

Mark Scheme (Results)

Summer 2013

GCSE English Literature (5ET1H)

Unit 1: Understanding Prose

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where and which strands of QWC are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Mark Scheme

This booklet contains the mark schemes for English Literature Unit 1: Understanding Prose Higher Tier question paper.

The questions on this paper have been designed to enable candidates to show what they can achieve in relation to a detailed study of a text.

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

Examiners must assure themselves that, before they score through passages they consider to be completely irrelevant, they have made every effort to appreciate the candidate's approach to the question.

A crossed out response should be marked if there is no other response on the paper.

Assessment Objectives

The following Assessment Objectives will be assessed in this unit and are referenced in the mark grids:

AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.

AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.

AO4: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.

Section A: Literary Heritage

Animal Farm

Question Number		
1(a)	From the extract, what do you discover about the character of Boxer? Use evidence from the extract to support your answer.	
	(8 marks)	
Indicative content		
<p>Responses may include:</p> <ul style="list-style-type: none"> • Boxer is being taken to the 'knacker's'; the words on the van tell us his fate • we learn that Boxer is in trouble through Clover's repeated 'Boxer!' • he is close to and loved by Clover: 'Clover forced her way to the front', 'cried Clover in a terrible voice' • he is supported and respected by the other animals: 'heard the uproar outside' • the other animals are appalled by his potential fate: 'A cry of horror burst from all of the animals', 'all the animals followed crying out at the tops of their voices' • he is nearing death: we learn that the van is taking Boxer to his death • he panics when he realises what is happening to him: 'his face disappeared from the window and there was the sound of a tremendous drumming of hoofs', 'trying to kick his way out' • although he still has some strength, he is not as strong as he used to be: 'his strength had left him', 'drumming hoofs grew fainter and died away' • when his face does not reappear at the window, the reader assumes Boxer realises escape is futile because his strength has left him. <p>Reward any other valid points.</p>		
Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Uses relevant evidence from the extract to demonstrate knowledge about the character.
2	4-5	<ul style="list-style-type: none"> • Thorough understanding of the character. • Uses a good range of evidence from the extract to demonstrate knowledge about the character.
3	6-8	<ul style="list-style-type: none"> • Perceptive understanding of the character. • Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character.

Question Number	
1 (b)	<p>Comment on how language is used to create an impression of panic in the extract. Use examples of the writer's language from the extract.</p> <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> • the frequent use of exclamations: 'They are taking Boxer to the knacker's!' • exclamations used to put emphasis on Clover's panic: 'Boxer! Get out! Get out quickly!' • Clover 'forced her way to the front'. The strong verb emphasises Clover's urgent need to get to Boxer • short sentences build tension: 'The van began to gather speed' • juxtaposition: the comparison of the van gaining speed with Clover's inability to gallop • the adjective 'stout' to explain why Clover can only obtain a canter • repetition: 'Boxer!' 'Get out!' emphasises panic • blunt and honest language: 'They're taking you to your death' • all the animals 'cry' and repeat the words 'Get out!'. The verb 'cry' shows the panic and desperation • 'tremendous drumming': the use of powerful adjectives and strong sensory images • 'trying to kick his way out': shows desperation and panic to escape • the animals try appealing to the two horses pulling the van: 'Don't take your own brother to his death' • 'shouted' in final desperation to help Boxer. <p>Reward any other valid points.</p>

Band	Mark	AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Generally sound reference to how the writer achieves effects. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples from the extract are generally sound and mostly relevant.
2	3-4	<ul style="list-style-type: none"> • Sound reference to how the writer achieves effects. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples from the extract are sound and mostly relevant.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to how the writer achieves effects. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Sustained use of relevant examples from the extract.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to how the writer achieves effects. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Assured use of relevant examples from the extract.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to how the writer achieves effects. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Perceptive use of relevant examples from the extract.

Question Number	
1(c)	<p>Explore the significance of ignorance in the extract. Use evidence from the extract to support your answer.</p> <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Candidates will select from a range of material from the extract – these may include:</p> <ul style="list-style-type: none"> • the sign on the van is not understood by the animals on the farm (including Muriel ‘spelling out the words’) until Benjamin shows, in his wisdom, the animals’ ignorance: Boxer is to be taken to the ‘knacker’s’ • the animals’ ignorance turns into horror and panic when they realise the implication of Boxer’s presence in the van, and their inability to help; their initial ignorance, represented by Muriel, has allowed the situation to get to this stage • Boxer is ignorant of the warnings until all the animals take up the cry: ‘It was uncertain whether Boxer had understood what Clover had said’ • the disappearance of Boxer’s face from the window shows he is now aware of his predicament and he tries to escape, but it is too late: ‘the sound of the drumming hoofs grew fainter and died away’ • the animals appeal to the two horses pulling the van who remain ignorant of their actions: the horses are referred to as ‘stupid brutes’ and ‘too ignorant to realise what was happening’ and they ignore all pleas • when ‘Boxer’s face did not reappear at the window’ it evokes pity for the much- loved character; his fate is inevitable and his ignorance of the pigs’ schemes is realised by Boxer and the other animals on the farm. <p>Reward any other valid points.</p>

Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly sound reference to extract mostly supported by relevant textual reference. • Explanation of significance of theme in the extract shows generally sound understanding.
2	3-4	<ul style="list-style-type: none"> • Sound reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows sound understanding.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows thorough understanding.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows assured understanding.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to extract supported by sustained relevant textual reference. • Explanation of significance of theme in the extract shows perceptive understanding.

Question Number		
1 (d)	Explore the significance of ignorance in one other part of the novel. Use examples of the writer's language to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Candidates may draw on any relevant part of the novel outside the extract, provided that the focus is on the significance of ignorance and that statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: The writer's presentation of this theme (A02).</p> <p>The novel presents many incidents that candidates may choose to address the theme of ignorance. Ignorance can be demonstrated by Man or the animals.</p> <p>Responses may include reference to one of the following parts of the novel OR the candidate's own appropriate choice:</p> <ul style="list-style-type: none"> • the ignorance of Mr Jones: his treatment of the animals; the rebellion; his expulsion • the animals' ignorance of Snowball's innocence • the treatment of the animals by the pigs – such as the changing of commandments • the animals' ignorance of their treatment - such as the taking of milk and eggs • the taking of retirement land • the destruction of the windmill • the ignorance of the pigs' 'master plan' - all the hard work seems to be for nothing when the pigs walk on two legs. 	
Band	Mark	<p>AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.

3	6-7	<ul style="list-style-type: none"> • Sustained use of relevant examples from the text to demonstrate knowledge about theme/character. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Thorough selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> • Assured use of relevant examples from the text to demonstrate knowledge about theme/character. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Pertinent selection of textual detail to support interpretation.
5	11-12	<ul style="list-style-type: none"> • Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Convincing selection of textual detail to support interpretation.

Spelling, Punctuation and Grammar assessed in part (d)

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Dr Jekyll and Mr Hyde

Question Number		
2(a)	From the extract, what do you discover about the character of Utterson? Use evidence from the extract to support your answer.	
	(8 marks)	
Indicative content		
<p>Responses may include:</p> <ul style="list-style-type: none"> • patient: waiting ‘some minutes’ • alert: aware of footsteps ‘drawing near’ • a man of habit: ‘nightly patrols’ • observant: noticing minute detail both of the setting and of Mr. Hyde • aware of approaching danger: withdrawing ‘into the entry of the court’ • brave: ‘stepped out and touched’ • confident and forthright: ‘Mr. Hyde, I think?’ • successful and educated: a lawyer • self-assured and opinionated: ‘- you must have heard my name’ • presumptuous: ‘I thought you might admit me’. <p>Reward any other valid points.</p>		
Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Uses relevant evidence from the extract to demonstrate knowledge about the character.
2	4-5	<ul style="list-style-type: none"> • Thorough understanding of the character. • Uses a good range of evidence from the extract to demonstrate knowledge about the character.
3	6-8	<ul style="list-style-type: none"> • Perceptive understanding of the character. • Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character.

