



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2003

GCE

English Literature B

Unit LTB1

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Unit 1: Introduction to the Study of Literature

Coverage of Assessment Objectives

Question	AO1	AO2i	AO3	AO4	AO5i
1 a/b	✓	✓	✓	✓	✓
2 a/b	✓	✓	✓	✓	✓
3 a/b	✓	✓	✓	✓	✓
4 a/b	✓	✓	✓	✓	✓
5 a/b	✓	✓	✓	✓	✓
6 a/b	✓	✓	✓	✓	✓
7 a/b	✓	✓	✓	✓	✓

Assessment Objectives

The examination will assess a candidate's ability to:

- A01 communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression
- A02i respond with knowledge and understanding to literary texts of different types and periods
- A03 show detailed understanding of the ways in which writer's choices of form, structure and language shape meanings.
- A04 articulate independent opinions and judgements, informed by different interpretations of literary texts by other readers
- A05i show understanding of the contexts in which literary texts are written and understood.

Mark Scheme: Skills Descriptors

Mark range 0 – 5

- A01 unclear line of argument
- A01 technical weaknesses which impede the communication of meaning
- A02i simple account of plot events or some simple statement about character regardless of task
- A03 very little understanding of language features
- A03 very little discussion of how author uses structural devices
- A04 limited personal response based on slender evidence or misreading
- A05i very limited grasp of what constitutes a context

Mark range 6 – 11

- A01 simple attempt at structuring argument/ thoughts
- A01 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- A02i some focus on the task with basic understanding of the text
- A03 some sketchy understanding of the use of language
- A03 sketchy awareness of how author uses structural devices
- A04 some evidence of personal response not always supported
- A05i some limited idea of what constitutes a context

Mark range 12 – 17

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary
- AO2i some understanding of task with textual support
- AO3 some understanding of some points about language
- AO3 some discussion of some points about structural devices
- AO4 some personal response supported with general reference to the text
- AO5i awareness of the importance of contextual factors on text

Mark range 18 – 23

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i clear grasp of task and informed knowledge of the text/ apt supportive references
- AO3 understanding of how language contributes to meanings
- AO3 clear discussion of some points about how author uses structural devices to influence the reader
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations
- AO5i appropriate connections made between text and contexts

Mark range 24 – 29

- AO1 well structured argument/well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2i detailed knowledge and understanding of the text and task/proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings
- AO3 good discussion of how author uses structural devices to influence the reader
- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses
- AO5i detailed understanding of contextual factors related to the text

Mark range 30 - 35

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/excellent selection of supportive reference
- AO3 excellent understanding of how language is used and contributes to meanings
- AO3 excellent discussion of how author uses structural devices to influence the reader
- AO4 evaluative independent viewpoint/evaluation of other readers' interpretations
- AO5i excellent understanding of links between text and contexts in analytical discussion

Frankenstein

- 1 (a) It has been said that *Frankenstein* is more remarkable for its ideas than for its characterisation. Look again at Chapter 12. Then answer the questions.
- (i) What ideas do you think are important in this chapter?
 - (ii) How does Shelley tell the story in this chapter?
 - (iii) How might different readers respond to Shelley's characterisation in the whole novel?

Mark range 0 – 5

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from the novel/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed
- AO3 very little discussion of how Shelley uses other narrative methods
- AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/ unaware of notions of characterisation

Mark range 6 – 11

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of the novel and ideas/ largely a description of Chapter 12
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of how author tells the story to interest the reader
- AO4 some evidence of personal response not always supported/ mentions how different readers might respond to characterisation in the story but does not do much with expressing a view / likely to respond descriptively
- AO5i some limited idea of the novel as context

Mark range 12 – 17

- AO1 some argument/ structured line of thoughts though not always sustained
- AO1 expression not always precise/sometimes wordy or diffuse/use of limited critical vocabulary
- AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the chapter and ideas/ beginnings of some ideas about themes– some may be developed/ much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain some of Shelley's language effects

- AO3 some discussion of some points about other narrative devices/ able to see Shelley's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on how different readers might respond to characterisation and ideas
- AO5i awareness of the importance of contextual factors on text/aware of the context of the novel and the reader

Mark range 18 – 23

- AO1 clear straightforward line of argument/ presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of ideas in Chapter 12 / well illustrated list of ideas (e.g. nurture/ nature, family relationships, the concept of happiness, poverty, language development, social injustice, age and youth, etc.)
- AO3 understanding of how language contributes to meanings
- AO3 clear discussion of some points about how Shelley's ways of telling the story interest the reader (e.g. the embedded narrative devices, imagery, voice of the creature, use of dialogue, linguistic register, emotive language, Latinate words, use of contrast, rhetoric – use of archaic forms, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on the importance of the ideas in the novel/ might consider Shelley's characterisation – the creature, Agatha, Felix/ may challenge the question
- AO5i appropriate connections made between text and contexts/clearly explains the importance of the context of story telling and the importance of the reader/ refers clearly to other parts of the novel

Mark range 24 – 29

- AO1 well structured argument/ well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2i secure engagement with the bullets and the task/ good understanding of the ideas in the chapter/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/detailed use of language in creating interest for the reader (alert to nuance and reference)/ ability to comment effectively on particular words and phrases
- AO3 good discussion of how author uses structural devices to influence the reader/ detailed comments on the novel's structure
- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses/ offers a clear independent argument about ideas and Shelley's characterisation
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of the novel and its relationship to the reader/ may discuss other relevant contexts/ detailed references to other parts of the text

Mark range 30 - 35

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing

- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/ excellent understanding of the ideas in Chapter 12/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning
- AO3 conceptualised discussion of how author uses structure to influence the reader
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about characterisation in the story
- AO5i coherent understanding of links between text and contexts in analytical discussion/ excellent response in relation to the context of the reader/ excellent wide ranging references to other parts of the text

Frankenstein

1 (b) Look again at Chapter 4 where Frankenstein describes his creative process. Then answer the questions.

What do you learn of Frankenstein's character and attitudes in this chapter?

How does Shelley's use of language convey the intensity of Frankenstein's passion?

What different meanings might be found in the sub-title 'The Modern Prometheus'?

