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ASSESSMENT and QUALIFICATIONS ALLIANCE

General Certificate of Education

English Literature 5746
Specification B

LTB2 Genre Study: Poetry and Drama

Mark Scheme

2006 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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LTB2: Genre Study: Poetry and Drama

Skills Descriptors
Poetry

BAND 1:	**MARK RANGE 0 – 5**
AO2i	simple account of content regardless of task
AO3	very little understanding of language features and structural devices
AO3	very little discussion of how author's techniques shape meanings
BAND 2:	**MARK RANGE 6 – 10**
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO3	some limited understanding of language features and structural devices
AO3	some limited discussion of how author's techniques shape meanings
BAND 3:	**MARK RANGE 11 – 15**
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO3	some understanding of language features and structural devices
AO3	some discussion of how author's techniques shape meanings
BAND 4:	**MARK RANGE 16 – 20**
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO3	consideration of language features and structural devices
AO3	consideration of how author's techniques shape meanings
BAND 5:	**MARK RANGE 21 – 25**
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO3	exploration of language features and structural devices
AO3	some evaluation of how author's techniques shape meanings
BAND 6:	**MARK RANGE 26 – 30**
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO3	exploration and analysis of key language features and structural devices
AO3	perceptive evaluation of how author's techniques shape meanings

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Skills Descriptors
Drama

BAND 1:	**MARK RANGE 0 – 5**
AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task
BAND 2:	**MARK RANGE 6 – 12**
AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task
BAND 3:	**MARK RANGE 13 – 19**
AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task
BAND 4:	**MARK RANGE 20 – 26**
AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task
BAND 5:	**MARK RANGE 27 – 33**
AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task
BAND 6:	**MARK RANGE 34 – 40**
AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

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Question Specific Notes

The following question specific notes are intended for use in conjunction with the overall generic band descriptors. These notes are NOT intended to be prescriptive but are designed to indicate some of the rationale behind the setting of the questions and to demonstrate the links between questions and the designated assessment objectives. Examiners should always be prepared to reward any well-argued, relevant initiatives shown by candidates in their responses.

Section A: Poetry

Question 1 CHAUCER: *The Miller's Tale*

Assessment Objectives Tested: AO2i, AO3

Possible content:
(a) Absolon: cunning, vengeful; Nicholas: over-confident.
(b) The action is swift and controlled, the couplets pushing the narrative rapidly forward. Elements of plot connected skilfully through Nicholas' cry. Descriptive language minimal and used for comic effect eg 'a thonder-dent'.
(c) Is poetic justice meted out? Why does Alison go unpunished? Why is John treated so harshly? Some discussion of these issues is expected.

BAND 1:	**MARK RANGE 0 – 5**
AO2i	simple account of content regardless of task
AO3	very little understanding of language features and structural devices
AO3	very little discussion of how author's techniques shape meanings
BAND 2:	**MARK RANGE 6 – 10**
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO3	some limited understanding of language features and structural devices
AO3	some limited discussion of how author's techniques shape meanings
BAND 3:	**MARK RANGE 11 – 15**
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO3	some understanding of language features and structural devices
AO3	some discussion of how author's techniques shape meanings
BAND 4:	**MARK RANGE 16 – 20**
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO3	consideration of language features and structural devices
AO3	consideration of how author's techniques shape meanings
BAND 5:	**MARK RANGE 21 – 25**
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO3	exploration of language features and structural devices
AO3	some evaluation of how author's techniques shape meanings
BAND 6:	**MARK RANGE 26 – 30**
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO3	exploration and analysis of key language features and structural devices
AO3	perceptive evaluation of how author's techniques shape meanings

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Question 2 **DONNE: *Prescribed Poems***

Assessment Objectives Tested: AO2i, AO3

Possible content:
(a) She faces the usual perils at sea, but also the unwanted attentions of foreign men (particularly the French and Italians), even if she is disguised as a male.
(b) A lengthy conjuration opens the elegy in a persuasive manner; emphasises Mistress's beauty in a flattering way; paints unpleasant portraits of foreigners. Rhyming couplets/iambic pentameter make this more formal than many other Donne poems.
(c) Lots of choice, but candidates should address 'methods' here, and not simply provide a paraphrase of content/argument.