Question Number	
2(b)	<p>Comment on the effect of the language used to present the character of Hyde in the extract. Use examples of the writer's language from the extract.</p> <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> • use of adverbs to describe Hyde's movements: 'lightly', 'swiftly', 'suddenly' add to the tension • alliteration: 'steps', 'swiftly', 'swelled', 'suddenly' – almost as if hissing • description of his appearance: 'small and very plainly dressed' • ugly: 'the look of him...even at that distance...against the watcher's inclination' • Hyde's description punctuated with several commas – adds pace, panic and fear • acts innocently: 'like one approaching home' • shocked and fearful at someone approaching him: 'shrunk back' • evil: 'hissing intake of the breath' • something to hide: 'did not look the lawyer in the face' • abrupt and matter-of-fact: uses short sentences and responds 'suddenly' • unperturbed: 'answered coolly' • questions Utterson: 'What do you want?', 'How did you know me?' • concerned at the interruption: 'suddenly, but still without looking up'. <p>Reward any other valid points.</p>

Band	Mark	AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Generally sound reference to how the writer achieves effects. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples from the extract are generally sound and mostly relevant.
2	3-4	<ul style="list-style-type: none"> • Sound reference to how the writer achieves effects. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples from the extract are sound and mostly relevant.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to how the writer achieves effects. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Sustained use of relevant examples from the extract.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to how the writer achieves effects. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Assured use of relevant examples from the extract.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to how the writer achieves effects. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Perceptive use of relevant examples from the extract.

Question Number	
2(c)	<p>Explore the significance of suspicion in this extract. Use evidence from the extract to support your answer.</p> <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Utterson has been ‘some minutes at his post’, waiting for the appearance of Mr Hyde and is suspicious of his behaviour • the behaviour of Utterson himself can be seen as suspicious: ‘he withdrew into the entry of the court’ • Utterson is distrustful of Hyde as he could see: ‘what manner of man he had to deal with’ • the appearance of Hyde makes Utterson suspicious: ‘the look of him...went somehow strongly against the watcher’s inclination’ • the fact that Utterson touches Hyde’s shoulder makes Hyde wary: ‘shrunk back’ • Hyde is suspicious of Utterson’s approach: ‘hissing intake of the breath’, ‘his fear was momentary’ • Hyde’s failure to make eye contact with Utterson is dubious: ‘did not look the lawyer in the face’ • Hyde’s suspicion of Utterson wishing to gain admittance to Jekyll’s home: ‘I thought you might admit me’ • Hyde is also suspicious as to how Utterson knows him: ‘How did you know me?’ <p>Reward any other valid points.</p>

Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly sound reference to extract mostly supported by relevant textual reference. • Explanation of significance of theme in the extract shows generally sound understanding.
2	3-4	<ul style="list-style-type: none"> • Sound reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows sound understanding.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows thorough understanding.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows assured understanding.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to extract supported by sustained relevant textual reference. • Explanation of significance of theme in the extract shows perceptive understanding.

Question Number		
2(d)	Explore the significance of suspicion in one other part of the novel. Use examples of the writer's language to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Candidates may draw on any relevant part of the novel outside the extract provided that the focus is on the significance of suspicion and that statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: The writer's presentation of this theme (A02).</p> <p>The novel presents many incidents that candidates may choose to address the theme of suspicion.</p> <p>Responses may include reference to one of the following parts of the novel OR the candidate's own appropriate choice:</p> <ul style="list-style-type: none"> • the Story of the Door, Enfield's account and Jekyll's cheque • Jekyll's experiments and growing reclusiveness • what Jekyll is doing behind locked doors in his cabinet • what Jekyll is hiding from Utterson • the Carew murder and why Carew's possessions were not taken • Lanyon's sudden illness • Jekyll's odd behaviour at the window • Poole's worries and suspicions. 	
Band	Mark	<p>AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Sustained use of relevant examples from the text to demonstrate knowledge about theme/character. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Thorough selection of textual detail to support interpretation.

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

Spelling, Punctuation and Grammar assessed in part (d)

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

The Hound of the Baskervilles

Question Number		
3(a)	From the extract, what do you discover about the character of Sir Henry Baskerville? Use evidence from the extract to support your answer.	
	(8 marks)	
Indicative content		
<p>Responses may include:</p> <ul style="list-style-type: none"> • Sir Henry is in shock: 'What was it?' • in disbelief whispers 'My God!' • grateful to Holmes for saving his life: 'You have saved my life' • weak, prompting Holmes to ask: 'Are you strong enough to stand?' • he exhibits bravado when he states that after 'another mouthful of that brandy', he will be 'ready for anything' • is anxious to know Holmes' future plan: 'What do you propose to do?' • traumatised by the events of the evening: 'ghastly pale and trembling in every limb' • is almost incapable of movement: 'He tried to stagger to his feet', 'We helped him to a rock' • remains in shock: 'sat shivering with his face buried in his hands', and still trembling. <p>Reward any other valid points.</p>		
Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Uses relevant evidence from the extract to demonstrate knowledge about the character.
2	4-5	<ul style="list-style-type: none"> • Thorough understanding of the character. • Uses a good range of evidence from the extract to demonstrate knowledge about the character.
3	6-8	<ul style="list-style-type: none"> • Perceptive understanding of the character. • Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character.

Question Number	
3(b)	<p>Comment on the effect of the language used to describe the character of Holmes in the extract. Use examples of the writer's language from the extract.</p> <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> • realises killing the creature is an end to the 'family ghost' • understands chemistry: he deduces the preparation of phosphorus is a special mix so there is no smell to it: 'Cunning preparation' • remains calm and composed; he does not exclaim his sentences • apologetic for putting Sir Henry's life in danger and offering him a 'deep apology', for having 'exposed' him to the 'fright' • surprised about the creature, which he was not expecting: 'not for such a creature as this' • realises he has endangered Sir Henry's life 'Having first endangered it' • shows concern and is sympathetic to Sir Henry's shock: 'You are not fit for further adventures to-night' • pragmatic and practical in his decisions: using short, succinct sentences throughout: 'We must leave you now' • decisive and clear-thinking: 'We have our case, and now we only want our man' • determined, knowing the work must be completed: 'our work must be done' • confident and in control throughout (many examples). <p>Reward any other valid points.</p>

Band	Mark	AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Generally sound reference to how the writer achieves effects. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples from the extract are generally sound and mostly relevant.
2	3-4	<ul style="list-style-type: none"> • Sound reference to how the writer achieves effects. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples from the extract are sound and mostly relevant.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to how the writer achieves effects. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Sustained use of relevant examples from the extract.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to how the writer achieves effects. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Assured use of relevant examples from the extract.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to how the writer achieves effects. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Perceptive use of relevant examples from the extract.