Mark range 0 – 5

AO1 unclear line of argument

AO1 technical weaknesses which impede the communication of meaning

AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from the given chapter/ possibly some comment but not related to task/ some writing about novel or anything known

AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed

AO3 very little discussion of the intensity of Frankenstein's passion is conveyed

AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text

AO5i very limited grasp of what constitutes a context/unaware of any notion of intertextual and classical references

Mark range 6 – 11

AO1 simple attempt at structuring argument/ thoughts

AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary

AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of Frankenstein's character and attitudes / could be descriptions of relevant parts of the chapter

AO3 some sketchy understanding of the use of language/ mentions some language features

AO3 sketchy awareness of how Shelley conveys the intensity of Frankenstein's passion

AO4 some evidence of personal response not always supported/ mentions some ideas about 'The Modern Prometheus' but does not do much with expressing a view/ likely to respond descriptively

AO5i some limited idea of what constitutes a context/ perhaps mentions the classical context

Mark range 12 – 17

AO1 some argument/structured line of thoughts though not always sustained

AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary

AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of Frankenstein's character and attitudes / some ideas may be developed/ much will be thin

AO3 some understanding of some points about language/ identifies and begins to explain some of Shelley's language effects

AO3 some discussion of some points about how Shelley conveys the intensity of Frankenstein's passion

- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on the possible meanings of ‘The Modern Prometheus’ / argument not sustained
- AO5i some awareness of the importance of contextual factors on text/ begins to develop ideas about the classical context of the whole text

Mark range 18 – 23

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of Frankenstein’s character and attitudes/ well illustrated list of points (e.g. pompous, proud, willing to please, ambitious, hardworking, lonely, self-pitying, imaginative, affectionate, optimistic, retrospective, enthusiastic, etc.), could be ‘childbirth’ theory or some interpretation of character
- AO3 understanding of how language is used to contribute to meanings (e.g. use of literary language, Latinate vocabulary, elevated style, masculine authority, scientific references, egocentric, self-conscious style, intertextual references, use of first person pronoun, syntactic patterns, birth imagery, etc.)
- AO3 clear discussion of how language is related to the conveying of the intensity of Frankenstein’s passion (e.g. heavily driven personal narrative, abundance of emotive words, references to death, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers’ informed interpretations/ states a view on the possible meanings of ‘The Modern Prometheus’ (e.g. over-reaching, pride, arrogance, usurping the role of God, creating life, crime and punishment, fire and electricity, etc.)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of Frankenstein and Prometheus as parallels; may mention other contexts e.g. gender, morality, society/ will range throughout the novel for material

Mark range 24 – 29

- AO1 well structured argument/well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary, which shows understanding
- AO2i secure engagement with the bullets and the task/ good understanding of Frankenstein’s character and attitudes/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/ alert to nuance and reference/ability to comment effectively on particular words and phrases
- AO3 good discussion of how author conveys the intensity of Frankenstein’s passion
- AO4 well supported personal response with appropriate details offered/discussion of other readers’ responses/ offers a clear independent argument about the significance of the sub-title
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of Frankenstein in relation to the context of the Prometheus myth / may discuss relevant contexts/ will range widely throughout the novel

Mark range 30 - 35

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of Frankenstein's character/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning
- AO3 conceptualised discussion of how author conveys the intensity of Frankenstein's passion
- AO4 evaluative independent viewpoint/evaluation of other readers' interpretations/ ability to construct a cogent argument about the similarities between Frankenstein and Prometheus/ engages with or challenges different views
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response in relation to the context of the Prometheus myth/ good awareness of other relevant contexts/excellent wide-ranging references to the whole text

Wuthering Heights

- 2 (a) Look again at Chapter 16 of the novel in which the elder Catherine dies. Then answer the questions.
What possible contrasts might be made between Edgar Linton and Heathcliff in this chapter?
What do you find interesting about the way this chapter is told?
Some readers have commented on the importance of Catherine's death despite the fact that it comes half way through the novel. What do you think is important about Catherine's death in relation to the whole novel?

Mark range 0 – 5

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from chapter 16/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed
- AO3 very little discussion of other narrative devices
- AO4 limited personal response based on slender evidence or misreading/ inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/unaware of how the given chapter relates to the whole text

Mark range 6 – 11

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of the given chapter and the contrasts between Edgar and Heathcliff/ largely a description of what is in the chapter
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of other language devices/ 1 or 2 points
- AO4 some evidence of personal response not always supported/ mentions something about the importance of Catherine's death in relation to the whole novel / likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ mentions a connection between Chapter 16 and the rest of the novel

Mark range 12 – 17

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary
- AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the given chapter/ some focus on the contrast between Edgar and Heathcliff– some ideas may be developed/ much will be thin/ beginnings of some ideas about the two men's behaviour

- AO3 some understanding of some points about language/ identifies and begins to explain some of Bronte's language effects
- AO3 some discussion of other narrative devices/ able to see Bronte's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on the importance of Catherine's death in the whole novel/ argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas on the relationship between the given chapter and the rest of the novel

Mark range 18 – 23

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on the three bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the given chapter and what is learned of the contrast between Edgar and Heathcliff/ well illustrated list of contrasts (e.g. Edgar subdued by sorrow, regrets Catherine's release from life, Heathcliff – animated, angry, belligerent towards Nelly, fiercely angry towards Catherine; Edgar pines, Heathcliff is violent towards himself; Edgar is sleepless inside the house but quiet, Heathcliff is sleepless outside but noisy, demanding, etc.)
- AO3 understanding of how language contributes to meanings (e.g. use of reporting, descriptive style, Heathcliff's violent language, use Satanic references, biblical references, use of violent verbs, contrast of speech patterns, use of contrast and figurative language, etc.)
- AO3 clear discussion of some points about how Bronte uses other presentational features (e.g. importance of narrative framework, use of dialogue, direct method of introducing character and setting, accumulation of detail, dramatic recreation of events, chronological order, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on the importance of Catherine's death in relation to the whole novel)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of this chapter in the context of the whole novel/ may mention other relevant contexts e.g. gothic, religious, social, etc./ clear references to other parts of the novel

Mark range 24 – 29

- AO1 well structured argument/well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2 secure engagement with all the bullets and the task/ good understanding of the given chapter and the contrasts between Edgar and Heathcliff/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/detailed comments on language (imagery) /alert to nuance and reference/ability to comment effectively on particular words and phrases
- AO3 good discussion of how author uses other narrative devices to influence the reader/ detailed comments on the importance of the narrative frame, etc.
- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses/ offers a clear independent argument about the importance of Catherine's death
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of Catherine's death in the context of the whole novel / may discuss other relevant contexts/ wide ranging references to other parts of the novel

Mark range 30 - 35

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of the contrasts between Edgar and Heathcliff / wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning/ analysis of Bronte's use of language
- AO3 conceptualised discussion of how author uses other narrative devices to influence the reader / analysis of the importance of the structural frame
- AO4 evaluative independent viewpoint/evaluation of other readers' interpretations/ ability to construct a cogent argument about the importance of Catherine's death
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response in relation to the context of the given chapter in relation to the whole/ aware of other kinds of contexts

Wuthering Heights

2 (b) Look again at the first three chapters of the novel and focus on the character of Joseph. Then respond to the following tasks.

What do you learn of Joseph's character and attitudes in these chapters and how does Emily Brontë present him?

Joseph has been considered the mouthpiece for a vindictive kind of religion in Wuthering Heights.

Bearing this in mind, write about what you think is important about religion in the novel as a whole.