BAND 1:	**MARK RANGE 0 – 5**
AO2i	simple account of content regardless of task
AO3	very little understanding of language features and structural devices
AO3	very little discussion of how author's techniques shape meanings
BAND 2:	**MARK RANGE 6 – 10**
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO3	some limited understanding of language features and structural devices
AO3	some limited discussion of how author's techniques shape meanings
BAND 3:	**MARK RANGE 11 – 15**
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO3	some understanding of language features and structural devices
AO3	some discussion of how author's techniques shape meanings
BAND 4:	**MARK RANGE 16 – 20**
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO3	consideration of language features and structural devices
AO3	consideration of how author's techniques shape meanings
BAND 5:	**MARK RANGE 21 – 25**
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO3	exploration of language features and structural devices
AO3	some evaluation of how author's techniques shape meanings
BAND 6:	**MARK RANGE 26 – 30**
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
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Question 3 MILTON: *Paradise Lost Book I*

Assessment Objectives Tested: AO2i, AO3

Possible content:
(a) Mammon, 'the least erected spirit', was focused on riches and appearance, rather than on the spiritual. He later inspires mankind with greed to 'rifle the bowels of the earth'.
(b) Language expresses the ease and speed with which the angels create a 'fabric huge'; it 'rose like an exhalation'. When compared to men's 'greatest monuments' Pandemonium demonstrates the angels' superiority.
(c) Candidates may refer to Hell's vastness (even fallen angels are dwarfed); its atmosphere of flickering gloom ('darkness visible') and to features like the lake of fire. They should demonstrate how language produces these effects.

BAND 1:	**MARK RANGE 0 – 5**
AO2i	simple account of content regardless of task
AO3	very little understanding of language features and structural devices
AO3	very little discussion of how author's techniques shape meanings
BAND 2:	**MARK RANGE 6 – 10**
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO3	some limited understanding of language features and structural devices
AO3	some limited discussion of how author's techniques shape meanings
BAND 3:	**MARK RANGE 11 – 15**
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO3	some understanding of language features and structural devices
AO3	some discussion of how author's techniques shape meanings
BAND 4:	**MARK RANGE 16 – 20**
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO3	consideration of language features and structural devices
AO3	consideration of how author's techniques shape meanings
BAND 5:	**MARK RANGE 21 – 25**
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO3	exploration of language features and structural devices
AO3	some evaluation of how author's techniques shape meanings
BAND 6:	**MARK RANGE 26 – 30**
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
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AO3	perceptive evaluation of how author's techniques shape meanings

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Question 4 BLAKE: *Songs of Innocence and of Experience*

Assessment Objectives Tested: AO2i, AO3

Possible content:
(a) In a bleak landscape, the child is questioned about his parents' whereabouts; they go to church and do their duty to 'God, priest and king' and deny the child his childhood, consigning him to the chimney-sweeper's 'clothes of death'.
(b) Dialogue with two voices; questioner/child. Variant rhyme scheme: rhyming couplets (questioner) followed by a/b/a/b structure (child's voice). Dark imagery of 'black thing', 'clothes of death', is connected with a 'heaven' created from such misery.
(c) 'London' will be a popular choice, but 'The Divine Image', 'The Lamb', 'The Tyger', 'The Human Abstract' all offer relevant material.

BAND 1:	**MARK RANGE 0 – 5**
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AO3	very little understanding of language features and structural devices
AO3	very little discussion of how author's techniques shape meanings
BAND 2:	**MARK RANGE 6 – 10**
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO3	some limited understanding of language features and structural devices
AO3	some limited discussion of how author's techniques shape meanings
BAND 3:	**MARK RANGE 11 – 15**
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO3	some understanding of language features and structural devices
AO3	some discussion of how author's techniques shape meanings
BAND 4:	**MARK RANGE 16 – 20**
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO3	consideration of language features and structural devices
AO3	consideration of how author's techniques shape meanings
BAND 5:	**MARK RANGE 21 – 25**
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO3	exploration of language features and structural devices
AO3	some evaluation of how author's techniques shape meanings
BAND 6:	**MARK RANGE 26 – 30**
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO3	exploration and analysis of key language features and structural devices
AO3	perceptive evaluation of how author's techniques shape meanings

