haunt’ and refers to his ‘chosen post’ to show that he does not go away/is very determined • Utterson has a sense of humour and plays on words ‘If he be Mr Hyde’ ... ‘I shall be Mr Seek.’ • Utterson is attentive and observant, noticing the sounds of footsteps, domestic sounds from houses including Hyde’s ‘light footstep’ • the writer refers to Utterson’s ‘patience’ • Utterson is very direct when he approaches Hyde: ‘Mr Hyde, I think?’ <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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"> • Generally sound or sound understanding of the character. • Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and appropriate.
2	4-5	<ul style="list-style-type: none"> • Thorough understanding of the character. • Candidate uses a good range of examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and consistently appropriate.
3	6-8	<ul style="list-style-type: none"> • Perceptive understanding of the character. • Candidate uses a variety of discriminating examples from the text to demonstrate knowledge about the character. • Selection of textual detail consistently appropriate and discriminating.

Question Number	Question	
2(b)	Comment on the effect of the language used to create suspense in the extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Candidates will select from a range of material from the extract - these may include:</p> <ul style="list-style-type: none"> • Utterson haunts the door, suggesting the other worldliness of the scene • the description of the fogged city moon suggests other worldliness • references to hearing footsteps on London streets lead up to appearance of Mr Hyde, linking him with the London setting - 'swelled out suddenly louder' • there is description of a range of sounds including the 'low growl of London' which suggests an air of menace, contributing to the suspense of the scene • there is contrast between the hum of the city and Utterson's isolation • the use of magnification as the footsteps 'swell' when they turn the corner adds to the anticipation of the meeting • writer uses alliteration, 'strong, superstitious' to show how Utterson feels about meeting Hyde, this description links to the earlier use of 'haunt' • he describes the 'hum and clatter of the city', the 'low growl of London' and the 'domestic sounds' that have a 'quaint effect'. 	
Band	Mark	A02: Explain how language, structure and form contribute to a writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate makes generally sound reference to use of text by writer to achieve effect. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples are generally sound and mostly relevant.
2	3-4	<ul style="list-style-type: none"> • Candidate makes sound reference to use of text by writer to achieve effect. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples are sound and mostly relevant.
3	5-6	<ul style="list-style-type: none"> • Candidate makes sustained reference to use of text by writer to achieve effect. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Sustained use of relevant examples.
4	7-8	<ul style="list-style-type: none"> • Candidate makes pertinent reference to use of text by writer to achieve effect. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Assured use of relevant examples.

5	9-10	<ul style="list-style-type: none">• Candidate makes convincing reference to use of text by writer to achieve effect.• Perceptive understanding of linguistic, grammatical, structural and presentational features of language.• Perceptive use of relevant examples.
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Question Number	Question	
2(c)	Explore the importance of the setting in this extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract:</p> <ul style="list-style-type: none"> • how 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 • description of the weather ‘fine dry night’ linked with appearance of the streets ‘as clean as a ballroom floor’ • writer uses description to show how the streets change after 10 pm, shops ‘closed’, side street ‘solitary’ and ‘silent’ as London becomes deserted • sounds of London very important to create atmosphere of busy city, ‘vast hum’, although Mr Utterson is alone before Mr Hyde appears • writer refers to street lighting ‘unshaken by any wind’ so the pattern of light and shadow is ‘regular’. 	
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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme in the extract shows generally sound understanding.
2	3-4	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme in the extract shows sound understanding.
3	5-6	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme in the extract shows thorough understanding.
4	7-8	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme in the extract shows assured understanding.
5	9-10	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme in the extract shows perceptive understanding.

Question Number	Question	
2(d)	Explore the importance of the setting in one other part of the novel. Use examples of the writer's language to support your answer.	
	(12 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract.</p> <p>Candidates will make reference to the use of language, structure and form in presenting the theme.</p> <ul style="list-style-type: none"> • how the writer uses the setting of Victorian London and links it with the dark events surrounding Mr Hyde • how the setting of the London streets allow Hyde to move around so that he can pursue his dual life as Jekyll and Hyde • how the writer uses description of the streets, filled with fog to create mystery/gothic imagery • may refer to streets as setting for Hyde trampling a child running through a London street on her way to fetch a doctor • could explore setting 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.' • may explore the settings of one of the two homes, 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 Hyde/Jekyll. 	
Band	Mark	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 a writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Candidate consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Sustained use of relevant examples from the text to demonstrate knowledge about theme/character. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Thorough selection of textual detail to support interpretation.

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

The Hound of the Baskervilles

Question Number	Question	
3(a)	Explain how the author presents the character of Stapleton in this extract. Use evidence from the extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include: Stapleton is:</p> <ul style="list-style-type: none"> • polite - introducing Watson to the moor • an enthusiast - ‘You never tire of the moor. You cannot think of the wonderful secrets it contains’ • new to the area but already very familiar with it • enjoys the wonders of the moor - ‘It is so vast, and so barren, and so mysterious’ - talking about all its features • slightly odd - laughing about the moor and almost enjoying the death of the pony - spent time watching it - ‘I saw his head for quite a long time craning out of the boghole’; could draw out from this that he is rather ghoulish • brave or foolhardy - as we don’t know much about him yet - crosses the moor even though it is dangerous • the contrast with Watson highlights a hard edge - Watson is cold with horror ‘but my companion’s nerves seemed stronger than mine’. <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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"> • Generally sound or sound understanding of the character. • Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and appropriate.
2	4-5	<ul style="list-style-type: none"> • Thorough understanding of the character. • Candidate uses a good range of examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and consistently appropriate.
3	6-8	<ul style="list-style-type: none"> • Perceptive understanding of the character. • Candidate uses a variety of discriminating examples from the text to demonstrate knowledge about the character. • Selection of textual detail consistently appropriate and discriminating.

Question Number	Question	
3(b)	Comment on the effect of the language used to create a sense of danger in the extract. Use evidence from the extract to support your answer.	
	(10 marks)	
Indicative content		
<p>Candidates will select from a range of material from the extract - these may include:</p> <ul style="list-style-type: none"> the description of ‘jagged granite foaming up in fantastic surges’ suggests the danger of the moor the moor is dangerous as animals die unnatural - ‘a long, agonised, writhing neck shot upwards’ frightening - ‘a dreadful cry echoed over the moor’ mysterious - ‘something brown was rolling and tossing...’, Stapleton states that ‘a false step yonder means death to man or beast’ emphasising the danger. 		
Band	Mark	A02: Explain how language, structure and form contribute to a writers’ presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Candidate makes generally sound reference to use of text by writer to achieve effect. Generally sound understanding of linguistic, grammatical, structural and presentational features of language. Examples are generally sound and mostly relevant.
2	3-4	<ul style="list-style-type: none"> Candidate makes sound reference to use of text by writer to achieve effect. Clear understanding of linguistic, grammatical, structural and presentational features of language. Examples are sound and mostly relevant.
3	5-6	<ul style="list-style-type: none"> Candidate makes sustained reference to use of text by writer to achieve effect. Thorough understanding of linguistic, grammatical, structural and presentational features of language. Sustained use of relevant examples.
4	7-8	<ul style="list-style-type: none"> Candidate makes pertinent reference to use of text by writer to achieve effect. Assured understanding of linguistic, grammatical, structural and presentational features of language. Assured use of relevant examples.
5	9-10	<ul style="list-style-type: none"> Candidate makes convincing reference to use of text by writer to achieve effect. Perceptive understanding of linguistic, grammatical, structural and presentational features of language. Perceptive use of relevant examples.

Question Number	Question	
3(c)	Explore the importance of the setting in this extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract:</p> <ul style="list-style-type: none"> the setting is described as ‘barren’, ‘vast’, ‘mysterious’ there are unusual features - ‘bright green spots’, ‘queer hills’ the setting is attractive to some like Stapleton who describes it as a ‘wonderful place’, with ‘undulating downs, long green rollers’ Stapleton suggests 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 Stapleton laughs when describing Grimpen Mire, this suggests his disconnection with the threat of the setting, and suggests callousness when the fate of the pony is considered the setting is threatening to others - like Watson. 	
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"> Candidate makes mostly sound reference to context mostly supported by relevant textual reference. Explanation of importance of theme in the extract shows generally sound understanding.
2	3-4	<ul style="list-style-type: none"> Candidate makes sound reference to context supported by relevant textual reference. Explanation of importance of theme in the extract shows sound understanding.
3	5-6	<ul style="list-style-type: none"> Candidate makes sustained reference to context supported by relevant textual reference. Explanation of importance of theme in the extract shows thorough understanding.
4	7-8	<ul style="list-style-type: none"> Candidate makes pertinent reference to context supported by relevant textual reference. Explanation of importance of theme in the extract shows assured understanding.
5	9-10	<ul style="list-style-type: none"> Candidate makes convincing reference to context supported by sustained relevant textual reference. Explanation of importance of theme in the extract shows perceptive understanding.

Question Number	Question	
3(d)	Explore the importance of the setting in one other part of the novel. Use examples of the writer's language to support your answer.	
	(12 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract.</p> <p>Candidates will make reference to the use of language, structure and form in presenting the theme.</p> <p>A wide range of material is available to the candidate:</p> <ul style="list-style-type: none"> • there are many examples within the novel where the setting on the lonely moor creates tension and fear • in this chapter the deaths of some wild horses prefigure Stapleton's own death by drowning in the Grimpen mire • 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 not prerequisite of this range. 	
Band	Mark	<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 a writers' presentation of ideas, themes and settings.</p>
0	0	No rewardable material
1	1-2	<ul style="list-style-type: none"> • Candidate mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Candidate consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Sustained use of relevant examples from the text to demonstrate knowledge about theme/character. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Thorough selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> • Assured use of relevant examples from the text to demonstrate knowledge about theme/character. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Pertinent selection of textual detail to support interpretation.
5	11-12	<ul style="list-style-type: none"> • Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Convincing selection of textual detail to support interpretation.

Felicia's Journey

Question Number	Question	
4(a)	Explain how the author presents the character of Hilditch in this extract. Use evidence from the extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> the reader learns 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 Hilditch is judgemental of others, 'Mr Hilditch finds it all unattractive' he does not tolerate or excuse violence, giving the reader the impression that he is a decent, considerate man Hilditch is an observant and perceptive person, he watches people and reads into their actions, noting every small detail, '....a long haired man...in search of work.' Hilditch thinks of Beth and compares Felicia with her, she is not 'in the same league'. The reader gains an impression of Hilditch and that he has known young women in trouble or needing help before, '...but then very few girls are.' <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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"> Generally sound or sound understanding of the character. Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. Selection of textual detail evident and appropriate.
2	4-5	<ul style="list-style-type: none"> Thorough understanding of the character. Candidate uses a good range of examples from the text to demonstrate knowledge about the character. Selection of textual detail evident and consistently appropriate.
3	6-8	<ul style="list-style-type: none"> Perceptive understanding of the character. Candidate uses a variety of discriminating examples from the text to demonstrate knowledge about the character. Selection of textual detail consistently appropriate and discriminating.

Question Number	Question	
4(b)	Comment on the effect of the language used to present Mr Hilditch's actions in the extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Candidates will select from a range of material from the extract - these may include:</p> <ul style="list-style-type: none"> the actions are described in the present tense, suggesting the immediacy of the reactions Hilditch finds a place to park, he remembers the past events of the day, these events being described in past tense Hilditch is alert to the buses as he presses coins into the meter- the language suggests he is constantly aware of others language is detailed and precise, suggesting the quality of Hilditch's observations, and the specificity of his actions the writer uses exclamation marks to emphasise the abrasiveness of the car stickers use of italics helps the car sticker slogans to stand out in the text. 	
Band	Mark	A02: Explain how language, structure and form contribute to a writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Candidate makes generally sound reference to use of text by writer to achieve effect. Generally sound understanding of linguistic, grammatical, structural and presentational features of language. Examples are generally sound and mostly relevant.
2	3-4	<ul style="list-style-type: none"> Candidate makes sound reference to use of text by writer to achieve effect. Clear understanding of linguistic, grammatical, structural and presentational features of language. Examples are sound and mostly relevant.
3	5-6	<ul style="list-style-type: none"> Candidate makes sustained reference to use of text by writer to achieve effect. Thorough understanding of linguistic, grammatical, structural and presentational features of language. Sustained use of relevant examples.
4	7-8	<ul style="list-style-type: none"> Candidate makes pertinent reference to use of text by writer to achieve effect. Assured understanding of linguistic, grammatical, structural and presentational features of language. Assured use of relevant examples.
5	9-10	<ul style="list-style-type: none"> Candidate makes convincing reference to use of text by writer to achieve effect. Perceptive understanding of linguistic, grammatical, structural and presentational features of language. Perceptive use of relevant examples.

Question Number	Question	
4(c)	Explore the importance of Mr Hilditch's views of other people and society in the extract. Use evidence from the extract to support your answer.	
	(10 marks)	
Indicative content		
<p>Candidates will select material from ONE other part of the novel outside the extract:</p> <ul style="list-style-type: none"> • 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 • Hilditch doesn't like the assertive nature of the car stickers 'Keep your distance!' and the T-shirt 'I want Madonna!' - he finds these unattractive and these emphasise his disconnection with society • Hilditch assumes that the long haired man on the bus is searching for work - this shows how he makes assumptions about people based on their appearance • he finds the assertiveness of car stickers unattractive and this emphasises his disconnection with abrasive culture • he is analytical in his assessment of society, and his tracing of the movements of the Irish girl. This suggests his disconnectedness with society, as he doesn't engage with the things he observes. 		
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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme in the extract shows generally sound understanding.
2	3-4	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme in the extract shows sound understanding.
3	5-6	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme in the extract shows thorough understanding.
4	7-8	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme in the extract shows assured understanding.
5	9-10	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme in the extract shows perceptive understanding.