Question Number	
3(c)	Explore the significance of fear in the extract. Use evidence from the extract to support your answer.
	(10 marks)
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Sir Henry's use of whispered oaths 'God' and 'Heaven' and repeating 'What was it?' • the description of the 'terrible' creature explains why the situation was fearful: 'gaunt, savage and as large as a small lioness' • even in 'the stillness of death', the creature appals: 'dripping with a bluish flame', with cruel eyes 'ringed with fire' • Holmes himself realises the fearful danger: 'such a creature' which he was not expecting • the fog and rapid appearance of the creature adds to the atmosphere of fear: 'the fog gave us little time to receive him' • Sir Henry needs brandy to revive him from his fearful experience • Sir Henry staggers, 'ghastly pale', and trembles and shivers with 'his face buried in his hands' • Sir Henry remains in disbelief. <p>Reward any other valid points.</p>

Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly sound reference to extract mostly supported by relevant textual reference. • Explanation of significance of theme in the extract shows generally sound understanding.
2	3-4	<ul style="list-style-type: none"> • Sound reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows sound understanding.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows thorough understanding.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows assured understanding.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to extract supported by sustained relevant textual reference. • Explanation of significance of theme in the extract shows perceptive understanding.

Question Number		
3(d)	Explore the significance of fear in one other part of the novel. Use examples of the writer's language to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Candidates may draw on any relevant part of the novel outside the extract provided that the focus is on how fear is presented in another part of the text and that statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: the writer's presentation of this theme (A02).</p> <p>The novel presents many incidents that candidates may choose to address the theme of fear.</p> <p>Responses may include reference to one of the following parts of the novel OR the candidate's own appropriate choice:</p> <ul style="list-style-type: none"> • the fear of the hound in a variety of settings, including the sound of its howling • the discovery of Sir Charles Baskerville's body • Beryl's warning to Watson • the moor and Grimpen Mire • the daughter of a yeoman who is in danger after Hugo pursues her in the legend • Sir Henry's fear that his life is in danger: being followed and the message • Barrymore's secret - the fear of being discovered. 	
Band	Mark	<p>AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.

3	6-7	<ul style="list-style-type: none"> • Sustained use of relevant examples from the text to demonstrate knowledge about theme/character. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Thorough selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> • Assured use of relevant examples from the text to demonstrate knowledge about theme/character. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Pertinent selection of textual detail to support interpretation.
5	11-12	<ul style="list-style-type: none"> • Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Convincing selection of textual detail to support interpretation.

Spelling, Punctuation and Grammar assessed in part (d)

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Felicia's Journey

Question Number		
4(a)	From the extract, what do you discover about the character of Felicia? Use evidence from the extract to support your answer.	
	(8 marks)	
Indicative content		
<p>Responses may include:</p> <ul style="list-style-type: none"> • trusting: has revealed information about her family • has a mother who has died and other details about her family life • sociable: has clearly engaged in discussion with Hilditch • determined and fearless: walking out in the fog • Irish, the same name as a 'woman revolutionary', ironically meaning happy and joyful • missing: Hilditch wants to know where she is • has left Hilditch's in fear and panic, dropping the 'black bar' • her money has been stolen by Hilditch • has been 'maligned in the thoughts of others' • she has had a huge impact on Hilditch, who is obsessed with her, 'All he needs is to know where she is now'. <p>Reward any other valid points.</p>		
Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Uses relevant evidence from the extract to demonstrate knowledge about the character.
2	4-5	<ul style="list-style-type: none"> • Thorough understanding of the character. • Uses a good range of evidence from the extract to demonstrate knowledge about the character.
3	6-8	<ul style="list-style-type: none"> • Perceptive understanding of the character. • Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character.

Question Number	
4(b)	<p>Comment on the effect of the language used to present the character of Mr Hilditch in the extract.</p> <p>Use examples of the writer's language from the extract.</p>
	(10 marks)
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> • obsessive – uses repetition 'Strange' leading to him being considered mad • reflective: thinking of Felicia • pursues Felicia • named after a newscaster • oblivious to his own obsession and to what others say to him • distressed and disturbed: does not have 'peace of mind' • dangerous and devious: took Felicia's money so she would not leave him • a thief: taken Felicia's money • a 'mad man' who is 'not as he seems' • has some 'heinous purpose' • guilty conscience: provides a spontaneous confession • admits to being delusional. <p>Reward any other valid points.</p>

Band	Mark	AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Generally sound reference to how the writer achieves effects. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples from the extract are generally sound and mostly relevant.
2	3-4	<ul style="list-style-type: none"> • Sound reference to how the writer achieves effects. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples from the extract are sound and mostly relevant.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to how the writer achieves effects. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Sustained use of relevant examples from the extract.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to how the writer achieves effects. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Assured use of relevant examples from the extract.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to how the writer achieves effects. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Perceptive use of relevant examples from the extract.

Question Number		
4(c)	Explore the significance of obsession in the extract. Use evidence from the extract to support your answer.	
	(10 marks)	
	Indicative content	
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Hilditch is observed as a 'mad man' being obsessive – uses repetition 'Strange' • pursues Felicia obsessively • oblivious to his own obsession and to what others say to him • distressed and disturbed: does not have 'peace of mind' • his obsession leads to being dangerous and devious: took Felicia's money so she would not leave him • his obsession has some 'heinous purpose' • his obsession leads to a guilty conscience: provides a spontaneous confession • his obsession leads to him admitting 'he suffers from delusions'. <p>Reward any other valid points.</p>	
Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly sound reference to extract mostly supported by relevant textual reference. • Explanation of significance of theme in the extract shows generally sound understanding.
2	3-4	<ul style="list-style-type: none"> • Sound reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows sound understanding.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows thorough understanding.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows assured understanding.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to extract supported by sustained relevant textual reference. • Explanation of significance of theme in the extract shows perceptive understanding.

Question Number		
4(d)	Explore the significance of obsession in one other part of the novel. Use examples of the writer's language to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Candidates may draw on any relevant part of the novel outside the extract provided that the focus is on how obsession is presented in another part of the text and that statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: the writer's presentation of this theme (A02).</p> <p>The novel presents many incidents that candidates may choose to address the theme of obsession.</p> <p>Responses may include reference to one of the following parts of the novel OR the candidate's own appropriate choice:</p> <ul style="list-style-type: none"> • Felicia's obsession with Johnny • Felicia's obsession in her search for Johnny – such as her search for Thompson Castings • Hilditch's obsession in following and pursuing Felicia • Hilditch's obsession with food • Hilditch's obsession with the other girls. 	
Band	Mark	<p>AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Sustained use of relevant examples from the text to demonstrate knowledge about theme/character. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Thorough selection of textual detail to support interpretation.

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

Spelling, Punctuation and Grammar assessed in part (d)

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Pride and Prejudice

Question Number	
5(a)	<p>From the extract, what do you discover about the character of Lady Catherine?</p> <p>Use evidence from the extract to support your answer.</p> <p style="text-align: right;">(8 marks)</p>
Indicative content	
<p>Responses may include:</p> <ul style="list-style-type: none"> • her social superiority to her visitors, and the fact that she never lets them forget this, are key to her character • the way some visitors such as Collins are in awe of her reinforces her social status • Lady Catherine’s home, lavish with ‘antechamber’(check spelling of anti(or ante) chamber and ‘grandeur’, reflects her grandeur as a character • regarded as ‘Her Ladyship’ • ‘condescension’ – shows her superiority • her visitors perceive her as formidable as evidenced by the social manners and introductions pre-arranged by Mrs Collins, highlighting the need to avoid any embarrassments in front of Lady Catherine • her superior social rank is indicated by the ‘condescension’ with which she ‘arose to receive them’; the word ‘receive’ does not evoke a warm welcome, more a formality • makes her guests feel uncomfortable and ‘inferior’ • physical description: ‘tall’ ‘large woman’ ‘strongly-marked features’ – Elizabeth suggests she may have been ‘handsome’ in the past – all emphasise her presence • Elizabeth suggests some family likeness with Darcy (Lady Catherine is his aunt) • ‘not conciliating’ – she does not win the goodwill of her visitors • authoritative and full of self-importance • her appearance and manner contrast with Miss De Bourgh who looks ‘pale and sickly’. <p>Reward any other valid points.</p>	

Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character. • Uses relevant evidence from the extract to demonstrate knowledge about the character.
2	4-5	<ul style="list-style-type: none"> • Thorough understanding of the character. • Uses a good range of evidence from the extract to demonstrate knowledge about the character.
3	6-8	<ul style="list-style-type: none"> • Perceptive understanding of the character. • Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character.