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Question 5 KEATS: *Selected Poems*

Assessment Objectives Tested: AO2i, AO3

Possible content:
(a) Before the transformation, she is multi-coloured: silver, gold, yellow – and dappled with 'frecklings, streaks and bars'. She is be-jewelled with 'sapphires, greens and amethyst'.
(b) The detail conveyed in the close description of the early parts of the passage is stripped away, but the language records the process eg 'A deep volcanian yellow took the place…' She is reduced to a voice 'luting soft', but even 'these words dissolved'.
(c) Candidates could use eg the change in Isabella after Lorenzo's murder (*Isabella*); or the transformation at the end of *St Agnes* as the poem moves out of the past into the poet's present; or the change from dream to 'reality' in the bedroom scene in *St Agnes*.

BAND 1:	**MARK RANGE 0 – 5**
AO2i	simple account of content regardless of task
AO3	very little understanding of language features and structural devices
AO3	very little discussion of how author's techniques shape meanings
BAND 2:	**MARK RANGE 6 – 10**
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO3	some limited understanding of language features and structural devices
AO3	some limited discussion of how author's techniques shape meanings
BAND 3:	**MARK RANGE 11 – 15**
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO3	some understanding of language features and structural devices
AO3	some discussion of how author's techniques shape meanings
BAND 4:	**MARK RANGE 16 – 20**
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO3	consideration of language features and structural devices
AO3	consideration of how author's techniques shape meanings
BAND 5:	**MARK RANGE 21 – 25**
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO3	exploration of language features and structural devices
AO3	some evaluation of how author's techniques shape meanings
BAND 6:	**MARK RANGE 26 – 30**
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO3	exploration and analysis of key language features and structural devices
AO3	perceptive evaluation of how author's techniques shape meanings

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Question 6 HOUSMAN: *A Shropshire Lad*

Assessment Objectives Tested: AO2i, AO3

Possible content:
(a) The second speaker is the lover of the first speaker's girl. Perhaps he has a conscience about this, since the girl's first lover is dead! – and the speaker was his friend. However, despite this, he does declare, 'I lie easy'.
(b) Ballad form with two voices (the dead man and his very much alive friend) in macabre 'dialogue'. Dead man seeks some comfort and reassurance; the living man supplies this with an edge of dark humour and muted exuberance.
(c) The loss of young life is a constant theme in *A Shropshire Lad*, frequently accompanied by a species of 'gallows humour'. The brevity of life ('the sun moves always west') is often set in the context of rapidly changing seasons:
'…since to look at things in bloom
Fifty springs are little room…'

BAND 1:	**MARK RANGE 0 – 5**
AO2i	simple account of content regardless of task
AO3	very little understanding of language features and structural devices
AO3	very little discussion of how author's techniques shape meanings
BAND 2:	**MARK RANGE 6 – 10**
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO3	some limited understanding of language features and structural devices
AO3	some limited discussion of how author's techniques shape meanings
BAND 3:	**MARK RANGE 11 – 15**
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO3	some understanding of language features and structural devices
AO3	some discussion of how author's techniques shape meanings
BAND 4:	**MARK RANGE 16 – 20**
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO3	consideration of language features and structural devices
AO3	consideration of how author's techniques shape meanings
BAND 5:	**MARK RANGE 21 – 25**
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO3	exploration of language features and structural devices
AO3	some evaluation of how author's techniques shape meanings
BAND 6:	**MARK RANGE 26 – 30**
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO3	exploration and analysis of key language features and structural devices
AO3	perceptive evaluation of how author's techniques shape meanings

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Section B: Drama

Question 7(a) MILLER: *Death of a Salesman*

Assessment Objectives Tested: AO1, AO2i, AO5i

Focus: the aspirations of individuals in the play's society.