Question Number	Question	
4(d)	Explore the importance of society in one other part of the novel. Use examples of the writer's language to support your answer.	
	(12 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract.</p> <p>Candidates will make reference to the use of language, structure and form in presenting the theme.</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"> although it appears to be a comfortable and secure dwelling, it is in fact a household adorned with framed strangers the reader feels tense because he/she learns that Hilditch has made plans like this before, and is then informed that he has never, until this time, introduced someone in need of help to his own home. 	
Band	Mark	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 a writers' presentation of ideas, themes and settings.
0	0	No rewardable material
1	1-2	<ul style="list-style-type: none"> Candidate mostly uses relevant examples from the text to demonstrate knowledge about theme/character. Generally sound understanding of linguistic, grammatical, structural and presentational features of language. Generally sound selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> Candidate consistently uses relevant examples from the text to demonstrate knowledge about theme/character. Clear understanding of linguistic, grammatical, structural and presentational features of language. Sound selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> Sustained use of relevant examples from the text to demonstrate knowledge about theme/character. Thorough understanding of linguistic, grammatical, structural and presentational features of language. Thorough selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> Assured use of relevant examples from the text to demonstrate knowledge about theme/character. Assured understanding of linguistic, grammatical, structural and presentational features of language. Pertinent selection of textual detail to support interpretation.
5	11-12	<ul style="list-style-type: none"> Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character. Perceptive understanding of linguistic, grammatical, structural and presentational features of language. Convincing selection of textual detail to support interpretation.

Pride and Prejudice

Question Number	Question	
5(a)	Explain how the author presents the character of Elizabeth in the extract. Use evidence from the extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> the reader sees Elizabeth's impatience and eagerness to 'acquaint Jane with what had happened' and what she has learned Elizabeth wants to surprise Jane, so she decides to suppress all the details concerning Jane, so that the news of Bingley's interest has the desired effect planned by Elizabeth Elizabeth is affected by Jane's concern for Darcy's feelings since he has been refused by Elizabeth Elizabeth is sorry to have offended Darcy but more concerned that her sister is not upset with her and that she does not blame her for having spoken well of Wickham. Elizabeth is a responsible and thoughtful person Elizabeth tells Jane of the contents of the letter, including points on 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 when Jane becomes aware of Wickham's actions, 'Wickham, so very bad!' she also realises how Darcy has been misunderstood and expresses her concern for 'poor Mr Darcy!' Elizabeth is reminded by Jane that he must have 'suffered', reminding Elizabeth of her actions. <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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"> Generally sound or sound understanding of the character. Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. Selection of textual detail evident and appropriate.
2	4-5	<ul style="list-style-type: none"> Thorough understanding of the character. Candidate uses a good range of examples from the text to demonstrate knowledge about the character. Selection of textual detail evident and consistently appropriate.
3	6-8	<ul style="list-style-type: none"> Perceptive understanding of the character. Candidate uses a variety of discriminating examples from the text to demonstrate knowledge about the character. Selection of textual detail consistently appropriate and discriminating.

Question Number	Question	
5(b)	Comment on the language used to reveal Jane's character in this extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Candidates will select from a range of material from the extract - these may include:</p> <ul style="list-style-type: none"> • use of narrative to set the scene prior to conversation ensures that the dialogue is set in context • 'Strong sisterly partiality', is evidence of how much Jane loves Elizabeth • Jane supports Elizabeth but feels sorry and 'grieves' for Darcy's unhappiness- she is sympathetic • 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 • use of a familiar name 'Lizzy' suggests Jane's familiarity with her sister • Jane seeks to prove the probability of error and absolve one suitor without involving the other- she tries to resolve the situation. 	
Band	Mark	A02: Explain how language, structure and form contribute to a writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate makes generally sound reference to use of text by writer to achieve effect. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples are generally sound and mostly relevant.
2	3-4	<ul style="list-style-type: none"> • Candidate makes sound reference to use of text by writer to achieve effect. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples are sound and mostly relevant.
3	5-6	<ul style="list-style-type: none"> • Candidate makes sustained reference to use of text by writer to achieve effect. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Sustained use of relevant examples.
4	7-8	<ul style="list-style-type: none"> • Candidate makes pertinent reference to use of text by writer to achieve effect. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Assured use of relevant examples.
5	9-10	<ul style="list-style-type: none"> • Candidate makes convincing reference to use of text by writer to achieve effect. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Perceptive use of relevant examples.

Question Number	Question	
5(c)	Explore what the extract reveals about Elizabeth's attitudes to men and marriage. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract:</p> <ul style="list-style-type: none"> Elizabeth's impatience to tell Jane what has happened suggests the importance of marriage proposals Elizabeth has discovered (from the letter) that Darcy's true nature is very different from what she had once believed to be true 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 - again evidence of the centrality of marriage Elizabeth's independence means she is willing/able to turn down a proposal. 	
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"> Candidate makes mostly sound reference to text mostly supported by relevant textual reference. Explanation of importance of theme in another part of the novel shows generally sound understanding/connections made.
2	3-4	<ul style="list-style-type: none"> Candidate makes sound reference to text supported by relevant textual reference. Explanation of importance of theme in another part of the novel shows sound understanding/connections made.
3	5-6	<ul style="list-style-type: none"> Candidate makes sustained reference to text supported by relevant textual reference. Explanation of importance of theme in another part of the novel shows thorough understanding/connections made.
4	7-8	<ul style="list-style-type: none"> Candidate makes pertinent reference to text supported by relevant textual reference. Explanation of importance of theme in another part of the novel shows assured understanding/connections made.
5	9-10	<ul style="list-style-type: none"> Candidate makes convincing reference to text and supported by sustained relevant textual reference. Explanation of importance of theme in another part of the novel shows perceptive understanding/connections made.

Question Number	Question	
5(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 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract.</p> <p>Candidates will make reference to the use of language, structure and form in presenting the theme.</p> <p>Candidates may select any area of the novel which reveals Elizabeth's attitude to men:</p> <ul style="list-style-type: none"> • one example is in Chapter 9 when she challenges Mr Bingley and later Mr Darcy, which suggests that she does not feel at a disadvantage in their company • Elizabeth feels free to criticise Darcy - on the perceived importance of quickness - suggesting that it leads to imperfection of performance • 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. <p>Other possibilities are:</p> <ul style="list-style-type: none"> • Elizabeth's views on Wickham as expressed elsewhere • Elizabeth and Mr Collins: reasons for rejecting his advances • Elizabeth and her father (his lack of guidance to Lydia) • Elizabeth and Bingley. 	
Band	Mark	
		<p>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to a writers' presentation of ideas, themes and settings.</p>
0	0	No rewardable material
1	1-2	<ul style="list-style-type: none"> • Candidate mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Candidate consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Sustained use of relevant examples from the text to demonstrate knowledge about theme/character. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Thorough selection of textual detail to support interpretation.

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

Great Expectations

Question Number	Question	
6(a)	Explain how the writer presents the character of Magwitch in this extract. Use evidence from the extract to support your answer.	
	(8 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • he is very ill - 'wasted', 'weaker and worse' • health getting worse daily; he is reacting to being in prison • Magwitch has given up: 'tired out', 'submission', 'resignation' • words are 'whispered', suggesting suffering • he is thoughtful, wondering if he would have been a better person in 'better circumstances' • 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' • he is grateful and trusting: 'smile', 'trustful' • he does not 'complain' • he looks to Pip for support - 'the hand he stretched forth to me'. <p>NB Not all of the above points will need to be made in view of the limited time available. Any material outside the key events is not rewarded.</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"> • Generally sound or sound understanding of the character. • Candidate consistently uses relevant examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and appropriate.
2	4-5	<ul style="list-style-type: none"> • Thorough understanding of the character. • Candidate uses a good range of examples from the text to demonstrate knowledge about the character. • Selection of textual detail evident and consistently appropriate.
3	6-8	<ul style="list-style-type: none"> • Perceptive understanding of the character. • Candidate uses a variety of discriminating examples from the text to demonstrate knowledge about the character. • Selection of textual detail consistently appropriate and discriminating.

Question Number	Question	
6(b)	Comment on the effect of the language used to show the relationship between Pip and Magwitch in the extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Candidates will select from a range of material from the extract - these may include:</p> <ul style="list-style-type: none"> • use of a 1st person narrative style emphasises closeness and that these are the personal thoughts of Pip • Pip describes increased opportunities to be with Magwitch - again showing closeness • Descriptions of Magwitch show his decline eg wasted, worse, weaker - and Pip's pity • Magwitch looks at Pip with a 'trustful' look, indicating his faith • Pip's sympathy and admiration are emphasised as Pip says that he never knew him to complain • reference is made to a 'redeeming' touch, suggesting that Pip and Magwitch's relationship has not always been so close. 	
Band	Mark	A02: Explain how language, structure and form contribute to a writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Candidate makes generally sound reference to use of text by writer to achieve effect. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples are generally sound and mostly relevant.
2	3-4	<ul style="list-style-type: none"> • Candidate makes sound reference to use of text by writer to achieve effect. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples are sound and mostly relevant.
3	5-6	<ul style="list-style-type: none"> • Candidate makes sustained reference to use of text by writer to achieve effect. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Sustained use of relevant examples.
4	7-8	<ul style="list-style-type: none"> • Candidate makes pertinent reference to use of text by writer to achieve effect. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Assured use of relevant examples.
5	9-10	<ul style="list-style-type: none"> • Candidate makes convincing reference to use of text by writer to achieve effect. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Perceptive use of relevant examples.

Question Number	Question	
6(c)	Explore the importance of justice in this extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • only serious illness keeps prisoner out of prison cell, showing that the justice system at that time was harsh • Pip has opportunities to see him which he would not normally have had, suggesting that access to prisoners is usually seriously restricted • only his illness keeps him out of ‘irons’ • visits are very brief • trial brought forward immediately because of his illness, rather than being delayed • reference to his being seated in a chair at the trial suggests that this does not usually happen • Pip allowed to hold his hand, suggesting some compassion shown by justice system. 	
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"> • Candidate makes mostly sound reference to text mostly supported by relevant textual reference. • Explanation of importance of theme in another part of the novel shows generally sound understanding/connections made.
2	3-4	<ul style="list-style-type: none"> • Candidate makes sound reference to text supported by relevant textual reference. • Explanation of importance of theme in another part of the novel shows sound understanding/connections made.
3	5-6	<ul style="list-style-type: none"> • Candidate makes sustained reference to text supported by relevant textual reference. • Explanation of importance of theme in another part of the novel shows thorough understanding/connections made.
4	7-8	<ul style="list-style-type: none"> • Candidate makes pertinent reference to text supported by relevant textual reference. • Explanation of importance of theme in another part of the novel shows assured understanding/connections made.
5	9-10	<ul style="list-style-type: none"> • Candidate makes convincing reference to text and supported by sustained relevant textual reference. • Explanation of importance of theme in another part of the novel shows perceptive understanding/connections made.

Question Number	Question	
6(d)	Explore the importance of justice in one other part of the novel. Use examples of the writer's language to support your answer.	
	(12 marks)	
	Indicative content	
	<p>Candidates will select material from ONE other part of the novel outside the extract.</p> <p>Candidates will make reference to the use of language, structure and form in presenting the theme.</p> <ul style="list-style-type: none"> 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 references to warning guns and prison hulks may be made Magwitch is grateful to Pip, suggesting that conditions on the hulks are poor comments may also focus on Jaggers and his fascination with criminals and the justice system; the encounter with Molly may be considered 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. <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>	
Band	Mark	<p>AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to a writers' presentation of ideas, themes and settings.</p>
0	0	No rewardable material
1	1-2	<ul style="list-style-type: none"> Candidate mostly uses relevant examples from the text to demonstrate knowledge about theme/character. Generally sound understanding of linguistic, grammatical, structural and presentational features of language. Generally sound selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> Candidate consistently uses relevant examples from the text to demonstrate knowledge about theme/character. Clear understanding of linguistic, grammatical, structural and presentational features of language. Sound selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> Sustained use of relevant examples from the text to demonstrate knowledge about theme/character. Thorough understanding of linguistic, grammatical, structural and presentational features of language. Thorough selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> Assured use of relevant examples from the text to demonstrate knowledge about theme/character. Assured understanding of linguistic, grammatical, structural and presentational features of language. Pertinent selection of textual detail to support interpretation.

5	11-12	<ul style="list-style-type: none">• Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character.• Perceptive understanding of linguistic, grammatical, structural and presentational features of language.• Convincing selection of textual detail to support interpretation.
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SECTION B: DIFFERENT CULTURES AND TRADITIONS

Anita and Me

Question Number		
*7	Explore the importance of Meena’s way of life in Tollington. Remember to consider the impact of society and culture in your answer.	
	(40 marks)	
Indicative content		
<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Candidates’ responses may include:</p> <ul style="list-style-type: none"> • the freedom enjoyed by other children is something Meena wants • the impact of boredom/lack of control leading to petty crime in which Meena participates • lack of privacy/small community/people knowing each other • Meena rejecting her family values. <p>(A04) Candidates’ references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • consideration of Tollington as an insular community • conflict between Meena’s behaviour with the other children and the cultural expectations of how family members should behave • an exploration of how Meena changes and eventually rejects Anita’s values and the importance of the racial attack. 		
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"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.

5	14-16	<ul style="list-style-type: none"> • Candidate makes convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.
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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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.
3	11-15	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. • Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.
4	16-20	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. • Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.
5	21-24	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. • Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.