Question Number	
5(b)	<p>Comment on the language used to create (present?) social rank in the extract. Use examples of the writer's language from the extract.</p> <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> • the differences in social status/hierarchy between Lady Catherine and her guests is the key to social rank in this extract • Mr Collins is 'rapturous' when showing the guests the house – creating a sense of awe • a cold atmosphere is created when Lady Catherine with 'condescension' stands to 'receive' her guests. There is not a warm welcome • Mrs Collins has had to prepare before the visit to do the introductions – the atmosphere is not relaxed or natural: 'performed in a proper manner' • Sir William is in awe and can only make a 'very low bow'; he takes a seat in silence – showing his unease • Sir William's daughter is 'frightened out of her senses', not knowing which way to look and sitting on the edge of her seat • Elizabeth however feels at ease: 'found herself quite equal to the scene', and observes the situation 'composedly' • Lady Catherine's self-importance makes her 'formidable' and inspires both fear and awe in her guests • Miss De Bourgh speaks in a very low voice with Mrs Jenkinson – making the atmosphere strained and the quiet makes the atmosphere uncomfortable. <p>Reward any other valid points.</p>

Band	Mark	AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Generally sound reference to how the writer achieves effects. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples from the extract are generally sound and mostly relevant.
2	3-4	<ul style="list-style-type: none"> • Sound reference to how the writer achieves effects. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples from the extract are sound and mostly relevant.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to how the writer achieves effects. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Sustained use of relevant examples from the extract.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to how the writer achieves effects. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Assured use of relevant examples from the extract.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to how the writer achieves effects. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Perceptive use of relevant examples from the extract.

Question Number	
5(c)	Explore the significance of first impressions in the extract. Use evidence from the extract to support your answer.
	(10 marks)
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Mr Collins is excited to show the guests the house for the first time, showing how he wants the house and Lady Catherine to make a powerful first impression • Sir William is impressed by the house: 'in spite of having been at St James's', is 'completely awed by the grandeur' • Mrs Collins is keen to make a good impression on Lady Catherine, by performing the introductions properly: 'in a proper manner' • the first impressions of Lady Catherine are seen through Elizabeth's eyes: she is cold, unwelcoming and condescending to her guests; she is full of her own self-importance and makes the guests feel uncomfortable – except for Elizabeth • Elizabeth's impressions of Lady Catherine are exactly as Mr Wickham 'had represented' and she found 'some resemblance of (to?) Mr Darcy' in her 'countenance and deportment' • Elizabeth's first impression of Miss De Bourgh is that she is the complete opposite of her mother: thin, very small, spoke very little, 'pale and sickly' 'insignificant' • Maria is astonished at Miss De Bourgh being so thin and small • Elizabeth's first impressions of Mrs Jenkinson is that she is not very attractive and was entirely engaged in listening to Miss De Bourgh – perhaps suggesting that she was indifferent to the guests. <p>Reward any other valid points.</p>

Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly sound reference to extract mostly supported by relevant textual reference. • Explanation of significance of theme in the extract shows generally sound understanding.
2	3-4	<ul style="list-style-type: none"> • Sound reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows sound understanding.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows thorough understanding.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows assured understanding.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to extract supported by sustained relevant textual reference. • Explanation of significance of theme in the extract shows perceptive understanding.

Question Number		
5(d)	Explore the significance of first impressions in one other part of the novel. Use examples of the writer's language to support your answer.	
	(15 marks)	
	Indicative content	
	<p>Candidates may draw on any relevant part of the novel outside the extract provided that the focus is on how first impressions are significant in another part of the text and that statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: The writer's presentation of this theme (A02).</p> <p>The novel presents many incidents that candidates may choose to address the theme of first impressions.</p> <p>Responses may include reference to one of the following parts of the novel OR the candidate's own appropriate choice:</p> <ul style="list-style-type: none"> • first impressions of the new neighbour, Bingley • Elizabeth's first impressions of Darcy at the town ball • Elizabeth's impressions of Caroline Bingley – who seems 'supercilious' • the family's first impressions of Mr Collins • first impressions of Pemberley • Elizabeth's first impressions of Wickham, what he tells her about Darcy and their discussion after Netherfield Ball. <p>Reward any other valid points.</p>	
Band	Mark	<p>AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.

2	3-5	<ul style="list-style-type: none"> • Consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.
3	6-7	<ul style="list-style-type: none"> • Sustained use of relevant examples from the text to demonstrate knowledge about theme/character. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Thorough selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> • Assured use of relevant examples from the text to demonstrate knowledge about theme/character. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Pertinent selection of textual detail to support interpretation.
5	11-12	<ul style="list-style-type: none"> • Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Convincing selection of textual detail to support interpretation.

Spelling, Punctuation and Grammar assessed in part (d)

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Great Expectations

Question Number		
6(a)	From the extract, what do you discover about the character of Pip? Use evidence from the extract to support your answer.	
	(8 marks)	
Indicative content		
<p>Responses may include:</p> <ul style="list-style-type: none"> harsh: Pip looks on Miss Havisham without any pity, her vanity has made him think harshly of her had seen Estella 'the other day' loves Estella – the love is observed by Miss Havisham, who says it mirrored her own bitter in his scorn of Miss Havisham does not show any compassion or sympathy for Miss Havisham forgiving for the treatment he has received, but not for Estella's feels sincere affection from Miss Havisham for the first time 'Pip –my Dear!' blunt and sarcastic: 'well, well! said I. I hope so.' scornful on how Miss Havisham had given Estella a heart of 'ice' angry: Pip is upset about how Miss Havisham has corrupted Estella hurt as a result of Miss Havisham's treatment. <p>Reward any other valid points.</p>		
Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> Generally sound or sound understanding of the character. Uses relevant evidence from the extract to demonstrate knowledge about the character. Selection of textual detail evident and appropriate.
2	4-5	<ul style="list-style-type: none"> Thorough understanding of the character. Uses a good range of evidence from the extract to demonstrate knowledge about the character. Selection of textual detail evident and consistently appropriate.
3	6-8	<ul style="list-style-type: none"> Perceptive understanding of the character. Uses a variety of discriminating evidence from the extract to demonstrate knowledge about the character. Selection of textual detail consistently appropriate and discriminating.

Question Number	
6(b)	<p>Comment on the effect of the language used to present the character of Miss Havisham in the extract. Use examples of the writer's language from the extract.</p>
	(10 marks)
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> • Pip questions whether she deserves her punishment and ruin • obsessed to a point of madness: 'vanity of sorrow which had become a master mania' • she is self-absorbed (vanity) with 'sorrow', 'penitence' and 'remorse' • she is filled with guilt and regret: repetition and exclaiming of 'What have I done!' • distressed: 'cry' • she has lived a life of misery and wanted to spare Estella a life of 'misery like my own' • realises the harm she has done: 'Yes, Yes' repeated • shows a heart: 'But, Pip – my dear!' is exclaimed, the dash showing her appeal to Pip. Repeats 'My dear!' (check whether it is Dear) • she is sincere in her grief: 'earnest' • understands the grief she has caused Pip: 'earnest womanly compassion for me' • she realises the wrongs she has done to Estella. The use of commas in her list of wrongs 'praises', 'jewels', suggests an urgency in the confession of her guilt • confesses to stealing Estella's heart and replacing it with the metaphor of 'ice' • knows what Pip says is right: 'looked distractedly', showing she is in thought • she is desperate for compassion and understanding from Pip: 'she pleaded'. <p>Reward any other valid points.</p>

Band	Mark	AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Generally sound reference to how the writer achieves effects. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Examples from the extract are generally sound and mostly relevant.
2	3-4	<ul style="list-style-type: none"> • Sound reference to how the writer achieves effects. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Examples from the extract are sound and mostly relevant.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to how the writer achieves effects. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Sustained use of relevant examples from the extract.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to how the writer achieves effects. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Assured use of relevant examples from the extract.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to use of text by writer to achieve effect. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Perceptive use of relevant examples.

