

# **Mocks Marking Training**

## **Paper 2: 19<sup>th</sup>-century Novel and Poetry**

### **Marks and commentaries**

## Question 1

**Text:** *Great Expectations*

The extract is from Chapter 56 when Pip visits the dying Magwitch in prison. Part a) of the question asks candidates to explore the presentation of Magwitch in the extract.

Part b) considers how love is presented elsewhere in the novel. The two bullets in this section ask candidates to consider who shows love for someone else and how love can be cruel.

## Script 1

### **This is a Level 3 example**

Part a) The candidate shows that Magwitch is 'sympathetic and compassionate towards Pip' and supports this with relevant examples. Pip's 'respect' for Magwitch is considered and some exploration of form and structure is provided. The response concludes with a point about how Pip and the reader 'sympathises' with Magwitch. More examples at word level are required and some examples could have been developed more. A mark in Level 3 is appropriate as the close analysis is not sustained.

Part b) The candidate considers Joe's love for Pip and Pip's love for Estella. Examples are relevant and appropriate, but the response is not sustained. This is a relevant personal response that is soundly related to the text. A mark of 12 is awarded.

Marks awarded: 11+12

## Script 2

### **This is a Level 4 example**

Part a) This is an interesting response with a good range of points and evidence. The candidate considers how Magwitch is 'humble', 'weak', 'vulnerable', 'thankful' and more. There are references to appropriate subject terminology, such as the use of 'non-standard grammar', possessive pronouns, metaphors and the use of the adjective 'white' to 'symbolise purity and peace'. The point about the 'inversion' of how Pip and Magwitch press hands is interesting and thoughtful. The response is focused and detailed. A mark in Level 4 is appropriate.

Part b) This is a sustained response. The candidate considers Pip and Jo, Estella and Miss Havisham. A range of examples are included but some ideas could have been clarified a little more and further specific examples provided. The response is thoughtful and fully related to the text. A mark in Level 4 has been awarded.

Marks awarded: 15+15

## Script 3

### **This is a Level 4/5 example**

Part a) The candidate includes a range of evidence and a maturely expressed response is provided. Selective quotations have been used, particularly to illustrate the 'serenity' of the moment. Ideas are focused, developed and detailed. Many of the points consider the atmosphere of the scene, rather than the character, but the response is assured. A mark just into Level 5 is awarded as more points about Magwitch could have been included.

Part b) The candidate focuses on the love between Pip and Estella and a detailed, thorough response is provided; however, there are some general overviews and some ideas could have been developed further. A holistic approach has been taken. Further marks could have been awarded if there were more references to specific moments in the novel where love is demonstrated. A mark at the top of Level 4 is awarded.

Marks awarded: 17+16

### **Question 3**

**Text: *Dr Jekyll and Mr Hyde***

The extract is from 'The Story of the Door' and is when Utterson and Richard Enfield are taking their regular Sunday walk. Enfield tells Utterson about what happened.

Part a) of the question asks candidates to explore how Stevenson presents Enfield in the extract. Part b) asks candidates to explain how horrific scenes are portrayed elsewhere in the novel. The first bullet asks candidates to identify the horrific scenes observed by others and the second bullet considers how characters are affected by what they have seen.

## Script 4

### **This is a Level 2 example.**

Part a) In this response, the candidate begins by explaining how Enfield is a 'key person in the story', as Enfield is the first to mention Hyde. Some relevant points are made in the first paragraph, but these are not supported with evidence from the extract. The second paragraph suggests that Enfield is judgemental and supports ideas with examples from the extract. The response does not provide enough close analysis of the extract and more examples from the extract are needed. Candidates must focus on providing examples to illustrate how the writer uses language, form and structure in their novel whilst maintaining a focus on the question.

Ideally, candidates should locate relevant information in the extract before they begin writing and use what they have found in order to provide a response. The more examples provided from the extract, the better.

Part b) The candidate chooses the 'horrific' episodes when Lanyon witnesses Hyde changing into Jekyll and when the maid witnesses Sir Danvers Carew's murder. Both areas are relevant, but more points and finer detail would benefit the response.

Marks awarded: 7+7

## Script 5

**This is a Level 3 example.**

Part a) The candidate provides a response showing an understanding of a range of language, form and structure features – but the close analysis is not sustained. The candidate begins by identifying that Enfield is 'rational and logical' and tells the story in 'simple terms' and does not exaggerate. The second paragraph considers how Enfield has a 'sense of justice' and 'sympathy for the girl' when he stops Hyde from escaping. There is some language analysis at word level.