Question Number	Question	
*8	In what ways is racism explored throughout the novel? Remember to consider the impact of society and culture in your answer.	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (A01) which show appreciation of the social, cultural or historical context (A04).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> 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 where people of the same race live and they are likely to feel part of a valuable community. <p>(A04) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> 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 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 as she experiences racist incidents in the company of Anita whose dog is called a racist name 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. 	
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	1-4	<ul style="list-style-type: none"> Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Candidate makes sound responses to text supported by relevant textual reference. Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> Candidate makes sustained responses to text supported by relevant textual reference. Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> Candidate makes pertinent responses to text supported by relevant textual reference. Selection and evaluation of textual detail show assured understanding of theme/ideas.

5	14-16	<ul style="list-style-type: none"> • Candidate makes convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.
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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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.
3	11-15	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. • Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.
4	16-20	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. • Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.
5	21-24	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. • Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.

Balzac and the Little Chinese Seamstress

Question Number	Question	
*9	Explore the importance of the character of the Little Seamstress to the theme of culture in the novel. Remember to consider social, cultural and historical context in your answer.	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (A01) which show appreciation of the social, cultural or historical context (A04).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> • how Luo makes assumptions that she needs to be transformed • the contrast between the Little Seamstress's life experiences with Luo and the Narrator, including education • how her embarking on her own shows an independence possibly not expected in a girl at that time. <p>(A04) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • how she represents those denied a formal education • how her beliefs and values stem from a rural culture • how her decision to start a new life for herself is courageous given the political/cultural unrest, clear appreciation of the context of the novel. 	
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	1-4	<ul style="list-style-type: none"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Candidate makes convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.
3	11-15	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. • Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.
4	16-20	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. • Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.
5	21-24	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. • Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.

Question Number	Question	
*10	Explore the importance of Luo's transformation of the Little Seamstress. Remember to consider social, cultural and historical context in your answer.	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> • 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 she had gone from her father's home, without even saying goodbye, that he had neither foreseen nor considered the Little Seamstress's dreams and goals • when the two youths first meet the Little Seamstress, the Narrator asks Luo if he is in love with her and he states that the Little Seamstress is not civilised enough for him, this now seeming rather an arrogant and foolish statement • the Little Seamstress gained and learned and bravely took charge of her own destiny, adapted her clothing and outgrew her lover. <p>(A04) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • 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 • the books made life bearable, enthused those who read and listened; they were worth fighting for. 	
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"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.

5	14-16	<ul style="list-style-type: none"> • Candidate makes convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.
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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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.
3	11-15	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. • Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.
4	16-20	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. • Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.
5	21-24	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. • Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.

Heroes

Question Number	Question	
*11	Explore the importance of events at the Wreck Centre to the novel. Remember to consider youth culture and the impact of war in your answer.	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> • The Wreck Centre as a focal point for the local teenagers • role of Larry LaSalle in gaining trust and adulation from the teenagers • the attack on Nicole and the consequences for both her and Francis as guilt makes him enlist and be on 'self destruct' • events having lasting impression as Francis intends to kill Larry LaSalle. <p>(A04) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • exploration of the importance of the Wreck Centre to the emerging teenage culture that will post war be a dominant part of American society • impact of war on the youth culture of the 1940s • events at the Wreck leading Francis to go to war and how impact of war is explored through characters in the novel • how Jerry LeBlanc's view of the Wreck Centre is represented. 	
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"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.

5	14-16	<ul style="list-style-type: none"> • Candidate makes convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.
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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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.
3	11-15	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. • Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.
4	16-20	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. • Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.
5	21-24	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. • Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.

Question Number	Question	
*12	How is the theme of suffering presented throughout the novel? Remember to consider the impact of war on the survivors in your answer.	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (A01) which show appreciation of the social, cultural or historical context (A04).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> 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 How Nicole and Francis suffer through the unfolding of events The impact of Larry LaSalle on the lives of others. <p>(A04) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> Nicole's words of forgiveness and her apology for the things she said following the attack may have relieved Francis from his burden of sensing 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 prompts him to take his life. Physical suffering as an outcome of the war and the view of Arthur Rivier. 	
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	1-4	<ul style="list-style-type: none"> Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Candidate makes sound responses to text supported by relevant textual reference. Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> Candidate makes sustained responses to text supported by relevant textual reference. Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> Candidate makes pertinent responses to text supported by relevant textual reference. Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> Candidate makes convincing responses to text supported by sustained relevant textual reference. Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.
3	11-15	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. • Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.
4	16-20	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. • Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.
5	21-24	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. • Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.

Of Mice and Men

Question Number	Question	
*13	Explain the importance of the friendship between George and Lennie. Remember to consider the impact of the Depression in 1930s America in your answer.	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> • supporting each other as they travel from place to place • sharing money earned for their dream • George looks after Lennie • friendship means that George saves Lennie from suffering at the end of the novel. <p>(A04) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • their friendship is an unusual feature of the itinerant worker • an exploration of the 'American Dream' shared by George and Lennie and part of the 1930s society/culture • the story of their travels and the working environment for the men reflects the socio-economic situation of the time: the Depression. 	
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"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Candidate makes convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.
3	11-15	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. • Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.
4	16-20	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. • Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.
5	21-24	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. • Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.

Question Number	Question	
*14	Explore how dreams and dreaming affect individual characters in the novel. Remember to consider how the American Dream is represented in your answer.	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • dreams support characters through their most difficult moments; people are often lonely and dreams offer them hope of better things to come • despite the efforts to realise their dreams, these remain unfulfilled. The death of Curley's wife ends any chance of making the characters' dreams come true. <p>(AO4) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • 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' • 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. 	
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"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Candidate makes convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.
3	11-15	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. • Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.
4	16-20	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. • Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.
5	21-24	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. • Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.

Rani and Sukh

Question Number	Question	
*15	Explain why Rani and Sukh's relationship ends in tragedy. Remember to consider social, cultural and historical context in your answer.	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> the hostilities from some of Rani's family because of the story of her aunt's love affair with Sukh's uncle the opposition of Rani's brothers to her enjoying freedom of Western society, including having friends and a boyfriend Divy's anger, violent tendencies and desire for revenge. <p>(A04) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> conflict between Rani and her brothers in terms of cultural beliefs, contrasting with Sukh's more Westernised family the scandal and shame of Rani's aunt and Sukh's uncle having lasting impact on Rani's family history repeating itself when Divy finds Rani's relationship with Sukh as completely intolerable, and his determination to exact revenge Candidates may draw parallels between the end of the novel and the tragedy of Romeo and Juliet and how the similar attitudes from another culture play a significant role as a barrier to happiness. 	
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"> Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Candidate makes sound responses to text supported by relevant textual reference. Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> Candidate makes sustained responses to text supported by relevant textual reference. Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> Candidate makes pertinent responses to text supported by relevant textual reference. Selection and evaluation of textual detail show assured understanding of theme/ideas.

5	14-16	<ul style="list-style-type: none"> • Candidate makes convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.
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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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.
3	11-15	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. • Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.
4	16-20	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. • Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.
5	21-24	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. • Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.

Question Number	Question	
*16	How is conflict presented throughout the novel? Remember to consider social, cultural and historical context in your answer.	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> the rage and determination to seek revenge from Rani's brother Divy 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 some responses may relate the effect the ending has on the reader as well as the futility of conflict. <p>(AO4) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> 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 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. 	
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"> Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Candidate makes sound responses to text supported by relevant textual reference. Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> Candidate makes sustained responses to text supported by relevant textual reference. Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> Candidate makes pertinent responses to text supported by relevant textual reference. Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> Candidate makes convincing responses to text supported by sustained relevant textual reference. Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.
3	11-15	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. • Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.
4	16-20	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. • Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.
5	21-24	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. • Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.

Riding the Black Cockatoo

Question Number	Question	
*17	Explore how John’s experiences on his journey affect him. Remember to consider social, cultural and historical context in your answer.	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Candidates’ responses may include:</p> <ul style="list-style-type: none"> • an exploration of how different characters that John encounters influence him • consideration of the different experiences for John on his journey • how John’s previous life contrasts with all that he has learned/become • how his mental health is restored. <p>(A04) Candidates’ references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • exposure to the aboriginal culture enlightens John • his growing understanding of the aboriginal perspective giving him a sense of belonging • how his experiences increase his respect for another culture • how exposure to the aboriginal culture and acceptance of it are beneficial to his sense of well-being. 	
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"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Candidate makes convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.
3	11-15	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. • Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.
4	16-20	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. • Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.
5	21-24	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. • Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.

Question Number	Question	
*18	Explore how John is affected by nature in the novel. Remember to consider social, cultural and historical context in your answer.	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • 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' • 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. <p>(AO4) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • nature has spiritual powers - John talks about the leafy boughs of the gum trees 'raised to the heaven's like shamans' arms' • 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' • the effects of John's experiences and his 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 and he visits the burial site of Mary, 'under the clean Wamba Wamba sky', where he feels at home. 	
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"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.

4	11-13	<ul style="list-style-type: none"> • Candidate makes pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Candidate makes convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.
3	11-15	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. • Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.
4	16-20	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. • Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.
5	21-24	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. • Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.

To Kill a Mockingbird

Question Number	Question	
*19	Explore how important the Tom Robinson case is to Atticus. Remember to consider social, cultural and historical context in your answer.	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> • his sense of duty and his conscience so he takes what will be a difficult case • Atticus sees this as a case that will test him as a person as well as a lawyer • 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 • Atticus brings in his sister as he know that his family need the extra support - that he is exposing his children to the consequences of the case emphasises his commitment to the case and he therefore brings in another adult to care for them. <p>(A04) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> • a exploration of racial prejudice in 1930s Maycomb that will prevent justice from being carried out • how Atticus supports Tom and his family as fellow human beings - not a strong feature at this time • how much he seeks to move the jury to acquit Tom Robinson with a strong case for the defence, going beyond what would ordinarily be acceptable for 1930's Maycomb society. 	
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"> • Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Candidate makes sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Candidate makes sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Candidate makes pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.

5	14-16	<ul style="list-style-type: none"> • Candidate makes convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.
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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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.
3	11-15	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. • Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.
4	16-20	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. • Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.
5	21-24	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. • Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.

Question Number	Question	
*20	How is the theme of family life presented in the novel? Remember to consider social, cultural and historical context in your answer.	
	(40 marks)	
	Indicative content	
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (A01) which show appreciation of the social, cultural or historical context (A04).</p> <p>(A01) Candidates' responses may include:</p> <ul style="list-style-type: none"> 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 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 the Ewell family is what we now would term 'dysfunctional': its relationships are portrayed as a foil to the 'idealised' Finch family events in the Radley and Cunningham families have significance for the plot and the narrator. <p>(A04) Candidates' references to the social/cultural context may include:</p> <ul style="list-style-type: none"> 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 how Atticus is direct in his answers to all their questions, whatever their nature, indicating trust and openness at a time when 'Victorian' values were still evident consideration of the Radley family and how superstitions about Boo reflect society at that time consideration of the Cunningham family and their struggles with 1930s poverty Ewell family described as 'white trash' showing their status in Maycomb and how the family represent negative family life 	
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	1-4	<ul style="list-style-type: none"> Candidate makes mostly sound responses to text mostly supported by textual reference which is often appropriate. Selection and evaluation of textual detail shows generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Candidate makes sound responses to text supported by relevant textual reference. Selection and evaluation of textual detail shows sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> Candidate makes sustained responses to text supported by relevant textual reference. Selection and evaluation of textual detail shows thorough understanding of theme/ideas.

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

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"> • Candidate makes mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
2	6-10	<ul style="list-style-type: none"> • Candidate makes sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.
3	11-15	<ul style="list-style-type: none"> • Candidate makes sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. • Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.
4	16-20	<ul style="list-style-type: none"> • Candidate makes pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. • Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.
5	21-24	<ul style="list-style-type: none"> • Candidate makes convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. • Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.

Edexcel GCSE

English Literature

Unit 2: Understanding Poetry

Foundation Tier

Sample Assessment Material

Paper Reference

Time: 1 hour 45 minutes

5ET2F/01

Questions and Extract Booklet

Clean copies of the Edexcel Poetry Anthology may be taken into the examination. Do not return this booklet with your Answer Booklet

Turn over ►

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SECTION A: UNSEEN POEM

Read the following poem.

Dress Sense

You're not going out in that, are you?
I've never seen anything
More ridiculous in my whole life.
You look like you've been dragged
Through a hedge backwards
And lost half your dress along the way.

What's wrong with it?
You're asking me what's wrong with that?
Everything: that's what.
It's loud, it's common,
It reveals far too much of your ...
Your ... well your 'what you shouldn't be revealing'.

No, I'm not going to explain;
You know very well what I mean, young lady
But you choose to ignore
Every single piece of reasonable helpful advice
That you are offered.

It's not just the neckline I'm talking about
- And you can hardly describe it as a neckline,
More like a navel-line
If you bother to observe the way it plunges.
Have you taken a look at the back?
(What little there is of it.)
Have you?

Boys are only going to think
One thing
When they see you in that outfit.
Where on earth did you get it?
And don't tell me that my money paid for it
Whatever you do.

You found it where?

Well, it probably looked different on her
And, anyway, you shouldn't be going through
Your mother's old clothes.

David Kitchen

Answer the question in this section.

***1** Explain how David Kitchen explores the subject of a father's relationship with his daughter.

Write about:

- what is happening in the poem
- how the poet uses voice
- how the poet has organised the poem to present ideas.

Support your answer with examples from the poem.

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

SECTION B: ANTHOLOGY POEMS

**There is one question on each collection of poems.
Answer ONE question from this section.**

Collection A: Relationships

2 (a) Describe the writer's thoughts and feelings about love in 'Sonnet 116'.

Use examples of the language from the poem to support your answer.