Mark range 0 – 5

AO1 unclear line of argument

AO1 technical weaknesses which impede the communication of meaning

AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from chapters 1,2 and 3/ possibly some comment but not related to task/ some writing about novel or anything known

AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed

AO3 very little discussion of other presentational devices

AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text

AO5i very limited grasp of what constitutes a context/unaware of how the given chapters relate to the whole text

Mark range 6 – 11

AO1 simple attempt at structuring argument/ thoughts

AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary

AO2i mentions the bullets but perhaps only 1 is developed/ uneven treatment/ thin development/ limited understanding of the given chapters and Joseph's character / largely a description what happens in the chapters

AO3 some sketchy understanding of the use of language/ mentions some language features

AO3 sketchy awareness of how author uses other presentational devices/ 1 or 2 points

AO4 some evidence of personal response not always supported/ mentions a view about the importance of religion in relation to the rest of the novel / likely to respond descriptively

AO5i some limited idea of what constitutes a context/ mentions a connection between the first three chapters and the rest of the novel

Mark range 12 – 17

AO1 some argument/structured line of thoughts though not always sustained

AO1 expression not always precise/ sometimes wordy or diffuse/ use of limited critical vocabulary

AO2I aware of both bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the given chapters/ some focus on Joseph's character / some ideas may be developed/ much will be thin

AO3 some understanding of some points about language/ identifies and begins to explain some of Brontë's language effects

- AO3 some discussion of some points about other presentational devices/ able to see some importance in the narrative frames/ some reference to narrative viewpoint/ able to see Bronte's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on the importance of religion in the novel/ argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas on the relationship between the given chapters and the rest of the novel

Mark range 18 – 23

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on both bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the given chapters and Joseph's character / well illustrated list of points about Joseph's character (e.g. grudging, devout Methodist, vindictive, hypocritical, solemn, serious, uncharitable, loyal to Hindley, violent, etc.)
- AO3 understanding of how language contributes to meanings (e.g. use of dialogue, Joseph's dialect and diatribe, emotive language, violent language, use of questions and exclamations, etc.)
- AO3 clear discussion of some points about how Bronte uses other presentational features (e.g. narrative perspective, violence and vindictiveness of Joseph filtered through Lockwood's language, Lockwood's reporting does not understand, Joseph's appearance in Lockwood's dream, direct dramatic role, contrast with other characters, comic role, etc)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on the importance of religion in the novel
- AO5i appropriate connections made between text and contexts/clearly explains the importance of religion in the context of the whole novel/ may mention other relevant contexts e.g. social, historical, religious, generic, etc.

Mark range 24 – 29

- AO1 well structured argument/ well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2i secure engagement with the bullets and the task/ good understanding of the given chapter and the importance of Joseph's character/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/detailed comments on language / alert to nuance and reference/ability to comment effectively on particular words and phrases
- AO3 good discussion of how author uses other presentational devices to influence the reader/ detailed comments on the importance of Joseph in the narrative frame
- AO4 well supported personal response with appropriate details offered / offers a clear independent argument about the importance of religion in the novel
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of the relationship in the context of the whole novel/ may discuss other relevant contexts/ will range widely through the novel

Mark range 30 - 35

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of Joseph's character / wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning/ analysis of Bronte's use of language in the chapters
- AO3 conceptualised discussion of how author uses other presentational devices to influence the reader / analysis of how Bronte structures the chapter
- AO4 evaluative independent viewpoint/evaluation of the given interpretations/ ability to construct a cogent argument about the importance of religion/ engages with or challenges the significance of the religious context
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response in relation to the context of the given chapters in relation to the whole/ aware of other relevant contexts/ excellent references to other parts of the novel

Huckleberry Finn

3 (a) Look again at Chapter 33 where Huck is reunited with Tom Sawyer. Then answer the following questions.

What does this chapter tell you about boyhood in the world of Huckleberry Finn?

How does Twain use language to reveal character in this chapter?

Some readers feel that *The Adventures of Huckleberry Finn* is a celebration of childhood. How important do you think childhood is in this novel?

Mark range 0 – 5

AO1 unclear line of argument

AO1 technical weaknesses which impede the communication of meaning

AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from Chapter 33/ possibly some comment but not related to task/ some writing about novel or anything known

AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two noticed

AO3 very little discussion of how character is revealed

AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text

AO5i very limited grasp of what constitutes a context/unaware of how the given chapter relates to the whole text

Mark range 6 – 11

AO1 simple attempt at structuring argument/ thoughts

AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary

AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment / thin development/ limited understanding of the given chapter and what is revealed of boyhood / largely a description what happens in the chapter

AO3 some sketchy understanding of the use of language/ mentions some language features

AO3 sketchy awareness of how character is revealed

AO4 some evidence of personal response not always supported/ mentions something about childhood in the novel/ likely to respond descriptively

AO5i some limited idea of what constitutes a context/ mentions a connection between Chapter 33 and the rest of the novel

Mark range 12 – 17

AO1 some argument/ structured line of thoughts though not always sustained

AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary

AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the given chapter/ some focus on boyhood/ some ideas may be developed/ much will be thin

AO3 some understanding of some points about language/ identifies and begins to explain some of Twain's language effects

- AO3 some discussion of how character is revealed/ able to see Twain's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on the importance of childhood in the novel/ argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas on the relationship between the given chapter and the whole novel

Mark range 18 – 23

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the given chapter and what is revealed of boyhood / well illustrated list of points (e.g. love of adventure, superstitious, ingenuous, imaginative, joy of life, thrill of performing/ drama, daring, contempt for femininity, etc.)
- AO3 understanding of how language is used in this chapter (use of description in the narrative, use of dialogue, contrast of language used by Huck, Tom and the adults, use of dialect, use of imperatives, use of verbs to convey action and Huck's feelings, sense of real speech, use of speech fillers, use of questions and exclamations, etc)
- AO3 clear discussion of some points about how Twain reveals character (might mention the humour, specific descriptive details, first person narrative, use of simple and complex sentences, how chapter begins and ends, turn taking, sense of bravado, etc)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on the importance of childhood (might consider the similarities and differences of Tom and Huck, the Romantic notion of childhood, the concept of innocence in a corrupt world, Twain's love of Huck and childhood, Twain's purpose in writing the novel through Huck, creation of an adventure story, preparation for adulthood, a period of innocence before the corruption of adulthood, etc)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of childhood in the context of the whole novel/ may mention other relevant contexts e.g. geographical, historical, biographical, Romantic

Mark range 24 – 29

- AO1 well structured argument/ well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2i secure engagement with the bullets and the task/ good understanding of the given chapter and what is revealed of boyhood/ range of ideas/proficient selection of supportive references
- AO3 good understanding of how language is used in the narrative and the dialogue /detailed comments on the effects of language/some understanding of the imagery (alert to nuance and reference/ability to comment effectively on particular words and phrases)
- AO3 good discussion of how author uses language to reveal character/ detailed comments on the importance of language in creating meanings
- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses / offers a clear independent argument about the importance of childhood in the novel
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of parenting / good links forged between Chapter 33 and the rest of the novel/ may discuss other relevant contexts/ will range widely throughout the text

Mark range 30 - 35

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding what is revealed of boyhood in Chapter 33 / wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used in this chapter/ analysis of how language varies in the chapter
- AO3 conceptualised discussion of how author uses language to reveal character
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about the importance of childhood in the novel
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised discussion of the relationship between the given chapter and the whole novel/ aware of other relevant contexts/ excellent references to other parts of the novel

Huckleberry Finn

3 (b) Look again at Chapter 19 where Huck meets the Duke and the King. Then answer the following questions.

What do you learn of the characters of the Duke and the King in this chapter?