Question Number	
6(c)	<p>Explore the significance of guilt in the extract. Use evidence from the extract to support your answer.</p> <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Candidates will select from a range of material from the extract – this may include:</p> <p>Miss Havisham’s guilt is demonstrated throughout the extract:</p> <ul style="list-style-type: none"> • she realises she has destroyed Pip’s and Estella’s possible relationship: she recognises that what she has done to Pip is a mirror-image of what happened to her; ‘until I saw in you a looking- glass’(check hyphen) • she has caused Pip as much hurt as she experienced in her past: ‘showed me what I once felt myself’ • she acknowledges ‘at first’ she wanted to spare Estella a life of ‘misery’ like her own • because of Estella’s beauty, she admits to ‘gradually’ becoming ‘worse’ • she knows she ‘stole’ Estella’s heart and replaced it with ‘ice’ through ‘praises’, ‘jewels’, ‘teachings’ and by example • she repeats ‘what have I done’, ‘twenty, fifty times over’ • she ‘pleaded’ with Pip to ‘understand’ her and show some ‘compassion’ • Pip reinforces that her sense of guilt is correct: ‘better... to have left her a natural heart’. <p>Reward any other valid points</p>

Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly sound reference to extract mostly supported by relevant textual reference. • Explanation of significance of theme in the extract shows generally sound understanding.
2	3-4	<ul style="list-style-type: none"> • Sound reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows sound understanding.
3	5-6	<ul style="list-style-type: none"> • Sustained reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows thorough understanding.
4	7-8	<ul style="list-style-type: none"> • Pertinent reference to extract supported by relevant textual reference. • Explanation of significance of theme in the extract shows assured understanding.
5	9-10	<ul style="list-style-type: none"> • Convincing reference to extract supported by sustained relevant textual reference. • Explanation of significance of theme in the extract shows perceptive understanding.

Question Number	
6(d)	Explore the significance of guilt in one other part of the novel. Use examples of the writer's language to support your answer.
	(15 marks)
	Indicative content
	<p>Candidates may draw on any relevant part of the novel outside the extract provided that the focus is on how guilt is significant in another part of the text and that statements made are supported with a quotation or reference from the text (A01) and reference is made to the writer's craft: the writer's presentation of this theme (A02).</p> <p>The novel presents many incidents that candidates may choose to address the theme of guilt.</p> <p>Responses may include reference to one of the following parts of the novel OR the candidate's own appropriate choice:</p> <ul style="list-style-type: none"> • Pip feels guilty for stealing food and a file for the convict • Pip's feeling of shame and guilt about his hands, boots and upbringing • Pip's guilt at his treatment of Joe • Pip's feelings when Magwitch returns • the law and guilt: Magwitch and Compeyson's crimes, as explained by Magwitch to Pip 'never a word but Guilty' • Estella's lack of guilt about her treatment of Pip. <p>Reward any other valid points.</p>

Band	Mark	<p>AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2: Explain how language, structure and form contribute to a writer's presentation of ideas, themes and settings.</p>
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Mostly uses relevant examples from the text to demonstrate knowledge about theme/character. • Generally sound understanding of linguistic, grammatical, structural and presentational features of language. • Generally sound selection of textual detail to support interpretation.
2	3-5	<ul style="list-style-type: none"> • Consistently uses relevant examples from the text to demonstrate knowledge about theme/character. • Clear understanding of linguistic, grammatical, structural and presentational features of language. • Sound selection of textual detail to support interpretation.

3	6-7	<ul style="list-style-type: none"> • Sustained use of relevant examples from the text to demonstrate knowledge about theme/character. • Thorough understanding of linguistic, grammatical, structural and presentational features of language. • Thorough selection of textual detail to support interpretation.
4	8-10	<ul style="list-style-type: none"> • Assured use of relevant examples from the text to demonstrate knowledge about theme/character. • Assured understanding of linguistic, grammatical, structural and presentational features of language. • Pertinent selection of textual detail to support interpretation.
5	11-12	<ul style="list-style-type: none"> • Perceptive use of relevant examples from the text to demonstrate knowledge about theme/character. • Perceptive understanding of linguistic, grammatical, structural and presentational features of language. • Convincing selection of textual detail to support interpretation.

Spelling, Punctuation and Grammar assessed in part (d)

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Section B: Different Cultures and Traditions

Anita and Me

Question Number	
7	<p>In what ways is Nanima a significant character in the novel? You must consider the context of the novel. Use evidence to support your answer.</p> <p style="text-align: right;">(46 marks)</p>
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Nanima, Meena's grandmother, comes to help her daughter with the new baby • Meena describes her as 'precious cargo' and her arrival is a momentous occasion, taking 'ten minutes to reach the front door', showing how important it is • Nanima's opinion is important to the family; she thinks that Meena is a 'jungle' or 'wild girl' • Nanima goes missing but is found at Mr Worrall's where they both speak in 'Grunt' • Nanima displays some shocking behaviour – like kicking the dog • the visit to Mr Ormerod's shop and the confusion over short change – Nanima had 'stolen' a chocolate bar • Meena confronts Sam and his gang in order to save Nanima from abuse and embarrassment • Nanima is clearly not impressed with Anita • Nanima decides to go back to India and Meena is told whilst she is in hospital. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) Candidates' references to the context may include:</p> <ul style="list-style-type: none"> • the importance of her role in the family is shown by the way her arrival is celebrated • Nanima's presence enables Meena to explore her Punjabi roots; Meena listens to the Punjabi discussions, although she cannot speak it fluently herself • Nanima's arrival has an impact on the family's sleeping arrangements: Meena has to share her bed with Nanima • her arrival has an immediate impact on Sunil's sleeping pattern • after her arrival, the family get into a routine and Meena begins helping with the chores • Meena enjoys listening to Nanima's stories • Meena learns the importance of education through Nanima's stories • Nanima's stories include how some British soldiers took their eggs when en route to see the Rajah of Patiala

		<ul style="list-style-type: none"> • Meena’s life has changed and been enriched by her grandmother’s visit; Meena does not want her to go and clearly loves her • references to the British occupation of India and comments about ‘The black hole of Calcutta’ • family history: ‘Quit India Movement’ • references Nanima’s clothing, customs and wise words • any comments about cultural differences and life in India. <p>Reward any other valid points for either AO.</p>
Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

Band	Mark	AO4: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 - 2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	3 - 4 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	5 - 6 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Anita and Me

Question Number	
8	<p>Explore the significance of Meena's childhood in the novel. You must consider the context of the novel. Use evidence to support your answer.</p> <p style="text-align: right;">(46 marks)</p>
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Meena's parents are trying to keep her a little girl for as long as they can • Meena's parents' desire for her to gain a place at Grammar school • events are told through Meena's innocent child-like narrative and are often amusing or crude, such as the 'farting settee' or the 'peeing competition' • Meena's resentment about having to 'play' with Pinky and Baby • Meena sings an English song to her family using inappropriate language to reflect her emotions • Meena asks questions, which adults often prefer not to answer • the birth of her younger brother and impending school exams force Meena to grow up. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) Candidates' references to the context may include:</p> <ul style="list-style-type: none"> • Meena's immaturity contrasts with the way Anita acts and behaves: Meena is 9 years old at the beginning of the novel and wanting to be older • Anita's childhood is freer and less restrained than Meena's, as shown by her language, clothes, relationships with boys and family • Meena wants to be like Anita and the 'Wenches' • the differences between Meena's and Anita's upbringing • she often struggles, wanting Western food and experiences, such as Christmas, rather than her traditional Punjabi ones, as part of her childhood • Meena begins to grow up when she experiences racism • Meena reads <i>Jackie</i> magazine • Meena's childhood continues against the background of events including: the miners' strike, glam rock, mods and rockers, troubles in Ireland • contrasts between Eastern and Western cultures; Meena's family's immigration against the background of the Partition and the British Nationality Act 1948 • by the end of the novel, Meena has changed in herself, her home and her attitudes towards others.