(15)

Answer EITHER 2(b)(i) OR 2(b)(ii)

EITHER

(b) (i) Explain how the writer of 'Nettles' presents different ideas about love from those given in 'Sonnet 116'.

Use examples of the language from **both** poems to support your answer.

(15)

OR

(ii) Explain how the writer of **one** poem of your choice from the 'Relationships' collection presents different ideas about relationships from those in 'Sonnet 116'.

Use examples of the language from **both** poems to support your answer.

(15)

(Total for Question 2 = 30 marks)

Collection B: Clashes and Collisions

3 (a) Describe the writer's attitudes to divisions in society in 'The Class Game'.

Use examples of the language from the poem to support your answer.

(15)

Answer EITHER 3(b)(i) OR 3(b)(ii)

EITHER

(b) (i) Explain how the writer of 'Half-caste' presents different ideas about divisions in society from those given in 'The Class Game'.

Use examples from the language of **both** poems to support your answer.

(15)

OR

(ii) Explain how the writer of **one** poem of your choice from the 'Clashes and Collisions' collection presents different ideas about problems in society from those in 'The Class Game'.

Use examples of the language from **both** poems to support your answer.

(15)

(Total for Question 3 = 30 marks)

Collection C: Somewhere, Anywhere

- 4 (a) Describe the writer's thoughts about the view he sees of the city of London in 'Upon Westminster Bridge'.

Use examples from the language of the poem to support your answer.

(15)

Answer EITHER 4(b)(i) OR 4(b)(ii)

EITHER

- (b) (i) Explain how the writers of 'London' and 'Upon Westminster Bridge' offer different pictures of life in the city.

Use examples from the language of **both** poems to support your answer.

(15)

OR

- (ii) Explain how the writer of **one** poem of your choice from the 'Somewhere, Anywhere' collection presents different thoughts and feelings about a particular place from those in 'Upon Westminster Bridge'.

Use examples of the language from **both** poems to support your answer.

(15)

(Total for Question 4 = 30 marks)

Collection D: Taking a Stand

5 (a) Describe the writer's thoughts about the theme of death in 'Remember'.

Use examples from the language of the poem to support your answer.

(15)

Answer EITHER 5(b)(i) OR 5(b)(ii)

EITHER

(b) (i) Explain how the writers of 'Do not go gentle into that good night' and 'Remember' present different ideas about the approach of death.

Use examples from the language of **both** poems to support your answer.

(15)

OR

(ii) Explain how the writer of **one** poem of your choice from the 'Taking a Stand' collection presents different thoughts and feelings about a particular place from those in 'Remember'.

Use examples of the language from **both** poems to support your answer.

(15)

(Total for Question 5 = 30 marks)

TOTAL FOR SECTION B = 30 MARKS

TOTAL FOR PAPER = 50 MARKS

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

English Literature

Unit 2: Understanding Poetry

Foundation Tier

Sample Assessment Material

Time: 1 hour 45 minutes

Paper Reference

5ET2F/01

You must have:

Questions and Extract Booklet (enclosed)

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 the question in 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 50.
- 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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Mark Scheme

This booklet contains the mark schemes for the English Literature Unit 2: Understanding Poetry Foundation Tier Question Papers.

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

- explain how language, structure and form contribute to writers' presentation of ideas, themes and settings;
- make comparisons and explain links between texts.

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 of 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.

AO2:	Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings (assessed in Section A and in Section B, question(a))
AO3:	Make comparisons and explain links between texts (assessed in question (b) (i) or (b)(ii))

SECTION A: UNSEEN POEM

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated.

Question Number	Question
*1	<p>Explain how David Kitchen explores the subject of a father’s relationship with his daughter. Write about:</p> <ul style="list-style-type: none"> • what is happening in the poem • how the poet uses voice • how the poet has organised the poem to present ideas. <p>Support your answer with examples from the poem.</p>
(20 marks)	
Indicative content	
<p>The writer’s ideas and use of words</p> <ul style="list-style-type: none"> • the poem presents a clash between father (or perhaps step-father) and daughter: generation and gender gap • the father is (over-?) protective towards his daughter • he is unable to accept her revealing fashions (‘It reveals far too much’, ‘plunges’) • he is worried about how the boys will regard her (‘common’, ‘loud’ - easy): old-fashioned/remembers what he was like as a youth • he is embarrassed to talk about parts of the body (use of ellipses: ‘your ...’) • he becomes almost authoritarian/over-critical in describing the dress (‘ridiculous’, ‘lost half your dress’ (hyperbole), ‘more like a navel-line’) • adopts an idiomatic/conversational tone: commonplace images (‘dragged through a hedge ...’) • however, is also somewhat formal, pompous (‘young lady’, ‘you choose to ignore ... reasonable helpful advice’) • use of repetition: ‘what’s wrong with ...?’, ‘neckline’, ‘your ... your ...’, ‘Have you?’ (creates somewhat strident effect) • he does not want to waste his money on such an outfit (‘don’t tell me that my money paid for it/Whatever you do.’) • humour in climax of the poem as he tries to wriggle out of the situation (‘it probably looked different on her’) <p>The way that the poem is structured</p> <ul style="list-style-type: none"> • very loose, informal structure; four longish stanzas followed by two very short ones - one of a single line followed by final stanza of three lines • it is an imagined conversation of which we only hear one side - his (although he does repeat her presumed question ‘What’s wrong with it?’) 	

		<ul style="list-style-type: none"> • has a set of questions (might be taken as semi-rhetorical or as ‘real’ questions to her) followed by strongly assertive (opinionated?) views which show his increasing concern/alarm as he adds comments and develops his thoughts on her clothes • use of bracketed comment to emphasise his anger: ‘(What little there is of it.)’ • the sting is in the tail: the neat ‘joke’ at the end, with its reminder that fashion is cyclical and that he and his mother were once young (but he has forgotten?) • use of natural speech rhythms: no set metrical scheme <p>Creditworthy responses may refer to language, structure and form without using specific terminology/feature spotting.</p>
Band	Mark	AO2: Explain how language, structure and form contribute to writers’ presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Little explanation of how the writer uses literary techniques to create effect. • Basic understanding of how techniques contribute to presentation of ideas, themes or settings. • Little or no relevant connection made between techniques and presentation of ideas, themes or settings. • Little relevant textual reference to support response. • Sentences show basic attempt to structure and control expression and meaning with basic control of a range of punctuation devices. Basic accuracy in spelling hinders meaning.
2	5-8	<ul style="list-style-type: none"> • Limited explanation of how the writer uses literary techniques to create effect. • Limited understanding of how techniques contribute to presentation of ideas, themes or settings. • Limited relevant connection made between techniques and presentation of ideas, themes or settings. • Limited relevant textual reference to support response. • Sentences show limited attempt to structure and control expression and meaning with limited control of a range of punctuation devices. Limited accuracy in spelling may hinder meaning.
3	9-12	<ul style="list-style-type: none"> • Some explanation of how the writer uses literary techniques to create effect. • Some understanding of how techniques contribute to presentation of ideas, themes or settings. • Some relevant connection made between techniques and presentation of ideas, themes or settings. • Occasional relevant textual reference to support response. • Sentences show some attempt to structure and control expression and meaning with some control of a range of punctuation devices. Spelling sometimes accurate with meaning hindered on occasion.

4	13-16	<ul style="list-style-type: none"> • Generally sound explanation of how the writer uses literary techniques to create effect. • Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Generally sound relevant connection made between techniques and presentation of ideas, themes or settings. • Mostly clear, relevant textual reference to support response. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
5	17-20	<ul style="list-style-type: none"> • Sound explanation of how the writer uses literary techniques to create effect. • Sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Sound relevant connection made between techniques and presentation of ideas, themes or settings. • Clear, relevant textual reference to support response. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.

SECTION B: ANTHOLOGY POEMS

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated.

Collection A: Relationships

Question Number	Question	
2(a)	Describe the writer's thoughts and feelings about love in Sonnet 116. Use examples of the language from the poem to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> conveys the strength of his feelings through the language chosen wants to prove to the one he loves how his feelings are sincere conviction shown through repetition ('Love is not love', 'alters ... alteration') permanence of his love (emphatic 'O no!') determination to prove his constancy (stressed syllable in 'ever-fixèd mark) true love will outlive time ('not Time's fool'; Time personified 'bending sickle') uses contrasts: refers to 'brief hours and weeks' whereas his love will last for ever ('edge of doom') everlasting love does not rely on superficial appearance ('rosy lips and cheeks') but is steady, fixed and spiritual ('true minds') 	
Band	Mark	AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> Little explanation of how the writer conveys his/her thoughts and feelings. Little relevant connection made between the presentation of thoughts and feelings and the language used. Little relevant textual reference to support response.
2	4-6	<ul style="list-style-type: none"> Limited explanation of how the writer conveys his/her thoughts and feelings to create effect. Limited relevant connection made between thoughts and feelings and the language used. Limited relevant textual reference to support response.

3	7-9	<ul style="list-style-type: none"> • Some explanation of how the writer conveys his/her thoughts and feelings to create effect. • Some relevant connection made between thoughts and feelings and the presentation of ideas. • Occasional relevant textual reference to support response.
4	10-12	<ul style="list-style-type: none"> • Generally sound explanation of how the writer conveys thoughts and feelings to create effect. • Generally sound relevant connection made between thoughts and feelings and the presentation of ideas. • Mostly clear, relevant textual reference to support response.
5	13-15	<ul style="list-style-type: none"> • Sound explanation of how the writer uses thoughts and feelings to create effect. • Sound relevant connection made between thoughts and feelings and the presentation of ideas. • Clear, relevant textual reference to support response.

Candidates will answer EITHER 2(b)(i) OR 2(b)(ii)

Question Number	Question	
2(b)(i)	Explain how the writer of 'Nettles' presents different ideas about love from those given in 'Sonnet 116'. Use examples of the language from both poems to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Reward all reasonable responses on the comparisons and links based on textual evidence.</p> <p>'Nettles'</p> <ul style="list-style-type: none"> • love between a father and a son ('My son aged three', 'we soothed him') • shows the over-protective love of a father - in his reaction to the nettles ('regiment of spite') • love which leads to anger ('I took my hook and honed the blade') • violently slashes down the nettles as a reaction ('slashed in fury with it') <p>'Sonnet 116'</p> <p>NB Points made about this poem may well include some of those listed under (a) above; however, they should be made in a way that supports the comparison and links.</p> <ul style="list-style-type: none"> • love not between father and son but between two mature adults ('marriage of.....') • love is an equal relationship, not one of one dependent on another ('true minds') • love is warm and steady ('ever-fixed mark') • love is enduring and unchanging ('bears it out...', 'alters when it alteration finds') • uses words of the sonnet, rather than violent actions, to 'prove' his love (If this be error... I never writ') 	
Band	Mark	AO3: Make comparisons and explain links between texts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic (or no) comparisons/links. • Basic (or no) evaluation of the different ways of expressing meaning. • The selection of examples is basic.
2	4-6	Limited (or no) comparisons/links. Limited (or no) evaluation of the different ways of expressing meaning. The selection of examples is limited.
3	7-9	<ul style="list-style-type: none"> • Some comparisons and links. • Some evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is valid but undeveloped.

4	10-12	<ul style="list-style-type: none"> • Generally sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is mostly appropriate; shows some support of the points being made.
5	13-15	<ul style="list-style-type: none"> • Sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is appropriate; shows some support of the points being made.

Question Number	Question	
2(b)(ii)	Explain how the writer of 'Nettles' presents different ideas about love from those given in 'Sonnet 116'. Use examples of the language from both poems to support your answer.	
	(15 marks)	
Indicative content		
<p>Reward all reasonable responses on the comparisons and links based on textual evidence. Accept any selected poem of choice that enables candidate to compare on the subject of the question, with the poem in the question.</p> <p>NB Points made about Sonnet 116 may well include some of those listed under (a) above; however, they should be made in a way that supports the comparison and links.</p>		
Band	Mark	AO3: Make comparisons and explain links between texts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic (or no) comparisons/links. • Basic (or no) evaluation of the different ways of expressing meaning. • The selection of examples is basic.
2	4-6	Limited (or no) comparisons/links. Limited (or no) evaluation of the different ways of expressing meaning. The selection of examples is limited.
3	7-9	<ul style="list-style-type: none"> • Some comparisons and links. • Some evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is valid but undeveloped.
4	10-12	<ul style="list-style-type: none"> • Generally sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is mostly appropriate; shows some support of the points being made.
5	13-15	<ul style="list-style-type: none"> • Sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is appropriate; shows some support of the points being made.

Collection B: Clashes and Collisions

Question Number	Question	
3(a)	Describe the writer's attitudes to divisions in society in 'The Class Game'. Use examples of the language from the poem to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • shows the differences between the middle classes and the working classes • key point - language is a key discriminator, although accents can be imitated ('talk posh') • highlights the large number of assumed middle/lower class distinctions ('toilet'/'bog', 'stomach'/'belly', 'patio'/'yard') • hard/soft contrasts: 'hands stained with toil'/'soft lily-white with perfume and oil' - show writer's anger at how it is easier for the middle classes • use of (rhetorical) questions shows defiance ('How can you tell what class I'm from?', 'Have I a label on me head ... me bum?') • now defiant and proud : questions build up through poem until last six lines • colloquial working-class diction is contrasted with middle-class niceties 	
Band	Mark	AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Little explanation of how the writer conveys his/her attitudes. • Little relevant connection made between the presentation of attitudes and the language used. • Little relevant textual reference to support response.
2	4-6	<ul style="list-style-type: none"> • Limited explanation of how the writer conveys his/her attitudes to create effect. • Limited relevant connection made between attitudes and the language used. • Limited relevant textual reference to support response.
3	7-9	<ul style="list-style-type: none"> • Some explanation of how the writer conveys his/her attitudes to create effect. • Some relevant connection made between attitudes and the presentation of ideas. • Occasional relevant textual reference to support response.
4	10-12	<ul style="list-style-type: none"> • Generally sound explanation of how the writer conveys attitudes to create effect. • Generally sound relevant connection made between attitudes and the presentation of ideas. • Mostly clear, relevant textual reference to support response.
5	13-15	<ul style="list-style-type: none"> • Sound explanation of how the writer uses attitudes to create effect. • Sound relevant connection made between attitudes and the presentation of ideas. • Clear, relevant textual reference to support response.