How does Twain present and use the Duke and the King in this chapter?

Some readers consider the chapters involving the Duke and the King to be dull. How do you respond to this criticism?

Mark range 0 – 5

AO1 unclear line of argument

AO1 technical weaknesses which impede the communication of meaning

AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from Chapter 19/ possibly some comment but not related to task/ some writing about novel or anything known

AO3 very little understanding of presentational features/ unable to identify or comment on any language features / perhaps one or two simple features noticed

AO3 very little discussion of irony

AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text

AO5i very limited grasp of what constitutes a context/unaware of how the given chapter relates to the whole text

Mark range 6 – 11

AO1 simple attempt at structuring argument/ thoughts

AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary

AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of the given chapters and what is revealed of the Duke and the King / largely a description what is said in the chapter

AO3 some sketchy understanding of presentational features/ mentions some language features

AO3 sketchy awareness of how author uses the Duke and the King

AO4 some evidence of personal response not always supported/ mentions the something about the Duke and the King / likely to respond descriptively

AO5i some limited idea of what constitutes a context/ mentions a connection between Chapter 19 and the rest of the novel

Mark range 12 – 17

AO1 some argument/structured line of thoughts though not always sustained

AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary

AO2i aware of the 3 bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the given chapter/ some focus on what is revealed of The Duke and the King / much will be thin

AO3 some understanding of some points about presentational features/ identifies and begins to explain some of Twain's narrative effects

- AO3 some discussion of some points about how the King and the Duke are used / able to see some importance of how language is used / able to see Twain's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed about the interest of the King and the Duke/ argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas on the relationship between the given chapter and the rest of the novel

Mark range 18 – 23

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the given chapter and the characters of the King and the Duke / well illustrated list of points about the King and the Duke (e.g. deceptive, tricksters, inventive, versatile, liars, dramatic, etc.)
- AO3 understanding of how language is used (contrast of the two characters and the ways they contrast with Huck and Jim/ use of direct speech/ use of dramatic monologue, use of dramatic pause/ emotive language/ questions, statements, exclamations/ variety of sentence structures/ use of speech fillers/ dialect/ use of the narrative frame and Huck's commentary, etc.)
- AO3 clear discussion of some points about how Twain uses the King and the Duke (e.g. for ironic purpose, to create humour, to contrast with Huck's innocence, to bring out Jim's sensitivity, to create adventure, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on whether the King and the Duke create interest/ could focus on humour/ could say the adventures with the King and the Duke are overdone and wearisome/ could relate to the moral issues and overall design
- AO5i appropriate connections made between text and contexts/clearly explains the importance of the Chapter 19 in the context of the whole novel/ may mention other relevant contexts e.g. religious, historical, biographical, Romantic, adventure story

Mark range 24 – 29

- AO1 well structured argument/well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2i secure engagement with the bullets and the task/ good understanding of the given chapter and the revealing of the King and Duke's characters / range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/detailed comments on presentational features (alert to nuance and reference/ability to comment effectively on particular words and phrases)
- AO3 good discussion of how author uses the King and the Duke
- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses / offers a clear independent argument about the interest of the King and the Duke
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of the King and the Duke in the context of the whole novel/ may discuss other relevant contexts/will range widely throughout novel

Mark range 30 - 35

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of the characters of the King and the Duke / wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meanings/ analysis of Twain's use of presentational devices
- AO3 conceptualised discussion of how author uses the King and the Duke in the novel
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about the King and the Duke/ engages with or challenges the view that the chapters with the King and the Duke are uninteresting
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response in connecting Chapter 19 to the whole/ aware of other relevant contexts, excellent references to other parts of the novel

Things Fall Apart

4 (a) Look again at Chapter 20. Then respond to the following tasks.

(i) Write about the way Achebe balances positive and negative aspects of character in this chapter.

(ii) Comment on Achebe's narrative voice and use of language in this chapter.

At the end of the chapter Obierika says that the white man 'has put a knife on the things that held us together and we have fallen apart'. How appropriate do you find the title Things Fall Apart for Achebe's novel?

Mark range 0 – 5

AO1 unclear line of argument

AO1 technical weaknesses which impede the communication of meaning

AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description about the novel/ possibly some comment but not related to task/ some writing about anything known

AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed

AO3 very little discussion of narrative voice

AO4 limited personal response based on slender evidence or misreading/ inability to argue a view/ may misread question or text

AO5i very limited grasp of what constitutes a context/unaware of any notion of the links in the novel/unaware of any notion of the novel's title and the cultural background

Mark range 6 – 11

AO1 simple attempt at structuring argument/ thoughts

AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary

AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of the idea of the positive and negative aspects of characters but able to make some points/ could be descriptions of characters

AO3 some sketchy understanding of the use of language/ mentions some language features

AO3 sketchy awareness of narrative voice and how it influences the reader

AO4 some evidence of personal response not always supported/mentions some ideas about the title

AO5i some limited idea of what constitutes a context/ one or two links between different parts of the novel/ perhaps mentions something about the novel's cultural and historical background

Mark range 12 – 17

AO1 some argument/structured line of thoughts though not always sustained

AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary

AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the positive and negative portrayal of character / some ideas may be developed/ much will be thin

AO3 some understanding of some points about language/ identifies and begins to explain some of Achebe's language effects

- AO3 some discussion of some points about narrative voice/ able to see Achebe's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on the significance of the title/ argument not sustained
- AO5i some understanding of the importance of contextual factors on text/ begins to develop links between different parts of the novel / begins to discuss Africa and white rule in relation to things being torn apart

Mark range 18 – 23

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the portrayal of positive and negative aspects of character/ well illustrated list of points (Okonkwo's self knowledge, his courage, his determination, his optimism, his love for his daughter/ his vengeance, his violence/ Okonkwo's love for and anger against his tribe, etc), allow any character
- AO3 understanding of how language contributes to meanings (e.g. clear factual style, rhythmic prose, use of Ibo words and phrases, dialogue, epigrammatic quality, use of simple sentences, etc.)
- AO3 clear discussion of narrative voice (e.g. the quiet detachment, distanced unemotional tone, reporting style, variety of description and dialogue, sense given of Okonkwo's internal conflict, feelings, pace, dramatic quality, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of different readers' informed interpretations/ states a view on the importance of the title
- AO5i appropriate connections made between text and contexts/clearly explains the importance of the novel's title / may mention other relevant contexts e.g. morality, historical, cultural, political, religious

Mark range 24 – 29

- AO1 well structured argument/well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2 secure engagement with the bullets and the task/ good understanding of the task in relation to characters / range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used / alert to nuance and reference/ability to comment effectively on particular words and phrases
- AO3 good discussion of use of authorial voice/ detailed comments on Achebe's authorial voice
- AO4 well supported personal response with appropriate details offered/discussion of different readers' responses/ offers a clear independent argument about the significance of the title
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the whole novel / may discuss other relevant contexts/ will range widely throughout the novel

Mark range 30 - 35

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/ excellent understanding of the task in relation to characters / wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning/ analysis of Achebe's use of language in relation to the task
- AO3 conceptualised discussion of how author uses narrative voice to influence the reader's reaction
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about how different readers might respond to the novel's title/ engages with and challenges different views
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised discussion of the links between different parts of the novel/ aware of other relevant contexts/ excellent references to particular parts of the novel

Things Fall Apart

- 4 (b) Look again at Chapter 11. Then respond to the following tasks.
 Compare the events and mood at the beginning of the chapter with those after Chielo's entry.
 Write about Achebe's narrative methods in this chapter.
 Some readers feel that although female characters are important in this chapter, they are not memorable in the rest of the novel. What do you think?