Possible content: candidates might consider not only Willy's version of the American dream, but the ambitions/dreams of other characters eg Biff, Ben, Happy. 'How significant…' might be addressed in terms of the importance of such 'dreams' to each character, or in the context of what else might be regarded as an important issue in this play.

BAND 1:	**MARK RANGE 0 – 5**
AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task
BAND 2:	**MARK RANGE 6 – 12**
AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task
BAND 3:	**MARK RANGE 13 – 19**
AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task
BAND 4:	**MARK RANGE 20 – 26**
AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task
BAND 5:	**MARK RANGE 27 – 33**
AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task
BAND 6:	**MARK RANGE 34 – 40**
AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

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Question 7(b) MILLER: *Death of a Salesman*

Assessment Objectives Tested: AO1, AO2i, AO5i

Focus: the commercialism of the play's society.

Possible content: Charley proposes that every individual must have something to sell – though, obviously, this is not confined to material goods. Candidates are invited to consider whether there is more to the world of 'Salesman' than commercial transactions between men and men/women. Are human relationships seen as commodified? What, for example, of Biff's desire for the open air and ranching?

BAND 1:	**MARK RANGE 0 – 5**
AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task
BAND 2:	**MARK RANGE 6 – 12**
AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task
BAND 3:	**MARK RANGE 13 – 19**
AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task
BAND 4:	**MARK RANGE 20 – 26**
AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task
BAND 5:	**MARK RANGE 27 – 33**
AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task
BAND 6:	**MARK RANGE 34 – 40**
AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

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Question 8(a) WILLIAMS: *Cat on a Hot Tin Roof*

Assessment Objectives Tested: AO1, AO2i, AO5i

Focus: attitudes to money/wealth in the play.

Possible content: Big Daddy's wealth is the magnet that attracts many of the participants to his birthday party. Candidates need to consider their behaviour and motives and the problems that arise from them. They might also consider whether Williams is suggesting that this family is a microcosm of society.

BAND 1:	**MARK RANGE 0 – 5**
AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task
BAND 2:	**MARK RANGE 6 – 12**
AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task
BAND 3:	**MARK RANGE 13 – 19**
AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task
BAND 4:	**MARK RANGE 20 – 26**
AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task
BAND 5:	**MARK RANGE 27 – 33**
AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task
BAND 6:	**MARK RANGE 34 – 40**
AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

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Question 8(b) WILLIAMS: *Cat on a Hot Tin Roof*

Assessment Objectives Tested: AO1, AO2i, AO5i

Focus: hypocrisy and lies in the play.

Possible content: candidates are invited to consider whether there is more to the characters' lives than a tissue of lies – lies about Big Daddy's health, about individuals' feelings for each other, about love and sex. Brick avoids confrontation with the truth through drink. Do other characters have different channels of escape?

BAND 1:	**MARK RANGE 0 – 5**
AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task
BAND 2:	**MARK RANGE 6 – 12**
AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task
BAND 3:	**MARK RANGE 13 – 19**
AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task
BAND 4:	**MARK RANGE 20 – 26**
AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task
BAND 5:	**MARK RANGE 27 – 33**
AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task
BAND 6:	**MARK RANGE 34 – 40**
AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

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Question 9(a) STOPPARD: *Rosencrantz and Guildenstern Are Dead*

Assessment Objectives Tested: AO1, AO2i, AO5i

Focus: the 'purpose' or 'meaning' of events in the play.

Possible content: candidates are asked to consider the audience's knowledge of the characters' fate in *Hamlet* and R's and G's ignorance of what the real purpose of their mission is and of the destiny that lies a little way in the future. Is Stoppard's creation a Godot-esque universe in which if there is any purpose, it is concealed from humanity? How significant is the talk of 'fate' and 'chance' in the play? Is the audience ever certain what R and G are 'doing here'? – or for that matter, are any of us?