Candidates will answer EITHER 3(b)(i) OR 3(b)(ii)

Question Number	Question	
3(b)(i)	Explain how the writer of 'Half-caste' presents different ideas about divisions in society from those given in 'The Class Game'. Use examples from the language of both poems to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Reward all reasonable responses on the comparisons and links based on textual evidence.</p> <p>'Half-caste'</p> <ul style="list-style-type: none"> attitudes to race in Britain ('Explain yusef... when you say half-caste' - repeated) differences of white/black/mixed race described through comparisons ('a black key/wid a white key/is a half-caste symphony') use of humour/irony ('half-caste weather', 'cast half a shadow', 'standing on one leg') use of dialect/speech differences ('wha yu mean', etc - many examples) pride in who he is (tone) <p>'The Class Game'</p> <p>NB Points made about this poem may well include some of those listed under (a) above; however, they should be made in a way that supports the comparison and links.</p> <ul style="list-style-type: none"> attitudes to social classes in Britain, rather than to differences of race - working class 'inferior' ('label on me head?') dislikes effect of classifying people by class, as 'Half-caste' dislikes racial stereotypes difference between working class and middle class (many eggs) prejudice directed at working class - having to work hard ('stained with toil') use of humour and mocking - similar to 'Half-caste' use of anger (rhetorical questions) use of language/speech differences ('me', 'bum', 'stomach', 'belly' etc) pride/defiance (build-up to end of poem) 	
Band	Mark	AO3: Make comparisons and links between texts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> Basic (or no) comparisons/links. Basic (or no) evaluation of the different ways of expressing meaning. The selection of examples is basic.
2	4-6	Limited (or no) comparisons/links. Limited (or no) evaluation of the different ways of expressing meaning. The selection of examples is limited.

3	7-9	<ul style="list-style-type: none"> • Some comparisons and links. • Some evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is valid but undeveloped.
4	10-12	<ul style="list-style-type: none"> • Generally sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is mostly appropriate; shows some support of the points being made.
5	13-15	<ul style="list-style-type: none"> • Sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is appropriate; shows some support of the points being made.

Question Number	Question	
3(b)(ii)	<p>Explain how the writer of one poem of your choice from the ‘Clashes and Collisions’ collection presents different ideas about problems in society from those in ‘The Class Game’.</p> <p>Use examples of the language from both poems to support your answer.</p>	
	(15 marks)	
	Indicative content	
	<p>Reward all reasonable responses on the comparisons and links based on textual evidence.</p> <p>Accept any selected poem of choice that enables candidate to compare on the subject of the question, with the poem in the question.</p> <p>NB Points made about ‘The Class Game’ may well include some of those listed under (a) above; however, they should be made in a way that supports the comparison and links</p>	
Band	Mark	AO3: Make comparisons and links between texts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic (or no) comparisons/links. • Basic (or no) evaluation of the different ways of expressing meaning. • The selection of examples is basic.
2	4-6	<ul style="list-style-type: none"> • Limited (or no) comparisons/links • Limited (or no) evaluation of the different ways of expressing meaning. • The selection of examples is limited.
3	7-9	<ul style="list-style-type: none"> • Some comparisons and links. • Some evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is valid but undeveloped.
4	10-12	<ul style="list-style-type: none"> • Generally sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is mostly appropriate; shows some support of the points being made.
5	13-15	<ul style="list-style-type: none"> • Sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is appropriate; shows some support of the points being made.

Collection C: Somewhere, Anywhere

Question Number	Question	
4(a)	Describe the writer's thoughts about the view he sees of the city of London in 'Upon Westminster Bridge'. Use examples from the language of the poem to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> the writer reflects on the city in the morning sun language reinforces writer's claim that sight is incomparably beautiful only soulless or 'dull' person would not feel beauty metaphors stress the way he is in awe of the scene: 'majesty' with a 'garment' of beauty. the writer conveys the power of the River Thames by personifying it (not for the last time): 'own sweet will' silence stressed through slow monosyllables ('a calm so deep') and assonance ('the very houses seem asleep') sense of a slumbering giant about to awake ('heart is lying still'), when urban bustle replaces sense of repose. view is bright and jewel-like: 'glittering' 	
Band	Mark	AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> Little explanation of how the writer conveys his/her thoughts. Little relevant connection made between the presentation of thoughts and the language used. Little relevant textual reference to support response.
2	4-6	<ul style="list-style-type: none"> Limited explanation of how the writer conveys his/her thoughts to create effect. Limited relevant connection made between thoughts and the language used. Limited relevant textual reference to support response.
3	7-9	<ul style="list-style-type: none"> Some explanation of how the writer conveys his/her thoughts to create effect. Some relevant connection made between thoughts and the presentation of ideas. Occasional relevant textual reference to support response.
4	10-12	<ul style="list-style-type: none"> Generally sound explanation of how the writer conveys thoughts to create effect. Generally sound relevant connection made between thoughts and the presentation of ideas. Mostly clear, relevant textual reference to support response.

5	13-15	<ul style="list-style-type: none">• Sound explanation of how the writer uses thoughts to create effect.• Sound relevant connection made between thoughts and the presentation of ideas.• Clear, relevant textual reference to support response.
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Candidates will answer EITHER 4(b)(i) OR 4(b)(ii)

Question Number	Question	
4(b)(i)	<p>Explain how the writers of 'London' and 'Upon Westminster Bridge' offer different pictures of life in the city. Use examples from the language of both poems to support your answer.</p>	
	(15 marks)	
	Indicative content	
	<p>Reward all reasonable responses on the comparisons and links based on textual evidence.</p> <p>'London'</p> <ul style="list-style-type: none"> • writer concentrates on the state and condition of people (rather than on views of city, as in '... Westminster Bridge') • writer walks through London streets and by the Thames (rather than looking out from Bridge) • sees the pain on people's faces ('marks of weakness, marks of woe') • sees fear and lack of freedom among people ('mind-forg'd manacles') • looks at dreadful conditions of chimney sweep and soldier (chimney-sweeper's cry'... 'hapless soldier') • the 'youthful harlot's curse': youth's sinful deeds will affect the next generation, causing the "newborn infant's tear", which exemplifies how the new generation will have to correct the mistakes of the previous generation • 'Marriage hearse': (oxymoron - wicked acts and disease doom marriage) <p>'Composed upon Westminster Bridge' NB Points made about this poem may well include some of those listed under (a) above; however, they should be made in a way that supports the comparison and links.</p> <ul style="list-style-type: none"> • mostly focusing on buildings and scenes, not people • feeling is of joy, calm and beauty, not ugliness, poverty and wickedness • silence and stillness, compared with the sad, fearful voices in 'London' 	
Band	Mark	AO3: Make comparisons and links between texts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic (or no) comparisons/links. • Basic (or no) evaluation of the different ways of expressing meaning. • The selection of examples is basic.
2	4-6	<ul style="list-style-type: none"> • Limited (or no) comparisons/links • Limited (or no) evaluation of the different ways of expressing meaning. • The selection of examples is limited.

3	7-9	<ul style="list-style-type: none"> • Some comparisons and links. • Some evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is valid but undeveloped.
4	10-12	<ul style="list-style-type: none"> • Generally sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is mostly appropriate; shows some support of the points being made.
5	13-15	<ul style="list-style-type: none"> • Sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is appropriate; shows some support of the points being made.

Question Number	Question	
4(b)(ii)	<p>Explain how the writer of one poem of your choice from the ‘Somewhere, Anywhere’ collection presents different thoughts and feelings about a particular place from those in ‘Upon Westminster Bridge’.</p> <p>Use examples of the language from both poems to support your answer.</p>	
	(15 marks)	
	Indicative content	
	<p>Reward all reasonable responses on the comparisons and links based on textual evidence.</p> <p>Accept any selected poem of choice that enables candidate to compare on the subject of the question, with the poem in the question.</p> <p>NB Points made about Upon Westminster Bridge may well include some of those listed under (a) above; however, they should be made in a way that supports the comparison and links</p>	
Band	Mark	AO3: Make comparisons and links between texts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic (or no) comparisons/links. • Basic (or no) evaluation of the different ways of expressing meaning. • The selection of examples is basic.
2	4-6	<ul style="list-style-type: none"> • Limited (or no) comparisons/links • Limited (or no) evaluation of the different ways of expressing meaning. • The selection of examples is limited.
3	7-9	<ul style="list-style-type: none"> • Some comparisons and links. • Some evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is valid but undeveloped.
4	10-12	<ul style="list-style-type: none"> • Generally sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is mostly appropriate; shows some support of the points being made.
5	13-15	<ul style="list-style-type: none"> • Sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is appropriate; shows some support of the points being made.

Collection D: Taking a Stand

Question Number	Question	
5(a)	Describe the writer's thoughts about the theme of death in 'Remember'. Use examples from the language of the poem to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • tries to offer positive comfort /support to the person left behind when she dies • 'gone away', 'silent land' - euphemisms for death - making it easier to bear • difficult times near death - 'I half turn to go, yet turning stay' - thinking about 'future that you planned', making it hard to leave/die because of the person left living • repetition of 'away' and 'remember' to give support as each new idea is introduced • time passing 'day by day' - inevitability • ends with a positive thought (Better... you should forget and smile/ Than... remember and be sad') 	
Band	Mark	A02: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Little explanation of how the writer conveys his/her thoughts. • Little relevant connection made between the presentation of thoughts and the language used. • Little relevant textual reference to support response.
2	4-6	<ul style="list-style-type: none"> • Limited explanation of how the writer conveys his/her thoughts to create effect. • Limited relevant connection made between thoughts and the language used. • Limited relevant textual reference to support response.
3	7-9	<ul style="list-style-type: none"> • Some explanation of how the writer conveys his/her thoughts to create effect. • Some relevant connection made between thoughts and the presentation of ideas. • Occasional relevant textual reference to support response.
4	10-12	<ul style="list-style-type: none"> • Generally sound explanation of how the writer conveys thoughts to create effect. • Generally sound relevant connection made between thoughts and the presentation of ideas. • Mostly clear, relevant textual reference to support response.
5	13-15	<ul style="list-style-type: none"> • Sound explanation of how the writer uses thoughts to create effect. • Sound relevant connection made between thoughts and the presentation of ideas. • Clear, relevant textual reference to support response.

Candidates will answer EITHER 5(b)(i) OR 5(b)(ii)

Question Number	Question	
5(b)(i)	Explain how the writers of 'Do not go gentle into that good night' and 'Remember' present different ideas about the approach of death. Use examples from the language of both poems to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Reward all reasonable responses on the comparisons and links based on textual evidence.</p> <p>'Do not go gentle into that good night'</p> <ul style="list-style-type: none"> addresses poem to his father tries to persuade him to fight against death gives examples/evidence of how 'wise men', 'good men', 'wild men', and 'grave men' have thought of death as something that should be resisted perhaps he wishes his father to fight death because this will help him come to terms with it better. <p>'Remember'</p> <p>NB Points made about this poem may well include some of those listed under (a) above; however, they should be made in a way that supports the comparison and links.</p> <ul style="list-style-type: none"> death is accepted far more calmly than in 'Do not go gentle...' address is to a lover (about her own death) not to an ageing father (about his) does not wish the lover to be sad after her death - offers comfort and urges positive acceptance sees death as inevitable rather than something to be resisted 	
Band	Mark	AO3: Make comparisons and links between texts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> Basic (or no) comparisons/links. Basic (or no) evaluation of the different ways of expressing meaning. The selection of examples is basic.
2	4-6	<ul style="list-style-type: none"> Limited (or no) comparisons/links Limited (or no) evaluation of the different ways of expressing meaning. The selection of examples is limited.
3	7-9	<ul style="list-style-type: none"> Some comparisons and links. Some evaluation of the different ways of expressing meaning and achieving effects. The selection of examples is valid but undeveloped.

4	10-12	<ul style="list-style-type: none"> • Generally sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is mostly appropriate; shows some support of the points being made.
5	13-15	<ul style="list-style-type: none"> • Sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is appropriate; shows some support of the points being made.

Question Number	Question	
5(b)(ii)	<p>Explain how the writer of one poem of your choice from the ‘Taking a Stand’ collection presents different thoughts and feelings about a particular place from those in ‘Remember’.</p> <p>Use examples of the language from both poems to support your answer.</p>	
	(15 marks)	
	Indicative content	
	<p>Reward all reasonable responses on the comparisons and links based on textual evidence.</p> <p>Accept any selected poem of choice that enables candidate to compare on the subject of the question, with the poem in the question.</p> <p>NB Points made about ‘Remember’ may well include some of those listed under (a) above; however, they should be made in a way that supports the comparison and links</p>	
Band	Mark	AO3: Make comparisons and links between texts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic (or no) comparisons/links. • Basic (or no) evaluation of the different ways of expressing meaning. • The selection of examples is basic.
2	4-6	<ul style="list-style-type: none"> • Limited (or no) comparisons/links • Limited (or no) evaluation of the different ways of expressing meaning. • The selection of examples is limited.
3	7-9	<ul style="list-style-type: none"> • Some comparisons and links. • Some evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is valid but undeveloped.
4	10-12	<ul style="list-style-type: none"> • Generally sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is mostly appropriate; shows some support of the points being made.
5	13-15	<ul style="list-style-type: none"> • Sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is appropriate; shows some support of the points being made.