Mark range 0 – 5

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description about Chapter 11/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language features/ unable to comment on them/ perhaps one or two words singled out
- AO3 very little discussion of other narrative devices
- AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/unaware of any notion of the novel's cultural background and the gender issues in the novel/ doesn't move beyond Chapter 11

Mark range 6 – 11

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of the contrasts in events and mood but able to make 2 or 3 points/ could be descriptions of parts of Chapter 11
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of other narrative devices
- AO4 some evidence of personal response not always supported/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions the novel's cultural background and gender issues/ refers generally to some other parts of the novel though comment will be vague

Mark range 12 – 17

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/ use of limited critical vocabulary
- AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the contrasts before and after Chielo's entry/ beginnings of some ideas – some may be developed / much will be thin
- AO3 some understanding of some points about vocabulary/ identifies and begins to explain some of Achebe's effects
- AO3 some discussion of some points about other narrative devices/ able to see Achebe's hand in the story telling process/ slender development

- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on how different readers might respond to whether or not the women are memorable/ argument not sustained
- AO5i some understanding of the importance of contextual factors on text/ begins to develop ideas about the novel's cultural background and the portrayal of women / some specific references to other parts of the novel but not very deeply analysed

Mark range 18 – 23

- AO1 clear straightforward line of argument/ presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the differences of event and mood before and after Chielo's entry / well illustrated list of points (e.g. quiet and peaceful mood at the beginning of the chapter, domestic scene, tranquillity, telling of folk stories/ contrast of mood with Chielo's dramatic cry, fear, tension, terror of night, etc.)
- AO3 understanding of how individual words contributes to meanings (e.g. imagery, focus on particular words, use of Chielo's scream, use of repetition, etc.)
- AO3 clear discussion of other narrative features (e.g. Achebe's detached unemotional style, use of dialogue, similes, metaphors, lyrical quality of prose, use of narrative voice, reporting style, aural details, the background setting, sense of excitement, contrast of mood, build up of tension, use of free indirect speech, irony, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on the interest of the female characters (some might say they are interesting – focus on Ezinma and Ekwefi, some might focus on the priestess; some might say only the men have any real impact on the story, focus on patriarchal world, white males also dominate the white world in the novel/ some might argue from a feminist perspective, etc.)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of Chapter 11 (and other parts where there is a focus on female characters either directly or indirectly) / may mention other relevant contexts e.g. morality, historical, readers, cultural, tragic genre

Mark range 24 – 29

- AO1 well structured argument/well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2 secure engagement with the bullets and the task/ good understanding of the differences between the beginning and the second half of the chapter/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contribute to meanings/detailed consideration of language effects and the way Achebe tells the story/ alert to nuance and reference/ability to comment effectively on particular words and phrases
- AO3 good discussion of how author uses other narrative devices to influence the reader/ detailed comments on the perspective of the author
- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses/ offers a clear independent argument about the interest of women in the novel
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of females in the context of the whole novel/ may discuss other relevant contexts/ will range widely throughout the novel

Mark range 30 - 35

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of contrast/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning/ analysis of Achebe's use of language in the way he tells the story
- AO3 conceptualised discussion of how author uses other narrative devices to influence the reader / analysis of the author's narrative stance
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about how different readers might respond to women in the novel / engages with and challenges different views
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised discussion of women in relation to other characters and events / aware of other relevant contexts/ excellent references to other parts of the novel

A Clockwork Orange

- 5 (a) Look again at Chapter 1 in Part III. Then answer the questions.
What does Burgess tell us in this chapter of the nature of the society in A Clockwork Orange?
How does Burgess create interest in the way Alex describes his return to society?
Some readers find Burgess's vision of society in A Clockwork Orange unremittingly bleak. What do you think?

Mark range 0 – 5

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from Chapter 1 Part III/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed
- AO3 very little discussion of other narrative devices and how reader is engaged
- AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/unaware of how the given chapter relates to the whole text

Mark range 6 – 11

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of the given chapter and what is revealed of the nature of society / largely a description what is said in the chapter
- AO3 some sketchy understanding of the use of language in this chapter/ mentions some language features
- AO3 sketchy awareness of how author uses other narrative devices to engage the reader / 1 or 2 points should be mentioned
- AO4 some evidence of personal response not always supported/ mentions whether the vision of society is unremittingly bleak/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ mentions a connection between Chapter 1 and the rest of the novel

Mark range 12 – 17

- AO1 some argument/ structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/ use of limited critical vocabulary
- AO2i aware of the 3 bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the given chapter/ some focus on the nature of society in chapter 1 / beginnings of some ideas about society – some may be developed/ much will be thin

- AO3 some understanding of some points about language/ identifies and begins to explain some of Burgess's language effects
- AO3 some discussion of other narrative devices and the way Burgess engages the reader / able to see Burgess's hand in the story telling process /slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on whether the vision of society is unremittingly bleak/ argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas on the relationship between the given chapter and the rest of the novel

Mark range 18 – 23

- AO1 clear straightforward line of argument/ presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the given chapter and what is learned of the nature of society/ well illustrated list of points (e.g. state controlled, amorphous, lack of personality/ individuality, people lacking pride, people eating in filthy surroundings (state controlled café), state beginning to 'clean up' the streets of graffiti and hooligans, fear of Alex's parents, power and control of Joe, etc.)
- AO3 understanding of how Burgess uses language (use of Alex's emotive vocabulary, use of Alex's colourful words, use of platitudes, use of Nadsat, simple repetition, children's discourse features, diminutive endings of words, repetitions, boyish enthusiasm, etc.)
- AO3 clear discussion of some points about other narrative devices (story told chronologically, like a report to the reader – description of event, reflection upon it, commentary, neat pattern, use of 1st person narrator – the victim, contrast of registers, dialogue to dramatise, use of Alex's reflection, use of contrast, opening and closing of the chapter, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on whether Burgess's vision of society is unremittingly bleak (could discuss in terms of totalitarian regime, world of violence, lack of remorse, poor human relationships, Alex's final comment on his expectations for his son and for all future sons/ or candidates may argue against the view – commenting on the views of the chaplain, F. Alexander, etc.)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of Chapter 1 in the context of the whole novel/ may mention other relevant contexts e.g. historical, generic, sociological, religious

Mark range 24 – 29

- AO1 well structured argument/well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2i secure engagement with the bullets and the task/ good understanding of the given chapter and what is revealed of the nature of society/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/detailed comments on language (imagery) in engaging the reader/ alert to nuance and reference/ability to comment effectively on particular words and phrases
- AO3 good discussion of how author uses other narrative devices to engage the reader / detailed comments on the use of the first person narrative and how this is important

- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses, / offers a clear independent argument about whether Burgess's vision of society is unremittingly bleak
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the importance of society in the novel /may discuss other relevant contexts/ will range widely throughout novel

Mark range 30 - 35

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of what is learned of the nature of society in Chapter 1/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning/ analysis of Burgess's use of language in engaging the reader's interest
- AO3 conceptualised discussion of how author uses other narrative devices to highlight Alex's return into society and how this influences the reader / analysis of how the chapter is important in the structure of the novel/ full discussion of the use of the first person narrative
- AO4 evaluative independent viewpoint/evaluation of other readers' interpretations/ ability to construct a cogent argument about whether Burgess's vision of society is unremittingly bleak
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response in relation to the context of Chapter 1 in relation to the whole/ aware of other relevant contexts/ excellent references to other parts of the novel

A Clockwork Orange

- 5 (b) Look again at the last chapter of the novel (Chapter 7 Part III), which did not appear in the original American version. Then answer the questions.
- (i) What is different about Alex in this chapter compared with the beginning of the novel?
 - (ii) What is interesting about Burgess's language in this chapter in comparison with any other part of the novel?
 - (iii) Do you think the early American publishers were justified in omitting this chapter from the novel when it was first published?

Mark range 0 – 5

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from the last chapter/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed
- AO3 very little discussion of how language contrasts with the language elsewhere
- AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/ unaware of how the given chapter relates to the whole text

Mark range 6 – 11

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of how Alex has changed/ largely a description of what is said in the chapter
- AO3 some sketchy understanding of the use of language and the way it influences the reader / mentions some language features
- AO3 sketchy awareness of how author uses language in comparison with any other part of the novel / 1 or 2 points should be mentioned
- AO4 some evidence of personal response not always supported/ mentions the last chapter and has one or two ideas about it/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ mentions a connection between the last chapter and the rest of the novel

Mark range 12 – 17

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary
- AO2i aware of the 3 bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of the last chapter/ some focus on the change in Alex's character compared with the beginning of the novel / much will be thin

- AO3 some understanding of some points about language and the way it influences the reader's reaction / identifies and begins to explain some of Burgess's language effects
- AO3 some discussion of how Burgess uses in contrast with other parts of the novel/ able to see Burgess's hand in the story telling process /slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed ideas about the justification of omitting the last chapter in the early American editions / argument not sustained
- AO5i begins to understand the importance of contextual factors on text/ begins to develop ideas on the relationship between the last chapter and the rest of the novel

Mark range 18 – 23

- AO1 clear straightforward line of argument/ presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of the last chapter and how Alex has changed/ well illustrated list of points about Alex (e.g. Alex now older, working/ tired of violence, more understanding of the nature of power, maturing, more introspective, becoming more sensitive, changing tastes in music – now liking romantic songs, wanting a baby, wife and home, etc.), be flexible – earlier if they want
- AO3 understanding of how language contributes to meanings and influences the reader (e.g. use of Nadsat, versatile use of language, rhymes, child language, use of dialogue, use of exaggeration, terms of endearment, direct address to reader, imagery, etc.)
- AO3 clear discussion of how Burgess uses language in comparison with other parts of the novel (e.g. sentimental tone, less certainty in tone, repeated use of 'perhaps' at the start of sentences to show Alex's introspection, gentle poetic rhythm, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states a view on the justification for omitting the last chapter/ may argue against this
- AO5i appropriate connections made between text and contexts/clearly explains the importance of the last chapter in the context of the whole novel/ may mention other relevant contexts e.g. historical, musical, political, moral, youth culture

Mark range 24 – 29

- AO1 well structured argument/ well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2i secure engagement with the bullets and the task/ good understanding of the chapter and the change in Alex / range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/detailed comments on language/ imagery /alert to nuance and reference/ability to comment effectively on particular words and phrases
- AO3 good discussion of how author uses language in a different way to other chapters/ detailed comments on the use of the first person narrative and how this influences the reader
- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses, / offers a clear independent argument about the value of the last chapter

AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the significance of the last chapter in relation to the whole novel / may discuss other relevant contexts/ will range widely throughout the novel

Mark range 30 - 35

AO1 well structured coherent argument/ sequence of thoughts supported and developed

AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing

AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of the change in Alex / wide range of ideas/ excellent choice of supportive references

AO3 excellent understanding of how language is used and influences the reader's reaction

AO3 conceptualised discussion of how author uses language in a different way to earlier in the novel / full discussion of the use of the first person narrative

AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about the value of the last chapter/ engages with or challenges the given quotation

AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response to the context of the last chapter in relation to the whole/ aware of other relevant contexts/ excellent references to other parts of the novel

Enduring Love

- 6 (a) Look again at Chapter 11 of the novel. Then respond to the following tasks.
What does this letter reveal of Jed's character?
Comment on the position of this letter in relation to Chapters 10 and 12.
Although some readers sympathise with Jed Parry because of his illness, others find him a disturbing presence. How do you respond to him?

Mark range 0 – 5

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description about Chapter 11/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of structure/ unable comment on the letter's relationship with Chapter 10
- AO3 unable to comment on the letter's relationship with Chapter 12
- AO4 limited personal response based on slender evidence or misreading/inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/unaware of any notion of the relationship between Parry's letter and the rest of the novel

Mark range 6 – 11

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of Jed's character/ could be largely a description of Chapter 11
- AO3 some sketchy understanding of the structural position of the letter in relation to Chapter 10
- AO3 some sketchy understanding of the structural position of the letter in relation to Chapter 12
- AO4 some evidence of personal response not always supported/ mentions a view of Parry/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions some links between Chapter 11 and the whole novel

Mark range 12 – 17

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary
- AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of Jed's character / some ideas may be developed/ much will be thin
- AO3 some understanding of the structural position of this chapter in relation to Chapter 10
- AO3 some understanding of the structural position of this chapter in relation to Chapter 12
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on response to Jed Parry

AO5i some understanding of the importance of contextual factors on text/ begins to develop ideas about Chapter 11 in relation to the whole text

Mark range 18 – 23

AO1 clear straightforward line of argument/ presentation of thoughts

AO1 clear written style/ mainly accurate use of critical vocabulary

AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of Jed's character/ well illustrated list of points (e.g. excessive, confident, manipulative, deluded, obsessive, articulate, emotional, faith in God, etc.)

AO3 understanding of how chapter links structurally with Chapter 10 (e.g. contrast with Joe's scientific assessment, contrast of mood, change of narrative perspective from Joe to Parry, different style- Joe using the genre of psychological thriller; Parry – letter, links with romantic fiction, etc.)

AO3 understanding of how chapter links structurally with Chapter 12 (e.g. furthering of the narrative, plot driven chapter, some retrospection on Joe's part, descriptive, some detachment, comment to show that Parry's letter of Chapter 11 was only one of a series of letters, this Chapter – and 10 – show the effect of Parry on Joe and Clarissa's relationship, some doubt about whether Joe has actually made up the Parry story and letter, etc.)

AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states and develops a view on Parry's character (e.g. some might feel sympathetic and see him as having a medical/ psychological condition, some might see him as comic, some might see him as terrifying, etc)

AO5i appropriate connections made between text and contexts/clearly explains the importance of Chapter 11 in relation to the whole novel / may mention other relevant contexts e.g. genre, thrillers, science, romance, literary, religious, historical, or the context of real life stalkers

Mark range 24 – 29

AO1 well structured argument/well thought out sequence of thoughts

AO1 effective and accurate use of appropriate critical vocabulary which shows understanding

AO2 secure engagement with the bullets and the task/ good understanding of Jed's character/ range of ideas/ proficient selection of supportive references

AO3 good understanding of how chapter relates to Chapter 10

AO3 good understanding of how chapter relates to Chapter 12

AO4 well supported personal response with appropriate details offered/discussion of other readers' responses/ offers a clear independent argument about Jed

AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the relationship of Chapter 11 to the whole novel / may discuss other relevant contexts/will range widely through the whole novel

Mark range 30 - 35

- AO1 well structured coherent argument/ sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/ excellent understanding of Jed's character/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how chapter relates to Chapter 10
- AO3 excellent understanding of how Chapter 11 relates to Chapter 12
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about Jed's character/ engages with or challenges the given quotation
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response about how Chapter 11 relates to the whole/ aware of other relevant contexts/ excellent references to other parts of the novel

Enduring Love

- 6 (b) Look again at Appendix I and Appendix II. Then respond to the following tasks.
What details about de Clerambault's syndrome does McEwan include in the two appendices?
Compare the style of Appendix I with the style of Appendix II.
How do you respond to the claim that ultimately Enduring Love is too contrived?

Mark range 0 – 5

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the text/ superficial treatment/ some bits of description from the novel/ possibly some comment but not related to task/ some writing about novel or anything known
- AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed
- AO3 very little discussion of other stylistic features and how they engage the reader's interest
- AO4 limited personal response based on slender evidence or misreading/ inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/unaware of any notion of how the appendices relate to the novel as a whole

Mark range 6 – 11

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of de Clerambault's syndrome in relation to the task but able to make some relevant comment
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of other stylistic devices
- AO4 some evidence of personal response not always supported/ mentions views on whether or not the novel is too contrived/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions something about the appendices in relation to the whole novel

Mark range 12 – 17

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary
- AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of de Clerambault's syndrome in relation to the task/ beginnings of some ideas - some may be developed/ much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain some of McEwan's language effects
- AO3 some discussion of some points about other narrative methods and how they engage the reader's interest / able to see McEwan's hand in the story telling process / slender development

- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on whether or not the novel is too contrived/ argument not sustained
- AO5i some understanding of the importance of contextual factors on text/begins to develop ideas about the relationship between the appendices and the rest of the novel/ some sense of context of story telling

Mark range 18 – 23

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of de Clerambault's syndrome and what is revealed / well illustrated list of points with supportive reference (e.g. homoerotic obsession, linked with religion, schizophrenic tendencies, suicidal, belief that the object of the obsession is in love with the sufferer, etc.), allow plot details too
- AO3 understanding of how language contributes to meanings (use of scientific and medical jargon, abbreviations, use of dates, use of French/ emotional personal style of the letter from Jed, effusive language, use of exclamations, deliberate ornate style of literary romance, etc.)
- AO3 clear discussion of other narrative methods (e.g. use of third person narrator, use of irony, the use of sub headings, abbreviations, bibliography/ letter of parry – one paragraph, variation of sentence types, different intended audiences, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states and develops a view on whether or not the novel is too contrived (some may agree with opening claim; some may disagree; there may be other ways of looking at the question)
- AO5i appropriate connections made between text and contexts/clearly explains the importance of McEwan's manipulation of the reader the whole novel / may mention other relevant contexts e.g. thrillers, story telling/ better answers will be aware of context of reader and generic contexts

Mark range 24 – 29

- AO1 well structured argument/well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2 secure engagement with the bullets and the task/ good understanding of de Clerambault's syndrome/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/detailed comments on use of language in telling the story /alert to nuance and reference/ability to comment effectively on particular words and phrases/
- AO3 good discussion of how author uses other narrative methods to engage the reader
- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses/ offers a clear independent argument about whether the novel is too contrived
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the task in relation to the whole novel / may discuss other relevant contexts/ will range widely throughout the novel

Mark range 30 - 35

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of de Clerambault's syndrome in relation to the task/ wide range of ideas/excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning/ analysis of McEwan's use of language in engaging the reader
- AO3 conceptualised discussion of how author uses other narrative methods and the effects he achieves / analysis of how McEwan engages the reader
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about whether the novel is too contrived / engages with or challenges the given view
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response about characters and events relate to the whole novel/ aware of other relevant contexts/ excellent references to other parts of the novel

The Pangs of Love

- 7 (a) Look again at *The Last Adam*. Then respond to the following tasks.
Identify and comment on some of the contrasts Gardam uses in this story.
How does Gardam structure her story and use language in a way that interests the reader?
'In spite of their differences what binds people together is a common thread of humanity'. Consider *The Last Adam* and one other story in the light of this comment?

Mark range 0 – 5

- AO1 unclear line of argument
- AO1 technical weaknesses which impede the communication of meaning
- AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of the different emotions/ superficial treatment/ some bits of description about the story/ possibly some comment but not related to task/ some writing about story or anything known
- AO3 very little understanding of vocabulary/ unable to identify or comment on it/ perhaps one or two words mentioned
- AO3 very little discussion of other narrative methods
- AO4 limited personal response based on slender evidence or misreading/ inability to argue a view/ may misread question or text
- AO5i very limited grasp of what constitutes a context/ unaware of any notion of characters being bound together by a common thread of humanity in this or any other story

Mark range 6 – 11

- AO1 simple attempt at structuring argument/ thoughts
- AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary
- AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of contrasts/ could be largely a description of the story
- AO3 some sketchy understanding of the use of language/ mentions some language features
- AO3 sketchy awareness of effects of other narrative techniques and how they contribute to the interest
- AO4 some evidence of personal response not always supported/ mentions characters being bound together by a common thread of humanity in 2 stories/ likely to respond descriptively
- AO5i some limited idea of what constitutes a context/ perhaps mentions some connections between characters in the two stories

Mark range 12 – 17

- AO1 some argument/structured line of thoughts though not always sustained
- AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary
- AO2i aware of the two bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of contrasts/ some ideas may be developed/ much will be thin
- AO3 some understanding of some points about language/ identifies and begins to explain 2 or 3 of Gardam's language effects

- AO3 some discussion of other narrative methods/ able to see Gardam's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed on whether Gardam's characters are bound together by a common thread of humanity in this and one other story/ argument not sustained
- AO5i some understanding of the importance of contextual factors on text/ begins to link ideas about characters in the two stories