BAND 1:	**MARK RANGE 0 – 5**
AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task
BAND 2:	**MARK RANGE 6 – 12**
AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task
BAND 3:	**MARK RANGE 13 – 19**
AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task
BAND 4:	**MARK RANGE 20 – 26**
AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task
BAND 5:	**MARK RANGE 27 – 33**
AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task
BAND 6:	**MARK RANGE 34 – 40**
AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

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Question 9(b) STOPPARD: *Rosencrantz and Guildenstern Are Dead*

Assessment Objectives Tested: AO1, AO2i, AO5i

Focus: the interweaving of 'Hamlet' and 'Rosencrantz and Guildenstern'.

Possible content: it is hoped that most candidates will resist the temptation simply to list and describe 'borrowings' and discuss the use Stoppard makes of these – such as suggesting the insignificance and vulnerability of 'minor' individuals in power politics; or contrasting the everyday language of Stoppard's characters with the ornateness of Shakespeare's; or simply playing up to the audience's knowledge of 'Hamlet'.

BAND 1:	**MARK RANGE 0 – 5**
AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task
BAND 2:	**MARK RANGE 6 – 12**
AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task
BAND 3:	**MARK RANGE 13 – 19**
AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task
BAND 4:	**MARK RANGE 20 – 26**
AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task
BAND 5:	**MARK RANGE 27 – 33**
AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task
BAND 6:	**MARK RANGE 34 – 40**
AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

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Question 10(a) OSBORNE: *Look Back in Anger*

Assessment Objectives Tested: AO1, AO2i, AO5i

Focus: the nature of Jimmy's discontent.

Possible content: Jimmy's hostility to the world around him is shown in everything from his reactions to items in the newspaper, to his treatment of his wife and his tirades against the establishment, represented by Colonel Redfern and the middle-classes generally. His reactions range from sneering and petty spitefulness to cruelty and abuse. Candidates might consider why his existence is so dreary – is it really so bad?

BAND 1:	**MARK RANGE 0 – 5**
AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task
BAND 2:	**MARK RANGE 6 – 12**
AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task
BAND 3:	**MARK RANGE 13 – 19**
AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task
BAND 4:	**MARK RANGE 20 – 26**
AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task
BAND 5:	**MARK RANGE 27 – 33**
AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task
BAND 6:	**MARK RANGE 34 – 40**
AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

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Question 10(b) OSBORNE: *Look Back in Anger*

Assessment Objectives Tested: AO1, AO2i, AO5i

Focus: the play's settings.

Possible content: the play is set in the present (ie the mid 1950s) in a provincial Midlands town. Thus the audience might believe it represents contemporary society as it is in middle-England only a decade after the end of WWII. Jimmy is a young man from a working-class background who has been through red-brick H.E. and is tired of the old order. Setting/character contributes a sense of stagnation; of frustrated energies; of a collision of ancient and modern in an atmosphere of post-war austerity.

BAND 1:	**MARK RANGE 0 – 5**
AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task
BAND 2:	**MARK RANGE 6 – 12**
AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task
BAND 3:	**MARK RANGE 13 – 19**
AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task
BAND 4:	**MARK RANGE 20 – 26**
AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task
BAND 5:	**MARK RANGE 27 – 33**
AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task
BAND 6:	**MARK RANGE 34 – 40**
AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

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Question 11(a) CHURCHILL: *Top Girls*

Assessment Objectives Tested: AO1, AO2i, AO5i

Focus: women's attitudes to children.

Possible content: many of the characters are mothers. Act 1 presents examples of motherhood and its importance to women in different cultures/periods. Acts 2 and 3 give us 1980s women – Marlene and Joyce – and their involvement with children: in particular, Marlene's 'relationship' with her daughter, Angie. All the characters' attitudes reveal aspects of their social conditioning and of the women individually. Candidates might consider whether Churchill is making any judgements.

BAND 1:	**MARK RANGE 0 – 5**
AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task
BAND 2:	**MARK RANGE 6 – 12**
AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task
BAND 3:	**MARK RANGE 13 – 19**
AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task
BAND 4:	**MARK RANGE 20 – 26**
AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task
BAND 5:	**MARK RANGE 27 – 33**
AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task
BAND 6:	**MARK RANGE 34 – 40**
AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

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Question 11(b) CHURCHILL: *Top Girls*

Assessment Objectives Tested: AO1, AO2i, AO5i

Focus: significance of the play's title.