Edexcel GCSE

English Literature

Unit 2: Understanding Poetry

Higher Tier

Sample Assessment Material

Paper Reference

Time: 1 hour 45 minutes

5ET2H/01

Questions and Extract Booklet

Clean copies of the Edexcel Poetry Anthology may be taken into the examination. Do not return this booklet with your Answer Booklet.

Turn over ►

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SECTION A: UNSEEN POEM

Read the following poem.

From the motorway

Everywhere up and down the island
Britain is mending her desert;
marvellous we exclaim as we fly on it,
tying the country in a parcel,
London to Edinburgh, Birmingham to Cardiff,
No time to examine the contents,

thank you, but consider the bliss of
sitting absolutely numbed to your
nulled mind, music when you want it,
while identical miles thunder under you,
the same spot coming and going
seventy, eighty times a minute,

till you're there, wherever there
is, ready to be someone in
Liverpool, Leeds, Manchester,
they're all the same to the road,
which loves itself, which nonetheless
here and there hands you training,

necklaces of fumes in which to be
one squeezed breather among
rich and ragged, sprinter and staggerer,
a status parade for Major Roadworks
toiling in his red-trimmed triangle,
then a regiment of wounded orange witches,

defending a shamelessly naked
(rarely a stitch of work on her)
captive free lane,
while the inclings inch on
without bite or sup, at most
a hard shoulder to creep on,

while there, on all sides,
lie your unwrapped destinations,
lanes trickling off into childhood
or anonymity, apple-scented villages
asleep in their promise of being
nowhere anyone would like to get to.

Anne Stevenson

Answer the question in this section.

***1** Explore how Anne Stevenson presents her ideas about the motorway.

Support your answer with examples from the poem.

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

SECTION B: ANTHOLOGY POEMS

**There is one question on each collection of poems.
Answer ONE question from this section.**

Collection A: Relationships

- 2** (a) Explore how the writer conveys his attitudes towards the theme of love in Sonnet 116.

Use examples of the language from the poem to support your answer.

(15)

Answer EITHER 2(b)i OR 2(b)ii

EITHER

- (b) (i) Compare how the writers explore the effect of time on love in 'One Flesh' and 'Sonnet 116'.

Use examples of the language from **both** poems to support your answer.

(15)

OR

- (b) (ii) Compare how the writers of 'Sonnet 116' and **one** poem of your choice from the 'Relationships' collection reflect on love.

Use examples of the language from **both** poems to support your answer.

(15)

(Total for Question 2 = 30 marks)

Collection B: Clashes and Collisions

- 3** (a) Explore how the writer presents her ideas about tensions and conflict between a mother and her daughter in 'Catrin'.

Use examples of the language from the poem to support your answer.

(15)

Answer EITHER 3(b)i OR 3(b)ii

EITHER

- (b) (i) Compare how the writers of 'Cousin Kate' and 'Catrin' present the idea of tensions between people.

Use examples from the language of both poems to support your answer.

(15)

OR

- (b) (ii) Compare how the writers of 'Catrin' and **one** poem of your choice from the 'Clashes and Collisions' collection present the theme of conflict in any setting.

Use examples of the language from **both** poems to support your answer.

(15)

(Total for Question 3 = 30 marks)

Collection C: Somewhere, Anywhere

- 4 (a) Explore how the writer conveys her thoughts and feelings about a place she loves in 'Postcard from a Travel Snob'.

Use examples from the language of the poem to support your answer.

(15)

Answer EITHER 4(b)i OR 4(b)ii

EITHER

- (b) (i) Compare how the writers of 'A Major Road for Romney Marsh' and 'Postcard from a Travel Snob' present their attitudes to the chosen place.

Use examples from the language of **both** poems to support your answer.

(15)

OR

- (b) (ii) Compare how the writers of 'Postcard from a Travel Snob' and **one** poem of your choice from the 'Somewhere, Anywhere' collection present a picture of a particular location.

Use examples of the language from **both** poems to support your answer.

(15)

(Total for Question 4 = 30 marks)

Collection D: Taking a Stand

- 5 (a) Explore how the poet presents her thoughts and feelings about dying and death in 'Remember'.

Use examples from the language of the poem to support your answer.

(15)

Answer EITHER 5(b)i OR 5(b)ii

EITHER

- (b) (i) Compare how the writers of 'Do not go gentle into that good night' and 'Remember' speak to someone they love about death.

Use examples from the language of **both** poems to support your answer.

(15)

OR

- (b) (ii) Compare how the writers of 'Remember' and **one** poem of your choice from the 'Taking a Stand' collection express their strong feelings on a subject.

Use examples from the language of **both** poems to support your answer.

(15)

(Total for Question 5 = 30 marks)

TOTAL FOR SECTION B = 30 MARKS
TOTAL FOR PAPER = 50 MARKS

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

English Literature

Unit 2: Understanding Poetry

Higher Tier

Sample Assessment Material

Time: 1 hour 45 minutes

Paper Reference

5ET2H/01

You must have:

Questions and Extract Booklet (enclosed)

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 the question in 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 50.
- 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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Mark Scheme

This booklet contains the mark schemes for the English Literature Unit 2: Understanding Poetry Foundation Tier Question Papers.

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

- explain how language, structure and form contribute to writers' presentation of ideas, themes and settings
- make comparisons and explain links between texts.

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 of 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.

A02:	Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings (assessed in Section A and in Section B, question (a))
A03:	Make comparisons and explain links between texts (assessed in question (b) (i) or (b) (ii))

SECTION A: UNSEEN POEM

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point and may be rewarded for a comparatively small number of points if these are effectively developed, and supported by well chosen textual evidence.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated.

Question Number	Question
*1	<p>Explore how Stevenson presents her ideas about the motorway. Support your answer with examples from the poem.</p> <p style="text-align: right;">(20 marks)</p>
	Indicative content
	<p>Responses to this poem will include references to language, structure and form, and these features are likely to be linked rather than in discrete sections.</p> <p>Language References to how Stevenson uses language will refer to some of the following:</p> <ul style="list-style-type: none"> • uses of personification such as Britain as ‘her’, Major Roadworks to bring the motorway to life, free lane as ‘shamelessly naked’ candidates may develop this to, for example, comment on the frustrations of empty lane as yet free from roadworks but cannot be used by the cars • military images of the ‘Major’, ‘status parade’, ‘regiment of wounded orange witches’ • alliteration ‘inchlings inch on’ to show the slow moving traffic ‘sprinter and staggerer’ to show how traffic appears to move quickly but then slows/stops • use of humour referring to traffic cones as ‘wounded orange witches’ and ‘Major Roadworks’ • the extended metaphor using the idea of a ‘parcel’ to show the connecting routes across the country and later ‘unwrapped destinations’ to show how we miss destinations as we travel past them on the motorways • senses evoked ‘apple scented villages’ contrasting with the motorway experience • use of emotive language/adjectives as the ‘free lane’ is ‘captive’ because it is not accessible to the motorists • use of metaphor ‘necklace of fumes’ in reference to air pollution. <p>Structure Candidates will comment that the poem is set out in stanzas and may also refer to set number of lines. Credit will be given where candidates comment on the <i>effect</i> of the structure in how Stevenson presents her ideas and linking this with <i>form</i>.</p>

	<p>Form Candidates may comment on the lack of rhyming pattern together with the stanzas flowing one into the other (enjambment) and how this reflects the ideas about the motorway following on from each other.</p> <p>Creditworthy responses may refer to language, structure and form without using specific terminology/feature spotting.</p>	
Band	Mark	AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.
0	0	No rewardable response.
1	1-4	<ul style="list-style-type: none"> • Generally sound explanation of how the writer uses literary techniques to create effect. • Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Generally sound relevant connection made between techniques and presentation of ideas, themes or settings. • Mostly clear, relevant textual reference to support response. • Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate, any errors do not hinder meaning.
2	5-8	<ul style="list-style-type: none"> • Sound explanation of how the writer uses literary techniques to create effect. • Sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Sound relevant connection made between techniques and presentation of ideas, themes or settings. • Clear, relevant textual reference to support response. • Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.
3	9-12	<ul style="list-style-type: none"> • Thorough explanation of how the writer uses literary techniques to create effect. • Thorough understanding of how techniques contribute to presentation of ideas, themes or settings. • Sustained relevant connection made between techniques and presentation of ideas, themes or settings. • Sustained, relevant textual reference to support response. • Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.

4	13-16	<ul style="list-style-type: none"> • Assured explanation of how the writer uses literary techniques to create effect. • Assured understanding of how techniques contribute to presentation of ideas, themes or settings. • Relevant connection made between techniques and presentation of ideas, themes or settings. • Pertinent textual reference to support response. • Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.
5	17-20	<ul style="list-style-type: none"> • Perceptive explanation of how the writer uses literary techniques to create effect. • Perceptive understanding of how techniques contribute to presentation of ideas, themes or settings. • Discriminating relevant connection made between techniques and presentation of ideas, themes or settings. • Convincing, relevant textual reference to support response. • Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.

SECTION B: ANTHOLOGY POEMS

Reward all reasonable, valid points and comments which show a sound grasp of the text and of the requirements of the question.

Candidates are free to select and comment on textual details in a variety of ways. They are not expected to deal with every possible point, and may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.

The following section illustrates some points candidates may make, but examiners should evaluate other responses on their merits, being alert to unusual comments which are well explained and substantiated.

Collection A: Relationships

Question Number	Question	
2(a)	Explore how the writer conveys his attitudes towards the theme of love in Sonnet 116. Use examples of the language from the poem to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> conveys his attitudes through the powerful language and images chosen wants to prove to the one he loves how his feelings are sincere conviction shown through repetition ('Love is not love', 'alters ... alteration') feels love is not a passing infatuation but permanent: this permanence cannot be doubted (emphatic 'O no!') determination to prove his constancy (stressed syllable in 'ever-fixèd mark) true love will outlive time ('not Time's fool'; Time personified 'bending sickle') uses contrasts: refers to 'brief hours and weeks' whereas his love will last for ever ('edge of doom') everlasting love does not rely on superficial appearance which will fade with time ('rosy lips and cheeks') but is steady, fixed and spiritual ('true minds') 	
Band	Mark	A02: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> Generally sound explanation of how the writer conveys his attitudes. Generally sound, relevant connection made between the presentation of attitudes and the language used. Mostly clear, relevant textual reference to support response.
2	4-6	<ul style="list-style-type: none"> Sound explanation of how the writer conveys his/her attitudes to create effect. Sound, relevant connection made between attitudes and the language used. Clear, relevant textual reference to support response.

3	7-9	<ul style="list-style-type: none"> • Thorough explanation of how the writer conveys his/her attitudes to create effect. • Sustained, relevant connection made between attitudes and the presentation of ideas. • Sustained, relevant textual reference to support response.
4	10-12	<ul style="list-style-type: none"> • Assured explanation of how the writer conveys attitudes to create effect. • Relevant connection made between attitudes and the presentation of ideas. • Pertinent textual reference to support response.
5	13-15	<ul style="list-style-type: none"> • Perceptive explanation of how the writer uses attitudes to create effect. • Discriminating, relevant connection made between attitudes and the presentation of ideas. • Convincing, relevant textual reference to support response.

Candidates will answer EITHER 2(b)(i) OR 2(b)(ii)

Question Number	Question
2(b)(i)	<p>Compare how the writers explore the effect of time on love in ‘One Flesh’ and ‘Sonnet 116’.</p> <p>Use examples of the language from both poems to support your answer.</p> <p style="text-align: right;">(15 marks)</p>
	Indicative content
	<p>Reward all reasonable responses on the comparisons and links based on textual evidence.</p> <p>‘One Flesh’</p> <ul style="list-style-type: none"> • presents how a couple have grown apart over time • focuses on contrast of the present relationship - ‘lying apart’ and the ‘former passion’, the ‘fire’ which had given birth to the writer • contrast of heat ‘passion’/’cold’ • the couple are ‘old’, ‘grown cold’, lying in separate beds with their own thoughts/dreams: ‘it is as if they wait some new event’ • time has changed them and removed physical intimacy: ‘hardly ever touch’ • time - a ‘feather touching them gently’: contrasts with lack of ‘touching’ earlier mentioned • striking imagery: silence is ‘like a thread to hold/and not wind in’ yet the writer creates an interesting (paradoxical) sense of the fact that they are ‘strangely apart... yet strangely close together’ • stark ending: we do not know their ages or that they are narrator’s parents until last two lines - nor exactly how she views their physical separateness and their dreams which may yet seem youthful <p>‘Sonnet 116’</p> <p>NB Points made about this poem may well include some of those listed under (a) above; however, they should be made in a way that supports the comparison and links.</p> <ul style="list-style-type: none"> • close love between two mature adults(‘marriage of true minds’) • love is warm and steady (‘ever-fixed mark’), not ‘grown cold’ • love is enduring and unchanging (‘bears it out...’, ‘alters when it alteration finds’) • uses words of the sonnet to ‘prove’ his love (If this be error... I never writ’) • time will not make any difference to the love.