Mark range 18 – 23

- AO1 clear straightforward line of argument/ presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on the 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of contrasts/ well illustrated list of points (e.g. past and present, youth and age, the beginning and the end, wealth and poverty, sex and chastity, Muslims and Christians, life and death, etc.)
- AO3 understanding of how language contributes to meanings (e.g. sexual imagery, animal imagery, use of personal pronouns, religious language, use of similes and metaphors, use of broken English, etc.)
- AO3 clear discussion of other narrative techniques (e.g. minor sentences, simple sentences, stream of consciousness, use of free indirect speech, use of reported speech, direct opening, link with The First Adam etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states and develops a view on Gardam's characters being bound by a common thread of humanity
- AO5i appropriate connections made between text and contexts/clearly explains the importance of the stories in relation to each other/ may mention other relevant contexts e.g. gender, social class, geographical location

Mark range 24 – 29

- AO1 well structured argument/well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2 secure engagement with the bullets and the task/ good understanding of contrasts/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/ detailed comments on use of language in telling the story/ alert to nuance and reference/ability to comment effectively on particular words and phrases
- AO3 good discussion of how author uses other narrative techniques
- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses/ offers a clear independent argument about Gardam's characters being bound by a common thread of humanity in this and one other story
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the relationships between the two stories/ may discuss other relevant contexts/ wide ranging references to this and another story

Mark range 30 - 35

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of the contrast and its importance / wide range of ideas/excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meaning/ analysis of Gardam's use of language in developing reader's interest
- AO3 conceptualised discussion of how author uses other narrative techniques and the effects she achieves / analysis of how Gardam engages the reader
- AO4 evaluative independent viewpoint /evaluation of other readers' interpretations/ ability to construct a cogent argument about characters being bound by a common thread of humanity/ will engage with the given quotation
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response about how the two stories can be connected/ aware of other relevant contexts/excellent references to the other story

The Pangs of Love

7 (b) ‘Social class is important in many of the stories in this collection’. Choose two or three stories in which you think social class is important. Then answer the questions.

What aspects of social class are apparent in your chosen stories?

How does Gardam’s use of language reveal aspects of social class in your chosen stories?

Some critics feel that Gardam’s stories have a limited appeal to readers because they deal with such a limited range of social types. What do you think?

Mark range 0 – 5

AO1 unclear line of argument

AO1 technical weaknesses which impede the communication of meaning

AO2i lack of awareness of what the task requires/ may be able to write fluently but little knowledge of social class in the stories/ superficial treatment/ some bits of description about the story/ possibly some comment but not related to task/ some writing about story or anything known

AO3 very little understanding of language features/ unable to identify or comment on them/ perhaps one or two features noticed

AO3 very little discussion of how social class is revealed

AO4 limited personal response based on slender evidence or misreading/ inability to argue a view/ may misread question or text

AO5i very limited grasp of what constitutes a context/ unaware of any notion of social types

Mark range 6 – 11

AO1 simple attempt at structuring argument/ thoughts

AO1 technical weaknesses which do not seriously impede the communication of meaning/ limited critical vocabulary

AO2i mentions the bullets but perhaps only 2 are developed/ uneven treatment/ thin development/ limited understanding of social class the stories– but able to make some points/ could be largely a description of what happens in the stories

AO3 some sketchy understanding of the use of language/ mentions some language features

AO3 sketchy awareness of how social class is revealed

AO4 some evidence of personal response not always supported/ mentions some response to the limited range of social types/ likely to respond descriptively

AO5i some limited idea of what constitutes a context/ perhaps mentions some connections between social types in the 2 or 3 stories

Mark range 12 – 17

AO1 some argument/structured line of thoughts though not always sustained

AO1 expression not always precise/ sometimes wordy or diffuse/use of limited critical vocabulary

AO2i aware of all three bullets/ patchy answer/ quite possibly rambling/ sufficient support showing seriousness of approach/ some understanding of social class in the stories / beginnings of some ideas about social class– some ideas may be developed/ much will be thin

AO3 some understanding of some points about language/ identifies and begins to explain some of Gardam’s language effects

- AO3 some discussion of how social class is revealed / able to see Gardam's hand in the story telling process/ slender development
- AO4 some personal response supported with general reference to the text/ expresses a view but not very well developed whether the appeal of the stories is limited because of the lack of range of social types/ argument not sustained
- AO5i some understanding of the importance of contextual factors on text/ begins to develop ideas about social class in the stories

Mark range 18 – 23

- AO1 clear straightforward line of argument/presentation of thoughts
- AO1 clear written style/ mainly accurate use of critical vocabulary
- AO2i focuses clearly on all 3 bullets/ some depth and understanding emerging/ ability to reflect on meanings/ sustained and developed ideas/ clear understanding of social class in the stories/ well illustrated list of points about social class (e.g. mainly middle class English men and women, when lower classes are shown they are usually not English/ the specific comment will depend on the stories chosen: comments should be about attitudes, behaviour, speech, subjects for conversation, etc.)
- AO3 understanding of how language is used (comment needed on specific words/specific registers, sentence constructions, use of adjectives, repetition, figurative language, use of questions and exclamations, use of colloquialisms, etc.)
- AO3 clear discussion of how social class is revealed (e.g. direct addresses, dialogue, satire, irony, bathos, narrative voice, contrasts between different registers, sentence variations, ironic tone, etc.)
- AO4 personal response supported with some detailed reference to the text/ beginnings of an awareness of other readers' informed interpretations/ states and develops a view on whether the stories lack appeal because of the lack of range of social types
- AO5i appropriate connections made between text and contexts/clearly explains the importance of the stories to each other/ may mention other relevant contexts e.g. social class, geographical location, culture, gender

Mark range 24 – 29

- AO1 well structured argument/ well thought out sequence of thoughts
- AO1 effective and accurate use of appropriate critical vocabulary which shows understanding
- AO2 secure engagement with the bullets and the task/ good understanding of the social class in the stories/ range of ideas/ proficient selection of supportive references
- AO3 good understanding of how language is used and contributes to meanings/ detailed use of language in revealing social class/ alert to nuance and reference/ability to comment effectively on particular words and phrases/
- AO3 good discussion of how author uses other narrative methods to reveal social class
- AO4 well supported personal response with appropriate details offered/discussion of other readers' responses/ offers a clear independent argument about whether the stories lack appeal because of the lack of range of social types
- AO5i detailed understanding of contextual factors related to the text/ beginnings of a structured overview of the link between social types in the two or three stories/ may discuss other relevant contexts/ wide ranging references to the stories

Mark range 30 - 35

- AO1 well structured coherent argument/sequence of thoughts supported and developed
- AO1 technically accurate style/ mature writing/ articulate, precise expression/ finds pleasure in reading, gives pleasure in writing
- AO2i secure, confident and well informed understanding of the text/ task/confidently ranges round text/ selects material well/excellent understanding of social class in the stories/ wide range of ideas/ excellent choice of supportive references
- AO3 excellent understanding of how language is used and contributes to meanings/ analysis of Gardam's use of language
- AO3 conceptualised discussion of how author uses reveals social class / analysis of how Gardam engages the reader
- AO4 evaluative independent viewpoint/ evaluation of other readers' interpretations/ ability to construct a cogent argument about whether the appeal of the stories is limited because of the lack of range in the social types/ may challenge the given quotation
- AO5i coherent understanding of links between text and contexts in analytical discussion/ conceptualised response about social class in the 2 or 3 stories / aware of other relevant contexts/excellent references to the stories