Part b) The candidate considers the horrific scenes of Sir Danvers Carew's murder and Dr Lanyon's deteriorating state of health as a result of witnessing Hyde's transformation. This is a relevant personal response that is soundly related to the text. However, there are a number of comments about the social and historical context, which is not assessed in this part of the paper.

Marks awarded: 11+12

## Script 6

**This is a Level 5 response.**

Part a) This is a sustained and maturely expressed response that maintains a sharp focus on language. A wide range of points have been included, such as: foreshadowing, the use of metaphors, 'Enfield's façade', juxtaposition, symbolism, oxymoron and many others. More focus on the character, Enfield, would have secured full marks.

Part b) For this part of the question, the candidate explores Chapter 4, when Sir Danvers Carew is murdered. The wide range of vocabulary used is impressive, such as 'atavism' (to revert to ancestral type and Darwin's theory of biological evolution). The response is maturely expressed throughout and understanding of the novella is clearly assured. The candidate does not fully deal with the second bullet in the question and Chapter 9 (Lanyon's meeting with Hyde) is only touched upon.

Marks awarded: 18+17

## Script 7

### **This is a Level 5 response.**

Part a) This is a detailed response with a strong focus on language. A range of terms is employed and different areas of the extract are used. Features are not just listed but are integrated into the response. The candidate uses selective quotations to support the points made. A great deal has been written in the time allocated and a good focus on the question is maintained.

Part b) Again, the coverage is impressive in the time given and the candidate demonstrates an assured understanding of the novella. A critical style is maintained and ideas are maturely expressed. The candidate considers the horror in chapters 4, 9 and 2 and points are assured and fully supported. We could not ask for more in the time given.

Marks awarded: 20+20      A full marks response.

### **Question 4**

#### **Text: *A Christmas Carol***

The extract from Stave 2 is when the first spirit takes Scrooge on a journey into the past and where he sees himself at Fezziwig's on Christmas Eve. Part a) asks candidates to explore how Christmas Eve is presented and part b) focuses on working life elsewhere on the novel. The first bullet asks candidates to consider who the workers are and what their working life is like.

## Script 8

### **This is a Level 2/3 example.**

Part a) This response demonstrates an understanding of language and the effect on the reader, but the candidate does not provide enough examples from, close analysis of or close reference to the extract in this response. There is an attempt to explore language at word level. A mark of 11 is awarded.

Part b) The opening paragraph considers context and historical background. The second paragraph considers Bob Cratchit's working life, but there are some inaccuracies, such as the reference to the 'pawn shop'. The reference to Martha Cratchit working as a 'miller' is incorrect, but benefit of the doubt is given as the word 'milliner' is little used. The conclusion is not entirely clear. This response does have some elements of personal engagement and some valid points are made, but without consistent or secure focus. A mark of 8 is awarded.

Marks awarded: 11 + 8

## Script 9

**This is a Level 4/5 example.**

Part a) This is a level 4/5 borderline example. The candidate begins with a focus on 'Clear away!' and the use of the exclamatory sentence. The candidate continues by selecting particular phrases and identifying language techniques and provides examples at word level. A mark of 18 is awarded as the candidate has addressed all of the bullet points in the mark scheme for Level 4, but there is enough here to move this into Level 5. Full marks are not awarded as some points require more development, such as the points about 'musical power' and the structure.

Part b) After an introduction, the candidate considers the two men who visit Scrooge in Stave 1 looking for charitable donations and some contextual points are considered, although not always clearly. The next section considers Jacob Marley and how he warns Scrooge that he 'must change'. There is comment about Dickens' message. The next paragraph explores the children's 'Ignorance' and 'Want' and some link to working life is attempted. The final part of the response considers Bob Cratchit, but more detail about Bob's working life could have been included. This is a sustained response, but more work-related examples from the novel would have been beneficial. A mark of 16 is awarded as it is a developed personal response and a range of points have been made.

Marks awarded: 18+16

### Question 5

**Text: *Pride and Prejudice***

The extract is from Chapter 58 when Elizabeth apologises to Darcy. Part a) of the question asks candidates to explore how Elizabeth is presented in the extract. Part b) asks candidates to explain how love is shown elsewhere in the novel. The first bullet focuses on who shows the love and the second bullet asks candidates to consider the different types of love in the novel.