Band	Mark	AO3: Make comparisons and explain links between texts.
0	0	No rewardable material
1	1-3	<ul style="list-style-type: none"> • Generally sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is mostly appropriate; shows some support of the points being made.
2	4-6	<ul style="list-style-type: none"> • Sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is appropriate; shows some support of the points being made.
3	7-9	<ul style="list-style-type: none"> • Specific and detailed comparisons and links. • Developed evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is detailed, appropriate and supports the points being made.
4	10-12	<ul style="list-style-type: none"> • Assured comparisons and links. • Pertinent evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is assured, appropriate and supports the points being made.
5	13-15	<ul style="list-style-type: none"> • Discriminating comparisons and links showing insight. • Perceptive evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is discriminating; fully supports the points being made.

Question Number	Question	
2(b)(ii)	Compare how the writers of 'Sonnet 116' and one poem of your choice from the 'Relationships' collection reflect on love. Use examples of the language from both poems to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Reward all reasonable responses on the comparisons and links based on textual evidence. Accept any selected poem of choice that enables candidate to compare on the subject of the question, with the poem in the question.</p> <p>'Sonnet 116' NB Points made about this poem may well include some of those listed under (a) above; however, they should be made in a way that supports the comparison and links.</p>	
Band	Mark	AO3: Make comparisons and explain links between texts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Generally sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is mostly appropriate; shows some support of the points being made.
2	4-6	<ul style="list-style-type: none"> • Sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is appropriate; shows some support of the points being made.
3	7-9	<ul style="list-style-type: none"> • Specific and detailed comparisons and links. • Developed evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is detailed, appropriate and supports the points being made.
4	10-12	<ul style="list-style-type: none"> • Assured comparisons and links. • Pertinent evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is assured, appropriate and supports the points being made.
5	13-15	<ul style="list-style-type: none"> • Discriminating comparisons and links showing insight. • Perceptive evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is discriminating; fully supports the points being made.

Collection B: Clashes and Collisions

Question Number	Question	
3(a)	Explore how the writer presents her ideas about tensions and conflict between a mother and her daughter in 'Catrin'. Use examples of the language from the poem to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • mother/daughter tensions - first real 'battle of wills' • tensions evidently because daughter seeking more independence: created a battle, but one in which love was binding them together at the same time that the daughter was struggling to break free • no winner, but each learnt important lessons: 'feelings which changed us both'. 'Trailing love and conflict' • tension persists throughout: final two lines reveal the reasons more specifically, with the daughter's desire to carry on skating in the dark for an hour • fierce confrontation' in a 'hot, white room' (white-hot, perhaps, with anger/emotion?) • powerful symbolic metaphor: 'tight red rope of love' (umbilical cord?) • arresting portrait of daughter's hair, her 'rosy, defiant glare'. Return of the rope ('that old rope' - the umbilical tug of love). 	
Band	Mark	AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Generally sound explanation of how the writer conveys his/her ideas. • Generally sound, relevant connection made between the presentation of ideas and the language used. • Mostly clear, relevant textual reference to support response.
2	4-6	<ul style="list-style-type: none"> • Sound explanation of how the writer conveys his/her ideas to create effect. • Sound, relevant connection made between the presentation of ideas and the language used. • Clear, relevant textual reference to support response.
3	7-9	<ul style="list-style-type: none"> • Thorough explanation of how the writer conveys his/her ideas to create effect. • Sustained, relevant connection made between the presentation of ideas and the language used • Sustained, relevant textual reference to support response.
4	10-12	<ul style="list-style-type: none"> • Assured explanation of how the writer conveys ideas to create effect. • Relevant connection made between the presentation of ideas and the language used. • Pertinent textual reference to support response.

5	13-15	<ul style="list-style-type: none">• Perceptive explanation of how the writer uses ideas to create effect.• Discriminating, relevant connection made between the presentation of ideas and the language used.• Convincing, relevant textual reference to support response.
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Candidates will answer EITHER 3(b)(i) OR 3(b)(ii)

Question Number	Question	
3(b)(i)	Compare how the writers of 'Cousin Kate' and 'Catrin' present the idea of tensions between people. Use examples from the language of both poems to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Reward all reasonable responses on the comparisons and links based on textual evidence.</p> <p>'Cousin Kate'</p> <ul style="list-style-type: none"> conflicts in the mind of the forsaken lover as she compares her fate with her cousin tensions between the lives they now lead: the narrator (the cast-aside lover) has been wooed as 'a plaything', but lost it all when the 'great lord' saw Kate; Kate becomes 'Lady Kate' (jealousy): she grows 'more fair' Kate has married the lord and now lives in riches; the narrator is left alone to 'howl in dust' tensions over who loved him the more - narrator ('my love was true') or Kate, who married for money and position ('Your love was writ in sand') ironic contrast at the end, comparing the two women's lives: narrator has a loved, though illegitimate, son; Kate is childless tension is created over inheritance: Kate frets at lack of son of heir 'to wear his coronet' <p>'Catrin'</p> <p>NB Points made about this poem may well include some of those listed under (a) above; however, they should be made in a way that supports the comparison and links.</p> <ul style="list-style-type: none"> tensions caused by the fierce confrontation as the daughter tries to find her own independence mother's protectiveness and unwillingness to let go cause tension. 	
Band	Mark	AO3: Make comparisons and links between texts.
0	0	No rewardable material
1	1-3	<ul style="list-style-type: none"> Generally sound comparisons and links. Some clear evaluation of the different ways of expressing meaning and achieving effects. The selection of examples is mostly appropriate; shows some support of the points being made.
2	4-6	<ul style="list-style-type: none"> Sound comparisons and links. Some clear evaluation of the different ways of expressing meaning and achieving effects. The selection of examples is appropriate; shows some support of the points being made.

3	7-9	<ul style="list-style-type: none"> • Specific and detailed comparisons and links. • Developed evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is detailed, appropriate and supports the points being made.
4	10-12	<ul style="list-style-type: none"> • Assured comparisons and links. • Pertinent evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is assured, appropriate and supports the points being made.
5	13-15	<ul style="list-style-type: none"> • Discriminating comparisons and links showing insight. • Perceptive evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is discriminating; fully supports the points being made.

Question Number	Question	
3(b)(ii)	Compare how the writers of 'Catrin' and one poem of your choice from the 'Clashes and Collisions' collection present the theme of conflict in any setting. Use examples of the language from both poems to support your answer.	
	(15 marks)	
Indicative content		
<p>Reward all reasonable responses on the comparisons and links based on textual evidence. Accept any selected poem of choice that enables candidate to compare on the subject of the question, with the poem in the question.</p> <p>Catrin: NB Points made about this poem may well include some of those listed under (a) above; however, they should be made in a way that supports the comparison and links.</p>		
Band	Mark	AO3 make comparisons and explain links between texts
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Generally sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is mostly appropriate; shows some support of the points being made.
2	4-6	<ul style="list-style-type: none"> • Sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is appropriate; shows some support of the points being made.
3	7-9	<ul style="list-style-type: none"> • Specific and detailed comparisons and links. • Developed evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is detailed, appropriate and supports the points being made.
4	10-12	<ul style="list-style-type: none"> • Assured comparisons and links. • Pertinent evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is assured, appropriate and supports the points being made.
5	13-15	<ul style="list-style-type: none"> • Discriminating comparisons and links showing insight. • Perceptive evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is discriminating; fully supports the points being made.

Collection C: Somewhere, Anywhere

Question Number	Question	
4(a)	Explore how the writer conveys her thoughts and feelings about a place she loves in 'Postcard from a Travel Snob'. Use examples from the language of the poem to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • title gives game away immediately, so there should be no illusions • use of humour from start and contrasts in attitudes • the writer provides many language shocks and surprises: colloquial register with dramatic 'asides' ('perish the thought') • writer makes clear that what she likes about the place is not what she expects many tourists would like ('not like your seaside-town-consumer-hell') • poem adopts unusual angle by overturning expectations of a holiday postcard and distancing the writer from everyday tourists • the cliché of postcards ('Wish you were here') immediately overturned: narrator does not want company • poem also questions stereotypical views about what makes a good holiday: most people want the exact opposite (resort, lively night life, good hotel/guesthouse, two weeks in the sun) of what this narrator wants - craves isolation and more lofty pursuits • witty and polished - but snobbery may well strike unpleasant chords for readers - could feel patronised or criticised for their harmless pleasures • teenagers unlikely to relish 'travel snob's' ideal holiday • lengthy compound words show the horrors of the 'normal holiday', each element another hammer-blow of distaste for the standard holiday/holidaymaker • elevated language of 'connoisseurs' and 'anthropologist in trunks' continues theme of social superiority - 'nobody speaks English'. 	
Band	Mark	AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Generally sound explanation of how the writer conveys his/her thoughts and feelings. • Generally sound, relevant connection made between the presentation of thoughts and feelings and the language used. • Mostly clear, relevant textual reference to support response.
2	4-6	<ul style="list-style-type: none"> • Sound explanation of how the writer conveys his/her thoughts and feelings to create effect. • Sound, relevant connection made between thoughts and feelings and the language used. • Clear, relevant textual reference to support response.

3	7-9	<ul style="list-style-type: none"> • Thorough explanation of how the writer conveys his/her thoughts and feelings to create effect. • Sustained, relevant connection made between the presentation of thoughts and feelings and the language used. • Sustained, relevant textual reference to support response.
4	10-12	<ul style="list-style-type: none"> • Assured explanation of how the writer conveys thoughts and feelings to create effect. • Relevant connection made between the presentation of thoughts and feelings and the language used. • Pertinent textual reference to support response.
5	13-15	<ul style="list-style-type: none"> • Perceptive explanation of how the writer uses thoughts and feelings to create effect. • Discriminating, relevant connection made between the presentation of thoughts and feelings and the language used. • Convincing, relevant textual reference to support response.

Candidates will answer EITHER 2(b)(i) OR 2(b)(ii)

Question Number	Question
4(b)(i)	<p>Compare how the writers of 'A Major Road for Romney Marsh' and 'Postcard from a Travel Snob' present their attitudes to the chosen place. Use examples from the language of both poems to support your answer.</p> <p style="text-align: right;">(15 marks)</p>
	Indicative content
	<p>Reward all reasonable responses on the comparisons and links based on textual evidence.</p> <p>'A Major Road for Romney Marsh'</p> <ul style="list-style-type: none"> • she loves the unique, self-contained character of the place 'Nowhere is like it'... 'and different' • it is silent and isolated ('salt, solitude, strangeness') • she likes its exposed location, with windy plains under a vast open sky ('Sky over sky after sky... huddling under the gale force') • does not welcome intruders readily - 'small, truculent churches' • contrasting language from 'Postcard': where that has complex vocabulary, F. uses abbreviations and short, clipped parentheses to show the place as seen through the eye of the would-be developer ('Ripe for development') • contrasts the wild beauty she loves with the alleged advances and facilities that are threatened: 'Happy Eaters... WCs, Kwiksaves' • is afraid of the changes that seem imminent: 'Heavy breathing of HGVs' (ominous, personification) 'Nt fr lng' (short forms, including place names, suggesting the functional approach to places and the short time left before it is spoiled?). <p>'Postcard from a Travel Snob'</p> <p>NB Points made about this poem may well include some of those listed under (a) above; however, they should be made in a way that supports the comparison and links.</p> <ul style="list-style-type: none"> • like 'Romney Marsh', uses humour and irony to present the contrasting attitudes • between the writer and the other people • also regards development as a threat not a blessing • has a deliberately provocative style • believes also in the beauty of isolation • is patronising towards other people's tastes: sees herself as superior ('sun and sangria').

Band	Mark	AO3 Make comparisons and explain links between texts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Generally sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is mostly appropriate; shows some support of the points being made.
2	4-6	<ul style="list-style-type: none"> • Sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is appropriate; shows some support of the points being made.
3	7-9	<ul style="list-style-type: none"> • Specific and detailed comparisons and links. • Developed evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is detailed, appropriate and supports the points being made.
4	10-12	<ul style="list-style-type: none"> • Assured comparisons and links. • Pertinent evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is assured, appropriate and supports the points being made.
5	13-15	<ul style="list-style-type: none"> • Discriminating comparisons and links showing insight. • Perceptive evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is discriminating; fully supports the points being made.

Question Number	Question	
4(b)(ii)	<p>Compare how the writers of 'Postcard from a Travel Snob' and one poem of your choice from the 'Somewhere, Anywhere' collection present a picture of a particular location. Use examples of the language from both poems to support your answer.</p>	
	(15 marks)	
	Indicative content	
	<p>Reward all reasonable responses on the comparisons and links based on textual evidence. Accept any selected poem of choice that enables candidate to compare on the subject of the question, with the poem in the question.</p> <p>Postcard from a Travel Snob NB Points made about this poem may well include some of those listed under (a) above; however, they should be made in a way that supports the comparison and links.</p>	
Band	Mark	AO3: Make comparisons and explain links between texts.
0	0	No rewardable material
1	1-3	<ul style="list-style-type: none"> • Generally sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is mostly appropriate; shows some support of the points being made.
2	4-6	<ul style="list-style-type: none"> • Sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is appropriate; shows some support of the points being made.
3	7-9	<ul style="list-style-type: none"> • Specific and detailed comparisons and links. • Developed evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is detailed, appropriate and supports the points being made.
4	10-12	<ul style="list-style-type: none"> • Assured comparisons and links. • Pertinent evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is assured, appropriate and supports the points being made.
5	13-15	<ul style="list-style-type: none"> • Discriminating comparisons and links showing insight. • Perceptive evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is discriminating; fully supports the points being made.