	Reward any other valid points for either AO.	
Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

Band	Mark	AO4: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 - 2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	3 - 4 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	5 - 6 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Balzac and the Little Chinese Seamstress

Question Number	
9	<p>Explore the significance of Phoenix Mountain in the novel. You must consider the context of the novel. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • on the mountain the boys experience 'cultural re-education' which includes humiliation and hard work in the mines, fields and the village • there are many events that take place on the mountain, including what takes place in the life of the villagers and how they survive the harsh conditions of the mountain • houses built on stilts and the living conditions on the mountain • known as 'Phoenix of the Sky' due to its high altitude and comprised of some 'twenty villages scattered along the single serpentine footpath' • there was no road to the mountain, just a narrow path • bad weather and storms make travel impossible • Luo and the narrator leave the mountain to go to the cinema in Yong Jing in order to re-tell the film stories to the peasants • Four Eyes is leaving the mountain as he is writing a collection of folk tales. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Phoenix Mountain is where Luo and the narrator are sent to be re-educated • on the mountain, Luo and the narrator tell their stories, fall in love and find Four Eyes' suitcase of forbidden books • all these events take place against the context of the Cultural Revolution 1966-1969 and the 're-education' of the sons of 'dissident' intelligentsia • references to mythology, Chinese culture and traditions • historical references to the Han dynasty • the 'Princess of Phoenix Mountain' is the Seamstress; the Seamstress leaves Phoenix Mountain to a new life in the city. This is significant because she is leaving behind the constraints of life on the mountain. <p>Reward any other valid points for either AO.</p>

Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

Band	Mark	AO4: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 - 2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	3 - 4 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	5 - 6 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Balzac and the Little Chinese Seamstress

Question Number	
10	In what ways are journeys significant in the novel? You must consider the context of the novel. Use evidence to support your answer.
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4.</p> <p>(AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Luo and the narrator make the journey to Phoenix Mountain for their re-education • Luo and the narrator journey to town to watch films in order to re-tell the stories • Luo and the narrator journey to see Four Eyes • Luo's 'daily pilgrimages' to see the Seamstress • the tailor journeys to make peoples' clothes • Luo and the narrator journey to the Old Miller to gather folk tales • the journeys to the pool • Luo's journey home to see his sick mother and what happens in his absence • the narrator's journey with the Chinese Seamstress to the hospital to have an abortion • the Little Chinese Seamstress' planned journey at the end of the novel. <p>(What is valid for AO4 may also be equally valid for AO1.</p> <p>(AO4) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Luo and the narrator make the journey to Phoenix Mountain for their re-education and this changes their whole lives because of what they experience and who they meet • Luo and the narrator journey to town to watch films in order to re-tell the stories which gives them status and highlights the isolation of the mountain community • Luo and the narrator journey to see Four Eyes where they find the forbidden books • Luo's 'daily pilgrimages' to see the Seamstress where their love affair blossoms • the tailor journeys to make people's clothes where he is treated as 'royalty' • the Little Chinese Seamstress' journey of education and journey into literature • Luo and the narrator journey to the Old Miller to gather folk tales which they use to manipulate Four Eyes and obtain the books from him • the journeys to the pool for the secret tryst • Luo's journey home to see his sick mother and what happens in his absence

		<ul style="list-style-type: none"> the narrator’s journey with the Chinese Seamstress to the hospital to have an abortion; the characters are affected by the seriousness of illegitimacy – laws against marrying under 25, against illegitimate children, against doctors/nurses aiding an unmarried mother and the condemnation by the community/social stigma the Little Chinese Seamstress’ planned journey at the end of the novel affects both the narrator and the Chinese Seamstress in different ways; he is distraught, she finds freedom. <p>Reward any other valid points for either AO.</p>
Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> Mostly sound responses to text mostly supported by textual reference which is often appropriate. Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> Sound responses to text supported by relevant textual reference. Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> Sustained responses to text supported by relevant textual reference. Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> Pertinent responses to text supported by relevant textual reference. Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> Convincing responses to text supported by sustained relevant textual reference. Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

Band	Mark	AO4: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 - 2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	3 - 4 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	5 - 6 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Heroes

Question Number	
11	<p>In what ways are the Church, School and Club of St Jude’s significant in the novel? You must consider the context of the novel. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates’ responses may include:</p> <p>Church</p> <ul style="list-style-type: none"> • St Jude’s Church is visible from Mrs Belander’s house • Francis often goes to the Catholic church • Francis often prays for others and remembers Father Balthazar’s Sunday masses and going to confessional • it is where Francis considers suicide, but realises it is a sin and he must die more honourably • candidates may make reference to St Jude’s Convent, when Francis goes to see Sister Mathilde to get Nicole’s address. <p>School</p> <ul style="list-style-type: none"> • St Jude’s Parochial School is where he meets Nicole • Francis remembers the eight years spent at school, especially Sister Mathilde and lessons • the Wreck Centre ‘opened its doors the day after St Jude’s Parochial School closed for the summer’. <p>Club</p> <ul style="list-style-type: none"> • St Jude’s Club is where Francis meets Arthur and other veterans • at the club, the veterans often reminisce about life before the war and ‘the nuns at St Jude’s’. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) Candidates’ responses may include:</p> <ul style="list-style-type: none"> • Francis often goes to the church as it is central to his life • the church is the place where Francis considers suicide because of his faith in religion and morality • In the church Francis makes the decision to go to war in order to die • St Jude’s Parochial School is important to Francis as this is where he meets Nicole • how the veterans reminisce of their earlier lives and their war injuries and the trauma suffered through experience. <p>Reward any other valid points for either AO.</p>

Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

Band	Mark	AO4: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 - 2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	3 - 4 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	5 - 6 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Heroes

Question Number	
12	<p>Explore the significance of reputation the novel. You must consider the context of the novel. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • before the war Francis had a reputation for being shy, reserved and lacking confidence • with the help of Larry LaSalle, he earns a reputation for being a good table tennis player which improves his self-confidence and self-image • after the war, Francis has a reputation as a war hero and as a holder of a Silver Star, although he likes to hide this; there is irony in that his reputation as a war hero is built on his intention to commit suicide by jumping on a grenade • Larry LaSalle's reputation when he opens the Wreck Centre • LaSalle's reputation as a war hero • what Nicole thinks of Francis • the reputation of war not being as glamorous as it sounded. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) Candidates' responses may include:</p> <ul style="list-style-type: none"> • after the war, Francis has a reputation as a war hero and as a holder of a Silver Star; there is irony in that his reputation as a war hero is built on his intention to commit suicide by jumping on a grenade • Larry LaSalle's reputation when he opens the Wreck Centre is based on being likened to a film star of the 1940s 'Fred Astaire'- athletic, attractive and glamorous • LaSalle's reputation as a war hero when he returns in glory to Frenchtown • his high reputation in Nicole's and Francis's eyes is destroyed by his actions which show him to be the very opposite of a hero • veterans return to Frenchtown with high reputations, but like Francis they are suffering and reputations for being war heroes are based upon what society wishes to see. <p>Reward any other valid points for either AO.</p>

Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

Band	Mark	AO4: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 - 2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	3 - 4 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	5 - 6 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Of Mice and Men

Question Number	
13	<p>In what ways is George a significant character in the novel? You must consider the context of the novel. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • George is a hard worker • is reliable • is in some ways solitary, e.g. playing solitaire • he plans ahead, e.g. telling Lennie how to behave, what to do and where to hide • has standards by which he lives his life • he challenges Curley's wife • he is cautious in what he says about Lennie to others • George visits the 'cat-house' with the other men on one occasion. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) References to context may include:</p> <ul style="list-style-type: none"> • George is a dreamer and without him Lennie and Candy would not have hope • George is a father-figure to Lennie • he promised Lennie's Aunt Clara he would take care of him • he protects and guides Lennie • he is friendly to others, like Slim • he allows Candy's offer of money to encourage his dream of owning their own land • he confides in Slim and tells him about how he used to play tricks on Lennie • he shows his ultimate care for Lennie when he shoots him at the end • the two men have a dream which is representative of the American Dream • their relationship is considered unusual by the other men on the ranch because of the solitary lifestyle of the itinerant farm worker during the Great Depression. <p>Reward any other valid points for either AO.</p>

Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

Band	Mark	AO4: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 - 2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	3 - 4 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	5 - 6 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Of Mice and Men

Question Number	
14	<p>In what ways are animals significant in the novel? You must consider the context of the novel. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • the water snake and heron at the beginning and end of the novel • Lennie and the mice • Lennie's obsession with rabbits • Candy's dog is shot by Carlson, which Candy regrets afterwards • Lennie's puppy and its death in the barn • the gigantic rabbit that springs out of Lennie's mind in the final section as is conscience. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) References to context may include:</p> <ul style="list-style-type: none"> • the title of the novel and Robert Burns' poem <i>To a Mouse</i> • Lennie compared with animals, descriptive features liken him to a bear, a horse, a lamb • Lennie's love for mice and rabbits • what Lennie threatens to do to cats who may attack the rabbits on their ranch • various references to animals in descriptions of events, e.g. 'flopping like a fish' • the killing of Lennie by George is paralleled to the killing of Candy's dog by Carlson (Candy says 'I ought to of shot that dog myself') • the link to the American Dream through the title 'Of Mice and Men' with plans often going awry • the American Dream to have a 'little place' and to have rabbits • Lennie's strength compared with a bear and Lennie's fate if he did not have George to care for him. <p>Reward any other valid points for either AO.</p>

Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

Band	Mark	AO4: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 - 2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	3 - 4 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	5 - 6 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Rani and Sukh

Question Number	
15	<p>In what ways is Kulwant Sandhu a significant character in the novel? You must consider the context of the novel. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • she falls in love with Billah • she discovers she is pregnant • she seeks advice from Nimmo • she talks to Nimmo, who warns her • she is advised to go away and hide with Billah • when she finds out what happens to Billah, killed by her family, she commits suicide. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) References to context may include:</p> <ul style="list-style-type: none"> • the 1960s Punjab section tells the story of Billah Bains and Kulwant Sandhu • the love between Billah and Kulwant results in their tragic deaths • the events in the Punjab have a profound effect on the relationship between the Bains and Sandhus • Kulwant's and Billah's relationship mirrors Rani's and Sukh's; Divy takes family honour to extremes when he realises that Rani is in love with Sukh, possibly made worse by the events that occurred in the families' past history • although there are differences in how the Bains and Sandhus have adapted to life in a Western culture, the Punjabi background still affects Rani and Sukh with honour killings, izzat and kismet. <p>Reward any other valid points for either AO.</p>

Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

Band	Mark	AO4: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>

3	11-15	<ul style="list-style-type: none"> Sustained reference to context supported by relevant textual reference. Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> Pertinent reference to context supported by relevant textual reference. Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> Convincing reference to context supported by sustained relevant textual reference. Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 - 2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	3 - 4 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	5 - 6 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Rani and Sukh

Question Number	
16	<p>In what ways is the theme of tragedy significant in the novel? You must consider the context of the novel. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Rani and Sukh fall in love; their illicit affair mirrors the affair of Kulwant and Billah • they try to keep their love a secret, but they confide in Sukh's sister who helps their affair as they meet at her flat. Rani becomes pregnant • on finding out the family history from Parvy, Rani refuses to see Sukh, but when they do meet up again, the lovers confide in Sukh's father who promises to support them and try to reconcile the two families; Divy discovers the relationship; Rani is imprisoned and beaten; this leads to Divy taking revenge and stabbing Sukh. The novel ends with Rani having the baby and going to New York • the traditional family background that belongs to the older generation in this text very much interferes with the younger generation. For Rani, this occurs on a daily basis; she is always looking over her shoulder; as a woman, Rani has to lie in order to go out, something her brothers would not be prevented from doing. The reader is horrified when Divy beats his sister with the consent of their father; this shows a clear divide between the roles of daughters and sons and their views about family honour. It is family honour that results in tragedy. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) References to context may include:</p> <ul style="list-style-type: none"> • the tragedy of Kulwant Sandhu and Billah Bains • <i>izzat</i> is viewed differently by the generations and the two families; it impacts more severely on females. The younger generation of the Sandhus are more intense than the older and the Bains are less intense than the Sandhus e.g. how Rani is locked in her room • despite the tragedy, Rani seeks a new life in America with Parvy, unlike Kulwant who took her own life • the tragedy of Rani and Sukh is the result of a long-standing feud between two families that began over family honour. Thirty years earlier, in Punjab, during the 1960s, Billah Bains and Kulwant Sandhu fell in love. Kulwant becomes pregnant and tragically dies by taking her

	<p>life shortly after the honour killing of Billah. The tale of hatred between these two families is carried into adulthood and is passed on to their children, although Rani did not know of the story. In 1990s Leicester, the traditional views of family honour are strictly upheld by the Sandhus, although the Bains have adapted to a more liberal and westernised way of life</p> <ul style="list-style-type: none"> • it is a patriarchal society that exists within multi-racial urban life in modern-day Leicester. The father runs the family business with his sons whilst the women concern themselves with the household and the children: a clear divide between Eastern and Western culture • the family feud is intensified through the rivalry of their business ventures. <p>Reward any other valid points for either AO.</p>
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Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

Band	Mark	AO4: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 - 2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	3 - 4 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	5 - 6 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Riding the Black Cockatoo

Question Number	
17	<p>In what ways is Fiona significant in the text? You must consider the context of the text. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Fiona is a speaker at the Writers' Festival (Ch 6); she speaks about her childhood and introduces Auntie Alyson; at the festival, a number of items are displayed – including the 'feather headdress' • Fiona is a writer and uses the same publishing house as John • John makes contact after getting Fiona's number off his editor • John contacts Fiona as he needs the headdress for Mary's repatriation • after listening to John's story, Fiona agrees to allow John to have the headdress • John's daughter befriends Fiona's daughter • Fiona provides the 'Afterword'. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) References to context may include:</p> <ul style="list-style-type: none"> • John contacts Fiona as he needs the headdress for Mary's repatriation; this headdress is significant in the ceremony. Fiona is a link for John with Aborigine ceremonial customs and beliefs including the use of totems and the significance of the Black Cockatoo feathers • His relationship with Fiona makes him challenge his stereotypical thinking about Aborigines and helps his steps to reconciliation; his visit to her house in Brisbane makes him aware of the importance of the repatriation of ancestral remains, and the reintegration of white and Aboriginal Australians. <p>Reward any other valid points for either AO.</p>

Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

Band	Mark	AO4: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>

3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 - 2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	3 - 4 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	5 - 6 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Riding the Black Cockatoo

Question Number	
18	<p>In what ways are attitudes significant in the story? You must consider the context of the text. Use evidence to support your answer.</p> <p style="text-align: right;">(46 marks)</p>
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • John reveals his stereotypical attitudes and thinking: Chapter 1 'I cringe at how monstrously offensive such stereotypes are' • John, although he thinks he is liberal in his attitudes, discovers he is racist and prejudiced • his attitudes to Mary, the skull, reveal this unrealised prejudice • how attitudes about the Aborigines were embedded through television programmes such as <i>Skippy</i> (Ch 3) • John's father's views of and attitude towards Aborigines are more extreme than John's, but have similarities. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) References to context may include:</p> <ul style="list-style-type: none"> • there are various events that cause a change in John's attitude, e.g. John's surprise that Fiona's house is 'neat' and her family life is 'normal' (Ch 8) • John's attitudes are challenged. He gains a true picture and understanding of the Aboriginal culture; he realised he was ignorant about the Aborigines' culture, traditions and beliefs; for example, he did not understand the significance of the image of an Aborigine on the two-dollar coin, an object he carries every day in his pocket • John's appreciation of Aboriginal culture takes him on a spiritual journey where he replaces medication with spiritual healing • he emerges with a greater insight and a profound sense of connection to the indigenous people by overcoming his previous stereotypical thinking • John's father's attitude is challenged and changed radically after the ceremony • his father meets the Aboriginal footballer, Nathan Lovett-Murray, and is overawed by him; this is part of the change in his father's attitude to Aborigines • representation of Aborigines in the media; newspaper reports with disappointing headlines and stereotypical images (Ch 13). <p>Reward any other valid points for either AO.</p>

Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

Band	Mark	AO4: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 - 2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	3 - 4 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	5 - 6 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

To Kill a Mockingbird

Question Number	
19	<p>In what ways are the Ewells significant in the novel? You must consider the context of the novel. Use evidence to support your answer.</p>
	(46 marks)
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • Mayella asks Tom to break up a chiffarobe; Tom helps her and she makes a pass at him • after her father discovers what she has done, and how she has broken the social taboo of a white woman with a black man, Tom is accused of raping her. <p>What is valid for AO4 may also be equally valid for AO1. (AO4) References to context may include:</p> <ul style="list-style-type: none"> • during the trial, the prejudice of the white community against the blacks is revealed, even though the evidence clearly shows that Tom is innocent and Mayella's injuries were most likely inflicted by her father • Atticus shows Bob Ewell to be a liar during the cross-examination, but the only difference this makes to the verdict is that it takes them longer to find Tom guilty • Bob Ewell swears revenge on Atticus and his family, which leads to the attack on Scout and Jem • Bob Ewell is the father of eight children including Burris and Mayella, and represents 'White Trash'; his son, Burris, is out of control at school (Chapter 3); Mayella is unhappy and abused • Ewell is a jobless, heavy drinker, foul-mouthed, hateful, racist, breaks the law by hunting and trapping 'out of season' • Bob Ewell dies at the end of the novel • the events of the novel involving the Ewells are seen against the context of economic deprivation and the Depression. <p>Reward any other valid points for either AO.</p>

Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

Band	Mark	AO4: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound

		<p>understanding.</p> <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 - 2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	3 - 4 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	5 - 6 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	
20	<p>Explore the significance of 'mockingbirds' in the novel. You must consider the context of the novel. Use evidence to support your answer.</p> <p style="text-align: right;">(46 marks)</p>
	Indicative content
	<p>Candidates should include critical and imaginative responses to the novel supported by textual reference (AO1) which show appreciation of the social, cultural or historical context (AO4).</p> <p>What is valid for AO1 may also be equally valid for AO4. (AO1) Candidates' responses may include:</p> <ul style="list-style-type: none"> • in Chapter 10 Atticus tells the children how to use their shotguns. He tells them: 'Shoot all the bluejays you want, if you can hit 'em, but remember it is a sin to kill a mockingbird' • Miss Maudie explains that mockingbirds are not destructive; they do not do anything wrong and only make nice music for others to enjoy • the mockingbird sings its song in other parts of the novel, such as when Scout and Jem go the pageant (Ch 28). <p>What is valid for AO4 may also be equally valid for AO1. (AO4) References to context may include:</p> <ul style="list-style-type: none"> • the title of the novel is symbolic, as the 'mockingbirds' can be considered as Boo Radley and Tom Robinson; both show kindness and are innocent victims • Tom and Boo both suffer prejudice – both are wrongly imprisoned: Tom in gaol and Boo within his own home • Atticus can be considered a 'mockingbird' as he has sung of Tom's innocence • innocence is destroyed by evil and the mockingbird represents innocence – Jem, Dill, Boo, Tom are innocents injured through evil • Scout, in Chapter 30, says that public exposure of Boo would be 'like shootin' a mockingbird' • the treatment of the mockingbird characters is part of Scout learning about life, injustice and racism of the time • the novel reflects society of the time. Maycomb is a microcosm of American society in the southern states during the Great Depression.

Band	Mark	AO1: respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
0	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Mostly sound responses to text mostly supported by textual reference which is often appropriate. • Selection and evaluation of textual detail show generally sound understanding of theme/ideas.
2	5-7	<ul style="list-style-type: none"> • Sound responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show sound understanding of theme/ideas.
3	8-10	<ul style="list-style-type: none"> • Sustained responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show thorough understanding of theme/ideas.
4	11-13	<ul style="list-style-type: none"> • Pertinent responses to text supported by relevant textual reference. • Selection and evaluation of textual detail show assured understanding of theme/ideas.
5	14-16	<ul style="list-style-type: none"> • Convincing responses to text supported by sustained relevant textual reference. • Selection and evaluation of textual detail show perceptive understanding of theme/ideas.

Band	Mark	AO4: relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.
0	0	No rewardable material.
1	1-5	<ul style="list-style-type: none"> • Mostly sound reference to context mostly supported by relevant textual reference. • Explanation of importance of theme/idea shows generally sound understanding. <p>*Sentences are generally clearly structured, with generally sound control of expression and meaning with generally sound control of a range of punctuation devices. Spelling is mostly accurate; any errors do not hinder meaning.</p>
2	6-10	<ul style="list-style-type: none"> • Sound reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows sound understanding. <p>*Sentences are clearly structured, with sound control of expression and meaning with secure control of the full range of punctuation devices. Spelling is mostly accurate, with some errors.</p>
3	11-15	<ul style="list-style-type: none"> • Sustained reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows thorough understanding. <p>*Sentences are appropriately structured, with sustained control of expression and meaning with thorough control of the full range of punctuation devices. Spelling is almost always accurate, with occasional errors.</p>
4	16-20	<ul style="list-style-type: none"> • Pertinent reference to context supported by relevant textual reference. • Explanation of importance of theme/idea shows assured understanding. <p>*Sentences are purposefully structured, with assured control of expression and meaning with assured control of the full range of punctuation devices. Spelling is almost always accurate, with minimal errors.</p>
5	21-24	<ul style="list-style-type: none"> • Convincing reference to context supported by sustained relevant textual reference. • Explanation of importance of theme/idea shows perceptive understanding. <p>*Sentences are convincingly structured, with sophisticated control of expression and meaning with precise control of the full range of punctuation devices. Spelling is consistently accurate.</p>

Spelling, Punctuation and Grammar

		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 - 2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	3 - 4 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	5 - 6 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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