## Script 10

**This is a Level 2/3 example.**

Part a) The candidate considers how Elizabeth says that she is a 'very selfish creature' and how she thanks Darcy for his 'unexampled kindness'. There is reference to 'hypocoristic language', but the lack of examples from the extract hinders progress. More close analysis is required. 7 marks

Part b) The candidate introduces this response with an introduction explaining that love is demonstrated in several ways: family, marriage, social rank, possessions and money. Each of these areas are explored, but not in any depth and detail. This is a relevant personal response that is soundly related to the text. More development and specific examples would have benefited this further.

Marks awarded: 7+10

## Script 11

### **This is a Level 3 example.**

Part a) The candidate provides a response demonstrating an understanding of some of the language used in the extract. There is a comment about Elizabeth being 'quite proud' and surprising the reader with her apparent 'change of character'. The candidate considers how Elizabeth is 'desperate and eager' to show her 'gratitude' to Darcy. There is an example of 'thank you again and again' and how Elizabeth is left speechless. More close analysis of language would have benefitted this response.

Part b) This is a relevant personal response with focused points supported with examples from the novel. There is some exploration of Mr and Mrs Bennet and their marriage; a consideration of how Jane and Bingley are in love with each other and how Elizabeth and Darcy's love for each other is eventually realised. Further specific examples would have benefitted this response as ideas are not sustained.

Marks awarded: 10+12

## Script 12

### **This is a Level 4 example.**

Part a) The candidate identifies that Elizabeth is 'full of remorse, gratitude and passion'. There is reference to structure and the use of dialogue to convey Elizabeth's feelings. There is consideration of her 'physical actions' and her 'wide spectrum of emotions'. There is acknowledgement that Elizabeth 'detests the fact' that she has hurt Darcy. A range of quotations supports the points made and the response is sustained. More close analysis of specific words and phrases would have secured higher marks.

Part b) The candidate considers the love between Jane and Bingley and how this compares with other couples in the novel. Points are made about the relationships between Mr and Mrs Bennet and Lydia and Wickham are based upon 'passion and lust'. There is consideration of Charlotte Lucas's marriage to Mr Collins and of the 'strong sibling love between Jane and Elizabeth'. The response is sustained, but further specific references to moments in the novel would have benefitted this response.

Marks awarded: 13+13

## Script 13

### **This is a Level 4 example.**

Part a) This response is detailed and focused. The analysis of language and its effect on the reader is considered. The candidate begins by identifying that Elizabeth is 'awkward and embarrassed' and considers that she does not think 'highly of herself', especially when she refers to being a 'creature'. The quotations used are 'unpicked' and specific words are explored in more depth. There are some references to the use of nouns, adjectives and verbs and ideas are supported with examples from the extract. This is a sustained response, but there is not enough for a mark in the top level.

Part b) The candidate considers how love is viewed differently by the various characters in the novel. Elizabeth and Jane both value the importance of love which contrasts with the views of Charlotte. A consideration of family love is presented with the example of when Elizabeth goes to Jane at Netherfield. The candidate considers how family love contrasts with romantic love. There are some specific examples and quotations from the novel to support the ideas presented.

Marks awarded: 15+15

## Script 14

### **This is a Level 5 example.**

Part a) The candidate considers Elizabeth as feeling 'apologetic and guilty'. She admits to being 'selfish' and is grateful for Darcy's help. Specific words are explored in some detail, such as the repeated 'thank you again and again' which leaves the reader 'shocked at Elizabeth's sudden outburst of emotion'. The response is focused and detailed. Further close analysis could have secured a mark in Level 5.

Part b) The candidate begins by considering the opening of the novel and how it is ironic that it is the women who think about marriage rather than men. The candidate makes the considered point that 'love is connected with so many superficialities of marriage for money'. The candidate goes on to consider Charlotte's view of marriage and why she is happy to marry for convenience rather than love whereas 'Austen is saying you should only marry for love'. There are comments about Elizabeth's and Darcy's relationship and family love is illustrated through Darcy's affections for his sister, Georgiana. This is an assured personal response that shows a high level of engagement with the novel. More about family love could have been included.

Marks awarded: 14+18



## **Anthology Poetry**

### **Question 9: Conflict**

Question 9 names *What Were They Like?* and asks candidate to compare this poem with one other poem from the 'Conflict' section of the anthology. The focus of the question is 'memories'.

## **Script 15**

### **Anthology Poetry (Conflict)**

**This is a low level 4 example.**

The candidate has chosen to compare the named poem with *Poppies*.