Collection D: Taking a Stand

Question Number	Question	
5(a)	Explore how the writer presents her thoughts and feelings about dying and death in 'Remember'. Use examples from the language of the poem to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • concise use of sonnet form to explore different aspects to counteract the pain her lover feels • the writer is clear, calm, reflective and yet firm in views • tries to offer positive comfort /support to the person left behind when she dies • wishes to make her death easier to bear: euphemisms for death: 'gone away', 'silent land' • difficult times near death - 'I half turn to go, yet turning stay' - thinking about 'future that you planned', making it hard to leave/die because of the person left living • repetition of 'away' and 'remember' to give support as each new idea is introduced • time passing 'day by day' - inevitability • she wishes to be remembered but not that he should grieve if he forgets for a while • wishes to end the sonnet with a positive thought (Better...you should forget and smile/ Than... remember and be sad') - does not wish him to feel any sense of guilt 	
Band	Mark	AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Generally sound explanation of how the writer conveys her thoughts and feelings. • Generally sound, relevant connection made between the presentation of thoughts and feelings and the language used. • Mostly clear, relevant textual reference to support response.
2	4-6	<ul style="list-style-type: none"> • Sound explanation of how the writer conveys her thoughts and feelings to create effect. • Sound, relevant connection made between thoughts and feelings and the language used. • Clear, relevant textual reference to support response.
3	7-9	<ul style="list-style-type: none"> • Thorough explanation of how the writer conveys her thoughts and feelings to create effect. • Sustained, relevant connection made between the presentation of thoughts and feelings and the language used. • Sustained, relevant textual reference to support response.

4	10-12	<ul style="list-style-type: none"> • Assured explanation of how the writer conveys thoughts and feelings to create effect. • Relevant connection made between the presentation of thoughts and feelings and the language used. • Pertinent textual reference to support response.
5	13-15	<ul style="list-style-type: none"> • Perceptive explanation of how the writer uses thoughts and feelings to create effect. • Discriminating, relevant connection made between the presentation of thoughts and feelings and the language used. • Convincing, relevant textual reference to support response.

Candidates will answer EITHER 2(b)(i) OR 2(b)(ii)

Question Number	Question	
5(b)(i)	Compare how the writers of 'Do not go gentle into that good night' and 'Remember' speak to someone they love about death. Use examples from the language of both poems to support your answer.	
	(12 marks)	
	Indicative content	
	<p>Reward all reasonable responses on the comparisons and links based on textual evidence.</p> <p>'Do not go gentle into that good night'</p> <ul style="list-style-type: none"> addresses poem to his father, rather than to a lover tries to persuade him to fight against death gives examples/evidence of how 'wise men', 'good men', 'wild men', and 'grave men' have thought of death as something that should be resisted perhaps he wishes his father to fight death because this will help him come to terms with it better. <p>'Remember'</p> <p>NB Points made about this poem may well include some of those listed under (a) above; however, they should be made in a way that supports the comparison and links.</p> <ul style="list-style-type: none"> death is accepted far more calmly than in 'Do not go gentle...' address is to a lover (about her own death) not to an ageing father (about his) does not wish the lover to be sad after her death - offers comfort and urges positive acceptance sees death as inevitable rather than something to be resisted. 	
Band	Mark	AO3: Make comparisons and explain links between texts.
0	0	No rewardable material
1	1-3	<ul style="list-style-type: none"> Generally sound comparisons and links. Some clear evaluation of the different ways of expressing meaning and achieving effects. The selection of examples is mostly appropriate; shows some support of the points being made.
2	4-6	<ul style="list-style-type: none"> Sound comparisons and links. Some clear evaluation of the different ways of expressing meaning and achieving effects. The selection of examples is appropriate; shows some support of the points being made.

3	7-9	<ul style="list-style-type: none"> • Specific and detailed comparisons and links. • Developed evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is detailed, appropriate and supports the points being made.
4	10-12	<ul style="list-style-type: none"> • Assured comparisons and links. • Pertinent evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is assured, appropriate and supports the points being made.
5	13-15	<ul style="list-style-type: none"> • Discriminating comparisons and links showing insight. • Perceptive evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is discriminating; fully supports the points being made.

Question Number	Question	
5(b)(ii)	Compare how the writers of 'Remember' and one poem of your choice from the 'Taking a Stand' collection express their strong feelings on a subject. Use examples of the language from both poems to support your answer.	
	(15 marks)	
Indicative content		
<p>Reward all reasonable responses on the comparisons and links based on textual evidence. Accept any selected poem of choice that enables candidate to compare on the subject of the question, with the poem in the question.</p> <p>'Remember' NB Points made about this poem may well include some of those listed under (a) above; however, they should be made in a way that supports the comparison and links.</p>		
Band	Mark	AO3: Make comparisons and explain links between texts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Generally sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is mostly appropriate; shows some support of the points being made.
2	4-6	<ul style="list-style-type: none"> • Sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is appropriate; shows some support of the points being made.
3	7-9	<ul style="list-style-type: none"> • Specific and detailed comparisons and links. • Developed evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is detailed, appropriate and supports the points being made.
4	10-12	<ul style="list-style-type: none"> • Assured comparisons and links. • Pertinent evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is assured, appropriate and supports the points being made.
5	13-15	<ul style="list-style-type: none"> • Discriminating comparisons and links showing insight. • Perceptive evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is discriminating; fully supports the points being made.

Edexcel GCSE

English Literature

Unit 3: Shakespeare and Contemporary Drama

Sample Controlled Assessment Material

Paper Reference

5ET03/01

Turn over ►

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Guidance for teachers

What do students have to do?

Students will complete **two** drama tasks, from a choice of eight.

One task must be on a Shakespeare drama text.

One task must be on a contemporary drama text.

Task responses may be written or multimodal, provided word count requirements are met.

Students must complete the responses on their own.

How much time do students have?

Following preparation, students will have up to four hours to complete both tasks.

How should students be prepared for the tasks?

Students must study one Shakespeare drama text and one contemporary drama text.

Preparation on these drama texts may include:

- developing understanding of the drama texts on page, screen or sound player/system
- paired discussion, reading and speaking the lines
- group discussion of how to edit and present the drama texts for screen or radio performance
- group performances of the drama texts
- class discussion of ways in which the drama texts have been performed on screen
- exploring links and connections between the student's reading and an adaptation of the Shakespeare drama text

Choose the tasks from those given below.

Students should then prepare by planning their response to each task.

What must the response to the tasks show?

The response to the Shakespeare task must show that students can:

- respond to the chosen drama text critically and imaginatively
- make comparisons and explain links between the student's reading and an adaptation, evaluating different ways of expressing Shakespeare's meaning and achieving effects
- support ideas by choosing evidence from the text.

The response to the contemporary drama task must show that students can:

- respond to the chosen drama text critically and imaginatively
- evaluate writers' different ways of expressing meaning and achieving effects
- support ideas by choosing evidence from the drama texts.

What kinds of adaptation of Shakespeare can I use for the Shakespeare task?

The following adaptations are acceptable:

- film of a play based on the original
- television production based on the original
- musical based on the original play
- graphic novel
- audio production
- cartoon.

What is meant by 'dramatic devices'?

Dramatic devices include a range of theatrical techniques and styles used by a playwright to add interest to his work or create a particular impression or effect on the audience to engage the audience, such as: soliloquies, monologues and asides; juxtaposition and contrast; use of dramatic irony; use of the stage and props; visual humour; actions and reactions. Candidates should explore the different ways in which, in the chosen scene or episode, playwrights use such approaches to engage the audience.

How long should the chosen scene or episode be?

No fixed length or unit is prescribed, partly because contemporary writers often do not employ the conventional divisions of Acts and Scenes. The chosen passage should be of sufficient length to allow the student to offer a substantial and detailed response. It may be worth considering the time taken to perform the chosen passage: this could well be in the range of 5–10 minutes.

How should students present their responses?

A written response to **each** task of up to 1000 words.

Quality of Written Communication will be assessed in the response to both tasks.

The Shakespeare task for the student

You will complete **one** task from those below for your Shakespeare drama text. Your response should be based closely on **your own reading** of the chosen drama text, comparing this with an **adaptation of the play**.

EITHER

Characterisation

Choose **one** central character in the Shakespeare drama text you have studied. Compare your reading of the character with the presentation of the same character in an adaptation.

Use examples from the text in your response.

(30)

OR

Performance

Choose **one** dramatic device used in the Shakespeare drama text you have studied. Compare your understanding of the dramatic device with the way the same dramatic device is presented in an adaptation.

Use examples from the text in your response.

(30)

OR

Theme

Choose **one** key theme in the Shakespeare drama text you have studied. Compare your reading of the theme with the presentation of the same theme in an adaptation.

Use examples from the text in your response.

(30)

OR

Relationships

Choose **one** important relationship in the Shakespeare drama text you have studied. Compare your reading of the relationship with the presentation of the same relationship in an adaptation.

Use examples from the text in your response.

(30)

The contemporary drama task for the student

You will complete **one** task from those below for your contemporary drama text:

EITHER

Characterisation

Explore the ways in which the dramatist introduces a key character to the audience.
Use examples from the text in your response.

(20)

OR

Stagecraft

With reference to two scenes or episodes, explore the dramatic devices used by the playwright to bring the drama to life.

Use examples from the text in your response.

(20)

OR

Theme

Explore the ways a key theme is presented in the drama.

Use examples from the text in your response.

(20)

OR

Relationships

Explore the ways in which a relationship between two characters is introduced in the drama.

Use examples from the text in your response.

(20)

Assessment criteria - Shakespeare task

Assessment Objective: A02		
Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1-2	<ul style="list-style-type: none"> Little explanation of how the writer uses language, structure and form to create effect. Basic understanding of how language, structure and form contribute to presentation of ideas, themes or settings. Little relevant textual reference to support response.
2	3-4	<ul style="list-style-type: none"> Some explanation of how the writer uses language, structure and form to create effect. Some understanding of how language, structure and form contribute to presentation of ideas, themes or settings. The selection of examples is valid but undeveloped.
3	5-6	<ul style="list-style-type: none"> Sound explanation of how the writer uses language, structure and form to create effect. Some clear understanding of how language, structure and form contribute to presentation of ideas, themes or settings. The selection of examples is appropriate; shows some support of the points being made.
4	7-8	<ul style="list-style-type: none"> Specific and detailed explanation of how the writer uses language, structure and form to create effect. Developed understanding of how language, structure and form contribute to presentation of ideas, themes or settings. The selection of examples is detailed, appropriate and supports the points being made.
5	9-10	<ul style="list-style-type: none"> Discriminating explanation of how the writer uses language, structure and form to create effect. Perceptive understanding of how language, structure and form contribute to presentation of ideas, themes or settings. The selection of examples is discriminating; fully supports the points being made.

Assessment Objective: AO3		
Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1-4	<ul style="list-style-type: none"> Limited (or no) comparisons/links. Limited (or no) evaluation of the different ways of expressing meaning. The selection of examples is limited. <p>*Communicates ideas using simple language but lacks clarity and organisation. There will be frequent errors in spelling, punctuation and grammar.</p>
2	5-8	<ul style="list-style-type: none"> Some comparisons and links. Some evaluation of the different ways of expressing meaning and achieving effects. The selection of examples is valid but undeveloped. <p>*Communicates ideas using some terminology and there is some organisation of the material. There will be some errors in spelling, punctuation and grammar.</p>
3	9-12	<ul style="list-style-type: none"> Sound comparisons and links. Some clear evaluation of the different ways of expressing meaning and achieving effects. The selection of examples is appropriate; shows some support of the points being made. <p>*Communicates ideas using terminology and the organisation of the material shows some direction and control. There will be few errors in spelling, punctuation and grammar.</p>
4	13-16	<ul style="list-style-type: none"> Specific and detailed comparisons and links. Developed evaluation of the different ways of expressing meaning and achieving effects. The selection of examples is detailed, appropriate and supports the points being made. <p>*Communicates ideas effectively using correct terminology and organises material clearly. Spelling, punctuation and grammar will be mostly accurate.</p>
5	17-20	<ul style="list-style-type: none"> Discriminating comparisons and links showing insight. Perceptive evaluation of the different ways of expressing meaning and achieving effects. The selection of examples is discriminating; fully supports the points being made. <p>*Communicates ideas effectively using appropriate terminology and organises material coherently. Spelling, punctuation and grammar will be accurate throughout.</p>

*Quality of Written Communication will be assessed in the response to the Shakespeare task.

Assessment criteria - Contemporary Drama task

Assessment Objective: AO1		
Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1-4	<ul style="list-style-type: none"> Basic response to text with limited textual reference. Selection of textual detail shows basic understanding of theme/ideas. <p>*Communicates ideas using simple language but lacks clarity and organisation. There will be frequent errors in spelling, punctuation and grammar.</p>
2	5-8	<ul style="list-style-type: none"> Some response to text supported by textual reference which is occasionally appropriate. Selection of textual detail shows some understanding of theme/ideas. <p>*Communicates ideas using some terminology and there is some organisation of the material. There will be some errors in spelling, punctuation and grammar.</p>
3	9-12	<ul style="list-style-type: none"> Sound response to text supported by relevant textual reference. Selection and evaluation of textual detail shows sound understanding of theme/ideas. <p>*Communicates ideas using terminology and the organisation of the material shows some direction and control. There will be few errors in spelling, punctuation and grammar.</p>
4	13-16	<ul style="list-style-type: none"> Sustained response to text supported by detailed textual reference. Selection and evaluation of textual detail shows thorough understanding of theme/ideas. <p>*Communicates ideas effectively using correct terminology and organises material clearly. Spelling, punctuation and grammar will be mostly accurate.</p>
5	17-20	<ul style="list-style-type: none"> Convincing response to text supported by perceptive textual reference. Selection and evaluation of textual detail shows perceptive understanding of theme/ideas. <p>*Communicates ideas effectively using appropriate terminology and organises material coherently. Spelling, punctuation and grammar will be accurate throughout.</p>

*Quality of Written Communication will be assessed in the response to the Contemporary Drama task.