Possible content: the name of the agency for which Marlene works is meant to indicate achievement and ambition – and Marlene is a paradigm of this. Employment is seen as emancipation by the Top Girls employees – but candidates are invited to consider whether the implications of the title are questioned by Churchill in the course of the play.

BAND 1:	**MARK RANGE 0 – 5**
AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task
BAND 2:	**MARK RANGE 6 – 12**
AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task
BAND 3:	**MARK RANGE 13 – 19**
AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task
BAND 4:	**MARK RANGE 20– 26**
AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task
BAND 5:	**MARK RANGE 27 – 33**
AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task
BAND 6:	**MARK RANGE 34 – 40**
AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

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Question 12(a) SHAFFER: *Amadeus*

Assessment Objectives Tested: AO1, AO2i, AO5i.

Focus: jealousy in the play.

Possible content: though Mozart speaks of his father, the comment is just as applicable to Salieri, who is driven by jealousy of Mozart's genius. Candidates might also consider the extent to which this apparent 'professional' jealously is personal and sexual in nature (Salieri, the respectable, detests Mozart's freedoms). Jealousy deprives Mozart of opportunity and of a chance to gain reward and acknowledgement and ensures the triumph of mediocrity.

BAND 1:	**MARK RANGE 0 – 5**
AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task
BAND 2:	**MARK RANGE 6 – 12**
AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task
BAND 3:	**MARK RANGE 13 – 19**
AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task
BAND 4:	**MARK RANGE 20 – 26**
AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task
BAND 5:	**MARK RANGE 27 – 33**
AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task
BAND 6:	**MARK RANGE 34 – 40**
AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

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Question 12(b) SHAFFER: *Amadeus*

Assessment Objectives Tested: AO1, AO2i, AO5i.

Focus: Mozart as a focus of conflicting values.

Possible content: all those who serve at court are dependent upon the Emperor's good will – hence their acceptance of him as artistic arbiter. The conflict here is between the individual artist and the dictates of a social clique. The 'venticelli' represent the fluctuations of popular taste and its fickleness. Salieri knows Mozart has a divine talent, yet wilfully seeks to deny and crush it. The Enlightenment is not a period one associates with the kind of Romantic individualism Mozart appears to represent.

BAND 1:	**MARK RANGE 0 – 5**
AO1	technical weaknesses which impede the communication of meaning and unclear line of argument
AO2i	simple account of plot events or some simple statement about character regardless of task
AO5i	very limited awareness of context
AO5i	very limited relevance to text/context/task
BAND 2:	**MARK RANGE 6 – 12**
AO1	simple attempt at structuring argument and some use of critical vocabulary but some technical weakness
AO2i	some focus on the task with basic textual knowledge; a little illustrative support
AO5i	some limited awareness of context
AO5i	some limited awareness of links across text/context/task
BAND 3:	**MARK RANGE 13 – 19**
AO1	use of critical vocabulary and generally clear expression and some structured argument
AO2i	focus on task with some knowledge and understanding of text; some illustrative support
AO5i	awareness of the importance of context
AO5i	awareness of links across text/context/task
BAND 4:	**MARK RANGE 20 – 26**
AO1	clear expression and use of accurate critical vocabulary and clear line of argument
AO2i	clear focus on task with informed knowledge and understanding of the text: apt supportive references
AO5i	clear consideration of context
AO5i	clear consideration of links across text/context/task
BAND 5:	**MARK RANGE 27 – 33**
AO1	accurate expression and effective use of appropriate critical vocabulary and well structured argument
AO2i	detailed knowledge and understanding of the text and task: good selection of supportive references
AO5i	detailed exploration of context
AO5i	detailed exploration of links across text/context/task
BAND 6:	**MARK RANGE 34 – 40**
AO1	technically fluent style and use of appropriate critical vocabulary and well structured and coherent argument
AO2i	secure, confident and well informed understanding of the text and task: excellent selection of supportive references
AO5i	excellent understanding and explanation of context
AO5i	excellent understanding and explanation of links across text/context/task

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