The introduction introduces both poems by providing a short overview. The first main paragraph provides some contextual background to *Poppies* and there is some explanation as to what the poem is about. The next paragraph also contains some contextual points and then explores the use of colour imagery in the poem. The next considers the use of symbolism followed with a range of relevant examples linking to textiles. A comment is made about the form and structure of the poem. The candidate then goes on to consider *What Were They Like?* and deals with each question and answer in the poem. The conclusion draws brief comparisons between the two poems. Although there is some assured understanding of the two poems, the candidate is not comparing them enough. Although there is 'implied' comparison, more explicit comparisons would benefit the response. The lack of explicit comparisons places this at the lower end of Level 4.

Mark awarded: 13

## **Script 16**

### **Poetry Anthology (Conflict)**

**This is a Level 5, full marks example.**

The candidate has chosen to compare the named poem with *War Photographer*.

The first paragraph begins with contextual points about *What Were They Like?* and the second paragraph draws some parallels between the named poem and *War Photographer*. The candidate goes on to consider the structure of both poems and makes comments about the effect on the reader. The response is well-structured and embedded quotations are used throughout. There is a sharp focus on the question and a variety of language points are made when comparing both poems. The language points are supported with technical terminology that is confidently applied and incorporated into the point being made, rather than being an added-on

‘feature-spotting’ exercise. The candidate compares both poems throughout the response. An assured and perceptive analysis is presented. This response is worthy of full marks.

Mark awarded: 20

### **Anthology Poetry**

#### **Question 10: Time and Place**

Question 10 names *Where the Picnic Was* and asks candidates to compare this poem with one other poem from the ‘Time and Place’ section of the anthology. The focus of the question is ‘particular locations’.

## **Script 17**

### **Poetry Anthology (Time and Place)**

#### **This is a Level 5 example.**

The candidate has chosen to compare the named poem with *Adelstrop*.

In this response, the candidate spends some time on preparing a plan and perhaps lost valuable time in writing the response due to the detail in it. However, the candidate does provide a detailed response that makes perceptive comparisons and contrasts. Points include: ‘declarative’ statements, symbolism, comments about punctuation, the tension and suspense, the use of repetition, ‘a sense of closure’, ‘empathy and sympathy’ and different endings that are ‘uplifting’ in one and full of ‘regret’ in another. The response offers a cohesive evaluation of the poets’ language and its effect on the reader. More explicit comment in relation to structure and more specific language points would have secured full marks.

Mark awarded: 18

## Unseen Poetry

### Question 11

Question 11 asks candidates to compare ways the writers present finding something in *1939* and *On Finding a Letter to Mrs Vickers on the Pennine Way*. The three bullets advise candidates to consider and compare the ideas in the poems, the use of language and form and structure.

## Script 18

### Unseen Poetry

#### **This is a Level 4 example.**

The candidate deals with both poems separately, but some indication of explicit comparison is evident in the introduction and conclusion. Comparison is often implied, but not explicit enough. The candidate provides a personal response and an understanding of the two poems is clearly evident. For *1939*, there is some understanding demonstrated with the comment of how 'futile war is'. Similarly, a clear understanding is demonstrated of the poem *On Finding a Letter to Mrs Vickers on the Pennine Way*, but more examples could have been included. The candidate draws some comparisons in the conclusion. More explicit comparison between the two poems would have benefited this response further, but a mark at the lower end of Level 4 is awarded.

Mark awarded: 13

## Script 19

### Unseen Poetry

#### **This is a Level 4 example.**

This is an interesting response demonstrating a personal and thoughtful engagement with the poems. The candidate begins with some comments about *1939* and there is some misinterpretation, such as the 'medal' being a 'ball'; however, some excellent points are made about *On Finding a Letter to Mrs Vickers on the Pennine Way*, such as the idea about the 'bird' possibly being a metaphor 'for the person not facing up to any opportunities'. The candidate explores and compares the language, form and structure of the poems, but the misinterpretation does hinder progress. On a 'best-fit' basis a mark at the lower end of Level 4 is appropriate.

Mark awarded: 13

## Script 20

### Unseen Poetry

**This is a Level 5 (full marks) example.**

In this response, a perceptive understanding of both poems is demonstrated. The candidate provides an overview of the content of both poems and then explores and compares the language, structure and form used by the poets. The response is maturely expressed and some perceptive ideas are presented, such as that the discarded letter is a 'missed opportunity' and, just like the bird, the winner will be "unable to fly". We cannot expect any more in the time given.

Mark awarded: 20